



**Saint Martin's**  
UNIVERSITY

## **MAC 528 Foundations of Couple and Family Counseling, Saint Martin's University - Master of Arts in Counseling Foundations Level**

***K. Alexandra Onno, PhD, LMHC***

### **SAINT MARTIN'S UNIVERSITY MISSION AND CORE THEMES**

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service. The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

<b>Faith</b>	<b>Reason</b>	<b>Service</b>	<b>Community</b>
Developing a sense of faith in clients' resilience and the process of counseling itself is crucial when working with individuals, couples, and families of all kinds.	Students gain the ability to discern between and assess the appropriate therapeutic applications of several major theories of Marriage, Couple, and Family Counseling.	As students personally connect with coursework and integrate findings from reflections on their own family and culture of origin, they approach the work of Marriage, Couple, and Family counseling with greater compassion, empathy, and care.	Through collaborative work and study partner activities, students build a sense of community-consciousness, learn positive group work skills, and build a culture of appreciative inquiry.

### **COLLEGE OF EDUCATION AND COUNSELING MISSION STATEMENT**

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

### **MASTER OF ARTS IN COUNSELING (MAC) PROGRAM MISSION STATEMENT**

The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC Faculty areas of interest include: anti-oppression, appreciative inquiry, access and technology, authentic leadership, collaboration, conflict as opportunity, decolonization, depth work, faith and community, indigenous wisdom, love, military families, professional identity, relational approaches to research, social change, spontaneity and creativity, subtle activism, and vulnerability. Our work strives to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified

Counselors, accrediting organizations for counseling programs, and our Catholic framework, we recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

### **COURSE DESCRIPTION AND CLASS FORMAT**

Through group work and study partner activities students build a sense of community-consciousness, learn positive group work skills, and build a culture of appreciative inquiry.

### **STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES**

<b>STUDENT LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOME MEASURES</b>
1. To develop an understanding of the history and development of marriage, couple, and family counseling	Students will explore key concepts of seminal marriage, couple, and family counseling text/theories through readings, reflections, in class exercises and a foundation theory of counseling paper.
2. To understand theories and models of family systems and dynamics	In an exploratory paper of a family's interactions, students will be able to apply at least three theories/models of family systems and dynamics to their assessment of the family and to the exploration of possible therapeutic interventions.
3. To develop an understanding of the theories and models of marriage, couple, and family counseling	Students will apply their understanding of marriage, couple, and family counseling theories and techniques in weekly homework projects (e.g. genograms, reflective projects, etc) and in final exploratory paper.
4. To learn the sociology of the family, family phenomenology, and family of origin theories	In their final project and final paper, students will be able to utilize family of origin theories to analyze family dynamics in their own history and in the detailed exploration of family dynamics in a selected film.
5. To learn basic principles and models of assessment and case conceptualization from a systems perspective.	Students will gain a foundation in systemic assessment and case conceptualization, and will emphasize a systems perspective in assessment and case conceptualization in addressing the "film family" of their final paper.
6. To discuss assessments relevant to marriage, couple and family counseling.	Students will demonstrate the ability to integrate assessment information relevant to marriage, couple and family counseling.

### **COURSE CONTENT AREAS**

These content areas will be emphasized in this course:

1. History and development of marriage, couple, and family counseling
2. History and development of marriage, couple, and family counseling
3. Theories and models of marriage, couple, and family counseling
4. Sociology of the family, family phenomenology, and family of origin theories

5. Principles and models of assessment and case conceptualization from a systems perspective
6. Assessments relevant to marriage, couple, and family counseling

**LICENSURE REQUIREMENTS**

MAC 528 will meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area (e) Counseling Couples and Families, see WAC 246-809-221. MAC 528 will also meet WA licensure requirements for marriage and family therapy in areas (a) Marital and Family Systems and (b) Marital and Family Therapy, see WAC 246-809-121.

**CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION**

MAC 528 may meet Washington chemical dependency professional certification areas (j) Service Coordination (implementing the treatment plan, consulting, continuing assessment and treatment planning), and (m) Chemical Dependency Counseling for Families, Couples, and Significant Others. See WAC 246-811-030.

