

**The Tentative and Ever-Evolving Syllabus for
COU 642: Counseling Families and Couples (3 CR)
Fall 2019
Wednesdays, 6:15- 9:00 p.m.
MEP 300/314**

Instructor: Christopher Lawrence, Ph.D.
Email: lawrencec7@nku.edu (Best way to reach me)
Office Hours: by appointment.

Office Location: MEP 203G
Office Phone: (859) 572-6652

Purpose and Content Areas:

Counseling Families and Couples is a survey course that examines the dynamics of general systems theory, family systems, and the rationale and practice of marriage and family counseling. The student is introduced to various theories of family counseling, related approaches to therapeutic intervention, and the contextual, ethical, legal, and professional practice issues associated with them.

Instructional Methods:

This course will utilize a mixture of lecture, discussion, interactive/multimedia learning, written work, and reading. In addition, a significant portion of the class is devoted to an experiential learning activity designed to facilitate integration of theory with practice and to stimulate self-reflection and assessment during the process of “family counseling” with role play families.

Text:

Goldenberg, I., & Goldenberg, H. (2011). *Family therapy: An overview* (8th ed.*). Brooks/Cole Publishing Co., Belmont, CA

**Earlier editions of the required text may not fully satisfy course content requirements*

Evaluation Criteria

The College of Education and Human Services approaches the construct of professional dispositions as “habits of mind” that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following *professional performance dispositions*: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

Knowledge and Skill Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate a working knowledge of the basics of foundational and contemporary theories of Marriage, Family, & Couples Counseling.
2. Demonstrate a working knowledge of the link between theory and practice in Marriage, Family, & Couples Counseling.
3. Demonstrate an awareness of contextual factors that affect the therapeutic relationship.
4. Demonstrate a working knowledge and an awareness of ethical principles relevant to family therapy.
5. Recognize individual and family dynamics that affect the therapeutic relationship.
6. Understand the importance of multicultural issues in family counseling.

Requirements:

1. **Class Attendance:** Classes will involve discussions and activities that supplement assigned readings. Class attendance is critical, since each student will have responsibilities as a family member or counselor/observer in each session. **More than two absences may prevent completion of course requirements – the course may need to be taken again.** If a student must be absent, the student must inform a role-play client family member and the instructor so that different arrangements can be made for “counseling” activities on the day of the absence.
2. **Student Journals:** Each student will keep a journal with weekly entries reflecting on his or her experiences/learning/issues related to course activity. All journals are confidential; there may be voluntary sharing of entries or discussion of one's own entry, but no one will be obligated to share entries. Journals are due *by the beginning of each class session*. Criteria for journal writing will be covered in class.
3. **Family Genogram:** Each student will complete a genogram of his/her family of origin spanning at least four generations (i.e., great grandparents). Information on additional generations, though interesting and meaningful, is optional. **The genogram is due in class on the date listed**, and will be shared with the class with your permission.
4. **Family Counseling Role-plays:** Students will form “couples” or “families” for role-play counseling. By the third class session, each family will have established its general characteristics and identified problems. Families are to be ready for counseling by the third class session.

Examinations:

There will be three examinations throughout the semester – one objective and two requiring assessment and application of theory to the family counseling process. **The objective exam will be given in class** and will cover all material covered up to that point. The two integrative exams (#s 1 & 3) will be take-home format and must be returned within two weeks of their assignment. Exams will focus on integration and application of theory, and will draw from assigned readings, class discussions, and, as desired, current research references.

NOTE: Assignments turned in late may not be accepted for credit. Assignments are due by the date indicated on the syllabus. Though highly unlikely, late assignments may be accepted at the instructor’s discretion with accompanying documentation of extenuating circumstances. Please communicate with the instructor if you believe an assignment will be late.

Assignment Submission Guidelines:

When turning in your assignments, please use the following naming conventions:

Name (first initial, full last name) _ Title of Assignment _ Course Designation

For example: “EPolhemu_Genogram_COU642”

Unless otherwise noted, all assignments are due by 11:59 p.m. on the date listed on the syllabus.

Grading:

Final grade will be determined as follows:

First Exam	200 pts.
Second Exam	200 pts.
Final Exam	300 pts.
Journals	50 pts. (total)
<u>Genogram</u>	<u>100 pts.</u>
Total	850 pts.

The above grading breakdown is subject to change upon notice to the students.

