



PSY 6315
Marriage and Family Psychotherapy (3-0)
Spring 2022 (January 18 - March 11)

Instructor: Sangeeta Singg, PhD, LP, ACN

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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.

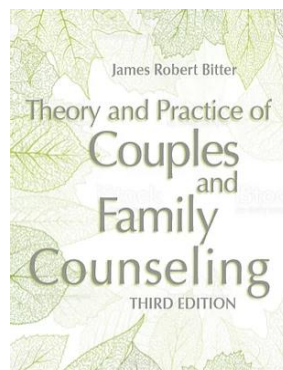
COURSE INFORMATION

Catalog Description: Examination of current issues, theories, and therapeutic techniques in the field of marriage and family counseling.

Course Delivery: This class will be conducted entirely online via the Blackboard Learning Management System. Please review the following major dividers containing course folders: **Orientation, Assignments, Links for You, Respondus, and ASU Resources.**

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

Required Textbook: Theory and Practice of Couples and Family Counseling, 3rd Edition by James Bitter, published by the American Counseling Association. ISBN: 9781556203831



Course Overview: This online course is designed to provide a basic overview of the field of marriage and family therapy. Students will learn selected counseling theories, techniques and ethics for working with couples and families. 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 Psychotherapy 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/therapist,
- (6) have knowledge of what constitutes an ethical marriage/family counseling practice and appreciate the important ethical and legal issues in marriage and family psychotherapy, and
- (7) develop their own theoretical orientation.

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

Informed Consent Statement for Psy 6315: As the counselors in training, you should be familiar with the codes of ethics of both American Psychological Association (APA) and American Counseling Association (ACA), which provide the guidelines for responsible and ethical counseling. Please review both APA and ACA codes of ethics.

I am dedicated to facilitate the educational, personal, and professional growth and development of my students. As such, please be aware of the following information regarding this course:

- (1) The counseling profession encourages that counselors integrate their own personal attributes, identity, strengths, and weaknesses into therapeutic processes. Self-awareness is critical to this process of becoming an effective counselor.
- (2) There will be an emphasis on self-awareness/exploration and giving feedback to peers during discussions. Students are expected to conduct themselves in a professional manner

which is appropriate at a college level. All discussions and writing assignments will be presented on an objective, clinical, and academic level. All forums will maintain interpersonal respect and professional tone. If any student violates these etiquettes, Dr. Singg reserves the right to drop them from the class.

- (3) Students often experience personal growth as they progress through this course. However, the course is *not* meant to be a means of personal therapy. The focus of this class is to challenge you to be an effective and responsible counselor.
- (4) Please be aware that in this course I strive to create a safe environment for any personal disclosures, but I cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made. Therefore, it is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) during discussions.
- (5) Students must accept and know that they are counselors in training and making mistakes is a part of learning. Everyone must be tolerant and kind towards each other and use only professional language in dealing with each other.
- (6) Students are urged to discuss emotionally charged issues in a non-defensive way and they are encouraged to courageously own, examine, and alter their beliefs, feelings, worldviews, and issues that would likely interfere with their effectiveness as future counselors. It is through this process that the "unmentionable" can lose its hold and honest nonthreatening discussions can occur.
- (7) While many of such challenging conversations are predictable and are inherent to the nature of this course, it has been my experience that some of the most important discussions that will occur will be unplanned and open up to great "learning moments." Thus, students must take responsibility of their own feelings and no blaming or calling names will take place.
- (8) Every effort is made to present the sensitive materials in a mature and professional manner. A person who would be offended by open discussions is not a good candidate for this class. In order to gain knowledge and enjoy learning about marriage and family psychotherapy, students will need to exercise a mature attitude, have an open mind, and be respectful of others' opinions and comments.

Competencies Needed: You must have prerequisite skills of using Blackboard, proficiency with Microsoft Word, and using ASU Library resources. It is also most important that you know the terms of the syllabus of this course. Therefore, a "Know-the-Course Test" is required of everyone, which will cover the syllabus, Blackboard map, and important requirements of this course. The online course format requires access to a fully functional PC and a lot of self-discipline for the timely completion of assignments.



