



MAC 698: Contextual Dimensions of Couple and Family Counseling
Saint Martin's University - Master of Arts in Counseling
Reflective Practice Level
Peggy Zorn, MA, LMFT

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.

Faith	Reason	Service	Community
Faith in the process of counseling and in clients' resilience is a key factor in successful marriage, couple, and family counseling	Through rigorous applied work students synthesize theory and put it into practice	In learning more about the myriad challenges individuals, couples, and families face, students will be able to approach the field of counseling with deep empathy and a heart for social justice	Through greater understanding and healing of their own family of origin issues, students are able to participate more fully and vibrantly in community with one another and with the world.

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

MAC 698 is designed to help students address, in systemic ways, factors affecting couples and families. The major vehicles for learning will be lectures and group discussions based on students' questions and interests. There will also be readings, websites, YouTube videos, and movies to rent and view. This is not an online class but it includes online discussion forums on Moodle. For example, you will share your learnings, insights, and application projects on Moodle for forum discussions. (I can help you with this). However, we will meet in class each week. This course could be considered a hybrid class. Because this is an active discussion-oriented class, and not a note-taking class, per se, please do NOT bring laptops/tablets to class. They put up walls and block discussion.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

STUDENT LEARNING OBJECTIVES	LEARNING OUTCOME MEASURES
1. Students will understand and analyze maladaptive patterns (such as crisis and trauma, addiction, and interpersonal violence) within the family system.	Student will be able to identify two maladaptive patterns within family system via a comprehensive self-evaluation.
2. Students will create a model of healing that attends to the family and individual needs.	Student will be able to complete one family assessment using two different family system theories using action research interviews.
3. Each student will uncover their own assumptions and style of treatment.	Student will be able to present at least one element of their therapeutic/treatment style in a group demonstration.
4. Students will consider family systems in the context of issues common to individuals and families impacted by military service.	Student will be able to identify two issues common to individuals/families impacted by military service via online discussion forums or in-class roleplays.
5. Students will enhance self-knowledge and therapeutic competence through writing.	Student will be able to articulate two areas of their therapeutic competence in online posts.
6. Students will synthesize issues of race, class, age, gender, sexual orientation and other group memberships as related to chemical dependency, addiction and recovery.	Student will demonstrate anti-oppressive consciousness in the design of a mock treatment program that addresses the needs of marginalized populations.

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

CONTEXTUAL DIMENSIONS

- a. roles and settings of marriage, couple, and family counselors
- b. structures of marriages, couples, and families
- c. family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- e. human sexuality and its effect on couple and family functioning
- f. aging and intergenerational influences and related family concerns
- g. impact of crisis and trauma on marriages, couples, and families
- h. impact of addiction on marriages, couples, and families
- i. impact of interpersonal violence on marriages, couples, and families
- j. impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families
- k. interactions of career, life, and gender roles on marriages, couples, and families
- l. physical, mental health, and psychopharmacological factors affecting marriages, couples, and families
- m. cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration
- n. professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling
- o. ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling
- p. record keeping, third party reimbursement, and other practice and management considerations in marriage, couple, and family counseling

LICENSURE REQUIREMENTS

MAC 698 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 698 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 698: Contextual Dimensions of Couple and Family Counseling may meet WA chemical dependency professional certification in 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. WAC 246-811-030.

SECTION TWO

INSTRUCTOR/CONTACT: PEGGY ZORN, LMFT ASSOCIATE PROFESSOR
 PO Box 1492 Shelton WA 98584
 Ph 360-426-2395 Fax 360-427-7980
 Email peggyzorn@gmail.com mzorn@stmartin.edu

OFFICE HOURS: By appointment

CLASS DATE/TIME: Session A: Wednesdays 12:00pm-4:30pm
 Session B: Wednesdays 5:00-9:30pm

CLASS DAY AND TIME: TBA

BUILDING AND ROOM: TBA

REQUIRED TEXTS AND READINGS

- *The Essentials of Family Therapy* (6th Edition) by Michael P. Nichols

METHODS OF INSTRUCTION

MAC classes have a significant class-webpage component. Methods include: lectures, dyad and group discussions, student presentations, 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 does not use a deficiency model where a student begins with an "A" and loses from there. Instead, we will follow the SMU guidelines of a reward model. The baseline (average) grade for undergraduates is a "C" and for graduate students is a "B." Therefore, students start out assumed to be average (with a "B"). Those performing above the average for MAC graduate students will earn a "B+" and those showing second-mile excellence earn an "A-" (an excellent grade). A grade of "A" indicates unusual distinction.