University Grading Scale

Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	73-76.99	2.00
F	0-72.99	0



Accommodations due to Disabilities – Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with the professor at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Tentative Class Schedule

Date	Topics	Readings Due	Assign. Due
Aug. 21	Introductions, review of syllabus, and class overview. Distinction between the Interpersonal and Intrapsychic Paradigms	Chapter 5	
Aug. 28	Brief History of Family Therapy; Family Systems/Structure/Dysfunction	Chapter 4	Journal #1
Sept. 4	NO CLASS		
Sept. 11	Family Development; The Initial Family Interview	Chapter 2	
Sept. 18	Structural Family Therapy	Chapter 10	Journal # 2 Genogram
Sept. 25	Experiential/Humanistic Family Therapy Exam #1 (take-home) assigned	Chapter 9	Journal #3
Oct. 2	Strategic Family Therapy	Chapter 11	Journal #4
Oct. 9	Transgenerational/Bowenian Family Therapy	Chapter 8	Journal #5 Exam #1
Oct. 16	Cognitive-Behavioral Family Therapy	Chapter 12	Journal #6
Oct. 23	Psychodynamic Family Therapy	Chapter 7	
Oct. 30	Exam #2 (in class)		
Nov. 6	Role Play Extravaganza		
Nov. 13	Postmodern Family Therapies Final take-home exam assigned	Chapter 13 <u>or</u> 14	Journal #7
Nov. 20	Diverse Clients/Diverse Models	Chapter 3	Journal #8
Nov. 27	Couples Counseling	Assigned readings	Journal #9 Final exam
Dec. 4	Termination & Debriefing	“Terminating in Family Therapy”	
Dec. 11	TBD		Journal #10

**This syllabus is subject to change to meet the needs/demands of the class as deemed necessary by the instructor. Any changes to the syllabus will be announced in class. As such, it is incumbent upon students to attend class meetings on a regular basis.*

Non-Attendance Policy - NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. *If a student does not attend the first day of class, the instructor may drop the student for non-attendance.* Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Observance of Religious Holidays for Class Attendance – NKU values diverse religious perspectives & beliefs and recognizes religious practice is an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

Student Honor Code – This Student Honor Code [the “Honor Code”] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html#policies>.

In addition, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and will be accountable to the Counseling program.

NOTE: The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. It is expected you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

Technology Etiquette

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Facebooking, shopping, speculating who will receive the next rose on *The Bachelorette*, managing email, seeing the latest efforts at ultimate water-bottle flipping, etc.).

As a courtesy to your classmates, please silence or turn off all electronic communication devices during class. If a call is essential, please leave the classroom.

Name/Pronoun – My gender pronouns are *he, him, his*. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU’s student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual Misconduct – Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see:

<https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours. Estimates of the time required for a typical student to complete course expectations are as follows:

Class Attendance (2.75 hrs/wk x 15 wks)	= 41.25 Hours
Readings (3 hrs/wk x 15 wks)	= 45.00 Hours
Family Counseling Role Play (1 hr/wk x 10 wks)	= 10.00 Hours
First Exam (Take home)	= 10.00 Hours
Second Exam (Preparation)	= 12.00 Hours
Final Exam (Take home)	= 10.00 Hours
Journals (1 hr/wk x 10 wks)	= 10.00 Hours
<u>Genogram</u>	= <u>10.00 Hours</u>
Total	= 144.50 Hours

Vision

The College of Health and Human Services will be acclaimed as an inclusive, first-choice destination for the professional development of innovative leaders.

Mission

The College of Health and Human Services provides a professional level of education for students through innovation that transforms the well-being of our people and communities.

Kentucky Core Academic Standards (KCAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).



Student Evaluation of Instructor and Course

NKU takes instructor and course evaluations very seriously. They are an important means of gathering information about instructors and courses, information that will be used to enhance student-learning opportunities. As such, NKU asks its students to participate responsibly in the instructor and course evaluation process and to include thoughtfully written comments.

Evaluation periods begin two weeks prior to final exams for a full-semester course and one week prior to final exams for any course shorter than the full semester. Students are notified by email when the online evaluation process is available and are sent several reminders until evaluations are completed.

Students who complete an evaluation or select “opt out” for *all* of their courses on the online instrument will be granted two-week advanced access to their course grades. (*Please note that, as of the Spring 2018 semester, failing to complete or opt out of the evaluation for any course will block advanced access for all courses.*) Students who do not complete all of their course evaluations or do not select “opt out” on each online evaluation instrument will not be able to see any of their final grades, obtain unofficial and official transcripts, or run a degree audit until the university’s standard date for grade availability.

