EPSY 560-1: Seminar in Couple and Family Counseling
Department of Educational Psychology and Special Education
Southern Illinois University Carbondale

Instructor: 

Course: 

COURSE DESCRIPTION AND CONTENT AREA
This seminar is offered concurrently with EPSY 548E: Practicum in Marital, Couple and Family Counseling. It is designed to provide a forum for the study of current clinical, theoretical and research issues in the field of couple and family counseling/therapy and to relate those issues to student practicum experiences. Prerequisites include EPSY 503: Ethical and Legal Issues in Couple and Family Counseling, EPSY 548 A/B: Counseling Practicum, and permission of the instructor. Students are to register for two consecutive semesters.

OBJECTIVES
Students who are preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences suggested by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), programs must provide evidence that student learning has occurred that are specific to marriage, couple, and family counseling.

CACREP Standards: Marriage, Couple and Family Counseling Program
III A 5, 6; B 2; C 1,2; D 2,3; E, 1-3,5; G 1,2; I 1,2,3; J 1
These knowledge areas are expected to be demonstrated and shown in the development of skills used in the students’ practicum in the practice of couples and family counseling, and through the use of role plays, review of video tapes or DVDs, and topical readings. Students will continue to develop their abilities to prepare and present case studies that demonstrate the students’ developmental knowledge of couples and family counseling.

METHOD OF INSTRUCTION
This course is a seminar course and will be taught as such. Weekly readings will be discussed in a seminar format. Readings will be applied to the couples and families that are currently being seen in the clinical center in the students' practicum (EPSY 548E). Students are expected to come to class having read the assigned readings, prepared to discuss readings and apply to practicum experiences, and challenge one another with thoughtful discussion.

REQUIRED TEXTS


**RECOMMENDED TEXTS**


Additional Readings as assigned. Students may also be required to identify topic-specific articles to supplement instructor-selected readings.

* These texts are excellent resources for couple and family counselors. They will also be helpful resources for the Case Conceptualization paper.

** These texts may be required next semester, but may be helpful resources in the meantime for work with couples in the practicum.

**COUPLE AND FAMILY INTAKE TRAINING**

It is expected that each student will participate in training to do Couples/Family intakes for the Clinical Center, and sign up to do at least 2 intakes during their practicum (unless the student is already working in the clinic or has sufficient intake experience).

**CRISIS COUNSELING TRAINING**

Crisis counseling experience can be obtained at the Clinical Center. On-call volunteers are needed for all periods the Clinical Center is open, including vacation and semester breaks. Contact Dr. Brenda Gilbert (453-2361) if you are interested.

**HIPAA TRAINING**

All students must have HIPAA training and complete Clinical Center orientation prior to seeing Clinical Center clients. The Clinical Center orientation is on Friday, September 2
at 3pm.

DISABILITY STATEMENT
If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

PLAGIARISM STATEMENT
Submitting the work of others as your own, submitting prior work for present assignments without written permission of the instructor, plagiarism in any form, intentionally using unauthorized materials in an academic exercise, or intentionally helping another to commit an act of academic dishonesty will result in penalties ranging from a failing grade on an assignment to expulsion from the university depending on the severity of the offense. All written assignments should be in APA format with appropriate citations and reference list. Refer to SIU Student Handbook for further clarification.

Assignments

1. Attendance and Participation (100 points)
   Students are expected to attend and actively participate in all class activities. The attendance and participation grade includes timeliness, which means being on time to class and turning in all assignments and clinic paperwork on time. This grade also includes appropriate attention to professional behavior, such as turning off cell phones during class. Participation also includes contribution to class discussions. A discussion guide template is provided in Appendix A. Discussion guides are only required for classes 2-7 (prior to the family theories).