## SECTION TWO

**INSTRUCTOR:** K. Alexandra Onno, PhD, LMHC

**CONTACT INFORMATION:** aonno@stmartin.edu

**OFFICE HOURS:** Tuesdays 8/28, 9/11, 9/24, 10/16, 10/30. 11/13, 12/4, 12-4 pm  
 Additional Tuesday hours by appointment  
 Wednesdays 12-2:30  
 Additional Wednesday hours by appointment  
 Thursdays by appointment

**CLASS TIME/DATE:** Session A: Wednesdays 3:00-5:30 | Session B: Wednesdays 6:00-8:30

**BUILDING AND ROOM:** TBA

**SEMESTER AND YEAR:** Fall Semester 2018

**REQUIRED TEXTS AND READINGS****BOOKS:**

Diane Gehart (2017)  
*Mastering Competences in Family Therapy:  
 A Practical Approach to Theory and Clinical Case Documentation (Student Edition)*  
**Series:** MindTap Course List  
**Paperback:** 688 pages  
**Publisher:** Cengage Learning; 3 edition (April 21, 2017)  
**Language:** English  
**ISBN-10:** 1305943279  
**ISBN-13:** 978-1305943278

Monica McGoldrick and Kenneth Hardy (2008)  
*Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice (2<sup>nd</sup> Edition)*  
**Hardcover:** 483 pages  
**Publisher:** The Guilford Press; 2nd edition (July 29, 2008)  
**Language:** English  
**ISBN-10:** 1593854277  
**ISBN-13:** 978-1593854270

Dan Siegel and Mary Hartzell (2013)  
*Parenting from the Inside Out (Anniversary Edition)*  
**Paperback:** 336 pages  
**Publisher:** TarcherPerigee; Anniversary edition (December 26, 2013)  
**Language:** English  
**ISBN-10:** 039916510X  
**ISBN-13:** 978-0399165108

**FILMS:**

Carl Franklin (2013)  
*Bless Me, Ultima*  
**DVD, also available for viewing on Amazon Prime**  
**Publisher:** Sony Pictures, released on Video (2013)

**Language:** English with English and Spanish subtitles

Hiromasa Yonebayashi (2017)

*When Marnie Was There*

DVD

**Publisher:** Funimation (2017)

**Language:** Japanese, English dubbing, English subtitles

## ADDITIONAL MATERIALS AS ASSIGNED

## METHODS OF INSTRUCTION

MAC classes may have a significant class-webpage component. Methods include: lectures, dyad and group discussions, student presentations and projects, skills practice in small groups and dyads, observations (outside of class), guest speakers, use of media (films, music, etc.). The MAC program places significant emphasis on role playing to insure skills mastery and self-confidence.

## STUDENT EVALUATION AND GRADING POLICY

Grading in the MAC Program follows the SMU guidelines of a reward model. According to SMU guidelines, the baseline (average) grade for graduate students is a "B." Those performing above the average for MAC graduate students will earn a "B+" and those showing excellence earn an "A-". A grade of "A" indicates unusual distinction. MAC program faculty use the following scale as a guideline for grading.

**A = 95-100    Exceptional.** The student has demonstrated a quality of work and outstanding accomplishment well beyond the normal requirements and shows originality of thought and mastery of material. The student's performance exceeds MAC behavioral expectations.

**B = 85-94    Excellent.** The student's academic achievement exceeds satisfactory accomplishment showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts. The student's performance meets MAC behavioral expectations. This level represents the standard expected of all students.

**C = 75-84    Unsatisfactory for Graduate Level.** While the student has met the formal requirements, the student has not demonstrated comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

**D = 65-74    Not a Passing Grade.** The student's accomplishment leaves much to be desired. Requirements may have been cursorily met but without indicating minimal comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

**F = Below 65    Failure.** The student has not met the minimum requirements. The student's performance does not meet MAC behavioral expectations.