Not all classes are taught the same way. Some use a point system where a student receives "full points" (100% or A+) on a project if that student has satisfactorily completed all parts of a project. Other classes (like this one) assess the quality of each project and a grade of 100% is unusual and reserved for truly exemplary quality. This class specifically uses the following grading scale:

A+ = 97-100 Astounding

- The work displays meritorious distinction, has sparkle & snap, is a result of significant sacrifice of some kind, and/or contains profound analysis. This grade is rare.

A = 93-96 Outstanding

- The work shows second-mile effort, goes well beyond the requirements for this project, and far exceeds MAC expectations for graduate work. It shows creativity and originality of thought, mastery of material, and deep analysis.

A- = 90-92 Excellent

- The work shows excellent effort, goes beyond the requirements for this project, and exceeds MAC expectations for graduate work. It shows good understanding of material, and excellent analysis.

B+ = 87-89 Above Average

- The work shows good effort, meets or exceeds the requirements for this project, and meets or exceeds MAC expectations for graduate work. It shows understanding of material, and good analysis.

The work is above the average for MAC students (who are very good!).

B = 84-86 MAC Graduate Average

- The work meets the average for MAC students (i.e., it is very good!). The student has worked well with the abstract concepts and meets the MAC behavioral expectations. This level represents the standard expected of most MAC students.

B- = 80-83 Slightly Below Average

- While the student has met the formal requirements, the work fails to incorporate all aspects of the assignment or is superficial in parts. The student has not demonstrated a full comprehension of the material and the ability to work with abstract concepts in all areas.

C+ = 77-79 Unsatisfactory for Graduate Level

- The student has not met some of the formal requirements of the project. The work fails to incorporate most of the aspects of the assignment or is superficial overall. The student has not demonstrated adequate comprehension of the material and the little ability to work with abstract concepts.

C = 74-76 Work that Puts a Student on Academic Probation

- The student has failed to meet most of the formal requirements of the project. The student has not demonstrated adequate comprehension of the material and little ability to work with abstract concepts.

C- = 70-73 Not a Passing Grade for a Graduate Student

- 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 main point of the assignment has been lost. This performance does not meet MAC academic expectations.

D+ = 67-69

D = 64-66

D- = 60-63

F = Below 60

It is my hope and expectation that we will move beyond grades as the driving emphasis of the class. If we focus on enthusiasm, professionalism, and effort, the grades should take care of themselves.



COURSE SCHEDULE

WEEK 1 | Orientation to the Class; Overview of family system therapy

Required Readings

- Family Systems Therapy: A Brief Overview URL

Learning Tools

-  Example of Genogram File
-  Family Systems terms URL

- Movie Review Form Page - Complete this form for each movie we watch in this course.


WEEK 2 | Family Cognitive Behavior Therapy

-  CBT Overview File

Required Readings

- A cognitive Behavioral Approach to Family Counseling URL
- Behavioral Family Therapy URL
- Patterson Ch. 1-2
- The Beginning Family Therapist: Taking On the Challenge
- Before the Initial Interview
- Nichols Ch. 10
- Evolution of the Model, 166-68
- The Basic Model, 168-71
- Withers, R. (2015): A Comparative Study of Bowenian System Theory and Cognitive-Behavioral Family Therapy URL
- CBFT Couples Case File

Learning Tools

- Beck Institute: What is CBT? URL
-  Friedberg, R. (2006). A Cognitive-Behavioral Approach to Family Therapy File



Weekly Activities/Movies:

- "Meet the Parents" PG-13 (recommended)
- "The Family Stone" PG-13

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

WEEK 3 | Behavioral Family Therapy

Required Readings

- Nichols Ch. 10:
- Therapy, 171-84
- Current Status of the Model, 184-85
- Summary, 185-86
- Minuchin Ch. 2-3
- The Parentified Child
- Conflictual Couple/Triangulated Children
- Gil Ch. 1-2
- The Rationale for Integrating Play and Family Therapy
- Obstacles and Opportunities in Utilizing Family Play Therapy
-  COGNITIVE-BEHAVIORAL FAMILY THERAPY WITH A FAMILY IN HIGH-CONFLICT DIVORCE: A CASE STUDY File
-  Brief Cognitive Behavioral Family Therapy Following a Child's Coming Out: A Case Report File

