# The Graduate Counseling Program
## Course Syllabus
### Jacksonville Metropolitan Campus

<table>
<thead>
<tr>
<th>Course</th>
<th>COUN 5640 Marriage and Family Counseling</th>
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</table>
| **Term, Day, Time** | Summer, 2013 – Tuesday 6:00pm-10:00pm  
5/28, 6/4, 6/11, 6/18, 6/25, 7/2, 7/9, 7/16, 7/23 |
| **Instructor**   | Name: Susan J. Gillespy, M.A., LMFT  
Phone: (904)403-8067  
Email: Susan@GillespyConsulting.com |
| **Catalog Description/Content Area** | This course examines marriage, couples and family theories and therapies, stressing the identification and application of general systems theory. The focus is on the major constructs in marriage, couples and family therapy, identification of marriage, couples and family structures and communication patterns; and the formulation of related treatment plans and goals in a multicultural and ethical context. |
| **Learning and Skills Outcome Objectives** | **Upon successful completion of this class students will be able to:**  
1. Demonstrate the ability to utilize appropriate strategies in working with a variety of family structures from a variety of cultures.  
2. Demonstrate the ability to accurately and effectively use genograms in marriage and family therapy.  
3. Demonstrate an understanding of the characteristics of healthy and maladaptive families.  
4. Demonstrate the ability to join, map, and intervene in marriage and family therapy. |
Supplemental Text:  
To Order Textbooks go to the local website at [www.webster.edu/jack](http://www.webster.edu/jack) and click on Order Textbooks.  
Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery. |
<p>| <strong>Method of Instruction</strong> | Lecture; Class discussion &amp; sharing clinical experience; Socratic questioning; Reports &amp; Assignments; videos, journaling and practical demonstrations; |</p>
<table>
<thead>
<tr>
<th>Grading</th>
<th>Assignments:</th>
<th>Maximum Points</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Genogram Project</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Compare/Contrast Paper</td>
<td>15</td>
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<tr>
<td></td>
<td>Strategies Assignment (Quiz)</td>
<td>15</td>
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<tr>
<td></td>
<td>Class Participation (Journal)</td>
<td>15</td>
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<tr>
<td></td>
<td>Attendance</td>
<td>10</td>
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<tr>
<td></td>
<td>Mid-Term Exam</td>
<td>15</td>
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<tr>
<td></td>
<td>Final Exam</td>
<td>15</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100 Points</strong></td>
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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.

<table>
<thead>
<tr>
<th>Percentage of Total Points</th>
<th>Grade</th>
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<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>
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<tr>
<td>70%-79%</td>
<td>C</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F</td>
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**Policy Statements:**

**University Policies**

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:

**Academic Honesty**

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.

**Drops and Withdrawals**

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. 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
### Weekly Schedule

| Session 1 | **Pre-Assignments for Session 1:**  
<table>
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<tbody>
<tr>
<td></td>
<td>• Read Chapters 1 and 2 in the Bitter text. Read Chapters 1 and 2 in the Genograms text and be prepared to discuss the same.</td>
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</table>
| Session 1 | **THEME: Overview**  
|           | **Topics:**  
|           | • Introductions  
|           | • Syllabus Review  
|           | • History and Epistemology of marriage and family therapy: the founding mothers and fathers  
|           | • Moving from an individual frame to systems thinking  
|           | • An introduction to genograms  
|           | • The use of self and development of person of the therapist  
| Assignment for Session 2: |  
|           | • HOMEWORK: Read Chapters 5, 6 in Bitter text; Chapters 3, 5 in the Genograms book.  
|           | • Develop your own personal genogram (or family system diagram) and be prepared to share the same |
| Session 2 | **Modalities: Object Relations MFT Adlerian MFT**  
|           | **Topics:**  
|           | • Chapters 5 and 6 discussion: Working from an Object Relations Model of Marriage & Family Therapy  
|           | • Marriage: Introjects and Marriage  
|           | • Working from an Adlerian Model of Marriage and Family Therapy  
|           | • Discussion of Genogram Chapter Readings  
|           | • Oral Genogram Presentations/Paper  
| Assignment for Session 3: |  
|           | • Chapter 7 in Bitter  
|           | • Chapters 6 in Genograms  
| Session 3 | **Modality: Multigenerational MFT**  
|           | **Topics:**  
|           | • Chapter 7 discussion on multigenerational theory with the focus on Bowen.  
|           | • Bowen’s 8 Concepts: The theory in depth—The scale of differentiation, sibling position, cutoff, the
multigenerational transmission process, the nuclear family emotional process, fusion, triangles and societal regression
- Video
- An introduction to Nagy’s Contextual Theory
- Oral Genogram Presentations/Paper

