WASHINGTON ADVENTIST UNIVERSITY  
Department of Psychology  
Course Syllabus  
CPSY 620 Marriage & Family Counseling (3 credit hours)  
School of Graduate and Professional Studies  
Spring 2015  
March 9-April 27, 2015

Instructor: Philip Singh, MA, BA, BSW, AACC  
Email: singh@edanywhere.com  
Office phone: 703-433-0805  
Classroom: Wilkinson Hall, Suite 406  
Class Meets: Mondays 6:00 – 10:10pm

Course Description
A historical review of the major family therapy models and practice will be studied, using practical approach to theories and clinical case documentation. Aspects of intervention, training, supervision, and research in family therapy will be addressed.

Required Texts


Recommended Text


Course Objectives
At the conclusion of this course, student will:

• describe the theoretical framework of individual psychology, of systemic family therapy, and basic concepts of systems theory and Cybernetics family therapy or relationship therapy; [CACREP Standard 5C.1.b, 5C.1.c]

• describe the history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy; [CACREP Standard 5C.1.a]

• describe the role of marital, couple, and family counselors/therapists in variety of practice settings and in relations to other helping professionals; [CACREP Standards 5C.2.c, 5C.2.i, 5C.3.d, 5C.3.e]

• describe the role of racial, ethnic, and culture heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/ therapy; [CACREP Standard 5C.2.j]

• describe how societal trends and treatment issues related to working; [CACREP Standards 5C.3.a, 5C.3.b]

• describe the competencies needed to be an efficient marriage and family therapist, by knowing how to Conceptualize a Case, do a Clinical Assessment, write a Treatment Plan, and write Progress Note. [CACREP Standards 5C.2.k, 5C.2.i, 5C.2.m, 5C.3.b]

• describe a biblically based world view to understand marriage & family counseling
Clinical Mental Health Counseling Program Objectives:

1. **Students develop knowledge in the eight common core curricular experiences identified in CACREP standards.** These include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development.

2. **Theory and Research to Practice**
   Students develop an understanding of a range of counseling theories consistent with a developmental perspective. Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.

3. **Clinical Skill (Helping Relationships)**
   Students develop therapeutic communications skills, emphasize the client-counselor relationship, and facilitate and manage the counseling process with individuals, families, and groups.

4. **Self as Counselor (Reflective Practitioners)**
   Students develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision, and recognize/acknowledge/remediate personal issues that may impact client care.

5. **Multicultural Competence**
   Students develop awareness of power, privilege, and difference and their own cultural attitudes, beliefs, and effects of social location, and learn strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.

6. **Professional Counseling Identity**
   Students develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement, and knowledge and understanding of professional ethics. Students recognize the importance of career counseling as unique to the counseling profession, and recognize the value of career work in all counseling settings.

7. **Ethical Practice**
   Students commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed.

8. **Mental Health Advocacy and Community Involvement**
   Students develop an ability to recognize the critical issues that affect physical, academic, career, economic, and mental well-being of individuals and learn skill sets to help clients resolve personal and family problems that have an impact on the society.

9. **Research and Assessment**
   Students develop an understanding and skills in the use of research, assessment and program evaluation to inform and improve clinical practice.

10. **Practice & Spirituality**
      Students develop a sensitivity to the client’s emotional, spiritual, and physical health in order to facilitate the healing process.

### Course Content

- Psychodynamic theory (Boszormenyi-Nagy)
- Intergenerational and Psychoanalytic Family therapies.
- Object Relations Family
- Natural System Theory (Bowen)
- Experiential Approaches (Whitaker; Kempler)
- Theory of Health / Normalcy
- Communication Approaches (Jackson, Weakland, Watzlawick, Satir)
- Strategical Approaches and the Milan influence
- Behavioral/Cognitive Approaches
- Postmodern Approaches
- Appropriate Documentations/ working with Mental Health Insurances.