Learning Tools

- In-Depth: Cognitive Behavioral Therapy URL
- CBT Techniques URL
- CBT in Practice URL


Weekly Activities/Movies:

- "Lymelife" R, 2008
- "This Christmas" PG-13, 2007

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

Post Your Biggest, Most Recent, "Ah-Hah!" Learning (here) Forum

WEEK 4 | Narrative Therapy

-  Narrative Therapy (Kayij-Wint PP) File

Required Readings

- Nichols Ch. 13 Narrative Therapy
- Evolution of the Model
- The Basic Model
- Therapy
- Current Status of the Model
- Minuchin Ch. 8-9
- Oedipus with Stomach Cramps
- A Young Chinese Man With Anorexia Nervosa
- Narrative Therapy Articles (Read all of them) URL
- Other popular articles (Read all articles under this category) URL

Learning Tools

- What is Narrative Therapy? URL
- Narrative Approaches URL
- The Dulwich Centre URL

Weekly Activity/Movies:

- "Bastard out of Carolina," 1996, R
- "Meet the Patels," 2014, PG

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

WEEK 5 | Narrative Therapy

Required Readings

- Gil ch. 3-5
- The Development of Clinical Creativity for Use in Family Play Therapy
- Goldilocks's Peaceful Protest: The Use of Puppets and Storytelling
- The Wolf Who Wanted to Be King of the World: The Use of Puppets and Storytelling
- International Journal of Narrative Therapy & Community Work (Read all articles under this category) URL
- Queer counselling and narrative practice articles (Read article under that category) URL
- Hidden from students:PageWriting Exercise Page

Learning Tools

- Hidden from students:URLNarrative Approaches URL
- Clinical Case: "Wicked Lady"Page
- Narrative Therapy URL
- Narrative Therapy Notes URL
- The Archive of Resistance: Anti-Anorexia/Anti-Bulimia (Read what appeals to you, they are all great!) URL

Weekly Activity/Movies:

- "What's eating Gilbert Grape?"
- "My Family (Mi Familia)" R, 1995

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

WEEK 6 | Brief Solution-Focused Family Therapy

-  Brief Solution-Focused Family Therapy (Kayij-Wint PP) File

Required Readings

- Nichols Ch. 12 Solution-Focused Therapy
- Accentuating the Positive
- Evolution of the Model
- The Basic Model
- Therapy
- Current Status of the Model
- Minuchin Ch. 10-11
- Three Generations of Women
- Residential Treatment of Drug Addiction and the Family
- Theories and Methods URL
- What is Solution-focused Therapy? URL

Learning Tools

- Two short video examples URL
- Insoo Kim Berg Solution-Focused Family Therapy Video URL

Weekly Activities/Movies:

- "Welcome Home, Roscoe Jenkins" PG-13, 2008
- "This is Where I Leave You" R, 2014



Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

Post Your Biggest, Most Recent, "Ah-Hah!" Learning (here) Forum


WEEK 7 | Brief Solution-Focused Family Therapy

Required Readings

- Patterson Ch. 3-4
- The Initial Interview

- Guidelines for Conducting Assessment
-  Solution-Focused Brief Therapy With Long-Term Problems URL
-  Solution Focused Therapy Treatment Manual URL

Learning Tools

- International Journal of Solution-Focused Practices (Read the articles that appeal to you. They are all great!) URL
- Solution-Focused Couples Therapy Insoo Kim Berg Video URL
-  Solution Focused Play Therapy with Children and Families URL

Weekly Activities/Movies:

- "Ordinary People" 1980, R
- "What Maisie Knew" 2012, R



Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

Post Your Movie Project #1 here. All comments due by next Wednesday at 9 PM. Forum

WEEK 8 | Experiential FT: Satir - Transformational Family Therapy

-  Satir PPT File

Required Readings

-  INTEGRATIVE BRIEF SOLUTION FOCUSED FAMILY THERAPY: A PROVISIONAL ROADMAP URL
-  Satir Transformational Systemic Therapy (in Brief) URL

Learning Tools

- Solution Focused Brief Therapy Basics: Meet Insoo Kim Berg and Steve de Shazer URL
- THE SATIR MODEL URL

Weekly Activities/Movies:

- "The Squid and the Whale" R, 2005
- "A Christmas Tale" NR, 2008 (French Movie w/ English Subtitles)



Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

WEEK 9 | Spring Break!!