Grade	Points
A	98
A-	95
B+	92
B	86
B-	85
C+	82
C	76
C-	75
D+	72
D	66

D-	65
P	0
F	0

**COURSE SCHEDULE**  
**(Readings and Assignments by Week)**

Date	Curriculum	Reading	Assignment
<b>WEEK 1</b> Wednesday 8-29-2018	<b>THEMES:</b> <b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>Welcome</li> <li>Course Intro and Overview</li> </ul> <b>ARC OF ASSIGNMENTS</b> <ul style="list-style-type: none"> <li>Foundation Theory Paper</li> <li>Genogram and FOO/COO/ROO/GOO Reflections</li> <li>Film Project Paper</li> <li>Container Project and Paper</li> </ul> <b>IN CLASS EXERCISE:</b> <ul style="list-style-type: none"> <li>THE CALL</li> </ul>		<ul style="list-style-type: none"> <li>Establish Learning Partners: Pairs (in class)</li> <li>Establish Learning Groups: Quads (in class)</li> </ul>
<b>Between</b> Weeks 1 & 2	<b>THEME:</b> <b>COUNSELOR PRESENCE AND THE PERSON OF THE COUNSELOR</b>	Gehart: <ul style="list-style-type: none"> <li>Chapter 1: "Competency and Theory in Family Therapy" (pp. 1-18)</li> <li>Chapter 2: "Research and Ethical Foundations of Family Therapy Theory" (pp. 19-44)</li> </ul> McGoldrick & Hardy: <ul style="list-style-type: none"> <li>Preface (pp. xi-xx)</li> <li>Chapter 1: Introduction- "Re-Visioning Family Therapy from a Multicultural Perspective" (pp. 3-24)</li> </ul> Film: <i>Bless Me Ultima</i>	

<b>WEEK 2</b> Wednesday 9-5-2018	<b>THEME:</b> <b>THE PERSON OF THE COUNSELOR</b>  <b>The Call and the Called</b> <ul style="list-style-type: none"> <li>• Presence</li> <li>• Relational Context</li> <li>• A Balance of Theory and Person</li> </ul> <b>IN CLASS EXERCISE:</b> <ul style="list-style-type: none"> <li>• A story in six parts</li> </ul>		<b>DUE: 9-5-18</b>  <b>FILM PROJECT—</b> <b>STEP 1, Proposal</b>
(9-7-2018)	<b>Attendance Accounting Due</b>		
<b>Between</b> Weeks 2 & 3		Gehart: <ul style="list-style-type: none"> <li>• Chapter 3: “Philosophical Foundations of Family Therapy Theory” (pp. 45-80)</li> </ul> McGoldrick & Hardy: <ul style="list-style-type: none"> <li>• Chapter 7: “Understanding Families in the Context of Cultural Adaptations to Oppression: (pp. 85-96)</li> </ul> Siegel & Hartzell: <ul style="list-style-type: none"> <li>• <i>Parenting from the Inside Out</i></li> <li>• “To Fill This Cup” handout</li> <li>• <i>Parenting from the Inside Out</i></li> </ul>	
<b>WEEK 3</b> Wednesday 9-12-2018	<b>THEME:</b> <b>FOUNDATIONS OF FAMILY THERAPY</b> <ul style="list-style-type: none"> <li>• Interpersonal Neurobiology/ The Neurobiology of Relationship</li> <li>• The Quest for the Pre-frontal Cortex</li> </ul> <b>IN CLASS EXERCISE:</b> <ul style="list-style-type: none"> <li>• Attachment Styles: “To Fill This Cup”</li> </ul>		<b>DUE: 9-12-18</b>  FILM REFLECTIONS: <i><b>Bless Me Ultima</b></i>
<b>Between</b> Weeks		Gehart: <ul style="list-style-type: none"> <li>• Chapter 4:</li> </ul>	

3 & 4		<p>“Systemic and Strategic Therapies” (pp. 83-134)</p> <p>McGoldrick &amp; Hardy:</p> <ul style="list-style-type: none"> <li>• Chapter 3: “Migration and the Disruption of the Social Network” (pp. 48-60)</li> <li>• Chapter 23: “Latinas in the United States: Bridging Two Worlds: (pp. 261-274)</li> </ul>	
<p><b>WEEK 4</b> Wednesday 9-19-2018</p>	<p><b>A SYSTEMS APPROACH:</b> What does it mean to think and work systemically?</p> <p><b>LAYERS OF SYSTEMS:</b></p> <ul style="list-style-type: none"> <li>• Within</li> <li>• Between</li> <li>• Beyond</li> </ul> <p><b>SYSTEMIC DIAGNOSIS</b></p> <ul style="list-style-type: none"> <li>• To Whom Does this Symptom Belong?</li> </ul> <p><b>STRATEGIC THERAPIES:</b></p> <ul style="list-style-type: none"> <li>• The Difference that makes the difference</li> <li>• A Place for Paradox</li> </ul>		<p><b>DUE: 9-19-18</b></p> <p><b>FILM PROJECT— STEP 2, Synopsis</b></p>
<p><b>Between</b> Weeks 4 &amp; 5</p>		<p>Gehart:</p> <ul style="list-style-type: none"> <li>• Chapter 5: “Structural Family Therapies” (pp. 135-196)</li> </ul> <p>McGoldrick &amp; Hardy:</p> <p>Chapter 20: “The Dynamics of a Pro-Racist Ideology: Implications for Family Therapists” (pp. 225-237)</p> <ul style="list-style-type: none"> <li>• , Chapter 21: “White Privilege and Male Privilege: A Personal Account of Coming to See</li> </ul>	