**Assignments for Session 4:**
- Chapters 8, 9 in the Bitter text
- Chapter 7 in Genograms

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Modalities: The Satir Model</th>
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<tbody>
<tr>
<td></td>
<td>Symbolic-Experiential MFT model</td>
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<tr>
<td>Topics:</td>
<td></td>
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<tr>
<td>- Chapter 8 and 9 discussion/small group work</td>
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<tr>
<td>- The process of change</td>
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<td>- Making contact and congruence</td>
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<tr>
<td>- Communication stances and sculpting</td>
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<tr>
<td>- Oral Genogram Presentations/Paper</td>
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**Assignments for Session 5:**
- Chapter 10 in Bitter text

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<thead>
<tr>
<th>Session 5</th>
<th>Modality: Structural MFT</th>
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<tbody>
<tr>
<td>Topics:</td>
<td></td>
</tr>
<tr>
<td>- Chapter 10 discussions/small group work</td>
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<tr>
<td>- Macro systems, systems and subsystems</td>
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<tr>
<td>- Organization, structure and boundaries.</td>
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<tr>
<td>- Enmeshment, disengagement and appropriate structures ; putting the marital/parental dyad in charge</td>
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<tr>
<td>- <strong>Midterm exam</strong></td>
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**Assignments for Session 6:**
- Chapters 11, 12 in the Bitter text

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Modalities: Strategic Family Therapy</th>
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<tr>
<td></td>
<td>Solution Focused Therapy</td>
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<tr>
<td>Topics:</td>
<td></td>
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<tr>
<td>- Chapter 11, 12 discussion/small group work</td>
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<tr>
<td>- Brief Therapy</td>
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<tr>
<td>- Brief Therapy Interventions(The Miracle Question, Paradoxical Interventions)</td>
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### Assignments for Session 7:
- Read Chapters 13, 14 in the Bitter Text

### Session 7 Modalities: Postmodern Theories (Narrative) and The Feminist Model
- Discussion of Chapter Readings
- De-centered, Not Knowing positions in therapy
- Describing and Externalizing problems
- Alternative Stories and Re-authoring

### Assignments for Session 8:
- Read Chapters 15, 16 in the Bitter Text

### Session 8 Modalities: Cognitive Behavioral MFT Integration of Theory Parenting
- Chapter 15 discussion including cognitive distortions, schemas and behavioral interventions
- Discussing parenting models (Chapter 16)
- Integrating Models—Assessment, Hypothesizing, and Treatment
- **Strategies Project Due Now (in class quiz)**
- Q&A in prep for final exam

### Assignments for Session 9:
- Read Chapters 3, 4 in the Bitter text
- Prepare for final exam
- **Compare and Contrast Paper due for Session 9**

### Session 9 The Self and Ethics in Practice Topics:
- **Hand in Compare and Contrast Paper**
- **Final Exam**
- A review and class discussion of ethics, use of self

### Course Policies
- **Course Requirements:**
  - **Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:**
  In the interaction between class members, self-disclosure and personal
examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.** Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class **just as with clients.** You are encouraged to make your feelings and thoughts known, yet, to do so in a “counselor manner”, i.e., **respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills.** This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

**ACA Code of Ethics (2005)**

*Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.*

*(See C.1., H.1.)*
**Cell Phones**
Turn off all cell phones during class unless otherwise advised by the instructor.

**Academic Integrity**
All of your work in this class should be original to you and to this class. You are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. You may continue to explore an area of interest, but you must do new or additional research and writing.

Recycling papers from other coursework is not acceptable.

According to the *Publication Manual of the American Psychological Association* (2001), plagiarism involves presenting the work of another as if it were your own work. It is very important that you give appropriate credit to others when you use their work. If you paraphrase someone else’s work, you must also give them credit with a citation.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work.** Plagiarism will not be excused by ignorance on the student's part. If you believe that you do not have a clear understanding of plagiarism, see your instructor immediately and before any written work is turned in.

**Course Attendance:**
The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Absences will result in a significant loss of learning, which will not be recouped through borrowing a classmate's notes. **Students are expected to attend all class sessions of every course.** It is expected that you will come to class having completed the reading assignments and will ask questions and participate in all activities. You may also be asked to self-disclose in a training environment.

The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. See *Grading* for further information.

**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 (32 for undergraduate courses; 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 and membership in 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.

**DETERMINATION OF GRADES IS BASED THE FOLLOWING CRITERIA:**
Minimum Requirements:
Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of “B”): Professional Achievement
Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic.

Mastery Level Plus (Grade of “A”): Creative Achievement
Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Note:
To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the
Reviewed by:  Dr. Stephanie Vavilala
Job Title:  Counseling Coordinator
Date:  4/16/13
Revised:  4/16/13