WEEK 10 | Experiential FT: Satir - Transformational Family Therapy

Required Readings

- Patterson Ch. 5
- Developing a Treatment Focus
- Gil Ch. 6
- The Shark with a Heart of Gold: A Family Aquarium

-  Satir Conjoint/Transformational Family Therapy (Kayij-Wint PDF) File
-  Experiential Family Therapies Satir URL

Learning Tools

-  Instructor's Manual for SATIR FAMILY THERAPY URL
- 50 Minute Solution Focused Family Therapy Video URL

Weekly Activities/Movies:

- "Divine Secrets of the Ya-Ya Sisterhood" PG-13, 2002
- "Thirteen," R, 2003

Post your summary of movies and respond to three peer's posts and respond to at least two comments made on your post (here) Forum

Post Your Biggest, Most Recent, "Ah-Hah!" Learning (here) Forum


WEEK 11 | Experiential Family Therapy - Internal Family Systems

-  IFS Lecture File

Required Readings

- Chapter 8: Experiential Family Therapy
- Evolution of the Model
- The Basic Model
- Therapy
- Minuchin Ch. 4-5
- The Teenager Who Was a Liar
- Three Dyads are Less Than a Whole Family

Learning Tools

-  Reflecting on "Self" and Practice With An Introduction to Internal Family Systems Therapy URL

Weekly Activities/Movies:

- "Eve's Bayou" R, 1997
- "Rachel Getting Married" R, 2008

Post Your Movie Reactions Based on This Week's Theory (here) Forum

WEEK 12 | Experiential Family Therapy - Internal Family Systems

Required Readings

- Patterson Ch. 6
- Basic Treatment Skills and Interventions
- Gil Ch. 7
- The Sea Serpent Rises from the Sea: A Family Scribble Drawing Facilitates a Teen's Coming Out

Learning Tools

-  Exploring Your Own System – Derek P. Scott URL

-  INTERNAL FAMILY SYSTEMS MODEL URL




Weekly Activities/Movies:

- "Silver Linings Playbook" R (Can edit with ClearPlay)


Post Your Movie Reactions Based on This Week's Theory (here) Forum

WEEK 13 | Experiential Family Therapy - Emotionally-Focused therapy

Required Readings

-  EFT Lecture File
- Minuchin Ch. 6-7
- Agitated Depression in an Adult Woman
- The Woman Whose Hands were Always Dirty
- Dr. Sue Johnson on EFT URL
-  Emotionally Focused Therapy for Couples URL
-  Emotion-focused Therapy L.S. Greenberg URL

Learning Tools

-  Instructor's Manual for EMOTIONALLY FOCUSED COUPLES THERAPY URL
- EFT Session 1 URL
- EFT Session 2 URL
- EFT Session 3 URL

Weekly Activities/Movies:


- "American Beauty" R, 1999
- "This is 40" R, 2012

Post Your Movie Reactions Based on This Week's Theory (here) Forum

Post Your Biggest, Most Recent, "Ah-Hah!" Learning (here) Forum

Week 14 | Experiential Family Therapy - Emotionally-Focused therapy

Required Readings

- Patterson Ch. 7-8
- Working with Families and Children
- Working with Couples
- Gil Ch. 8-9
- Love Leads the Way: When Clarity Emerges in a Couple's Scribble Drawing
- The Owl Spreads His Wings: The Family Play Genogram Comes to Life
-  Emotionally Focused Therapy With Couples — The Social Work Connection By Lynn K. Jones, DSW URL

Learning Tools

- EFT Session 4 URL
- EFT Session 5 URL
- EFT Session 6 URL

- EFT Session 7 URL

Weekly Activities/Movies:

- "The Way We Were" PG, 1973

Post Your Movie Reactions Based on This Week's Theory (here) Forum

WEEK 15/16 | Wrap-Up - Discussion/practice

Required Readings

- Patterson Ch. 9-12
- When a Family Member Has a Mental Illness
- Getting Unstuck in Therapy
- Termination
- Family Therapy in the Future: Pertinent Issues for Beginning Clinicians
- Gil Ch. 10-12
- "What's that Guy Doing in My Mouth"?: A Shark Story Illustrates the Use of Family Artwork in Assessing Family Dynamics
- "Take Me to Your Leader": The Use of Drama Therapy Techniques to Provoke Family Change
- Epilogue
- King of the Hill Episode URL

