Syllabus

Course Information:
COUN 5313.001 FAMILY THERAPY  Spring 2017
2:00- 4:45 Tuesday  Location: HPR 135
TENTATIVE SYLLABUS

Instructor Information:
Kirk Zinck, Ph.D., LMFT
Office: HPR 214
Office Hours:  TBA: Meetings are by Appointment.
                Alternate meeting times may be available at instructor convenience.
Telephone: 903-566-7154
E-Mail: kzinck@uttyler.edu [e-mail is the best way to contact instructor]

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)
The class will be conducted as a seminar. In the first class meeting student input will be solicited in finalizing the plans
for this class. Tentatively, evaluation will be based upon the following projects and papers. These expectations may
change following the discussion in class one.

Participation
(15%) Includes assessment of the quality of preparation, discussion, interaction, and participation in class activities.

Exam
Ethics (5%). Students will complete an exam covering family counseling ethics and professional issues.

Papers
Human Systems Theory (20%). This assignment will follow the study of systems theory (as a class) in the early part
of the semester. In a short paper, students will describe their developing understanding of general systems theory and
discuss the application and how a fundamental understanding of systems theory will guide the work they do with
family counseling and other contexts. The assignment will include presenting a brief description in class so that all
benefit from and discuss the variety of perspectives and approaches that will emerge as each student completes this
assignment.
Case Conceptualization (30%). In this final paper students will apply what they have learned during the semester to a case description informed by the professor’s practice as a Family Therapist. Students will be presented with a case. They will be asked to describe their conceptualization of systemic interaction and other family dynamics and to describe how they would therapy with the family. The expectation is that students will base this paper upon their current understanding of family therapy as based upon assigned readings and other learning activities that occur during the semester.

Interactive Projects
Family Interview (15%). 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.
Picture the Family (15%). Photography, interaction, & narrative regarding social justice issues that challenge families.

Grading: 4 = Exceeds Expectations 3 = Meets Expectations 2 = Partially Meets Expectations 0 = Does not meet expectations. Grades will be weighted in the calculating course grades according to the weight given each assignment. Course grades will be assigned as follows: A = 3.7 - 4 B = 2.7 - 3.6 C = 1.7 – 2.76
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


- Textbooks were chosen by the instructor based upon the quality, adequacy in coverage of the subject matter, anticipated utility of the books in a practitioner’s professional library, and cost to the student.
- 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


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 - SPRING 2017**

**Topical Outline for Counseling 5313**  
(Tentative - Pending Collaborative Planning in Class 1)

**Week 1.** Introductions.  
Foundations of Family Therapy.  
Collaborative Conversation/Planning (To define and recognize student needs, goals, aspirations related to learning family therapy and material covered in this course. Critical Thinking & Reflective Practice in Counseling and Scholarship.

**Week 2.** Conceptualizing Families as Human Systems:  
Foundations of Systems Theory.

**Week 3.** Conceptualizing Families as Human Systems:  
Applications of Systems Theory.

The Developmental Lifecycle of Couples and Families.

**Week 5.** The Process of Family Therapy: Part 2.  
Systemic and Behavioral Treatment Planning.

**Week 6.** The Process of Family Therapy: Part 3.  
Ethics in Family Therapy.  
Diagnosis in Family Therapy.  
Introduction to Appreciative Inquiry.

**Week 7.** Bowenian Family Therapy.  
Using Genograms in Family Therapy.  
Quiz: Ethics in Family Therapy.

**Week 8.** Structural Family Therapy.

**Week 9.** Strategic Family Therapy.

**Week 10.** Solution Focused Family Therapy.

**Week 11.** Narrative and Postmodern Approaches to Family Therapy.  
An Introduction to Social Construction.

**Week 12.** Recognizing and Working with Family Secrets.

**Week 13.** Celebrations and Challenges  
Presentation and Discussion of Family Interviews.  
Viewing and Discussion of “Picture the Family: Assignment.”

**Week 14.** Case Consultation in Family Therapy.  
Creating and Utilizing a Collegial Support System in Professional Practice.

**Week 15.** Finals Week. Final Paper Due. Other Activity TBA.
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 operate on your paper. Appointments: 903-565-5995. www.ttyler.edu/writingcenter

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://www.ttyler.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.ttyler.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 of which students need to be aware. 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.

Student Accessibility and Resources
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 (SAR) office 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 Obsvance
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 class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or
materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. i. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by SafeAssignTM, available on Blackboard.

**College of Education and Psychology Mission Statement:**

**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, to make significant contributions to local and global communities, and to work 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. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

Clinical Mental Health Counseling Program Mission Statement:
The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.