

Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES
COUN 606: Systemic Theory: Couples Counseling

2 Credits
Effective: Fall 2020/2021

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course exposes students to relationship issues and therapeutic techniques for counseling couples that are grounded in empirically-based clinical findings. Current models of couples counseling will be explored. Students will learn to teach skills to couples, in order to strengthen and support their relationships.

Methods of instruction primarily feature: in-class face-to-face learning, with some additional asynchronous online work.

COURSE RESOURCES

Required:

Gottman, J. M. (1999). *The marriage clinic: A scientifically-based marital therapy*. New York: W.W. Norton.

American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th Ed)*. American Psychological Association.

Recommended:

Johnson, S. M., & Johnson, S. M. (2004). *The practice of emotionally focused couple therapy: Creating connection*. New York: Brunner-Routledge.

Nagoski, Emily author. (2015). *Come as you are : the surprising new science that will transform your sex life*. New York: Simon & Schuster Paperbacks

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

COURSE OUTCOMES (COs)

This course will prepare students to:

- a) Assess the impacts of culture, gender, sexual orientation, prior relationships, and extended family on couples.

- b) Evaluate ethical responses to issues of disclosure, confidentiality, secrets, abuse, and other situations presented by couples.
- c) Apply interventions with couples facing common relationship issues.
- d) Evaluate the influence of your upbringing, learning, sexual behavior and values, and your own personal needs as they relate to your readiness to work with couples in a clinical setting
- e) Evaluate appropriate theoretical applications to issues presented by couples.
- f) Construct a treatment plan for relationship issues based on different approaches and techniques

PROGRAM LEARNING OUTCOMES (PLOs)

1. Professional Counseling Orientation and Ethical Practice

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

2. Social and Cultural Diversity

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

3. Human Growth and Development

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

4. Career Development

Demonstrates knowledge and working application of career development in counseling practice.

5. Counseling and Helping Relationships

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

6. Group Counseling and Group Work

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

7. Assessment and Testing

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

8. Research and Program Evaluation

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

9. Social Justice

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

Specialty Areas:

10. Addiction Counseling

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

11. Clinical Mental Health Counseling

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

12. Marriage, Couple, and Family Counseling

Applies family systems theory to client(s) presenting problems and diagnoses.

13. Professional School Counseling

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

CACREP STANDARDS

CACREP Entry Standards: Section 2. F.

n/a

CMHC Specialty

n/a

MCFC Specialty

1.a. History and development of marriage, couple, and family counseling

1.c. Theories and models of marriage, couple, and family counseling

1.f. Assessments relevant to marriage, couple, and family counseling

2.b. Structures of marriages, couples, and families

2.f. Aging and intergenerational influences and related family concerns

3.a. Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective

3.c. Techniques and interventions of marriage, couple, and family counseling

PSC Specialty

n/a

Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 1 – Relationship History Paper					2.f		
2. Assign 2 – Case Analysis and Treatment Paper	a), e)				1.f, 3.a., 3.c		
3. Assign 3 – Mock Session and Reflection					3.c		
4. Required Readings and Class Discussions	b), c), d)				1.a, 1.f, 1.c, 2.b, 2.e		

Course Schedule

(Subject to change according to the pace of the class)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1	Syllabus and Schedule Review Research and Theory Myths and Mistakes of Marital Therapy Repair and the Core Triad The Sound Marital House	Chapter 1, 2, and 3 *Additional readings		
Week 2	Assessment of Marriage What makes marriage and what makes marriages work	Chapters 4 & 5 and Appendices	Chose one of the assents or interventions form the appendices to complete in a couple role play	
Week 3	Overview of Interventions Marital foundations of friendship	Chapter 6 & 7 *Additional Reading	When we are not getting along exercise	Relationship History Paper
Week 4	Problem Solving: Sex, Money, Family Addressing chronic issues	Chapter 8, 9, 10	Turning off the offs worksheet	
Week 5	Resistance in sessions Addressing high conflict	Chapters 10 & 11 *Additional Readings	*In class mock couple sessions	Feedback to couple counselors if you are the observer Case Analysis, Treatment, and Reflection Paper if you are the counselor
Week 6	Addressing issues or ineffective repairs Mismatching of emotions	Chapter 12, 13, 14 *Additional Readings	*In class mock couple sessions	Feedback to couples counselor if you are the observer Case Analysis, Treatment, and Reflection Paper if you are the counselor

	Making the change long term			
Week 7	Buffering Children from Marital Conflicts Emotion Coaching	Chapter 15 *Additional readings	*In class mock couple sessions	Feedback to couples counselor if you are the observer Case Analysis, Treatment, and Reflection Paper if you are the counselor
Week 8	Questions and Answers Addressing culture and diversity in couples	Choose one article to share discussing ways in which cultural diversity impact couples work *Additional readings	Provide Reference and synopsis of article chosen to share.	