Weekly Activities:

Post Your Biggest, Most Recent, "Ah-Hah!" Learning (here) Forum

Post Your Movie Project #2 here. All comments due by next Wednesday at 9 PM. Forum
COURSE EVALUATION

SMU ACADEMIC CALENDAR

Memorial Day (Holiday)	May 27, Monday
Classes Begin	May 28, Tuesday
Add/Drop Deadline (No Notation)	June 03, Monday
<i>Attendance Accounting Due</i>	
<i>Mid-Term Grades Due to Registrar</i>	June 24, Monday
Independence Day (University Closed)	July 04, Thursday
Last Day for Withdrawal (W grade)	July 08, Monday
Summer 05 & 07 Sessions End	July 20, Saturday
Final Grades Due to Registrar	July 22, Monday

COURSE AGREEMENT

Please fill this out completely before our first class.

Name _____ Course Name, Semester, Year _____

Preferred Pronoun (optional) _____ Age (optional) _____ Ethnicity (optional) _____

Address _____ Zip _____ Email _____

Phone Numbers: work _____ home _____
(Please indicate 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 is your curricular /learning agenda? What are your learning goals? Please be specific.
2. Please describe yourself as a learner. How do you learn best? What is your learning style? Have you taken the Myers-Briggs test? (If so, please list type.)
3. Please describe your previous exposure, training or education in issues of social membership, power and oppression.
4. How will you know, at the end of this semester, if you have reached your goals for this course? (Please be as specific as you can.)
5. What do you bring to this course? What will you contribute?
6. Self-care is an important part of a good learning experience. Are you prepared to monitor your levels of challenge and support? How? (Please be as specific as you can.)
7. Are you willing to commit to being a supportive learning partner with all of us in this class? How will you do that?
8. 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?
9. I have read the syllabus and schedule. I understand it to be a contractual agreement.

Signed: _____

Date: _____

Please review and return week two

Ground Rules and Class Agreement

1. We want to create an atmosphere that lends itself to open discussion. Respect and confidentiality support the creation of a space where open discussion can happen.
2. Acknowledge that racism and sexism, as well as other forms of oppression, exist.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. We will assume that people are always doing the best they can.
5. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
6. We each have an obligation to 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.

(Note: These guidelines are adapted from guidelines initially developed by Lynn Weber Cannon, Professor of Sociology, Memphis State University)

Please answer and discuss the following:

1. What three values do you think it is most important for us to uphold as a group?
2. What behaviors will support these values?
3. What behaviors will detract from these values? What behaviors would you see as unacceptable in the context of this class?
4. How do you think conflict should be handled in this class?
5. What does respect mean to you? What has characterized your best classroom experience?

SECTION THREE**ASSIGNMENTS AND CLASS POLICIES**

Family systems counseling is a fascinating field and there is a lot to learn in this class. The format of this class was designed to allow flexibility within a tight weekly structure. This means that you need to stay up with each week but are discouraged from trying to work ahead. I have designed the class with each week having the same basic sequence of activities to best organize all we have to do. You will work through the weekly activities in approximate order.

POINT VALUES FOR GRADED ASSIGNMENTS

"Ah-hah!" Posting	4 posts	10 points
Movie Cases	2 projects	20 points
Role Plays & Experiential Exercises	Classwork	40 points
Particip/Attendance/Professionalism	@10 points each	30 points

Please note that you are expected to complete/view **all readings, PPTs, movies, and videos posted on the Moodle weekly assignments. This will be graded under participation and professionalism. You are also expected to view the "Family Couch" **at least** once a week.

DESCRIPTION OF GRADED ASSIGNMENTS**"Ah-hah!" or, Your Latest and Greatest Academic Jolt**

Four times this semester, you will be asked to post the most significant information you learned from any of the main learning tools in this class. Share your latest "academic jolt" from any of these sources. The emphasis should be on what you learned about the relevant section of this class. Philosophizing, musings, reminders that are triggered from previous learning and discussion gained from life experiences are all welcome as a part of what you post. But concentrate on this semester in this class. In other words, share a significant "ah-hah!" experience you had that week with the most topics in MAC 610.

