Course Catalog Description
Instruction in theoretical approaches and interventions in family therapy, grounded in human systems theory. Includes process of family therapy and special aspects of family therapy. Prerequisite: PSYC 5312 & CI.

Student Learning Outcomes & Assessments
Upon completing this course, students will be able to do the following.
1. Articulate a fundamental understanding of family systems theory.
2. Describe assessment, treatment planning, intervention, and evaluation in family therapy.
3. Compare, and contrast two or more approaches in family therapy.
4. Describe family developmental processes as they relate to the family lifecycle.
5. Describe how problems develop, are maintained, and are resolved within a family system.
6. Apply basic family therapy skills during in-class demonstrations and in a focused conversation with a family.
7. Describe families as distinct cultural systems, embedded in and influenced by other sociocultural systems.

Evaluated Activities & Weights (handouts and details to be provided during the semester)
Response to Reading (10%). Brief weekly responses to assigned readings, which are submitted via e-mail.
Mid Term Examination (20%). Covers fundamental theories, concepts, processes, and ethics in family therapy.
Picture the Family (10%) Photography, interaction, & narrative regarding social justice issues that challenge families.
Family Interview (20%). Student teams meet with a family to facilitate conversation based upon Appreciative Inquiry. AI is an intentional and strength-focused approach to conversation. This interactive assignment utilizes theory, skills, and knowledge gained in this and other counseling courses.
Final Paper (40%). Students will describe their conceptualization of family dynamics and their developing approach to family therapy based upon the assigned readings and other learning activities that occur during the semester.

Grading scale: 90 – 100% = A 80 – 90% = B 70 – 80% = C 60 – 70% = D ≤ 60% = F.

Note. Please see the attendance policy in this syllabus, as deficient attendance will affect your course grade.

Counseling Psychology Assessment
9.0 Foundations of Couple and Family Counseling/Therapy: Students will demonstrate an understanding of the history of marital, couple and family counseling, family systems theory and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems) and with individuals.
9.2 Assessment: Students taking COUN 5313 will complete a comprehensive final paper related to family therapy foundations and theories, which will be scored by the instructor using a rubric.

11.0 Ethics and Professional Issues in Couple and Family Counseling: Students will demonstrate understanding of the ethics of counseling couples and families, and relevant legal and professional issues.
11.2 Assessment: Students taking COUN 5313 will take a midterm exam that includes a set of items related to family counseling ethics and professional issues. Course instructor will score the exam.
Teaching Philosophy and Strategies Employed by Your Instructor

Teaching and learning is an interactive process of discovery, reflection, skill development, and evaluation. The instructor is a guide, facilitator, and mentor. Therefore each student is ultimately responsible for what she or he gains from a course. A student is responsible for constructing his/her learning experience by evaluating his/her needs, setting goals for what she/he wants to learn, and employing and developing his/her ability to be curious, engage in critical thinking, and pursue knowledge independently and beyond the confines of the course. The course is a focusing mechanism and a launching point for a long-term process of self-motivated learning. Ongoing learning is a professional obligation that starts in the classroom and endures throughout one’s professional career.

Because learning is a collaborative endeavor, my classes assume an interactive format and require active participation from each student. I will introduce material from various perspectives related to family therapy and draw upon my experience as a marriage and family therapist to illustrate family counseling in action. Inclusion of student led discussions, assigned readings of scholarly literature, interaction with other students, and interaction with families or surrogate families contributes to a dynamic learning experience.

REQUIRED TEXTBOOKS


Note: A student at UT-Tyler is not obligated to purchase a textbook from a university-affiliated bookstore. The text may be available from an independent retailer, including an online retailer.

SUGGESTED SUPPLEMENTAL READING


REFERENCE BOOKS and WEBSITES

American Association for Marriage and Family Therapy. www.aamft.org


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COURSE POLICIES AND EXPECTATIONS OF STUDENTS

1. ATTENDANCE. PLEASE READ THIS ATTENDANCE POLICY THOROUGHLY.
   PSYC 5313 is an interactive course. Much or most learning occurs through in-class experiences.

   The following attendance rules apply regardless of what a student earns in the evaluated activities.
   - Students must be fully present (i.e. arrive on-time and remain until class is dismissed) for 12 full class meetings in order to earn an A or a B in this course (14 meetings are scheduled).
   - Students attending fewer than 11 full class meetings will receive a D, F, or I in the course.
   - There is no provision to make-up missed classes or missed portions of classes. Make-up requests due to extraordinary circumstances (as determined by instructor) will be considered on a case-by-case basis.

2. Fundamental Proficiency. Graduate students are expected to be proficient in use of the library and associated resources, to possess advanced writing and presentation skills, and to demonstrate professionalism in all learning activities. Students are expected to remedy any deficiencies in these areas through independent learning, seeking help at the UTT writing center or from the reference librarian, and pursuing other assistance as necessary.

3. Submitting Written Work. Submit assignments as an e-mail attachment, in Microsoft Word. Citations & references in any assignment must be in APA format. Organization, spelling, grammar, sentence structure, readability, and etc. are evaluated in all written work (APA format is required for the final paper). A student’s name and an abbreviated assignment title must appear in the label of the attachment or submissions will be rejected. Examples: Zinck, K. Final Paper / Zinck, K. Response # 1.