TENTATIVE TOPIC SCHEDULE

Week	Date	Topic
1	<p>Semester long Discussion</p> <p>1/18-1/21</p>	<p>Student Lounge to discuss the videos, assignments, and forming study groups etc. <i>{Objective: student-student interaction, networking, and having fun discussing videos and any other things. Instructor will not participate in this discussion.}</i></p> <hr/> <p>Required Discussion: Getting-to-Know-You (from 8:00 am on 1/18, Tue to 5:00 pm on 1/21, Fri; missing this discussion will cost you 5 points.) <i>{Objective: Student-teacher and student-student interaction, networking, and getting acquainted with the teacher and classmates.}</i></p> <p>Read carefully the Syllabus and contents of the Blackboard Buttons. <i>{Objective: Students will become familiar with the game plan of the course and contents of different folders of Blackboard.}</i></p> <p>Know-the-Course Test on the syllabus and contents of the Blackboard buttons, (from 8:00 am on 1/18, Tue to 5:00 pm 1/21, Fri).</p> <p>Read - Introduction & 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>Read – Genograms of Couples & Family Counseling (Ch. 2) <i>{Objective: Students will learn how the history and development of the profession of marriage and family counseling.}</i></p> <p>Read - The Couples & Family Practitioner as Person & Professional (Ch. 3) <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>
2	1/24-1/28	<p>Exam 1 (Chs. 1, 2, & 3; from 8:00 am on 1/22, Sat to 5:00 pm 1/28, Fri)</p> <p>Read - Introduction to the Case of the Quest Family (pages 105-110) <i>{Objective: Students will learn about the Quest Family case and learn how each counseling model will view this case and work with it.}</i></p> <p>Read - Multigenerational Family Counseling (Ch. 7); Watch Video <i>{Objective: Students will learn about triangulation, family projection process,</i></p>


Week	Date	Topic
		<p>sibling position, leadership in family systems, genogram work, process questions, relationship experiments, coaching, I-positions, and displacement stories.}</p> <p>Read - 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>
3	1/31-2/4	<p>Exam 2 (Chs. 7 & 8; from 8:00 am on 1/29, Sat to 5:00 pm on 2/4, Fri)</p> <p>Prepare for the Required Family Discussion: <i>{This required assignment has two parts: (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 Page 163-164, Ch. 7 for directions). Please see instructions for this discussion under the Task Preview folder on Blackboard.}</i></p>
4	2/7-2/11	<p>Family Discussion: Family-of-Origin & Genogram work (see instructions on the Blackboard in the FOS & Genogram folder; from 8:00 am on 2/5, Sat to 5:00 pm on 2/11, Fri) <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> <p>Read - Virtue, Ethics, and Legality in Family Practice (Ch. 4) Honor System Reading Assignment <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>
5	2/14-2/18	<p>Read - Structural Family Counseling (Ch. 9); 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>Read - Strategic Family Counseling (Ch. 10); Watch Video <i>{Objective: Students will learn about the MRI model, Washington School, Milan model, joining, directives, paradoxical interventions and other therapeutic techniques.}</i></p> <p>Exam 3 (Chs. 9 & 10; from 8:00 am on 2/12, Sat to 5:00 pm on 2/18, Fri)</p>

Week	Date	Topic
6	2/21-2/25	<p>Major Discussion #1: (Read Ch. 4 and see the Task Preview folder; from 8:00 am on 2/19, Sat to 5:00 pm on 2/25, Fri) <i>{Objective: Students will discuss three most important legal and ethical issues, their applications, and implications in practice of marriage and family therapy.}</i></p>
7	2/28-3/4	<p>Major Discussion #2: Read Handouts on “Rejection” & “Deathbed Confession” (from 8:00 am on 2/26, Sat to 5:00 pm on 3/4, Fri) <i>{Objective: Students will discuss the effects of parental rejection and spousal confessions.}</i></p> <p>Substitute Exam: Postmodernism, Social Construction, and Narratives in Couples and Family Counseling (Ch. 12) and Feminist Family Counseling (Ch. 13) (from 8:00 am on 2/26, Sat to 5:00 pm on 3/4, Fri; only for one missed exam.) <i>{Objective: Students will learn additional information for a substitute exam if they miss an exam.}</i></p>
8	3/7-3/11	<p>Read - Solution-Focused and Solution-Oriented Family Counseling (Ch. 11); 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></p> <p>Read - Cognitive Behavioral Family Counseling (Ch. 14); 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></p> <p>Exam 4 (Chs. 11 & 14; from 8:00 am on 3/5, Sat to 5:00 pm on 3/10, Thu, NOT on Fri)</p>

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 exam has multiple-choice questions. Time limit for each exam is 1 hour. Most of the exams (except the Final Text Exam) will be available in the **Examinations** folder of Blackboard for seven days including a Saturday and a Sunday.