In addition, I am most impressed by your growth -- I want to know:

- How did you grow - this week and on this topic?
- What did you specifically learn?
- What excited you?
- What rocked your world?
- Comment on what shocked you, surprised you, enlightened you, and moved you.

As a by-product to your posting, you will almost definitely teach, but the emphasis is on sharing. Trust me, this will be one of the most valuable parts of this class.

No matter when you decide to post, be sure to post no later than the relevant Monday evening by 9:00 pm. That is the "drop-dead" deadline and no points will be awarded for any learning posts after that time. Posts should be between 250 and 750 words. Presentation errors (spelling, grammar, and punctuation errors) definitely count, but the major emphasis will be on the depth and significance of what you learned and what you, therefore, have to teach others via your post.

So, you have posted your "Ah-hah!" sometime between Tuesday night after class and Monday evening (by 9:00 pm). The other students will usually start to reply to the "Ah-hah!" posts as soon as the first posts go up. So discussion often begins right away - as soon as the first "Ah-hah!"s appear. Obviously, until the "Ah-hah!"s are posted, the rest of us have nothing to discuss. Everyone is responsible to respond to at least three "Ah-hah!" posts (more if possible). You can respond as your schedule permits. From

experience, I can tell you that: a) later posts will receive fewer comments and b) the discussion will fade out by Friday evening. Any replies you post after that will likely not be read by others. I will not be reading posts or replies past Monday evenings (9 pm), so will not be awarding any credit for replies after that time. The four postings (and your replies to others) are required and will be a total of 10 points of your grade.

Please note: Skipping either the posts or your replies to others' posts (either because of forgetting, being out of town, or illness, etc.) will **also** be reflected in the participation and professionalism grades at 1 point (participation) and 2 points (professionalism) per skipped post.

Two Application Projects Based on Movie Cases

In addition to the weekly learning, there will be two "Application Projects" during the semester. These projects are both similar in that they involve you looking at movies (you choose the movie as a group), choosing a couple, family, or one or two characters and analyzing their situations as they are presented in the movie through the lens of one of the theories discussed in this course (there are four theories). These two projects will need to be completed in groups of three and posted as **one shared post** with all the members' names. In addition, you will be with **different partners** for each assignment. This will give you the benefit of arguing, negotiating, and convincing new people and opening yourself up to new ideas. The four/three (two groups of four and one group of three) of you must equally contribute to your project. Include your intellectual disagreements as a part of your posting; that always enriches what you have to say, and what we have to discuss. Your group will post your project in the related forum page.

Both completed projects will be written as MS Word documents then attached to the forum page (remember, you will turn in one copy) .

The final paper will include:

1. A thorough analysis of the couple/family/character(s) in the context of their family or family of origin, their environment, and the theory you have chosen.
2. A discussion of your findings regarding interpersonal dynamics within and outside of the couple/family/family of origin and maladaptive behaviors (based on course readings, class discussions, and videos).
3. A discussion of any disagreements or difficulties that came up during the group work.
4. An in depth therapeutic formulation (your assessment of what you believe the problem is based on what you said in #1 and #2 above) and treatment techniques for the couple/family/character(s) your group chose.

Again, I'm requiring that you post no later than the relevant Wednesday evening by 9:00 pm. That is the "drop-dead" deadline (but try to post earlier!). No points will be awarded for any learning posts after the deadline. You are welcome to post early, but you may not post late. Papers **may not exceed 1,500 words** (about 3-5 pages) and **may not be less than 500 words**. Presentation errors definitely count, especially with four students working on the paper together. The presence of more than two presentation errors will result in an automatic loss of points. However, the major emphasis will be on the theoretical analysis of the movie cases.

The other students will usually start to reply to the project posts as soon as the first posts go up. So discussion often begins right away - as soon as the first projects appear. Obviously, until the projects are posted, the rest of us have nothing to discuss (hence the Wednesday 9:00 pm "drop-dead" deadline). Each group member is responsible to individually respond to at least three project posts (more if possible), but they will post as their schedules permit. As discussed above, I can tell you that later posts will receive fewer comments with the discussion fading out by Sunday evening. Any replies you post after that will likely not be read by others. I will not be reading replies past Wednesday 9:00 pm, so will not be awarding any points for replies after that time. Again, the student group who posted the original project will be expected to be heavily involved in the discussion -- defending what they wrote, clarifying their position, answering questions, etc. (but not necessarily responding one-for-one to every comment made).