		Correspondence through Work in Women's Studies" (pp. 250-260)	
<b>WEEK 5</b> Wednesday 9-26-2018	<b>THEME:</b> <b>STRUCTURAL FAMILY THERAPIES</b>  <b>IN CLASS:</b> <ul style="list-style-type: none"> <li>Structural Family Therapy Film: Harry Aponte, <i>Tres Madres</i></li> </ul>		<b>DUE: 9-26-18</b>  <b>INITIAL DRAFT OF FOUNDATION THEORY PAPER</b> Due to your Learning Partner
<b>Between</b> Weeks 5 & 6		Gehart: <ul style="list-style-type: none"> <li>Chapter 6: "Experiential Family Therapies" (pp. 197-262)</li> </ul> McGoldrick & Hardy: <ul style="list-style-type: none"> <li>Chapter 25: "Working with LGBT Families" (pp. 289-299)</li> <li>Chapter 26: "Gay and Lesbian Couples: Successfully Coping with Minority Stress" (pp. 300-310)</li> <li>Chapter 31: "Climbing up the Rough Side of the Mountain: Hope, Culture and Therapy" (pp. 367-377)</li> </ul>	
<b>WEEK 6</b> Wednesday 10-3-2018	<b>THEME:</b> <b>EXPERIENTIAL FAMILY THERAPIES</b> <ul style="list-style-type: none"> <li>Satir—The Family Embodied</li> <li>Whitaker—Therapeutic Truth and Dare</li> </ul>		<b>DUE: 10-2-18</b>  <b>Feedback and suggested edits</b> on Learning Partner's DRAFT OF FOUNDATION THEORY PAPER due to Learning Partner and Faculty
<b>Between</b>		Integrate Feedback for	

<b>Weeks 6 &amp; 7</b>		FINAL VERSION OF FOUNDATION THEORY PAPER	
<b>WEEK 7</b> Wednesday 10-10-2018	<b>THEME:</b> <b>INTERGENERATIONAL FAMILY THERAPIES</b> <ul style="list-style-type: none"> <li>• NO CLASS ON 10-10-18</li> <li>• <b>Film Assignment:</b> <i>When Marnie Was there</i></li> </ul>		<b>DUE: 10-10-18</b>  <b>FINAL VERSION OF FOUNDATION THEORY PAPER</b> Due to Learning Partner and Faculty
<b>Between Weeks 7 &amp; 8</b>		Gehart: <ul style="list-style-type: none"> <li>• Chapter 7: "Intergenerational and Psychoanalytic Family Therapies" (pp. 263-308)</li> </ul> McGoldrick & Hardy: <ul style="list-style-type: none"> <li>• Chapter 14: "Going Home: One Orphan's Journey from Chicago to Poland and Back" (pp. 172-183)</li> <li>• Chapter 27: "Working with Immigrant and Refugee Families" (pp. 311-326)</li> </ul>	
<b>WEEK 8</b> Wednesday 10-17-2018	<b>THEME: INTERGENERATIONAL AND PSYCHOANALYTIC FAMILY THERAPIES</b> <ul style="list-style-type: none"> <li>• Psychoanalytic Roots of Psychodynamic Practice</li> <li>• Bowen: I, You, We and the Dance of Differentiation</li> </ul> <b>IN CLASS EXERCISE:</b> <ul style="list-style-type: none"> <li>• Mapping Legacies: The Generative Genogram</li> <li>• FOO/COO/ROO/GOO</li> </ul>		<b>DUE: 10-17-18</b>  FILM REFLECTIONS: <i>When Marnie Was There</i>
<b>Between Weeks 8 &amp; 9</b>		Gehart: <ul style="list-style-type: none"> <li>• Chapter 8:</li> </ul>	

