



<b>Course</b>	<b>COUN 5640 / JC / Marriage and Family Counseling (3)</b>	
<b>Term</b>	Fall 2, 2009 – Thursday – 6:00 pm – 10:00 pm 10/22, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/17	
<b>Instructor</b>	Name:	Dr. Martin Kelly
	Home Phone:	(904) 417-3104
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<b>Catalog Description</b>	This course examines the issues of family therapy, stressing the application of general systems theory. The focus is on the major constructs in family therapy, identification of family structures and communication patterns, and the formulation of treatment goals.	
<b>Prerequisites</b>	A strong background in the behavioral and social sciences gained from an undergraduate degree program, from any other formal study program, or from other documented learning. <b>COUN 5020</b>	
<b>Course Level Learning Outcomes</b>	<ol style="list-style-type: none"><li>1. Demonstrate the ability to utilize appropriate strategies in working with a variety of family structures from a variety of cultures</li><li>2. Demonstrate the ability to accurately and effectively use genograms in marriage and family therapy.</li><li>3. Demonstrate an understanding of the characteristics of healthy and dysfunctional families</li><li>4. Demonstrate the ability to join, map, and intervene in marriage and family therapy</li></ol>	
<b>Materials</b>	<p>Hanna, S.M. and Brown, J.H. (2007). <b>The Practice of Family Therapy: Key Elements Across Models</b>. (4th Edition). Wadsworth Publishing Company. ISBN# 0-534-52349-8</p> <p><b>To Order Textbooks go to the local North FL website at <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks to select a vendor</b></p> <p><b>Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery</b></p> <p><b>Supplemental Reading:</b></p> <ul style="list-style-type: none"><li>• <b><u>Research Paper Guidelines and Sample Paper</u></b> – See website @ <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Student Resources category</li></ul>	

<p><b>Grading</b></p>	<table border="1" data-bbox="451 77 1352 537"> <thead> <tr> <th><b>Assignments</b></th> <th><b>Maximum Points</b></th> </tr> </thead> <tbody> <tr> <td>• Weekly Session Notes – 4 @ 10 Points each</td> <td>40 Points</td> </tr> <tr> <td>• Mid-Term Exam</td> <td>25 Points</td> </tr> <tr> <td>• Final Exam</td> <td>25 Points</td> </tr> <tr> <td>• Class Participation and Attendance</td> <td>10 Points</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100 Points</b></td> </tr> </tbody> </table> <p>Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.</p> <table border="1" data-bbox="678 716 1125 1115"> <thead> <tr> <th>Percentage of Total Points</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>95%-100%</td> <td>A</td> </tr> <tr> <td>90%-94%</td> <td>A-</td> </tr> <tr> <td>88%-89%</td> <td>B+</td> </tr> <tr> <td>84%-87%</td> <td>B</td> </tr> <tr> <td>80%-83%</td> <td>B-</td> </tr> <tr> <td>70%-79%</td> <td>C</td> </tr> <tr> <td>Below 70%</td> <td>F</td> </tr> </tbody> </table>	<b>Assignments</b>	<b>Maximum Points</b>	• Weekly Session Notes – 4 @ 10 Points each	40 Points	• Mid-Term Exam	25 Points	• Final Exam	25 Points	• Class Participation and Attendance	10 Points	<b>TOTAL</b>	<b>100 Points</b>	Percentage of Total Points	Grade	95%-100%	A	90%-94%	A-	88%-89%	B+	84%-87%	B	80%-83%	B-	70%-79%	C	Below 70%	F
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<p><b>Activities</b></p>	<p><b>Weekly Session Notes:</b></p> <ul style="list-style-type: none"> <li>• The student will prepare weekly session notes from the family therapy sessions in class.</li> <li>• This will be a one page (typed, double spaced) paper in the following format: Problem, Intervention, Response, S/O, Outcome, and Summary. (10 points per paper – the four best papers will count toward a total possible 40 points)</li> </ul> <p><b>Mid-term Exam:</b></p> <ul style="list-style-type: none"> <li>• The student will complete a mid-term exam. (25 points)</li> </ul> <p><b>Final Exam:</b></p> <ul style="list-style-type: none"> <li>• The student will complete a final exam. (25 points)</li> </ul> <p><b>Class Participation and Attendance:</b></p> <ul style="list-style-type: none"> <li>• Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor</li> </ul>																												

	<p>should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. <b>PLEASE BE ADVISED:</b> Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.</p> <ul style="list-style-type: none"> <li>• Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor’s Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.</li> <li>• Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.</li> <li>• Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.</li> <li>• Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.</li> <li>• A maximum of 10 points will be awarded based on the level and quality of participation and preparation.</li> <li>• Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.</li> <li>• All assignments are due as detailed in the Course Schedule.</li> <li>• Late assignments will be accepted, if they are turned in <i>no later</i> than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.</li> <li>• Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.</li> </ul>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b></p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b></p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive.</p>

Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

**Special Services**

If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

**Disturbances**

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

**Student Assignments Retained**

From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.

**Contact Hours for this Course**

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.