**Course Requirements and Procedures**

**Attendance**: Because of the amount of knowledge to covert, and the short amount of time scheduled, attendance is **expected at every class session**. Absence for whatever reason will result in **loss of credit** (2% from final grade, for each class missed).

**Participation**: Participation is judged important because it:

- Fosters an interactive learning environment that includes the self as well as peers
- Allows the instructor to immediately assess if course content is being accurately understood.
- Gives the opportunity for development of critical thinking as well as communication skills.

**Course Evaluation**

**NOTE**: **Assignments received late will be marked down one (1) letter grade for each class period beyond the due date. No assignment will be accepted following three class periods from the due date.**

1. **Class Participation**: Because this is a graduate course it will be important for you to take an active role in presenting and discussing material. Average participation will merit the grade you are otherwise obtaining in the course. Above average contribution (in quality, not quantity) may increase your grade. No participation of participation that does not meaningfully promote discussion or explanation may lower the final grade. You will be assigned two or more systems or theories as a class case presentation on the first day of class. We will have two presentations each week. You will need to present the following: **Overview, History (include also the important events in the theorist life that contributed to the theory), the Theory of Marriage & Family Counseling, and Applications** (See schedule next page)

2. **Text Critique**: A three-page type written critique of each required reading is due as assigned in the course outline. Your book review must be APA guidelines. (See schedule next page)

3. **Case Presentations**: You will be assigned **two** 30 minute time periods during classes to present **two** case studies form various Marriage and Family therapy theories. You will be assigned a system or theory as a class presentation on the first day of class for each case study. We will have two presentations each week. You will need to present the following: **Overview/History, Marriage & Family Counseling Theory & Practice, Methods of Documentation, and Provide one case application**. (TBD See schedule next page)

4. **Genogram Presentation**: Each student will present a genogram of his or her family. (See schedule next page)

5. **Final Paper**: Each student will write a final paper on their clinical focus and belief of Marriage and Family. The final paper is an exploration of your own clinical belief about the nature of people in terms of Marriage and Family theories that fits best with your beliefs. You may use any theory discussed in the texts. The paper should be approximately 20 pages in length. The paper should be typed or printed using 12 point font and one inch margins. APA referencing should be used. A clear thesis statement should appear near the beginning of the paper. At least 20 articles or books should be cited in the body of the paper and listed in the reference section at the end that clearly supports their clinical focus. Evaluation criteria include: appropriate scope of topic, organization, clarity, persuasiveness of argument, and effective use of theories and empirical studies. You may choose to turn in a reasonably polished draft of the paper three weeks before the end of class to receive instructor feedback. The paper is due on **April 27, 2015 at the beginning of class**. Late Final Papers will be marked down one-half grade every day it is late. (See schedule next page)

**Grading Scale**

Course requirements include the following major independent measure of student competency.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>Scoring Guide</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>10%</td>
<td>Attribute and evaluation of discussion contribution—</td>
<td>100</td>
</tr>
<tr>
<td>2. Genogram</td>
<td>20%</td>
<td>Shows competency in identifying strengths and weakness in family—</td>
<td>200</td>
</tr>
</tbody>
</table>
### Final Course Grade

Your final course letter grade is determined by a cumulative percentage, a total of graded percentages you receive for each weighted activity above.

**Grading Scale:**

- 95–100% = A
- 90–94% = A–
- 86–89% = B+
- 80–85% = B
- 77–79% = B–
- 73–76% = C+
- 70–72% = C

### Course Overview

- **Mar. 9:** Getting Acquainted Course overview
  
  In Becvar’s text Chapters 1 and 2, *Two Different Worldviews, The Historical Perspective.*

- **Mar. 16:** Becvar’s text, read Chapters 3, 4, 5. Systems Theory, Postmodernism and Family Therapy. Family, Process, Development and Context. In Gehart’s text, read Chapters 1 through 6, *Marriage and Family Therapy Competencies.*

- **Mar. 23:** In Becvar’s text, read chapters 6, 7, 8. Psychodynamic, Natural Systems, and Experiential Approaches. In Gehart’s text, read chapters 7 and 8. Understanding the Role of Theory in Therapy. Philosophical Foundation of Family Therapy theories.