		"Cognitive-Behavioral and Mindfulness-Based Couple and Family Therapies" (pp. 309-376)	
(10-22-2018)	<b>Midterm Grades Posted</b>		
<b>WEEK 9</b> Wednesday 10-24-2018	<b>THEME: CBT</b> <ul style="list-style-type: none"> <li>CBT Triangle—The dance of Body, Mind, and Heart</li> <li>Schemas—Roots to Fruits</li> </ul>		<b>DUE: 10-24-18</b>  <b>Genogram and FOO/COO/ROO/GOO REFLECTIONS</b>
<b>Between</b> Weeks 9 & 10		<p>McGoldrick &amp; Hardy:</p> <ul style="list-style-type: none"> <li>Chapter 12: "Voluntary Childlessness and Motherhood: Afterthoughts" (pp. 155-163)</li> <li>Chapter 13: "Grieving in Network and Community: Bearing Witness to Loss" (pp. 164-171)</li> </ul> <p>Gehart:</p> <ul style="list-style-type: none"> <li>Chapter 11: "Solution Based Therapies" (pp. 377-426)</li> </ul> <p>McGoldrick &amp; Hardy:</p> <ul style="list-style-type: none"> <li>Chapter 4: "Social Class: Implications for Social Class" (pp. 48-60)</li> <li>Chapter 5: "Spirituality, Healing and Resilience" (pp. 61-75)</li> <li></li> </ul>	
<b>WEEK 10</b> Wednesday 10-31-2018	<b>THEME: MINDFULNESS-BASED FAMILY THERAPIES</b> <ul style="list-style-type: none"> <li>MBCBT &amp; DBT—Continuing the Quest for the PFC</li> <li>Self-Regulation and the Path to</li> </ul>		<b>DUE: 10-31-18</b>  <b>FILM PROJECT—STEP 3A INITIAL DRAFT</b>

	<p>Emotional Freedom</p> <ul style="list-style-type: none"> <li>Rumi: "The Guest House" — Bearing the Unbearable, Hosting the Un-Hostable</li> </ul>		To Learning Partner
<p><b>Between</b> Weeks 10 &amp; 11</p>		<p>Gehart:</p> <ul style="list-style-type: none"> <li>Chapter 10: "Narrative and Collaborative Therapies" (pp. 427-495)</li> </ul> <p>McGoldrick &amp; Hardy:</p> <ul style="list-style-type: none"> <li>Chapter 9: "Black Genealogy Revisited: Restorying an African America Family" (pp. 114-134)</li> <li>Chapter 29: "Working with African-Americans and Trauma: Lessons for Clinicians from Hurricane Katrina" (pp. 344-355)</li> </ul>	
<p><b>WEEK 11</b> Wednesday 11-7-2018</p>	<p><b>THEME: SOLUTION FOCUSED THERAPY</b></p> <ul style="list-style-type: none"> <li>The difference that makes the difference</li> <li>The Miracle Q: A Little Magic in Mind</li> </ul>		<p><b>DUE: 11-7-2018:</b></p> <p><b>FILM PROJECT— STEP 3B</b></p> <p><b>Feedback and Suggested Edits</b></p> <p>On Initial Draft To Learning Partner</p>
<p><b>Between</b> Weeks 11 &amp; 12</p>		<p>Gehart:</p> <ul style="list-style-type: none"> <li>Chapter 10: "Narrative and Collaborative Therapies" (pp. 427-495)</li> </ul> <p>McGoldrick &amp; Hardy:</p> <ul style="list-style-type: none"> <li>Chapter 9: "Black Genealogy Revisited: Restorying an African America Family" (pp. 114-134)</li> <li>Chapter 29:</li> </ul>	

