



Course Information

Course: Couples and Family Counseling

Term & Year: COUN 570-001

Number of Credits: 3 Credits

Course Location: MRC 448

Dates & Times:

Weekend #1: Jan. 21, 2022 (5:00 PM – 10:00 PM); Jan. 22, 2022 (8:00 AM – 5:00 PM)

Weekend #2: Feb. 4, 2022 (5:00 PM – 10:00 PM); Feb. 5, 2022 (8:00 AM – 5:00 PM)

Weekend #3: Feb. 18, 2022 (5:00 PM – 10:00 PM); Feb. 19, 2022 (8:00 AM – 5:00 PM)

Instructor Information

Instructor:

Instructor Contact Information:

Email:

Cell Phone:

Office Hours:

Instructor Preferred Method/ Times for Student Contact: Email is the best way to reach me. I will respond within 24 hours during the week (M-F) and 48 hours on the weekend. *I can accommodate various appointment times throughout the week, please request via email.*

Course Description

An overview of various family forms, the family life cycle, and healthy family functioning will be provided, followed by a review of the major theories of systemic family therapy. Basic family therapy process and outcome research will be reviewed. The code of ethics will be applied to clinical ethical dilemmas. A role play format will be used to practice basic therapy counseling skills. PREREQUISITE: COUN 540 or by advisor/professor approval.

A Note from the Instructor: *The essence of this course is to grow both personally and professionally. The course is reading heavy. The textbook is utilized with supplemental reading materials. This course is where you will learn the basics and fundamentals for couple's counseling and family work. Basic and foundational material is key. Further growth in this area will be through continued educational courses, should you desire that. Prepare to read and analyze data as well as reflect back on your personal understanding of familial systems. As a professor, you will find that my basis is read, analyze, reflect, and apply. Each and every assignment and reading I provide for you, is steeped in the understanding that I would like for you, as the student, to be able to utilize when you are working in your professional capacity.*

Program Mission

The mission of the Viterbo University Master of Science in Clinical Mental Health Counseling graduate program is to prepare professional counselors to provide treatment for individuals experiencing a continuum of mental health issues. The program educates counselors, who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Required Course Materials

Required Course Materials:

Flamez, B., & Hicks, J. (2019). *Marriage, couple, and family therapy: Skills, assessment, and application*. 1st Edition. Cognella Publishing. ISBN:

Required Supplemental reading: You will be required to print and bring additional reading to class with you.

Required: Access to a video listed on the approved video form.

Recommended: American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

This course is aligned with the following national, professional, and state standards for school counseling. Please refer to the following documents for more information: The Council for Accreditation of Counseling and Related Educational Program (CACREP 2016) Standards; and Wisconsin School Counseling: Licensing Program Guidelines.

COUN 570 Standards/Assignment Alignment Chart

| Student Learning Outcomes | CACREP Standards | Assignments |
|---|--|--|
| Describe the major theoretical approaches and demonstrate a basic understanding of couple and family therapy. | 2.F.5.a theories and models of counseling 2.F.5.b a systems approach to conceptualizing clients | Unit 1 & 2 Reading guides, Reflective journals, Mock Interview & Paper, Video Review & Paper |
| Apply basic skills of assessment, case conceptualization and treatment planning for couples and families. | 2.F.5.g. essential interviewing, counseling, and case conceptualization skills 2.F.7.b methods of effectively preparing for and conducting initial assessment meetings | Unit 2 Reading Guide, Reflective Journals, Mock Interview & Paper |
| Understand the unique ethical concerns and obligations of couples and family counselors. | 2.F.1.b the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation 2.F.1.i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling | Reflective Journals, Mock Interview & Paper, Unit 3 Reading Guide- Ethics seminar presentations, Unit 4 Reading Guide |
| Recognize the impact of diversity issues on the family/couple system. | 2.F.2.f help-seeking behaviors of diverse clients 2.F.3.i ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan | Unit 3 Reading Guide – Ethics Seminar presentations, Reflective Journals, Mock Interview & Paper, Video Review & Paper, Unit 4 Reading Guide |

| Student Learning Outcomes | Standards (WI School Counseling: Licensing Program Guides) | Assignments |
|---------------------------|--|-------------|
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|---|--|--|
| Recognize the systemic connectivity by identifying the relationship between community, family, and school, on the development of the student. | 2. <i>Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive school-counseling program based on either the Wisconsin Comprehensive School Counseling Model (2007) or the American School Counselor Association National Model (3rd ed., 2012) in collaboration with educators, families, and community resources.</i> | <i>Reflective Journals, Video Review & Paper</i> |
|---|--|--|

