



DOANE UNIVERSITY

SYLLABUS

Foundations of Marriage and Family Therapy

Course Content

<i>Course Number:</i>	COU 653
<i>Course Title:</i>	Foundations of Marriage and Family Therapy
<i>Course Dates:</i>	October 17, 2106-December 17, 2016
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Blake Sandusky, PhD, LMFT, LPC
<i>Office Phone:</i>	
<i>Office Email:</i>	blake.sandusky@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Classroom:</i>	
<i>Meeting Times:</i>	Tuesdays 6:30pm-10:30pm

Course Description

This course is an examination of various theories and models of intervention within families, with strong emphasis on systems theory. Students will learn to apply models and theories of change developed/adapted for counseling with couples and families. Upon successful completion of the course students will be able to recognize the differences between individual and interpersonal therapy; apply a systemic perspective to work with couples and families; utilize evidenced-based interventions from a theoretical perspective to counseling with couples and families; and conceptualize from a systemic perspective a case involving a couple and/or family.

Course Objectives:

1. Students will develop an understanding of and application of varying theories of change specifically developed/adapted for use with families and couples across the individual and family lifespan. (CACREP 2.F.3.a) (CACREP 2.F.5.a)
2. Students will understand the application of systemic theory and varying systems effects on individuals, couples, and families. (CACREP 2.F.3.f)
3. Students will learn to utilize culturally relevant couples and/or family interventions from a system perspective that promote resilience and optimum development for families/couples across the lifespan (CACREP 2.F.3.i)
4. Students will learn to apply systems theory as a perspective to conceptualizing work with couples and families. (CACREP 2.F.5.b)
5. Students will learn about ethical and cultural issues in the application of technology assisted counseling in work with couples and families. (CACREP 2.F.5.d)
6. Students will apply theories developed and adapted for use with couples and families in conceptualizing couples and family issues including interpersonal skills needed to work effectively with couples and families. (CACREP 2.F.5.f) (CACREP 2.F.5.g)
7. Students will learn to apply evidenced-based interventions specific to couples and families. (CACREP 2.F.5.j)
8. Students will learn how a systemic perspective can be applied in developing a personal model of counseling including an evidenced-based theoretical perspective (CACREP 2.F.5.n).

REQUIRED TEXT:

Nichols, M.P. (2009). *Family therapy: Concepts and methods*. (10th ed.). Pearson Educational. Upper Saddle River, NJ. ISBN: 0-205-82719-5

SUPPLEMENTAL TEXT:

All supplemental readings will be assigned in class and will be posted and available on the classes blackboard page.

CACREP Standards Addressed in this Course

Standard Identifier	Standard	Assesment
2.F.3.a	theories of individual and family development across the lifespan	Reading Quizzes Role-Play Case Conceptualization Final Exam
2.F.3.f	systemic and environmental factors	Reading Quizzes Role-Play

	that affect human development, functioning, and behavior	
2.F.3.i	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Role-Play Case Conceptualization
2.F.5.a	theories and models of counseling	Reading quizzes Role-Play Final Exam
2.F.5.b	a systems approach to conceptualizing clients	Role-Play Case Conceptualization
2.F.5.d	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Reading Quizzes
2.F.5.f	counselor characteristics and behaviors that influence the counseling process	Role-Play
2.F.5.g	essential interviewing, counseling, and case conceptualization skills	Role-Play Case Conceptualization
2.F.5.j	evidence-based counseling strategies and techniques for prevention and intervention	Role-Play
2.F.5.n	processes for aiding students in developing a personal model of counseling	Reading Quizzes Case Conceptualization

Measurement of Outcomes

Assignments (Direct): Intervention Paper; Case Conceptualization Presentation; Reading quizzes; Final exam

Instructor Evaluations (Indirect): Participation points; Role play exercise

Instructional Methods

This class will include direct lecture; class discussion; videos for case conceptualization; in class activities; reading assignments; experiential activities;

Suggestions for getting the most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Additionally, there will be reading quizzes for each assigned reading that will be reflected in your final grade.
3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! This class is designed to include discussion. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.
5. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques that we discuss in class. You want to practice now, not when you have your first family sitting across from you!

Course Requirements

1. Reading Quizzes (20 points each; 180 points total)

You will be given a reading assignment to complete prior to each class meeting on blackboard. You are asked to log on to blackboard and complete each reading quiz. These quizzes are open book, therefore, the questions will be in-depth questions designed to ensure you have some grasp on the content. Any issues (i.e., technology issues, lock-outs, etc.) should be addressed via email to the instructor at least one day prior to class meeting times.

