Argosy University
COURSE SYLLABUS
PC6700
Couples and Families Counseling
Spring II: 3/1/07 – 4/21/07
Onsite weekends: 3/17-18/07; 4/21-22/07

Faculty Information
Faculty Name: Bonnie Macbride and Christine Pappas
Campus: Argosy University San Francisco Bay Area
Contact Information and Office Hours:

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Feel free to contact either instructor by phone or email at any time.
Weekend of class: Before class, during lunch break, after class, or by appointment.

Faculty Bio for Bonnie Macbride:

My work draws primarily from extensive training in Emotionally Focused Therapy for Couples, Systems Centered Training, and somatic-based approaches. I am currently working on a dissertation towards completion of an EdD at Argosy University entitled *An Application of Systems Centered Training to Social Justice Theory: A Case Study of a Graduate Course in Social and Cultural Foundations in Counseling Psychology*. Additionally, I have a private practice in Berkeley working with couples, individuals, and groups.

Faculty Bio for Christine Pappas:

I earned both my Master's and Psy.D in clinical psychology at Argosy University, Bay Area. My clinical experience draws primarily from working with emotionally challenged children, adolescents, young adults, and families. Facilities I have worked in include residential settings, in-patient and outpatient settings, as well as public schools and juvenile hall. Currently, I am working in an outpatient recovery clinic providing services to adults suffering from various addiction disorders (i.e. anorexia, bulimia, drug, and alcohol) and mood disorders while supporting their families when necessary.

Course description:

This course provides a broad theoretical and practical foundation for counseling couples and families, with an emphasis on systemic perspectives of functioning, therapeutic intervention, and skill practice. Methods of the course include lecture, class discussion, class exploration, video viewing, and skill practice.

Course Pre-requisites: None

Required Textbooks:
> Patterson, J., Williams, L., Grauf-Grounds, C. and Chamow, L. (1998).
> *Essential skills in family therapy.* New York: The Guilford Press.
> ISBN 1-57230-307-7

Technology: Internet Access; Microsoft WORD; Adobe Acrobat (full version)
Course length: 7.5 Weeks
Contact Hours: 45 Hours
Credit Value: 3.0

Course Objectives:

As a result of this course, students will demonstrate the following:

1) Ability to manage anxiety when working with couples and families.
2) Ability to form an alliance with each couple or family member.
3) Ability to conduct an assessment that includes identifying potential issues of harm, substance abuse, biological factors, and a general psychosocial assessment.
4) Ability to develop a treatment focus that includes a problem list, historical information, diagnosis, treatment goals and interventions.
5) Ability to use basic counseling skills in working with couples and families to include reflection, validation, and empathy with multiple perspectives.
6) Ability to use appropriate interventions when working with children and adolescents.
7) Ability to depict themes, events, and other relevant details on a genogram and timeline.
8) Ability to correlate past with current behaviors in a systemic context.
9) Ability to apply theory and practice to children, adolescents, and the aging.
10) Ability to demonstrate sensitivity to diversity.

<u>**Assignments:**</u>

1) Read text according to the following schedule:
> Week 1 (3/1-3/4): Chapter 1, 2, and 3
> Week 2 (3/5 – 3/11): Chapters 4 and 5
> Week 3 (3/12 – 3/18): Chapters 6 and 7
> Week 4 (3/19- 3/25): Chapters 8 and 9
> Week 5 (3/26 – 4/1): Chapters 10, 11, and 12
> Week 6 (4/2 – 4/8): Articles, chapters, and other handouts from class

As you read the text, complete the Reading Review (attached at the end of the syllabus) that corresponds with the reading. Then you will be ready to post online assignments onto the discussion board. Also, the completion of the Reading Review can be used as a study guide for the Reading Final Examination.

2) Online assignments will consist of posting responses to the Reading Review onto the discussion board. Online assignments will be specified by email or by instructions online.

Online Assignment #1: **Due Sun, 3/4/07**   **Week 1 reading post**
Online Assignment #2: **Due Sun, 3/11/07**   **Week 2 reading post**
Online Assignment #3**: Due Sun, 3/18/07**   **Week 3 reading post**
Online Assignment #4: **Due Sun, 3/25/07**   **Week 4 reading post**
Online Assignment #5: **Due Sun, 4/1/07**   **Week 5 reading post**
Online Assignment #6: **Due Sun, 4/8/07**   **Week 6 reading post**