- **Mar. 30:** In Becvar’s text: chapters 9 and 10, and 11. Structural/Communication Approaches/The Milan Influence. In Gehart’s text, read Chapter 10 and 11.

- **Apr. 6:** In Becvar’s text, Chapter 12 and 13. In Gehart’s text, 13 and 14. Behavioral and Cognitive-Behavioral Couple and Family Therapies, Postmodern Approaches.

- **Apr. 13:** In Gehart’s text, read chapters 15 and 16: Collaborative and Narrative Therapies/Group Therapy with couples and families.

- **Apr. 20:** Becvar’s text, read Chapters 14, 15, 16 and 17. Family Assessment, Therapeutic Intervention/Perturbation, Training and Supervision and Research in Family Therapy.

### Grading Activities

<table>
<thead>
<tr>
<th>Date 2015</th>
<th>Reading Chapters</th>
<th>Genogram</th>
<th>Case Presentation</th>
<th>Text Critique Due</th>
<th>Final Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 9</td>
<td>Getting Acquainted Course overview In Becvar’s text Chapters 1 and 2. <em>Two Different Worldviews, The Historical Perspective.</em></td>
<td>Sketch Talked about</td>
<td>Determined Today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 23</td>
<td>In Becvar’s text, read chapters 6, 7, 8. Psychodynamic, Natural Systems, and Experiential Approaches. In Gehart’s text, read chapters 7 and 8. Understanding the Role of Theory in Therapy. Philosophical Foundation of Family Therapy theories.</td>
<td>Psychodynamic: Natural Systems:</td>
<td>Chapters 3, 4, 5</td>
<td></td>
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<tr>
<td>Apr. 6</td>
<td>In Becvar’s text, Chapter 12 and 13. In Gehart’s text, 13 and 14. Behavioral and Cognitive-Behavioral Couple and Family Therapies, Postmodern Approaches.</td>
<td>Genogram Due at the Beginning of Class</td>
<td>Communication Approaches: Strategic Approaches/The Milan Influence:</td>
<td>Chapters 9, 10, 11,</td>
<td>Optional Final Paper Draft</td>
</tr>
<tr>
<td>Apr. 13</td>
<td>In Gehart’s text, read chapters 15 and 16: Collaborative and Narrative Therapies/Group Therapy with couples and families.</td>
<td>Behavioral Approaches: Cognitive-Behavioral: Postmodern Approaches:</td>
<td>Chapters 12, 13, 14</td>
<td></td>
<td></td>
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<tr>
<td>Apr. 20</td>
<td>Becvar’s text, read Chapters 14, 15, 16 and 17. Family Assessment, Therapeutic Intervention/Perturbation, Training and Supervision and Research in Family Therapy.</td>
<td>Collaborative Therapies: Narrative Therapies: Group Therapy with couples and families:</td>
<td>Chapters 15, 16,</td>
<td></td>
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Overall Methodology Scoring Guide
Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0-69 Non-performance</th>
<th>70-79 Basic</th>
<th>80-89 Proficient</th>
<th>90+ Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the reasons and values for using genogram in MFT</td>
<td>Fail to identify the reasons and values for use of genogram in MFT</td>
<td>Identifies the reasons, but does not show the values for using of Genogram in MFT</td>
<td>Identifies the reasons and shows the values for using of Genogram in MFT</td>
<td>Identifies the reasons and shows the values for using Genogram use in MFT.</td>
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<tr>
<td>Identify and provide examples of generational patterns of behaviors</td>
<td>Fail to identify and provide examples of generational patterns of behavior</td>
<td>Identifies, but does not provide examples of generational patterns of behavior</td>
<td>Identifies and provides examples of generational patterns of behavior.</td>
<td>Identifies and provides examples of generational patterns of behavior. As well as providing effects on Marriage and Family.</td>
</tr>
<tr>
<td>Identify and provide examples of generational patterns of health</td>
<td>Fail to identify and provide examples of generational patterns of health.</td>
<td>Identifies, but does not provide examples of generational patterns of health.</td>
<td>Identifies and provide examples of generational patterns of health.</td>
<td>Identifies and provide example of generational patterns of health, as well as their effects on Marriage and Family.</td>
</tr>
<tr>
<td>Demonstrates professional communication skills by writing, citing, and referencing in APA style.</td>
<td>Fail to demonstrate professional communication skills by writing, citing, and referencing in APA style.</td>
<td>Demonstrates some professional communication skills by writing, citing, and referencing in APA style.</td>
<td>Demonstrates professional communication skills by writing, citing and referencing in APA style.</td>
<td>Consistently adheres to all standards for writing, citing, and referencing in APA style. The writing reflects the polish and expertise expected for master level academic work.</td>
</tr>
</tbody>
</table>

