



PSY6315 D10: Marriage and Family Counseling Spring 2017 (January 17 - May 12)

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Phone Conference: by Scheduled Appointment

Online Availability: M-F 3:00-5:00 pm. **Other times by appointment.**

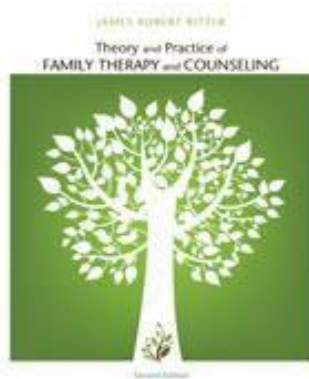
I check my email several times a day. You are welcome to contact me via email any time. All course announcements will be posted in Blackboard and sent by email.

Course Information: This class will be conducted entirely online through Blackboard. Please review the following course folders: **Announcements, Syllabus & Due Dates, My Professor, Study Guide, PowerPoint, Chapter Summaries, Videos, FOS & Genogram, Handouts, Task Preview/Instructions, Discussions, Examinations, Essays/Video Evaluation, Accessibility Resources, Email, My Grades, and IDEA Evaluations.**

Location: The Blackboard website for this class is located at: <http://blackboard.angelo.edu>.

Required Textbooks:

- 1. Theory and Practice of Family Therapy and Counseling, 2nd Edition
by James R. Bitter**



ISBN-10: 1-111-84050-4

ISBN-13: 978-1-111-84050-1

Belmont, CA: Wadsworth, Cengage Learning

Course Overview: This online course is designed to provide a basic overview of the field of marriage and family counseling. Students will learn selected counseling theories, techniques and ethics for working with families and couples. Mainly the course is directed toward enhancing one's knowledge of persons as members of the family systems and examining how different theorists and clinicians have applied that knowledge to intervene as counselors with couples and families.

Goals and Objectives: Specific objectives of the course are

- (1) gaining basic knowledge about marriage and family counseling,
- (2) learning to apply course material to marriage and family issues, and
- (3) developing basic skills, competencies and perspectives of marriage and family counselors.

Student Learning Outcomes: Upon successful completion of Marriage and Family Counseling at the Angelo State University, students will be able to

- (1) understand the concepts of major marriage/family counseling theories and be able to compare and contrast them,
- (2) critically examine the major theories in the framework of their own background, values, and professional skills,
- (3) become familiar with the therapy in action by watching assigned videos,
- (4) identify issues from their own family of origin and/or current family and how these issues influence their function as counselors-in-training,
- (5) appreciate characteristics needed to be an effective marriage/family counselor,
- (6) have knowledge of what constitutes an ethical marriage/family counseling practice and appreciate the important ethical and legal issues in marriage and family counseling, and
- (7) develop their own theoretical orientation.
- (8) understand the concepts of major marriage/family counseling theories and be able to compare and contrast them,
- (9) critically examine the major theories in the framework of their own background, values, and professional skills, become familiar with the therapy in action by watching assigned videos,



- (10) identify issues from their own family of origin and/or current family and how these issues influence their function as counselors-in-training,
- (11) appreciate characteristics needed to be an effective marriage/family counselor,
- (12) have knowledge of what constitutes an ethical marriage/family counseling practice and appreciate the important ethical and legal issues in marriage and family counseling, and
- (13) develop their own theoretical orientation.


Method of Assessing Learning Outcomes: Learning outcomes will be assessed via exams, papers, writing assignment, and participation in discussions.

Competencies Needed: It is most important that you know the terms of the syllabus of this course and have a good working knowledge of the Blackboard. Therefore, a “Know-the-Course test” is **REQUIRED** of everyone which will cover the syllabus, Blackboard map, and important requirements of this course. Your grade will be affected negatively if you miss this test. The online course format requires a lot of self-discipline for the timely completion of exams, discussions, and writing assignments.



Tentative Topic Schedule

Week	Date	Topic
1	Semester long Discussion 1/17-1/20	<p>Semester Long Discussion: Student Lounge <i>{Objective: student-student interaction and networking; discussion of topics prior to exams.}</i></p> <hr/> <p>Introduction and Overview (Ch. 1) <i>{Objective: Students will learn to identify different motives for choosing marriage/family counseling as a profession and learn family systems theory.}</i></p> <p>The Family Practitioner as Person and Professional (Ch. 3); read for the Exam 1 and the Major Discussion #1 Question <i>{Objective: Students will learn about personal characteristics and orientations of effective marriage/family practitioners. They will also be oriented to gender, multicultural, and personal growth issues}</i></p> <p>Discussion: Getting-to-Know-You (from 9:00 am on 1/17, Tue to 9:00 pm on 1/23, Mon) <i>{Objective: Student-teacher and student-student interaction, networking, and getting acquainted with the teacher and classmates.}</i></p>