3) Complete the Genogram Assignment. (Note: This assignment is to be done without the use of a computer - use pen or pencil).
   Part 1 - Construct a three generation genogram on yourself - four generations if you include your children. Feel free to include family members as you define family. Use a zig-zag line to show conflict, a dotted line to show distance and a triple line to show closeness. See Figure 5.1 on page 76 for an example. Rough draft of genogram **due in class Sat., Mar. 17.**
   Part 2 - (to be completed in class) Respond to the historical perspective questions presented in class.
   Part 3 - Create a time-line as instructed in class.
   Part 4 – Identify one habitual role that derives from your interactions with your mother, father, and/or primary caregiver as instructed in class.
   Send completed Genogram Assignment to Argosy University 999A Canal Blvd. Pt. Richmond, CA 94804 Attn: Bonnie Macbride
   Postmark date on or before Mon., Mar 26.
4) Family Self-Study Paper

The purposes of this assignment are 1) to understand the factors that make each family unique through the study of your own family of origin, and 2) to gain some understanding of your own personal experience and attitudes which will influence you as a family therapist.

Papers are to be typed or word processed in Word or RTF, double spaced, conform to the APA 4th Edition, be free from obvious spelling and grammatical errors, and be around 10 pages in length.

Include the following:

1. Discuss your family of origin's background, structure, and functioning, including grandparents. This may include issues related to culture, ethnicity, religion, occupations, economics, schooling, group affiliations, transactions between family members (past and present), discipline, family routines and rituals, family values, family rules, family

problems, and methods of handling problems. You select those issues most relevant to your family.

2. Choose two of the following areas and discuss how they play out in your family. Include specific examples, when possible, of family conflict situations which would illustrate your points.

- a. Family and displays of emotion
- b. Family and use of power
- c. Family and role assignment and satisfaction
- d. Family and rule creation and enforcement.

3. Highlight three issues, positive or negative, arising from your family of origin which may impact on your work as a family therapist. For positives, how do you see yourself utilizing this strength in family therapy practice? What would it bring to the service and how could it benefit your clients? For negatives, how do you see yourself adjusting or accommodating for this difficulty so it won't interfere with your family therapy services? What do you need to learn, do, or change to remove or diminish this particular weakness?

4. Provide an overall evaluation of your family, applying the class material. How would you assess your family in terms of: progress through developmental stages, differentiation, communication, individual functioning, boundaries, triangles, feelings of satisfaction in roles, self-esteem, problem solving, enjoyment of each other, feelings of intimacy and mutual support.

5. Explore which Interventions we learned that you feel might have been most helpful to your family during a specific family crises. Choose the interventions that you feel would have the most impact on your family, and discuss why. What might these interventions have changed in your family, had they actually been implemented?

Due Monday,   via email to

4) The Reading Final Examination (multiple choice) will be based exclusively on the reading required for the class, with primary emphasis given to the content of the Reading Review. It will be given in class on **Sunday,** *dates to be determined*

Grading Criteria

Class attendance and online participation are mandatory. Onsite, online, and email assignments are to be submitted by due dates by **12:00 midnight** for full credit. Grades are determined by:
1) Genogram Assignment: 25%
2) Family Assignment: 25%
3) Class participation (onsite and online): 20%
4) Reading final examination (multiple-choice; approximately 60 questions): 30%

Genogram Assignment Evaluation Criteria (25 points)

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Genogram 5 points	3 generations (not including children); closeness/distance markings; hierarchy of each generation clearly demonstrated (contained in one horizontal area); ages inside circles or squares	3 generations; closeness/distance markings omitted or hierarchy of generations not clear	3 generations; closeness/distance markings omitted AND hierarchy of generations not clear	No genogram
Historical/Cultural Questions 5 points	Responses to historical/cultural questions	Some missing responses	Many missing responses	No responses
Time-line 5 points	Horizontal timeline with chronologic events clearly marked	Horizontal timeline with some chronologic events not clearly marked	Horizontal timeline with most chronologic events not clearly marked	No timeline
Habitual Roles derived from past attachment interactions 10 points	Identify one habitual role; possible triggers and typical thoughts, feelings, & actions sequentially identified; derivation to past attachment figure explicit; validation of role in past as well as negative consequences in present; metaphor named to capture emotional experience	Triggers and and typical thoughts, feelings, and actions somewhat identified; derivation to past attachment figure implied; negative consequences in present and validation of role in past not clearly identified; vague reference to metaphor to capture emotional experience	Triggers and typical thoughts, feelings and actions not identified; missing derivation to past attachment figure; negative consequences in present and validation of role in past missing; missing metaphor to capture emotional experience	No habitual role identified

Family Self-Study Assignment (25 points)