2. Family Theory Summary Charts (70 points)
   a. A theory chart template will be provided (Appendix B) for you to record the major points related to the family therapy theories covered in class. The purposes of these charts are to (a) guide your understanding, reading, and discussion of these theories, (b) create standards for comparison of the theories, and (c) develop a study guide for your future use when studying for your licensure examination.
   b. Each chart is worth 10 points, for a total of 70 points.
   c. These charts will be the foundation of in-class discussions of each theory. Therefore, each chart is due on the day we discuss that particular theory.
   d. If you prefer another format for outlining the information contained in the charts, you may substitute that format for the chart. However, you should
include the same information in your theory summary. (Note: These charts will be useful study guides if you plan to take the MFT licensure exam!)

3. Family Therapy Case Conceptualization Paper (100 points) - Due
   a. Throughout the semester, you will work on a major paper in which you apply the principals discussed in this course: theory, assessment, treatment planning, and systemic case conceptualization.
   b. This paper will involve the development of a family therapy case study. You will examine the family's presenting problem from a theoretical lens, decide on an assessment protocol, create a treatment plan, describe the course of treatment, and anticipate treatment outcomes.
   c. I encourage you to use your own family (or some subsystem of your family) as the family in the case study. Although this is not a requirement, it is strongly recommended for students who plan to practice from a systems framework, as it presents an opportunity to begin to examine your own family system. You do not need to indicate in your paper if you used your own family as the family in the case study. If you choose to use your own family, you may examine a current issue in your family or a past experience.
   d. You will submit a rough draft of your family case study on ___. This rough draft will consist of Section One (Description of the Family) only.
   e. Be creative and have fun with this assignment! This is an opportunity for you to try new things in a hypothetical situation.
   f. Papers must be in APA style, typed, double-spaced, in 12 point Times New Roman font with one-inch margins. All assignments must be turned in with a title page.
   g. The total paper should be between 13-15 pages (not including title page and reference list).
   h. Use APA-style headings throughout your paper to indicate the various sections. This paper will consist of the following components (with suggested lengths for each section):
      i. Description of family (2 pages) Describe the members of the family, a general background of their relationships, and their presenting problem. Discuss any relevant cultural, family life cycle, intergenerational, and family structural elements as they relate to the family and their presenting problem. (You may wish to refer to the Carter & McGoldrick text.)
      ii. Theory conceptualization (2 pages). Use one family therapy theory to conceptualize the family’s situation. Describe the major principles of this theory that apply to the family’s situation. Discuss the advantages and limitations of this theory for conceptualizing the family. Describe your rationale for choosing this theory for this paper, focusing particularly on why this theory is a good match for the family based on their stage of the family life cycle, cultural
background, and relevant structural and intergenerational issues.

iii. Assessment protocol (1 page). Decide on an assessment protocol. Select TWO assessment instruments or procedures that are consistent with your selected theory. Discuss your rationale (including how each assessment is consistent with your theory) for selecting each procedure. Anticipate the type of information you expect you would obtain from these procedures. (You may use the Corcoran & Fischer book to generate ideas for this section.)

iv. Treatment plan (1 page). Create a treatment plan for the family using the DO A CLIENT MAP format (Seligman) discussed in class.

v. Six-session course of therapy (4-6 pages). Develop case notes that describe a six-session course of therapy with this family. Assume that you only have six sessions in which to work with the family, so include the early, middle, and late stage of treatment in this write-up. Include theoretically-consistent interventions. Imagine what would happen in your client family during the course of treatment. The interventions included in this section should be linked clearly to the specific problems identified in the Description of the Family and Theory Conceptualization sections. This section should also demonstrate evidence that students have considered treatment issues in the context of multicultural and diversity issues.

vi. Expected outcomes (1 paragraph). Describe the outcomes you expect to result from the course of therapy with your family. Consider which outcomes are predicted based on your chosen theory. Also, describe how you would assess these outcomes.

vii. Conclusion (1 page). Describe your reaction to completing this paper. Discuss what you enjoyed most and least about this assignment. In what ways, if any, has this assignment enhanced your growth as a family counselor?

viii. Reference List. In APA style. You should have at least 3 outside references (i.e., not required or recommended readings for the class) in your paper. These papers should reflect students’ understanding of current literature about family counseling, including theories and interventions, and scholarly literature should serve as the basis for students’ theoretical conceptualizations, treatment plans, and courses of therapy.