		<p>Know-the-Course Test on the Syllabus, contents of the Blackboard Buttons, & Finding Blackberry, Dr. Singg's cat 🐱 lost in the course (from 9:00 am on 1/17, Tue to 9:00 pm 1/23, Mon). <i>{Objective: Students will become familiar with the game plan of the course and contents of different folders of Blackboard.}</i></p>
2	1/23-1/27	<p>Virtue, Ethics, and Legality in Family Practice (Ch. 4) <i>{Objective: Students will learn about the legal and ethical dilemmas, ethical codes and standards of practice pertaining to marriage and family counseling.}</i></p>
3	1/30-2/03	<p>Exam 1 (Chs. 1 & 3; from 9:00 am on 1/30, Mon to 9:00 pm on 2/05, Sun)</p>
4	2/06-2/10	<p>Multigenerational Family Therapy (Ch. 7); Watch Video <i>{Objective: Students will learn about triangulation, family projection process, sibling position, leadership in family systems, genogram work, process questions, relationship experiments, coaching, I-positions, and displacement stories.}</i></p> <p> <i>(Begin working on your Video Evaluations/Short Essays; see instructions in the Task Preview folder.)</i></p>
5	2/13-2/17	<p>Human Validation Process Model (Ch. 8); Watch Video <i>{Objective: Students will learn about family life, family communication, family roles and triads, R.E.C.I.P.E., assessing the personal iceberg, and family reconstruction.}</i></p> <p>Discussion: Family-of-Origin & Genogram work (see instructions on the Blackboard in the FOS & Genogram folder and participate in the Required Family Discussion; from 9:00 am on 2/13, Mon to 9:00 pm on 2/19, Sun) <i>{Objective: Students will have first-hand experience with family genograms and assessing dysfunction in the family by learning to use Family of Origin Scale and Genogram.}</i></p>
6	2/20-2/24	<p>Exam 2 (Chs. 7 & 8; from 9:00 am on 2/20, Mon to 9:00 pm on 2/26, Sun)</p>
7	2/27-3/03	<p>Structural Family Therapy (Ch 10); Watch Video <i>{Objective: Students will learn about the family structure, family subsystems, and boundaries, unbalancing, intensifying, family mapping, enactments, and reframing.}</i></p> <p>Midterm Survey from 9:00 am on 2/27, Mon to 9:00 pm on 3/05, Sun)</p>

		Short Essay #1 is due before 9:00 pm on 3/05, Sun for A/B Grades. <i>{Objective: Students will research a topic of their interest not covered in the text. This will enhance their learning in the area of marriage/family counseling.}</i>
8	3/06-3/10	Major Discussion # 1 (from 9:00 am on 3/06, Mon to 9:00 pm on 3/12, Sun) <i>{Objective: In chapter 3 (pp. 57-59), several characteristics and orientations of effective family practitioners are discussed. Students will discuss why these attributes are important to them as a person and to their work as a future therapist.}</i>
9	3/20-3/24	Strategic Family Therapy (Ch. 11); Watch Video <i>{Objective: Students will learn about the MRI model, Washington School, Milan model, joining, directives, paradoxical interventions and other therapeutic techniques.}</i>
10	3/27-3/31	Exam 3 (Chs. 10 & 11; from 9:00 am on 3/27, Mon to 9:00 pm on 4/02, Sun)
11	4/03-4/07	Solution-focused/Solution-oriented Therapy (Ch. 12); Watch Video <i>{Objective: Students will learn about the miracle questions, exception questions, scaling questions, signs and questions of difference, complement and coping questions, embedded messages, summary messages, introducing doubts, normalization, changing and doing of the problem, working with the future, and multiple –choice questions.}</i>
12	4/10-4/13	Cognitive-Behavioral Family Therapy (Ch. 15); Watch Video <i>{Objective: Students will learn about classical and operant conditioning, reinforcement, cognitive distortions, self-report questionnaires, interviews, behavioral observation, communication and problem-solving training, irrational belief challenging, cognitive restructuring, contracting, acting “as if,” and homework assignments .}</i>
13	4/17-4/21	Short Essay #2 is due before 9:00 pm on 4/23, Sun (for A/B Grades) <i>{Objective: Students will research a topic of their interest not covered in the text. This will enhance their learning in the area of marriage/family counseling.}</i>
14	4/24-4/28	Major Discussion # 2 (from 9:00 am on 4/24, Mon to 9:00 pm on 4/30, Sun) <i>{Objective: Students will list and discuss two things they have learned from this course that are personally and professionally most meaningful and useful to them.}</i>
15	5/01-5/05	Make-Up Discussion: Read Handouts on “Rejection” & “Deathbed Confession” (from 9:00 am on 5/01, Mon to 9:00 pm on 5/07, Sun) <i>{Objective: Students will discuss the effects of parental rejection and spousal confessions.}</i>