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Family description.(1) 3 points	Rich, thorough and relevant description of family.	Adequate description of family	Minimal description of family	No description of family
Emotion , Power, Roles and Rules (2) 4 points	Fully examined in context of family with relevant examples.	Sufficiently examined with examples given	Listed, but not examined, minimally descriptive examples.	Not examined, nor examples provided
Family Issues Impacting your work as a therapist (3) 7 points	Exceptionally insightful and remediation is fully addressed.	Moderately insightful and remediation is fully addressed.	Marginally insightful and remediation is fully addressed.	Not insightful, nor addressed.
Family Assessment (4) 6 points	Obviously and strongly supported by the facts presented and class material.	Somewhat supported by the facts presented and class material.	Scarcely supported by the facts presented and class material.	Not supported by the facts presented and class material.
Intervention(5) 5 points	Thoroughly addresses identified problems, clear rationale for use, accurate application of intervention .	Partially addresses identified problems, some rationale for use, accurate application of intervention .	Minimally addresses identified problems, unclear rationale or inaccurate application.	Does not address problems or apply intervention accurately.

Class Participation Evaluation Criteria (20 points)
Your participation in this class is essential for your own learning as well as the learning of your classmates. This class includes self-exploration and self-development through use of theory applied to self, particularly in the onsite component. Complete a self-evaluation of your class participation using the criteria that follow.
Your self-evaluation of class participation is **DUE**

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from others.	Fails to set goals.
Member goals	Works toward	Works toward	Works toward	Not cooperative

	shared goals in a highly cooperative manner (including active onsite/online attendance/ participation and timely submission of assignments).	shared goals in a mostly cooperative manner; at times with compliance or defiance; some missing participation/ attendance either onsite or online	shared goals mostly with compliance and defiance; missing participation/ attendance either onsite or online	in working toward shared goals; misses one day of onsite class
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.

Grading Scale:

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

Library
All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at http://library.argosyu.edu. Detailed descriptions of online resources are located at http://library.argosyu.edu/misc/onlinedblist.html.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at http://library.argosyu.edu/infolit/

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001).* Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

COUPLES AND FAMILY COUNSELING (PC 6700)
READING REVIEW

35 Questions

1) Name 3 stages of therapist development (Ch. 1).

2) What is the basic principle regarding *who* should come to therapy (Ch. 2)?

3) Summarize the process of *initial hypothesizing* (Ch. 2).

4) Summarize the process of *joining* (Ch. 3).

5) Name 3 steps in the event your credibility is questioned (Ch. 3).

6) Summarize the process of *building motivation* (Ch. 3).

7) State 3 benefits in having each member of family share their version of the problem (Ch.3).

8) State 3 benefits in exploring *attempted* solutions (Ch. 3).

9) List 10 potential *issues of harm* (Ch. 4).

10) List 5 themes in couples assessment (Ch. 4).

11) List 5 themes in family assessment (Ch. 4).

12) List 5 themes in assessing social systems outside the family (Ch. 4).

13) List 5 themes in assessing the larger social context (Ch. 4).

14) How does a *problem priority list* help (Ch. 5)?

15) List 4 *family therapy frameworks* and their corresponding interventions (Ch. 5).

16) What is a question that assists the client to specifically identify a *long-term* treatment goal (Ch. 5)?

17) What factors influence the selection of a *framework theory* used with a particular family (Ch. 5)?

18) List 5 factors that influence therapists in considering *medication consultation* (Ch. 5).

19) Distinguish between 4 types of *questions* (Ch. 6).

20) Define *reframing* and give 4 examples of reframing (Ch. 6).

21) Define *confronting* (Ch. 6).

22) Distinguish between *pacing and leading* (Ch. 6).

23) List the four goals of *crisis intervention* (Ch. 6).

24) A basic principle is that the _____ guides the *content* and the _____ guides the *process* (Ch. 6).

25) Summarize 5 guidelines in determining level of *self-disclosure* (Ch. 6).

26) The therapist's role is to _____clients, not to make decisions for them (Ch. 6).

27) List the seven steps of a family therapy *treatment plan* (Ch. 7).

28) List and define the 6 stages of the *family life cycle* (Ch. 7).

29) List one example per stage of *second-order changes* required in the family life cycle that is meaningful to you (Ch. 7).

30) Give an example of a statement with a couple from the *triadic position* of working with the couple as a unit (Ch. 8).

31) Give an example of a statement with a couple from the *"translator" position* (Ch. 8).

32) Give 3 examples where couple therapy may *not be the therapy of choice* (Ch. 8).

33) List 5 *common problems* and their definitions presented in couple therapy (Ch. 8).

34) Per *John Gottman*, list 4 qualities in conflict process that are especially *corrosive* (Ch. 8).

35) *Emotionally Focused Therapy* as opposed to cognitive-behavior focuses more directly on _____ and draws from _____,_____, and _____ (Ch. 8).