<b>Weekly Schedule</b>		<p><b>Pre-Assignments for Session 1:</b></p> <ul style="list-style-type: none"> <li>Describe a marital or family problem you have experienced, and what you learned from it. This will be reviewed in class but not graded.</li> </ul>
	<b>Session 1</b>	<p><b>THEME: Overview</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Introductions</li> <li>Syllabus Review</li> <li>Discussion: What exactly IS marriage? What do families look like?</li> <li>Family Systems Theory in couples and families</li> <li>Describe your own family system</li> <li>Engage and “join” with a family of choice.</li> </ul> <p><b>Assignments for Session 2:</b></p> <ul style="list-style-type: none"> <li><b>HOMEWORK:</b> Read Chapters 1, 2, and Session note</li> <li>1st of 4 meetings with family of choice</li> </ul>

	<b>Session 2</b>	<b>THEME: History</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Chapters 1 and 2 discussion: History and Growth of Marriage &amp; Family Therapy</li> <li>• Models and Styles</li> <li>• Overview of stages of therapy</li> <li>• Legal and Ethical Issues in marriage and family work</li> <li>• Genograms and M&amp;F family constructs</li> </ul> <b>Assignments for Session 3:</b> <ul style="list-style-type: none"> <li>• HOMEWORK: Read Chapters 3, 4, and Session notes</li> </ul>
	<b>Session 3</b>	<b>THEME: Theory</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Chapters 3 and 4 discussion: Theory and Practice</li> <li>• Family constructs: From enmeshment to disengagement</li> <li>• First step: Gathering the information you need</li> <li>• Intake and Assessment i.e. testing</li> </ul> <b>Assignments for Session 4:</b> <ul style="list-style-type: none"> <li>• HOMEWORK: Read Chapter 5 and Session notes</li> <li>• 2<sup>nd</sup> meeting with Family. Do a genogram of your family</li> </ul>
	<b>Session 4</b>	<b>THEME: In-Take</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Chapter 5 discussion: Referral and Intake</li> <li>• Step Two: Organizing the Intake Process</li> <li>• Utilizing resources / Collateral contacts</li> <li>• Utilizing research in treatment planning</li> <li>• Matching interventions to Family members and “settings”</li> </ul> <b>Assignments for Session 5:</b> <ul style="list-style-type: none"> <li>• HOMEWORK: Read Chapter 6 and Session notes</li> <li>• Study and prepare for mid-term exam</li> </ul>
	<b>Session 5</b>	<b>THEME: Assessments</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Chapter 6 discussion: Treatment</li> <li>• Step three: Assessment and Treatment planning</li> <li>• Structuring the initial interview</li> <li>• “Interventions” i.e. circular question etc.</li> <li>• Midterm exam</li> </ul> <b>Assignments for Session 6:</b> <ul style="list-style-type: none"> <li>• HOMEWORK: Read Chapter 7 and Session notes</li> <li>• 3<sup>rd</sup> meeting with your family: Determine “best choice” relationship issue for most successful intervention.</li> </ul>

	<b>Session 6</b>	<b>THEME: Methods</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Chapter 7 discussion: Relational Assessments</li> <li>• Step three continues: Assessment methods and recording of data</li> <li>• Tracking sequences</li> <li>• Relational Assessments pp. 172-206</li> </ul> <b>Assignments for Session 7:</b> <ul style="list-style-type: none"> <li>• HOMEWORK: Read Chapter 8 and Session notes</li> </ul>
	<b>Session 7</b>	<b>THEME: Intervention</b> <ul style="list-style-type: none"> <li>• Styles</li> <li>• Theories</li> <li>• Prioritized “goals” and behaviorally stated</li> </ul> <b>Assignments for Session 8:</b> <ul style="list-style-type: none"> <li>• HOMEWORK: Read Chapter 9 and Session notes</li> <li>• 4<sup>th</sup> meeting: Work on 1 page “Treatment Plan” to hand in Session 9</li> </ul>
	<b>Session 8</b>	<b>THEME: Evaluations</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Chapter 9 discussion: Collaborations</li> <li>• Step five: Evaluating progress: How to know it’s working through measurement</li> <li>• Step six: Termination and Follow up</li> <li>• Communication model of M &amp; F i.e. M. R. I.’ s “report and command”=”content &amp; process”</li> </ul> <b>Assignments for Session 9:</b> <ul style="list-style-type: none"> <li>• HOMEWORK: Session notes</li> <li>• Prepare and study for final exam</li> </ul>
	<b>Session 9</b>	<b>THEME: Integrate Knowledge and Practice</b> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Final Exam</li> <li>• Hand in 1 page Treatment Plan</li> </ul>
<b>Additional Information</b>	<b>Course Attendance:</b> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.  <b>Conduct:</b> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:  1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.	

2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook

**Course Contact Hours:**

- Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

**Disclaimer**

- This syllabus is intended to provide a basic structure to this course. Adherence to this syllabus is subject to change at the discretion of the instructor without the prior notification or consent of the student.

**Assignment Papers Retention:**

- All papers will be held for one term and then discarded. Students are asked to pick these up after their class ends.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in

Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at [www.webster.edu/acadaffairs/asp/arc.htm](http://www.webster.edu/acadaffairs/asp/arc.htm), or call 800-981-9801 ext 7620, to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: *Dr. Stephanie Vavilala*

Job Title: Counseling Coordinator

Date: 8/24/09

Revised 12/10/07