		<p>“Working with African-Americans and Trauma: Lessons for Clinicians from Hurricane Katrina” (pp. 344-355)</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>WEEK 12</b> Wednesday 11-14-2018	<b>THEME: NARRATIVE THERAPY</b> <ul style="list-style-type: none"> <li>• RESTORYING “The Hero’s Journey” — (Out and Back Again)</li> <li>• RESTORYING “The Heroine’s Journey” (Down and Back Again)</li> </ul> <p><b>IN CLASS EXERCISE:</b> Externalization</p>		
<b>Between</b> Weeks 12 & 13		<p>Gehart:</p> <ul style="list-style-type: none"> <li>• Chapter 11: “Case Conceptualization” (pp. 497-526)</li> </ul> <p>McGoldrick &amp; Hardy:</p> <ul style="list-style-type: none"> <li>• Chapter 13: “Working with Families Who Are Homeless” (pp. 389-400)</li> </ul>	
<b>WEEK 13</b> Wednesday 11-21-2018	<b>Thanksgiving Week</b> <b>NO ON CAMPUS CLASS</b>		
<b>Between</b> Weeks 13 & 14		<p>McGoldrick &amp; Hardy:</p> <ul style="list-style-type: none"> <li>• Chapter 19: “Biracial Legitimacy: Embracing Martinality” (pp. 213-224)</li> <li>• Chapter 24: “Therapy with Mixed Race Families” (pp. 275-288)</li> </ul>	
<b>WEEK 14</b> Wednesday 11-28-2018			<b>DUE: 11-28-18</b>

			<b>FILM PROJECT— STEP 3C FINAL DRAFT</b>
<b>Between Week 14 &amp; 15</b>		<p>McGoldrick &amp; Hardy:</p> <ul style="list-style-type: none"> <li>• Chapter 36: “Visioning Social Justice: Narratives of Diversity, Social Location, and Personal Compassion” (pp. 425-441)</li> <li>• Chapter 35: “Teaching White Students about Racism and its Implications in Practice” (pp. 413-424)</li> </ul>	
<b>WEEK 15 Wednesday 12-5-2018</b>	<b>FINAL PRESENTATIONS of CONTAINER PROJECT—PART A</b>		<b>DUE: 12-5-18</b>  Container Project Reflection Paper
<b>Between Week 15 &amp; 16</b>			
<b>WEEK 16 Wednesday 12-12-2018</b>	<b>FINAL PRESENTATIONS of CONTAINER PROJECT—PART B</b>		
Final Grades Due to Registrar December 17			

*Please fill this out completely before our first class.*

**COURSE AGREEMENT FOR MAC 528, FOUNDATIONS OF COUPLE AND FAMILY THERAPY**

Name \_\_\_\_\_

Preferred Pronoun (optional) \_\_\_\_\_ Age (optional) \_\_\_\_\_ Ethnicity (optional) \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

St. Martin's Email \_\_\_\_\_ Alternate email \_\_\_\_\_

Phone Numbers: cell \_\_\_\_\_ home \_\_\_\_\_ work \_\_\_\_\_

\*(Please indicate with a star which numbers can be placed on a class list for students in this class.)

Relational Status (optional) \_\_\_\_\_ Children \_\_\_\_\_ Ages \_\_\_\_\_

Presently employed? \_\_\_\_\_ Place of Employment \_\_\_\_\_

B.A. Degree from \_\_\_\_\_ Major \_\_\_\_\_

1. What do you hope this course will help you accomplish? What are your specific learning goals?
2. Please describe yourself as a learner. How do you learn best? What is your learning style? If you have you taken the Myers-Briggs test, please list type. If you have found other style assessments useful (ex: enneagram), feel free to list those.
3. What factors support your bringing yourself fully to the learning community? What challenges it?
4. Please describe your previous exposure, training or education in issues of social membership, power and oppression.
5. How will you know, at the end of this semester, if you have reached your goals for this course?
6. What unique aspects do you bring to this course? What will you contribute?
7. Self-care is an important part of a good learning experience. Are you prepared to monitor your levels of challenge and support? What resources will you call on?
8. Are you willing to commit to being a supportive learning partner with others in this class?
9. How will you address any challenges?
10. There may be a class assistant offering support in this class. Will you take the opportunity to talk with them and the faculty about any concerns, challenges, or support that you might need? Is there anything you want faculty to know?
11. I have read the syllabus and schedule. I understand, accept, and agree to it.