		IDEA Evaluations
16	5/08-5/12	Exam 4 (Chs. 12 & 15; from 9:00 am on 5/06, Sat to 9:00 pm on 5/11, Thu)

Course Requirements

1. In order to successfully complete this course, you must visit the Blackboard course site on a regular basis, and participate in all discussions and assignments. All course work has specific due dates specified in the syllabus and due dates document.
2. You are expected to check Blackboard and ASU email on a regular basis, preferably daily. Please complete reading assignments each week and meet all deadlines for submission of coursework. **Late submissions will not be accepted.**
3. There **will be five exams (one Know-the-Course Test and four Text-Exams)**. Each text exam has 20 multiple choice questions and is worth 20 points and the Know-the-Course test has 15 questions with one question on finding Blackberry worth 6 points. Time limit for each exam is 1 hour. All exams (except the Final Text Exam) will be available in the Examinations folder of Blackboard for seven days including a Saturday and a Sunday. Therefore, please **DO NOT ask to make-up a missed exam** unless you can provide a doctor's note stating that you were in **no condition** to take the exam during the days allowed.

☞ **There will be NO MAKE-UP EXAMS under any circumstances.** For emergencies such as hospitalization or accident, a special provision for completing the course will be made with documentation from the doctor recommending that student is unable to complete the course due to his/her condition.

Because all assignments are available for weekends and weekdays with an ample amount of time even for those who work full-time, there are no make-up provisions. The missed discussions cannot be made-up because they involve other students. However, you can participate in the Make-Up Discussion at the end of the course to make-up 8 of the 10 points missed in a major discussion. This means you forego an "A" grade.

4. **Make-Up Discussion = 8 points**
If you miss a Major Discussion, these make-up points can be substituted for it. Please know that by missing a major discussion, **you will forgo an A Grade in the course.**
5. **Study Guide:** The test cues are provided for each exam in the Study Guide. Please use it.




6. **Know-the-Course Test** (on Syllabus, Blackboard buttons, & finding Blackberry) = 20 points
This test is REQUIRED of everyone. The purpose is to orient you to this course and its requirements. **Missing this test will negatively affect your grade.**
7. **Total points in the course**
Five Exams = 100 points
Two Major Discussions = 20 points (10 points apiece)
Two Short Essays/ video evaluations for an A/B Grade = 100 points (50 points apiece)
8. **Instructions for taking exams:** The exams are delivered with software called Respondus Lockdown Browser (RLB). All campus computer labs have this software. For other locations, you will need to download the software onto the computer. The link to download the RLB is on your Support Tab in Blackboard. To take an exam, click on the RLB icon on the desktop and it will take you into Blackboard. Then, click on this course; then click on the Examinations button; then click on the exam. **You will be asked if the instructor provided a "Password"; answer "No".** If you have entered Blackboard properly by accessing it through the RLB icon, the password for the test will be entered automatically on your behalf and you can start the exam. If you try to take a test without going through the RLB, you will be asked to provide a password that you don't have, so you cannot take the exam.

Stable Test Taking Experience: In order to have a stable test taking experience with the Lock Down browser, you should attempt to clear the temporary internet files and cookies before taking the test. You should also take the test on a computer that is hard wired to the network and not using a wireless network. Using computers on campus is an alternative if you continue experiencing issues with personal computers with the Respondus browser.

 **Exams are not set up to be taken on an iPad or a cell phone.**

Set aside the correct amount of time to complete the exam and save your answers as you progress through the exam. This will help preserve the answers should you lose Internet connection. If you do not save your answers, those answers will NOT be available.

 If you have technical problems, please contact **e-Learning Center at 486-6263 before 5:00 pm (M-F); DO NOT contact me for technical problems.**

9. **Two Essays/Video Evaluations (100 points):** Watch two therapy videos and write two short essays with the video reviews on the video topics (no less than 2 pages each). You should begin writing your review/essay right after watching a video of your choice so that you do not forget the contents. Use two outside references for each essay and cite them on the third page. See the Task Preview folder for further instructions. **Late papers and papers submitted via email will NOT be accepted.**



Make sure your essays reflect university-level writing skills: use complete sentences; check your spellings; and put together graduate level papers that reflect quality. Points will be deducted for spelling/grammatical mistakes. Feel free to use your peers for editorial help.