Student evaluations are strictly confidential, and results are not available to instructors until after final grades for the course are posted. The university has established extensive precautions to prevent individual student comments from being identified.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor’s department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.
- For more information and to view the instructor and course evaluation schedule, visit the student evaluation home page (<http://eval.nku.edu>)

Knowledge and Skill Outcomes:

CACREP 2016 Standards

Students will be able to:	CACREP ¹	Class Assignments	Cross-curricular experiences
Understand the history and philosophy of the counseling profession and its specialty areas	2.F.1.a	Exams	COU 601 COU 610 COU 630 COU 641 COU 675 COU 600 COU 674 COU 602 COU 678
Demonstrate understanding of ethical standards of professional counseling	2.F.1.i	Exams, Family Counseling Role	COU 601 COU 640

organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling		Plays	COU 650 COU 675 COU 600 COU 674 COU 602 COU 621 COU 678
Demonstrate strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Exams, journals, discussions	COU 601 COU 640 COU 650 COU 675 COU 674 COU 622
Recognize theories of individual and family development across the lifespan	2.F.3.a.	Exams, Family Counseling Role Play	COU 620 COU 621 COU 673
Recognize systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f	Exams, Family Counseling Role Play	COU 620 COU 650 COU 660 COU 670 COU 675 COU 674 COU 622 COU 673
Recognize a general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h	Exams, Family Counseling Role Play	COU 620 COU 630
Identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i	Exams, Family Counseling Role Play	COU 620 COU 673 COU 621 COU 622 COU 600 COU 630
Recognize a systems approach to conceptualizing clients	2.F.5.b	Exams, Family Counseling Role Play	COU 641
Identify and demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Exams, Family Counseling Role Play	COU 640 COU 601 COU 641 COU 650 COU 674 COU 675 COU 600 COU 621 COU 673 COU 678
Identify and demonstrate the use of counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	Exams, Family Counseling Role Play	COU 640 COU 641 COU 650 COU 675

			COU 600 COU 674 COU 622 COU 621 COU 673 COU 678
Identify and demonstrate the use of essential interviewing, counseling, and case conceptualization skills	2.F.5.g.	Exams, Family Counseling Role Play	COU 640 COU 641 COU 650 COU 660 COU 675 COU 674 COU 678 COU 690/3 COU 691/2
Demonstrate understanding of evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j.	Exams, Family Counseling Role Play	COU 641 COU 674 COU 622 COU 621 COU 678
Recognize dynamics associated with group process and development	2.F.6.b.	Discussion, activities	COU 650 COU 641 COU 675
Identify and demonstrate multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	2.F.2.a	Exams	COU 610 COU 621 COU 673
Identify and demonstrate multicultural counseling competencies	2.F.2.c	Exams, Family Counseling Role Plays	COU 610 COU 640 COU 660 COU 674 COU 675 COU 670 COU 621 COU 673 COU 678
Recognize the effects of power and privilege for counselors and clients	2.F.2.e	Exams	COU 610 COU 601 COU 640 COU 641 COU 673 COU 678
Identify the help-seeking behaviors of diverse clients	2.F.2.f	Exams	COU 610 COU 620 COU 640 COU 675 COU 674 COU 621 COU 673
Recognize the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g	Exams	COU 610 COU 675

			COU 674 COU 673
Demonstrate understanding of methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b	Exams, Family Counseling Role Plays	COU 660 COU 640
Identify procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c	Exams	COU 660 COU 601 COU 650 COU 671 COU 674 COU 622 COU 621
Recognize procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d	Exams	COU 660 COU 621 COU 622 COU 674 COU 671 COU 650 COU 601
Demonstrate the use of environmental assessments and systematic behavioral observations	2.F.7.j	Exams, Family Counseling Role Plays	COU 660 COU 620 COU 640 COU 670 COU 674 COU 673
Identify evidence-based counseling practices	2.F.8.b	Discussion, reading	COU 680 COU 640 COU 670 COU 675 COU 671 COU 674 COU 622 COU 621
Understand the development of outcome measures for counseling programs	2.F.8.d	Discussion, reading	COU 680 COU 654
Understand the history and development of mental health counseling	5.C.1.a	Discussion, activities	COU 600 COU 601
Understand theories and models related to clinical mental health counseling	5.C.1.b	Discussion, activities	COU 641 COU 650 COU 600 COU 674