The forums will only work if everyone returns to the threaded discussions several times for replies and replies-to-replies. We can expect to enjoy lively discussions and learn a great deal from each other. The projects will be graded by the instructor as soon as possible. That may not be for several days. Again, posts that contain the too many presentation errors of the average MAC student cannot be graded higher than MAC average (which is a B - 85%). You are encouraged to read the grammar rules in the MAC Moodle page and consult the Writing Center as needed. Do not expect that works which reflect poorly on your professionalism will receive grades of A- or A. These YouTube projects will be worth 20 points each for a total of 40 points of your total semester grade.

Student Role Plays (Experiential Exercises)

One of the most important work in this course will be the role plays. These are invaluable in learning to use the theories discussed. You will be working in a group of three to demonstrate the theories we are studying using a role play format of a counseling session. Based on one of the movies watched for the theory being learned, you will perform a 30 min. family session role play in which you will have a counselor and three of the family members from the movie. You will demonstrate through the role play your understanding of the theory learned. You must play a different role each time to better understand the theory from each point of view.

ATTENDANCE, PARTICIPATION, & PROFESSIONALISM

First day of class:

Missing the first day of class or being 30 minutes or more late to the first day of class will result in you being dropped from the class. This is non-negotiable.

Moodle Participation

You are expected to complete/view **all** postings, readings, PPTs, movies, and videos posted on the Moodle weekly assignments. This will be graded under participation and professionalism. You are also expected to view the "Counseling Couch" **at least** once a week.

Attendance is an essential aspect of any graduate-level class. MAC faculty members do not merely teach out of the textbooks, but have additional material that is vital to hear. You cannot "make up" an absence by getting notes from another class member. 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 two weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems and/or opportunities always involve costs. Academic grades are just another, normal, obvious part of those costs. It is unrealistic to hope that absences, even "legitimate" ones, will have no consequence since they represent lost classroom work, missed lectures/materials, and group process foregone. Nor can absences be made up by extra papers or assignments, which would not be fair to other students. Simply put, the higher the number of absences, the greater the costs. However, students are expected to monitor their own attendance, just as they would out in the working-world. Please do not shift the burden to faculty, putting them in the position of policemen or school teachers being given doctor's notes. Attendance will be reflected in the attendance grade - normally at an automatic minimum of 5 points loss per absence, an additional 2 points loss for professionalism, and 3 points loss for participation, for a total of 10 points lost per absence. In other words, attendance will figure significantly in your total semester grade. Please understand what this means. Two or more tardies will result in a loss of 1 professionalism and 2 participation points automatically for a total of 3 points lost. At the end of each semester, at least one student is horrified that we really meant what is presented here; **we do mean it.**

You will have the opportunity to earn up to 20 "**participation and professionalism**" points by the way you approach the material, your fellow students, and the instructor. The MAC faculty members are not just teaching course content, but are also training mental health professionals. For that reason, a significant portion of the grade is based on student participation and professionalism. Along with demonstrated skill and mastery in areas of academic content, a portion of your participation/professionalism grade will be based on an evaluation of certain **behavioral and attitudinal expectations**. The most loss of points will be for skipping of readings or activities -- especially PowerPoints and YouTube videos created by the instructor. That is like missing classroom lectures and

being absent. Points will also be lost for failure to post, "flaming" posts, lateness, failure to consider other ideas, disruptive behaviors, undermining the learning environment, showing lack of respect to peers or instructor, chewing gum, clicking pens, and the like.

The following will have a definite and significant impact on the attendance, participation, and professionalism part of your final grade:

- Degree to which work is edited, proofread, free of style errors, and meets the standards of a graduate program (see Chpt 4 & 5: in the "Student Handbook" on the MAC webpage)
- Whether work is submitted in a timely manner
- Degree of professionalism in demeanor and self-presentation
- Attendance at all class sessions - especially extent of "non-excused" absences
- Involvement in out-of-class events (such as dyad meetings and group participation)
- Degree of promptness to class either at the beginning of class or in coming back from breaks, etc.
- Strict avoidance of any kind of ethical or legal violations
- Extent of enthusiastic and positive exchange with fellow students and the teacher
- Ability to ask questions and offer comments that further class discussions and Moodle Forum discussions.

For more details on grading policies and professionalism expectations of the MAC program, please visit the MAC website and utilize your Student Handbook.

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, or 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>.