2. Role-Play Activity (50 points; 25 evaluation and 25 intervention paper)

You will complete a role-play in class with you as the counselor. All class members will be divided into groups of 4+. The group will be asked to develop a family issue of their choosing. At least three members will be a “family/couple” and one member will play the “counselor” working with the “family”. The role of the counselor is to conduct a 10-minute session with the “family”

The counselor will need to demonstrate the application of an evidenced-based intervention. This can include an intervention from any theoretical framework but **MUST** have an evidence-based background (e.g., you have some research to back-up this intervention.) You will additionally need to write a 3-5 page (APA style) “how to” on the intervention. This will include information about the intervention, what theoretical background the intervention comes from, and any research based on the theory/intervention you are using.

You as the counselor will be evaluated based on your application of the technique with the family using the rubric attached and in the evidenced based theoretical nature of the intervention.

3. Family/Couple Case Conceptualization (200 points)

You will be given a case that includes a family and/or couple. This case will include all information needed to develop a case conceptualization from a systemic perspective and including a theory of change developed or adapted to work with couples and families.

Your case conceptualization should include the following information:

- Client Background/Identified Client
- Presenting Concern
- Analysis of client strengths
- Analysis of client perspective
- Barriers to treatment
- Diversity issues
- Application of systemic based theory
- Overall case conceptualization

You will be asked to develop a presentation of your conceptualization of the case in class. Your presentation will be given in conjunction with other students with the same case, however this is an individual assignment not a group project. All students with the same case will be giving their presentation together. This way we will be able to discuss varying perspectives and theory application of the same case. The purpose of giving presentations in this manner is **NOT** to compare students’ work, but to encourage in class discussion of varying viewpoints/perspectives and in the application of systemic theories and how

systems theory can affect the development/application of a theoretical perspective.

4. Final Exam (100 points)

Students should be prepared to take their licensure exams; therefore a structured exam will be given at the end of the last class. This exam will include multiple-choice questions, including content from the entire term. Students will be given a study guide, which includes all content that will be on the exam. Additionally, a study time prior to the exam will be offered in class in which students may ask questions of information they are unsure of. However, you are encouraged to study the entire semester and to ask questions of content you are unsure of during the term, both in and out of class, by contacting the instructor via email or scheduling a meeting in the office.

5. Participation (90 points)

Students are expected to come to class prepared (i.e., having read, taken their reading quiz, have assignments ready, etc.). A participation grade will be given based on student being prepared to engage in class through in class activities (i.e. discussion, role-plays, asking questions, etc.). Students will be given 10 points per class meeting. Points for participation will be given based on the following:

- Full participation: (10-8)
- Most participation (7-5)
- Partial participation (5-3)
- No participation (2-0)

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria:

Case Conceptualization	32%
Reading Quizzes	30%
Final Exam	16%
Participation	14%
Role-Play	8%

Grading Scale:

A+	98-100	B+	87-89	C+	77-79
A	93-97	B	83-87	C	73-77
A-	90-92	B-	80-82	C-	70-72

Expectations

1. **Attendance and Participation:** It is expected that you will attend every class meeting prepared to participate. Being prepared means that you have completed all assigned readings and reading quizzes. Additionally, prepared means that you have any assignments due that day completed prior to attending class. Should you miss **MORE THAN TWO CLASSES** you will not receive a passing grade for this class. Participation is 14% of your grade in this class.
2. **Classroom Behavior:** Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.
3. **Late Assignments:** Students will receive a **5% point deduction** for all late assignments. This includes all reading quizzes, which should be completed prior to class meeting time. The instructor will not be available to help with technological issues the day of class, you are encouraged to complete reading assignments and quizzes any day prior to class day, however you are open to complete them before class if you choose.

Any in class assignment (e.g., role-plays) must be completed on the day that you have chosen. Due to the time frame given for each class, moving role-plays would become overly difficult and affect the learning of other students. Therefore, in class role-plays must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

4. **Use of Technology:** Students are asked to behave as graduate students (see 2 above), therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or

texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.

5. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work correctly and give ownership of others work will at minimum be given a zero for that assignment.

6. **Email:** Students should expect to communicate with the instructor through the official Doane University email system. This includes me communicating with you at your given Doane University email and you emailing with me at my official Doane University email (given on the first page).

Tentative Schedule

Date	Topic	Reading Assignment	Assignment Due
10/18/16			
10/25/16			
11/1/16			
11/8/16			
11/15/16			
11/22/16			
11/29/16			
12/6/16			
12/13/16			

Special Accommodations

Accommodating Students with Special Learning Needs: Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

LiveText/Blackboard Usage: LiveText and Blackboard will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Statement about Diversity: The Master of Arts in Counseling program as a whole is committed to social justice. The Master of Arts in Counseling program cherishes the

dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. The department emphasizes the importance of diversity and multicultural influences on development in each course, work and research, as well as throughout the practicum and internship training.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.