10. **Required Family Discussion for Everyone:** This assignment will require (a) taking and scoring the Family-of-Origin scale (FOS; found in FOS & Genogram folder) and (b) creating a three-generation genogram of your family of origin (see p. 171, Ch. 7 for directions). After completing the FOS and genogram, write a narrative of at least 500 words on what you have learned about yourself and your family. Post it on the Discussion Board forum titled, **“Required Family Discussion.”** However, if you do not want to share about yourself with the class, then write a narrative as to what you learned as a counselor in training from this assignment and post it. Please comment on two or more other posts. Because of its importance, this assignment is **REQUIRED** of all students and will not be scored due to its personal nature.
11. **Introductory Discussion for Everyone:** You are **REQUIRED** to participate in the **Getting-to-Know-You** discussion which is designed for class introduction so that you can know something about your professor and classmates. To access this and other discussions, **click on the Discussions button on the Blackboard and follow the instructions.**
12. **Two Major Discussions for Everyone:** There are **two Major Discussions worth 10 points apiece.** See Task Preview folder to get a heads-up on the discussions to come. Please do not miss the dates for these discussions (no make-ups are possible).
13. **Student Lounge** in the Discussions folder provides a forum for an ongoing discussion for you to interact with other students and discuss topics and questions prior to exams. You can contact each other via email and then decide to go to the Student Lounge.



Evaluation

For an A Grade, you must meet the following conditions. Any missed condition will result in a lower grade.

1. A total of **88-100 (88-100%) points** on the five exams. This condition **MUST** be met regardless how well you do on the other assignments. +
2. A total of 18-20 points on two major discussions (up to 8 **Make-Up Discussion points can be substituted if you miss a Major Discussion, but you will lose the option to make an A Grade.**) +
3. A total of 90-100 points on the two short essays/video evaluation +
4. Completion and participation in the **Required Family Discussion.**

For a B Grade, you must meet the following conditions. Any missed condition will result in a lower grade.

1. A total of **80-87 (80-87%) points** on the **five exams**. This condition **MUST** be met regardless how well you do on the other assignments. +
2. A total of 16-20 points on the two major discussions (**Make-Up Discussion points can be substituted if you miss a Major Discussion.**) +
3. A total of 40-50 points on one short essay/video evaluation (**only one essay is needed for B Grade**) +
4. Completion and participation in the **Required Family Discussion**.

For a C Grade, you must meet the following conditions. Any missed condition will result in an F Grade.

1. A total of **70-79 (70-79%) points** on the **five exams**. This condition **MUST** be met regardless how well you do on the other assignments. +
2. A total of 14-20 points on the two major discussions (**Make-up Discussion points can be applied here as a substitute for any missed discussion.**) +
3. No short essay/video evaluation needed for C Grade. +
4. Completion and participation in the **Required Family Discussion**.

☞ **All four requirements must be fully met for each grade. None of the above will result in an F Grade.** The requirement of “**Total Exam Points**” is not negotiable. **Do not miss any exam.** You will have seven days to complete an exam including two weekend days.

Special Notes



1. **Your Professor's Philosophy:** Teaching is not just a job for me; it is a calling, an “educational ministry.” I am here to guide you, help you, and inspire you to do your best to earn the grade you desire. However, you have the personal responsibility to apply yourself and be an active learner, especially in an online course which requires a lot of self-discipline. For more information about Dr. Singg, please click on “My Professor” on the Blackboard.
2. **Academic Honesty:** Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook. University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and



to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. For more information, see ASU Writing Center. http://www.angelo.edu/dept/writing_center/academic_honesty.php.

3. **Students with Disabilities:** "Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation."

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

4. **Absence for Observance of Religious Holy Days:** A student who intends to observe a religious holy day should make that intention known in writing to Dr. Singg prior to the absence. This should not be a problem in this online class because we don't take attendance and all assignments have a week (including a Saturday and a Sunday) to complete.



5. **Syllabus Changes:** I reserve the right to make changes as necessary in this syllabus throughout the semester. I will notify students of such changes by email or announcements.

6. **Email Policy:** If you need to communicate with me via e-mail, please do so from your angelo.edu email account. As per ASU policy, I will not respond to emails from your personal email address. Please use **good e-mail manners** and include the following information in your message.
 - A clear subject line, including the course number "Psy 6315."
 - A clear message (check grammar and spellings) with one issue at a time.
 - A proper salutation including my name (Dr. Singg) and signing off with your name.

7. **Midterm Survey & IDEA Evaluation:** Students are provided the opportunity and are strongly encouraged to participate in the course evaluation at the midterm and at the end of the semester. Areas of evaluation include:
 - Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
 - Learning to *apply* course material (to improve thinking, problem solving, and decisions).
 - Learning specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

8. **Task Preview/Instructions:** Please see this folder on the Blackboard for all instructions.

9. **Punctuality points = 6**

The timely completion of assignments is very important. To encourage and reward your responsible behavior, you begin the course with 6 "punctuality" points which will be added to your total exam score. Each missed deadline will deduct three points from the total.

10. **Nine Important Points** are listed in the Announcements folder on the Blackboard for you.



"People don't care how much you know until they know how much you care"
Theodore Roosevelt