4. Cell Phones. Phones must be turned off and stored away when class is in session.

COUN 5313. FAMILY THERAPY - SCHEDULE

<table>
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<th>SESSION</th>
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| 1-19-15 | Orientation to Family Therapy  
A Relational Framework for Conceptualizing Families |
| 1-26-15 | Fundamentals of Family Therapy  
Family Development  
Distribution of Picture the Family /Social Justice Assignment (Handout & Discussion)  
Preparation for This Class Meeting.  
  - Read Chapters 1-2 in Family Therapy: An Overview.  
  - Complete Response to Reading for Chapter 2. |
| 2-2-15  | Conceptualizing Families as Human Systems  
Preparation for This Class Meeting.  
  - Read Chapter 4 in Family Therapy: An Overview.  
  - Complete Response to Reading for Chapter 4.  
On Your Own:  
Read Chapter 3 in Family Therapy: An Overview.  
Questions from this chapter will be included in Exam 1. |
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| 2-9-15 | **Issues and Ethics in Family Therapy**                                | Some Specific Ethical Challenges in Family Therapy  
  a. “Secrets”  
  b. Diagnosis and Expectations of Third Party Payers  
  c. Violence  
  d. Poverty and Access to Services  
  Preparation for This Class Meeting.  
  - Read Chapters 6 in *Family Therapy: An Overview*.  
  - Complete a *Response to Reading* for Chapter 6.  
  On Your Own:  
  Read Chapter 5 in *Family Therapy: An Overview*. (Questions from this chapter will be included in Exam 1).  
  Suggested Reading Related to Ethical Challenges (TBA).  
  Distribution of Family Interview Assignment (Handout & Discussion) |
| 2-16-15| **Assessment: Understanding the Family**                                | Preparation for This Class Meeting.  
  - Read Chapter 4 in *Essential Skills in Family Therapy*.  
  - Complete a *Response to Reading* for Chapter 4. |
| 2-23-15| **Transgenerational Family Therapy**                                   | Bowen Family Systems  
  Preparation for This Class Meeting.  
  - Read Chapter 8 in *Family Therapy: An Overview*.  
  - Complete a *Response to Reading* for Chapter 8. |
| 2-25-15| **EXAM**                                                               | Exam Preparation. Review the Assigned Readings from Classes 1-6, including …  
  - Chapters 1-6 in *Family Therapy: An Overview*.  
  - Chapter 4 in *Essential Skills in Family Therapy*. |
| 3-1-15 | **Structural Family Therapy**                                          | Video of Structural Family Therapy  
  Distribution of Final Paper Assignment (Handout & Discussion)  
  Preparation for This Class Meeting.  
  - Read Chapter 10 in *Family Therapy: An Overview*.  
  - Complete a *Response to Reading* for Chapter 10.  
  *Picture the Family Project Due at the Beginning of Class on 3-15-15* |
| 3/8/15 | **SPRING BREAK – NO CLASS**                                            |                                                                                                                                     |
| 3-15-15| **Strategic Family Therapy**                                           | Picture the Family Display & Discussion  
  Preparation for This Class Meeting.  
  - Read Chapter 11 in *Family Therapy: An Overview*.  
  - Complete a *Response to Reading* for Chapter 11. |
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<th>Date</th>
<th>Topic</th>
<th>Preparation for This Class Meeting</th>
<th>Suggested Reading</th>
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<tr>
<td>3-22-15</td>
<td>Solution Focused Family Therapy</td>
<td>Read Chapter 13 in <em>Family Therapy: An Overview</em></td>
<td>Read Chapter 12 in <em>Family Therapy: An Overview</em>.</td>
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<td>4-5-15</td>
<td>Narrative Family Therapy</td>
<td>Read Chapter 14 in <em>Family Therapy: An Overview</em>.</td>
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<td>4-12-15</td>
<td>The Process of FT</td>
<td>Read Chapter 2 &amp; 3 in <em>Essential Skills in Family Therapy</em>.</td>
<td>Read Chapter 1 in <em>Essential Skills in Family Therapy</em>.</td>
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<tr>
<td>4-19-15</td>
<td>The Process of FT</td>
<td>Read Chapter 5, 6, 11 in <em>Essential Skills in Family Therapy</em>.</td>
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<td>4-26-15</td>
<td>Presentation and Discussion of Family Interviews</td>
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<td>Read Chapter 12 in <em>Essential Skills in Family Therapy</em>.</td>
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<td>5-3-15</td>
<td>Final exam week. A meeting is not planned. However, students are expected to reserve this date in case the instructor determines it is necessary to schedule a class meeting to complete the presentation and discussion of Family Interviews.</td>
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**SUPPLEMENTAL INFORMATION**

_Syllabus_. This syllabus is a learning guide that may be modified during the semester. Students will be notified in advance, of any modification. Student suggestions for improvement are welcomed.

_The UT-Tyler Writing Center_. *BUS 202*. Provides professional writing assistance for students in all disciplines. If you wish to use the Writing Center, plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and draft of a plan, and the second to follow up. Be prepared to actively discuss your work during your tutorial. Tutors will provide suggestions and teach effective writing techniques, they will **not** fix, repair, or...
E-Mail Accounts. Use of Patriot E-Mail is a university requirement. Your instructor sends notices, updates, and other information about class via Patriot E-Mail. Students are expected to monitor their Patriot account. The instructor is not responsible for messages not received due to a failure to monitor patriot e-mail or to address malfunctioning accounts with technological support services on campus.

University Policies:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources Center and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment
please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of the semester.

**College of Education and Psychology**

**Vision**
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission**
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.