The missed discussions cannot be made up because they involve other students.

 **PLEASE DO NOT request to make-up any missed assignment. If you have a *bona fide* emergency, a doctor's note will be required stating that you were not in any condition to complete the assignment during the days allowed. If you still make such a request, I will refer you to this statement that you are agreeing to accept by staying in this course. However, you may use Substitute Exam for only one missed exam.**

4. **Substitute Exam** = 30 points
If you miss an Exam, you can take this exam. Please know that you can use this for only one missed exam in this course.
5. **Know-the-Course Test** (on Syllabus and Blackboard folders) = 10 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.**
6. **Total points in the course = 150**
Four Text Exams = 120 points
Know-the-Course Test = 10 points
Two Discussions = 20 points
Demerit Points
Missing the Required Getting-to-Know-You discussion = - 5 points
Missing the Required Family Discussion will result in lowering the grade by one letter grade. DO NOT miss this assignment.
7. **Instructions for taking exams through Respondus™ Monitor**

Access to exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [see **Other Required Materials** below for a list of needed equipment]. Use of another electronic device is prohibited.

Other Required Materials

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet adapter cable highly recommended (wireless connections can drop during test and Collaborate sessions)
- Webcam

Refer to [Angelo State University's Distance Education website](#) for further technology requirements.

Stable Test Taking Experience: In order to have a stable test taking experience with the Lock Down browser, you should 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.



The exams are not set up to be taken on an iPad or a cell phone.

Set aside the correct amount of time to complete an 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, the answers will NOT be available.



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

8. **Instructions for Assignments in Task Preview Folder:** See the Task Preview folder for the instructions in advance. All assignments will also show instructions when they are made available for posting. Make sure all your write-ups reflect university-level writing skills. Use complete sentences; check your spellings; and put together graduate level discussions that reflect quality. Points will be deducted for spelling/grammatical mistakes.
9. **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 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. **If you miss this assignment, your grade will be lowered by one letter grade.**

10. **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.** Not participating in this discussion will result in -5 demerit points.
11. **Two Major Discussions for Everyone:** There are two **Discussions worth 10 points each.** See Task Preview folder to get a heads-up on the discussions. Please do not miss the dates for the discussions because you cannot make-up a discussion when there is no one to discuss.
12. **Ten Important Points:** Please read these points carefully for the answers to most of your questions about this course. They are listed in the Announcements folder on the Blackboard
13. **Student Lounge** in the Discussions folder provides a forum for an ongoing discussion for you to interact with other students and discuss videos, topics and questions prior to exams. This is your forum to use it as you please.

GRADE DETERMINATION



(90% - 100%) = A
(80% and <90%) = B
(70% and <80%) = C
<70%) = F

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 adheres to the academic honesty statement as set forth in 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](#).

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. **IDEA Evaluation:** Students are provided the opportunity and are strongly encouraged to participate in the course evaluation 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. **Student Responsibility:** It is your responsibility to read/understand the course syllabus and ALL announcements posted on the Blackboard, and meet the deadlines for all assignments. This will be the key to doing well in the course. Ignorance about details given in the syllabus and various announcements on the Blackboard cannot be accepted as excuse in any manner.
9. **Browser Compatibility Check:** It is the student's responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU's Blackboard Learning System. Dr. Singg reserves the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with Dr. Singg at the time of occurrence, either via a phone call during the posted availability hours or via email notification during times outside those posted for calls.
10. **Title IX at Angelo State University:** Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Michelle Boone, J.D., Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 200
michelle.boone@angelo.edu Phone: 325-942-2022

You may also file a report online 24/7 at www.angelo.edu/incident-form. If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345. For more information about Title IX in general you may visit www.angelo.edu/title-ix.