Name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*Please review and return week two*

**MAC 528, FOUNDATIONS OF COUPLE AND FAMILY THERAPY, FALL SEMSETER, 2018**

**GROUND RULES AND CLASS AGREEMENT**

1. It is our privilege and our responsibility to work together to co-create a collaborative, generative learning environment that respects and supports each of its members.
2. In order to support a generous field for open dialogue, we will maintain a commitment to respectful communication and a confidential container.
3. We will do our best to trust that our colleagues have come to this work and to this place with good intention.
4. We acknowledge that the dynamics of human experience include both important connection, and potent elements that challenge relationship. We further acknowledge that racism and sexism, as well as other forms of oppression, exist, and will do our best to together support a field of generous and generative engagement.
5. We cannot be blamed for the misinformation we have learned, but together we will hold ourselves and one another responsible for clearing misinformation and committing to proactive attention to impact whenever we have the opportunity to expand our learning, and therefore, our responsibility.
6. When we share with other members of the class and we will do our best never to demean or devalue, or in any way “put down” people for their experiences, but instead to serve the spirit that calls us to serve.
7. Recognizing that we represent different worldviews and experiences, we take responsibility to recognize our biases and actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
8. We commit to generative, generous participation, and to modeling personal, relational and professional integrity.

***I acknowledge and agree to these principles.***

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_



**SMU ACADEMIC CALENDAR**

Fall Semester Lacey Campus Classes Begin	August 27, Monday
Mass of the Holy Spirit	August 30, Thursday
Labor Day (University Closed)	September 03, Monday
Add/Drop Deadline (No Notation) <i>Attendance Accounting Due</i>	September 07, Friday
<i>Mid-Term Grades Due to Registrar</i>	October 22, Monday
Advising Week; Classes Meet Students Encouraged to Schedule Meeting with Advisors	November 05-09, Monday-Friday
Saint Martin's Day/Veteran's Day Observed (University Closed)	November 12, Monday
Last Day for Withdrawal (W grade)	November 16, Friday
Priority Registration for Spring 2019 Begins	November 19, Monday
Thanksgiving Recess; No Lacey Classes, University Open	November 21, Wednesday
Thanksgiving Recess (University Closed)	November 22-23, Thursday-Friday
Study Week - No University-Sponsored Social or Club Activities	December 03-07, Monday-Friday
Saint Thomas Aquinas Study Day: No Classes	December 07, Friday
Semester Final Exams	December 10-13, Monday-Thursday
Conferral Date, Fall Graduates	December 15, Saturday
<i>Final Grades Due to Registrar</i>	December 17, Monday

## **SMU AND MAC POLICIES**

### **GRADE REQUIREMENT**

MAC students are expected to maintain a grade point average of 3.0 ("B") or better in their coursework and to receive a grade of at least a "C+" in any MAC course. Students whose cumulative grade point average falls below 3.0, or who receive a grade of "C" in any single class, will be placed on immediate academic probation and their candidacy reviewed by the core MAC faculty. A student who: 1) fails to return the grade point average to a 3.0 by the end of the next semester, or 2) receives two grades of "C," or 3) receives any grade lower than a "C" in any class may be withdrawn from the MAC Program and from Saint Martin's University.

### **CONFIDENTIALITY POLICY**

Confidentiality is an essential principle in all MAC courses. Because at times we may discuss highly personal material and actual clients, we will hold to standards of strict confidentiality. This means that what is said in class must stay in class.

### **IN CASE OF EMERGENCY OR SCHOOL CLOSURE**

In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check my website/moodle. In case of inclement weather or school closure emergency – please review status on the university website.

### **ACCESS AND ACCOMMODATIONS**

Your experience in this class is important to me. If you have already established accommodations with Disability Support Services for Students (DSS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DSS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 360-438-4580, [dss.testing@stmartin.edu](mailto:dss.testing@stmartin.edu), or [smu.dss@stmartin.edu](mailto:smu.dss@stmartin.edu). DSS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of the Saint Martin's University to create inclusive and accessible learning environments consistent with federal and state law.