3. Personal Goals Presentation (30 points) - Due
   At the end of each semester, each student will present on goal progress. This presentation will detail the goal(s) students have identified for themselves during the semester, describe progress toward goals, incorporate video tape that demonstrates progress toward goals (“before” and “after” clips), and describe next steps” s/he plans to take (either toward same goals, or toward new goals). Presentation quality should be suitable for a professional meeting. The presentation must demonstrate the students’ ability to: (a) integrate the
professional literature with work on goals, (b) present in an organized and clear fashion, (c) prepare and edit video tapes, and (d) respond to questions.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES
Students are expected to attend and actively participate in all activities. If you are unable to attend class, please notify me as soon as possible. Course requirements for a grade of “A” include, but are not limited to, a demonstration of extensive and consistent reading that is articulated and integrated into the class discussions, assignments, and practicum work. Note: Students must successfully pass the content course (EPSY 560) to be able to receive a passing grade in the practicum course (EPSY 548E), and vice versa.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
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<tr>
<td>Family Theory Summary Charts</td>
<td>70</td>
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<td>Family Therapy Case Conceptualization Paper</td>
<td>100</td>
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<tr>
<td>Personal Goals Presentation</td>
<td>30</td>
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<td><strong>Total</strong></td>
<td><strong>300</strong></td>
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A = 270-300
B = 240-269
C = 210-239
D = 209 and below
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Practicum</th>
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<tr>
<td></td>
<td>Course Introduction</td>
<td>Handouts</td>
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<tr>
<td></td>
<td>Syllabus review</td>
<td>Patterson, Ch. 1</td>
<td></td>
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<td></td>
<td>Student survey</td>
<td>Gladding, Ch. 7</td>
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<td>The Beginning Family Counselor</td>
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<td>Healthy &amp; Dysfunctional Families Family Systems Overview</td>
<td>Gladding, Ch. 2</td>
<td>HIPAA, ACA, Proof of Liability Insurance Due Learning Goals Due</td>
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<td>Assessment</td>
<td>Patterson, Ch. 4</td>
<td>Progress Notes &amp; Clinic Paperwork First clinic sessions?</td>
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<td></td>
<td>Selections from</td>
<td>Williams et al.</td>
<td></td>
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<td></td>
<td>Family Systems Overview</td>
<td></td>
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<td></td>
<td>Goal-setting and Basic Treatment skills</td>
<td>Patterson, Ch. 5-6</td>
<td>Treatment Plans</td>
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<td>Working with Couples</td>
<td>Patterson, Ch. 8</td>
<td>Reflecting Teams</td>
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<tr>
<td></td>
<td>Gladding, Ch. 8</td>
<td>Brownlee &amp; McKenna</td>
<td></td>
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<td></td>
<td>Assessing Couples</td>
<td>Williams, Ch. 11-12</td>
<td></td>
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<td>families with Children</td>
<td></td>
<td>Paper Draft Due</td>
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<td></td>
<td>Assessing Children &amp; Adolescents</td>
<td>Patterson, Ch.7</td>
<td>Schedule mid-term individual sessions</td>
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<td></td>
<td></td>
<td>Williams, Ch. 7-8</td>
<td></td>
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<td></td>
<td>*Bowenian Family Therapy</td>
<td>Gladding, Ch. 9</td>
<td>Additional Reading TBA</td>
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<td></td>
<td>*Experiential Family Therapy</td>
<td>Gladding, Ch. 10</td>
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<td>NO CLASS</td>
<td>Conference</td>
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<td></td>
<td>*CBT Family Therapies</td>
<td>Gladding, Ch. 11</td>
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<td>*Structural Family Therapy</td>
<td>Gladding, Ch. 12</td>
<td></td>
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<td></td>
<td>*Strategic Family Therapies</td>
<td>Gladding, Ch. 13</td>
<td>Case Paper Due</td>
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<td>NO CLASS</td>
<td>HOLIDAY</td>
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<td></td>
<td>*Solution-Focused and *Narrative Family Therapies</td>
<td>Gladding, Ch. 14</td>
<td>Schedule final individual sessions</td>
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<tr>
<td></td>
<td>Student Goals Presentations</td>
<td>Goals Presentations</td>
<td>Self-evaluation Due ALL Clinic Documentation Due!</td>
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</tbody>
</table>