Standards met with required course readings, in-class discussions, and class activities:

CO: b), c), d)

PLO: n/a

CACREP Core: n/a

CMHC: n/a

MCFC: 1.a, 1.c, 1.f, 2.b, 2.e

AC: n/a

PSC: n/a

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Assign 1: Relationship History Paper	250
Assign 2: Case Analysis, Treatment Paper and Reflection	350
Assign 3: Mock Session and Feedback	400
TOTAL	1000

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Assign 1: Relationship History Paper (250 points)

CO: n/a

PLO: n/a

CACREP Core: n/a

CMHC: n/a

MCFC: 2.f

AC: n/a

PSC: n/a

Students will write a four to six page paper, adhering to APA Style, about his or her own personal relationship history. Students will cite a minimum of two scholarly sources.

In this paper, the student will explore the values, beliefs, and expectations of couple relationships that were held in his or her family of origin and/or extended family system, and how these values, beliefs, and expectations may impact the student as a couples' counselor.

- 1) The paper should include the following:
- 2) A description of either his or her parents' relationship or the relationship of other couples significant to his or her development;
- 3) A description of the dynamics that contributed to these values, beliefs and expectations;
- 4) A synopsis of the relationship dynamics;
- 5) A summary of knowledge gained about couple relationships from the experience, and
- 6) How this knowledge impacted subsequent relationships for the student;
- 7) The student will discuss ways in which culture, ethnicity, gender, sexual orientation, socio-economic status, and other factors impact beliefs and values about couple relationships;
- 8) Finally, the student will include a summary of how these personal experiences may impact him or her as a counselor by responding to the following questions:
 - a. What do you look forward to, fear, feel drawn to, or wish to avoid as a counselor with couples?
 - b. What potential issues (such as violence, money, children, sex, fighting, etc.) will be the most challenging for you to approach?

This assignment is graded on analysis and use of course concepts, evidence and support, organization and coherence, style and mechanics, and self- reflection.

<i>Components</i>	<i>% of Grade</i>
Analysis and Use of Course Concepts	20%
Evidence and Support	20%
Organization and Coherence	20%
Self-reflection	20%
Style and Mechanics	20%
TOTAL	100%

Assign 2: Case Analysis, Treatment Paper and Reflection (350 points)

CO: a), e)

PLO: n/a

CACREP Core: n/a

CMHC: n/a

MCFC: 3.a., 3.c., 1.f

AC: n/a

PSC: n/a

Students will complete a Case Analysis, Treatment Plan and Self-reflection on their counseling experience. The paper will be four to six page paper, utilizing APA Style, presenting an analysis of the issues confronting the volunteer role-played couple and a treatment plan to address those issues.

Students will submit a Case Analysis, Treatment Plan and Self Reflection on the role of counselor.

- 1) Brief description of the couple and their history;
- 2) Description of the pertinent issues/elements;
- 3) Assessment of the couple and if appropriate, a diagnosis. If there is enough information, the student may include a genogram;
- 4) A working hypothesis formulated from the assessment;
- 5) Presentation of the chosen theoretical approach. If the student chooses an integrated approach, they must also include an account of how the different approaches work together. Use references to document choice of approach;
- 6) Description of the initial phase of treatment including assessment and therapeutic alliance interventions. Any contracting should be noted;
- 7) A treatment plan that addresses the hypothesis. Build in feedback mechanisms for re-assessing and testing the hypothesis during treatment;
- 8) Specific descriptions of primary interventions;
- 9) Transference and/or counter-transference issues;
- 10) Legal and ethical issues;
- 11) Summary of insights gained from this assignment;
- 12) Two areas in which they will describe a need for further continuing education in working with couples.

Students should cite all references used. This assignment is graded on analysis and use of course concepts, case conceptualization, organization and coherence, and style and mechanics.

<i>Components</i>	<i>% of Grade</i>
Analysis and Use of Course Concepts	25%
Case Conceptualization	25%
Organization and Coherence	25%
Style and Mechanics	25%
TOTAL	100%

Assign 3: Mock Session and Feedback (400 points)

Students will conduct one mock counseling session with a volunteer role-played couple. The same volunteer couple will be used throughout the course with each session building upon the prior in order to create continuity for case conceptualization and treatment paper. Each student will come prepared with an intervention from the course content material to engage in a 30-minute session to be observed by the class. The student will then use their counseling session to complete the Case Analysis, Treatment Paper and Reflection.

When the student is in the role of observer of sessions, they will complete and submit feedback for each student counselor.

<i>Components</i>	<i>% of Grade</i>
Class Attendance	50%
In-class Role Playing	50%
TOTAL	100%

CO: n/a
 PLO: n/a
 CACREP Core: n/a
 CMHC: n/a
 MCFC: 3.c
 AC: n/a
 PSC: n/a

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

OVERVIEW:

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

Participation

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

Professional Writing

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for

understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.