### **ACADEMIC INTEGRITY POLICY**

Saint Martin's University is a community of faculty, students and staff engaged in the exchange of ideas in the ongoing pursuit of academic excellence. Essential to our mission is a focused commitment to scholarly values, intellectual integrity and a respect for the ideas, beliefs and work of others. This commitment extends to all aspects of academic performance. All members are expected to abide by ethical standards both in their conduct and their exercise of responsibility to themselves and toward other members of the community. As an expression of our shared belief in the Benedictine tradition, we support the intellectual, social, emotional, physical and spiritual nurturing of students.

Acts of academic dishonesty, plagiarism and cheating are considered unethical actions and a violation of university's academic policy. Please make sure you are citing all sources and doing your work individually unless otherwise instructed. Students in the MAC Program are expected to hold the highest ethics which includes ethics in writing. Plagiarism, intentional or unintentional, will result in consequences. Copying another student's paper or helping another student write a paper are examples of academic dishonesty. Consequences will range from a 0 on the assignment to dismissal from the MAC Program.

### **ATTENDANCE POLICY**

Attendance is an important aspect of overall professionalism. In fall and spring semesters, one missed class is equal to an entire week of an undergraduate class. In the summer it is equal to 2 weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems/opportunities always involve costs and academic grades may be part of that cost. It is unrealistic to hope that

absences, even “legitimate” ones will have no consequences since they represent lost classroom work, missed lectures and group/class process. Nor can absences be made up by extra papers or assignments which would not be fair to other students. We expect students to monitor their own attendance as part of overall professionalism. Please do not shift the burden to the faculty, putting them into the position of police or judges.

Please do not come to class ill, especially if you are contagious. You can arrange with a classmate to skype or facetime in. There may be times that format will have to be turned off.

### **POLICY ON BABIES IN CLASS**

It is the policy of the MAC Program to not have babies or children in classes. We do, however, want to support parents of infants. If you have someone to be on campus with your baby you can leave class to tend to the baby when needed.

### **SEXUAL MISCONDUCT/SEXUAL HARASSMENT REPORTING**

Saint Martin's University is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. There are Title IX/sexual harassment posters around campus that include the contact information for confidential reporting and formal reporting. Confidential reporting is where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Confidential Reporters at Saint Martin's include – Dr. Emily Coyle, Assistant Professor of Psychology, Angela Carlin, Director of Campus Ministry, and Kelly Simmons, Director of the Counseling Center. This confidential resource can help you without having to report your situation formally unless you request that they make a report. The formal reporting process is through the following individuals: Dean of Students – Ms. Melanie Richardson, Associate VP of Human Resources – Ms. Cynthia Johnson, Director of Public Safety – Mr. Will Stakelin, or the Interim Provost [Vice President of Academic Affairs – Dr. Kate Boyle. Please be aware that in compliance with Title IX and under the Saint Martin's University policies, all educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, on papers, or to me personally, I am required to report it.

### **CENTER FOR LEARNING, WRITING, & ADVISING**

The Center for Student Learning, Writing and Advising offers free academic services for all Saint Martin's students at all levels of achievement in pursuit of intellectual growth and academic excellence. The Learning Center is home to the STEM Study Center which provides subject area peer tutoring (science, technology, engineering, and math as well as business/ accounting/economics, and world languages). At the Writing Center, students meet with trained peer readers to discuss their academic, personal and professional writing. The Advising Center works with students with academic advising, connecting with campus support resources, transition and self-exploration guidance, personalized academic improvement plans, learning workshops, and support major change. The Advising Center staff also works closely with the University's Early Alert Program — a referral system that supports student success. Saint Martin's Disability Support Services is located in the Center for any student with a disability who is interested in using their accommodations. These students can connect with the Disability Support Services Coordinator who will evaluate the documentation, determine appropriate accommodations, and serve as a learning resource and advocate with assisting students in meeting their academic goals.

<https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising>

### **COUNSELING AND WELLNESS CENTER**

The Counseling and Wellness Center (CWC) is committed to helping you meet the challenges of life you may experience during college. The CWC promotes and enhances the health and development of students through professional mental health services, education and training. Integrating faith, reason and service, we empower you to develop self-awareness, knowledge and skills, necessary to make healthy choices and build relationships in a multicultural world. Integrating faith, reason and service, the CWC empowers students to develop self-awareness, knowledge and the skills necessary to make healthy choices and build relationships in a multicultural world. <https://www.stmartin.edu/directory/counseling-and-wellness-center>.