*Additional Readings as Assigned.*

*Theory Charts and Discussion Guides due for each family theory.*

**Additional Readings**

APPENDIX A
Discussion Guide

Student’s Name: ___________________________ Date: ________________

Readings: ____________________________________________

*Use these prompts for your weekly discussion guide. Discussion guides must be typed, single-spaced, and exhibit thoughtful reflection on the readings. Discussion guides are only required for weeks 2-7 (the weeks prior to the family theories).*

1. What were the main points that stood out to you in this week’s reading?

2. Describe some of your reactions to the reading. What stood out to you as important, interesting, confusing, etc.?

3. How might this reading inform our work with specific practicum clients (please use first initials only)?

4. Write at least three discussion questions for the class based on your reactions to the reading.
APPENDIX B
Theory Chart and Discussion Guide

Student’s Name: ___________________________ Date: _________________

Theory: ___________________________________________________________________

1. What questions do you still have about this theory? (Write at least three discussion questions for the class.)

2. What did you like about this theory?

3. What did you dislike about this theory?

4. How likely are you to use this theory in your own practice?
<table>
<thead>
<tr>
<th>Major Theorists</th>
<th>One Sentence Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Terms</td>
<td>Distinct Interventions</td>
</tr>
<tr>
<td>Counselor Skills Needed</td>
<td>Role and Function of Counselor</td>
</tr>
<tr>
<td>View of Assessment</td>
<td>Unit of Treatment (family, individual, etc)</td>
</tr>
<tr>
<td>Assumptions about Change</td>
<td>Goals of Therapy</td>
</tr>
<tr>
<td>Definition of Family Health</td>
<td>Definition of Family Dysfunction</td>
</tr>
<tr>
<td>Strengths of the Approach</td>
<td>Limitations of the Approach</td>
</tr>
<tr>
<td>Other Important Information</td>
<td></td>
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</tbody>
</table>

**Student Name:**

**Theory:**
APPENDIX C
Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Disabled Students:

Instructors and students in the class will work together as a team to assist disabled students out of the building safely. Disabled students will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado:

During the spring semester we have a Storm Drill. Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll calls. Students need to be quiet in the basement as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

Fire:

During the fall semester we have a Fire Drill. Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll calls. As soon as the building is all clear, you will be allowed to return to class.

These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.
**Bomb Threat:**

If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. *DO NOT USE YOUR CELL PHONES.* Some bombs are triggered by a cell phone signal.

**Shooter in the Building:**

When it is safe to leave, move to a safe area far from the building where the shooter is located. If you have any information about the shooter, please contact the police after you return home. If you cannot leave, go into a room, lock the door, turn out the lights, and if possible, cover the glass on the door. Silence all cell phones after one person in the room you are in calls the police and informs them of your location and how many are in the room. Be quiet and wait for the police to arrive. The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room with you. For that reason, when the police enter the room, no one should have anything in his/her hands and each person **MUST** raise his/her hands above his/her head.

**Earthquake:**

In the event of an earthquake you are advised to take cover quickly under heavy furniture or near an interior wall, a corner, to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. **We do not** recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

**Women’s Self-Defense Class:**

For interested female students and female faculty and staff, the SIU Public Safety Department sets up free self-defense classes. The SIU Public Safety Department will be teaching this class. They teach a free class in the fall and spring at the Rec Center. In the fall you would register at the Rec Center for the Women’s Self-Defense Class or RAD (Rape Aggression Defense) as it is sometimes called. If you have questions about registering for the class, you can send an email to lavong@siu.edu. LaVon is the contact in the Dean’s Office in the Communications building that will assist you to try to find the class you need.