Statement on Plagiarism and Other Forms of Cheating

Plagiarism is stealing and passing off someone else's ideas or words as one's own or using information from another's work without crediting the source. Plagiarism is a very serious offense in the academic community where people create their reputations based on their ideas and the ways they express them. Papers are evaluated by TurnItIn, a national database of published materials and student papers.

Any detected cheating offense—including but not limited to plagiarism, the unauthorized use of crib sheets, texts, or other materials, the copying of another student's work (even with the permission or aid of that student), the use of prewritten essays (the student's own or someone else's), or the unauthorized use of work written for another assignment or class—will be reported to the University for disciplinary action.

Statement Of Faith and Learning
Washington Adventist University is a Seventh-day Adventist community of Christian Scholars committed to preparing students for service to the world and for citizenship in the Heavenly Kingdom. This institution challenges students to develop a Christian character so they may share their faith to the nation’s capital area and to all communities throughout the world in preparation for the imminent return of Christ.

DISABILITY SERVICES STATEMENT:
Any student who may need accommodations as the result of the impact of a disability should make an appointment to speak with the adjunct privately. Please also contact the Office of Disability Services 301-891-4115 to coordinate reasonable accommodations for the documented disabilities. The Office of Disability Services is located in the Betty Howard Center for Student Success Wilkinson Hall, Room 133.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Program Objectives</th>
<th>Institutional Objectives</th>
<th>CACREP &amp; CMHC Standards</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. know the theoretical framework of individual psychology, of systemic family therapy, and basic concepts of systems theory and Cybernetics family therapy or relationship therapy;</td>
<td>2</td>
<td>7</td>
<td>5C.1.b; 5C.1.c</td>
<td></td>
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<tr>
<td>2. become familiarized with the history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy;</td>
<td>6</td>
<td>2,4,7</td>
<td>5C.1.a</td>
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<tr>
<td>3. become familiarized with the role of marital, couple, and family counselors/therapists in variety of practice settings and in relations to other helping professionals;</td>
<td>3</td>
<td>5,4,2,7</td>
<td>5C.2.c; 5C.2.i; 5C.3.d; 5C.3.e</td>
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<td>4. understand the role of racial, ethnic, and culture heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/ therapy;</td>
<td>5,10</td>
<td>4</td>
<td>5C.2.j</td>
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<td>5.</td>
<td>explore societal trends and treatment issues related to working;</td>
<td>5,7</td>
<td>2,4</td>
<td>5.C.3.a; 5.C.3.b</td>
</tr>
<tr>
<td>6.</td>
<td>know the competencies needed to be an efficient marriage and family therapist, by knowing how to Conceptualize a Case, do a Clinical Assessment, write a Treatment Plan, and write Progress Note</td>
<td>4,2,3</td>
<td>2,3,7</td>
<td>5.C.2.k; 5.C.2.l 5.C.2.m 5.C.3.b</td>
</tr>
<tr>
<td>7.</td>
<td>Describe a biblically based world view to understand marriage &amp; family counseling</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>