Student Assessment and Grading

All students are expected to demonstrate Required Competence in order to receive credit for the course. The different levels of possible competency attainment will be assessed for this course as follows:

Below Competence: Demonstrates an insufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course. As a mastery course, the student will be provided an opportunity (if time permitting) to resubmit prior to the end of the semester in order to minimally meet the requirements for the course assignment.

Required Competence: Demonstrates a sufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course.

Intermediate Competence: Meets the Required level of Competency and demonstrates the ability to consider competing needs and opposing perspectives involved in the knowledge and skills outlined within the course assignment and overall purpose of the course. This may include the grounding of assertions and recommendations from not only course readings, but related research from the counseling literature as well. The student has demonstrated a proficiency at the level that is expected of graduate level MHC student.

Advanced Competence: Meets the Intermediate level of Competency and demonstrates a depth and breadth to the knowledge and skills outlined within the course assignment and overall purpose of the course that *exceeds* expectations. This may include the grounding of assertions and recommendations from course readings, related research from the counseling literature, and an extension of the assignment relevant to the course and the professional curiosity and development of the student. The student has demonstrated a proficiency at the level that is expected of an advanced graduate level MHC student. (90-100%)

Evaluation Method

Also listed on Moodle in the letters section of the gradebook.

A = 95–100%

AB = 89–94%

B = 84–88%

BC = 79–83%

C = 74–78%

CD = 69–73%

D = 64–68%

F = <64%

Course Instruction Methodology

This course will contain lectures, videos, large group/small group discussions, as well as practical activities including but not limited to: online forums, journals, and mock counseling sessions. The instructor will navigate as needed to meet challenges.

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Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are required to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors such as unsolicited talking, coming late, leaving early, and cell phone use during class will not be tolerated. Please also note that laptop computers are a privilege in this class, not a right. If I permit you to use a laptop in this class, it should only be used for note taking or to access your textbook chapters if your text is in electronic form. In addition, no audio recording or videotaping is allowed without the instructor's consent. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, instructional aids, and announcements will be posted on Moodle.

Gatekeeping

As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by ensuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per the Counseling Program Student Retention and Dismissal Policy may be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

Written Assignments

Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA 7th edition format. Students submit papers electronically through Moodle or in hard copy, as instructed by the professor.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work and place the student in jeopardy of not receiving credit for the course. If an assignment falls into this category a student may be able to redo the assignment for partial credit. This determination will be made on a case-by-case basis.

COVID-19 Addendum

Student Health: Students are expected to monitor daily their temperature and physical health. If you are feeling poorly, please let me know. Students are not encouraged to come to campus when feeling unwell. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of

positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at:
<https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Zoom Technology: This class may use Zoom, which is a web and video conferencing tool. Please be sure you have Zoom installed and are familiar with using the tool. Below are tips for participating in a Zoom session:

- Join the meeting early and test speaker, microphone, and camera settings.
- keep speakers away from microphones to avoid feedback.
- use a headset with microphone if possible; and
- do not join a meeting from multiple devices.

Instructions on joining or hosting a Zoom call can be found at: <https://www.viterbo.edu/sites/default/files/2020-05/Zoom%20Instructions.pdf>.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

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Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late, including weekends, (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo’s goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- For the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy, please visit this website: <https://www.viterbo.edu/sexual-misconduct/sexual-harassment-and-discrimination>

Turnitin/Electronic Submission

This is a source-matching tool that checks students’ work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.