PSY 3303
Marriage and Family Counseling

University Course Description and Purpose
This course provides an examination of various theories and models of intervention within couples and families, with strong emphasis on systems theory. Course content will address normal family development and systemic problems. Students will learn to describe, explain, and apply theories to case scenarios, role-plays and other demonstrative exercises.

Relevance to Psychology Curriculum
This 3-credit course may be used to meet a requirement of the Counseling Concentration in the Psychology major. It may also count as an upper division course in Option IV of the major (if approved by your advisor and Department Chair for that purpose). Students must complete PSY 1101 and have 15 earned credits prior to taking this course.

Teaching Format
This class is organized as a seminar that requires active participation from all students to contribute to their own learning, rather than adhering solely to a traditional lecture format.

Required Texts

Recommended Texts

TENTATIVE TOPICS
Students will be held accountable for verbal or electronic announcements of any course changes.

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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td></td>
<td>Foundations of Family Therapy</td>
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<td>The Evolution of Family Therapy</td>
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<td>Lessons from Early Models: Group Process and Communications Analysis</td>
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<td>Basic Techniques of family Therapy</td>
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<td>The Fundamental Concepts of Family Therapy</td>
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<td>Structural Family Therapy</td>
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<td>Strategic Family Therapy</td>
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<td>Cognitive Behavioral Family Theory</td>
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<td>Bowen Systems Theory</td>
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<td>Experiential Theory</td>
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<td>Solution-Focused Theory</td>
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<td>Narrative Theory</td>
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<td>Internal Family Systems</td>
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Note: *AD stands for Assignment Due
Student Learning

The below Student Learning Outcomes correspond with the Psychology Department’s core curricula. These curricula aim to develop students’ repertoire in terms of general psychological knowledge, critical thinking, research understanding and application, communication, ethical behavior, and general service to the outside community. Fulfilling these requirements prepares students for future endeavors not only in the psychology profession, but other social science professions.

Student Learning Outcomes and Assessment Methods

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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
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<tr>
<td>Describe and explain theoretical concepts associated with systemic therapy. Meets PSLO 1, 2 and 4</td>
<td>* Weekly reflection paper</td>
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<tr>
<td>Apply theoretical principles to relevant systemic presenting problems. Meets PSLOs 1, 2, and 4</td>
<td>*Group presentations</td>
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<tr>
<td>Identify limitations and ethical issues associated with theoretical concepts. Meets PSLOs 1, 2, 3, 4, and 5</td>
<td>* Exams</td>
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<tr>
<td>Review the literature for empirical studies supporting the efficacy of theoretical principles. Meets PSLOs 1, 2, and 3</td>
<td>* Theoretical application paper</td>
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### Psychology Program Desired Student Learning Outcomes (PSLOs)

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<tr>
<th>PSLOs</th>
<th>Description</th>
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<tr>
<td><strong>1. Knowledge Base of Psychology</strong></td>
<td>Identify and describe major concepts and theoretical models, empirical findings, and historical trends in psychology using the language of discipline.</td>
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<tr>
<td><strong>2. Critical Thinking Skills</strong></td>
<td>Evaluate, explain, and critique psychological research and theories.</td>
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<td><strong>3. Research Methods in Psych.</strong></td>
<td>Describe research methods in psychology and demonstrate basic research skills, including data analysis and interpretation.</td>
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<td><strong>4. Communication Skills</strong></td>
<td>Write and speak effectively using the language and style of psychology.</td>
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<td><strong>5. Values and Ethics in Psych.</strong></td>
<td>Recognize, analyze and discuss ethical issues that are relevant to research and practice in the field of psychology.</td>
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<tr>
<td><strong>6. Civic Engagement &amp; Community Service</strong></td>
<td>Participate in community service on or off campus.</td>
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***Note: 11/1 is the last day to withdraw from a course***

### Americans with Disabilities Act (ADA)

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification to the Disabilities Services Coordinator in the Academic and Human Development Department located on the first floor of South Hall to confirm a disability. If testing accommodations are necessary, the Disability Services Coordinator will provide assistance in this regard. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from disability services has been provided. For additional information, you may contact disability services at 507-662-4824 for further information and support.

### University Resources

The on-campus Learning Center is a great resource to access for tutoring, writing development, and enhancing other time-management and study skills. For more information on resources offered, contact the Learning Center or Ellen Hale in 145 South Hall at 570-662-4150.

### Desire2Learn

Desire2Learn is Mansfield University’s e environment site that includes access to class materials, grades, announcements, exam study guides, online discussions, and other resources. Access this site using your student Mansfield username and password. Students are encouraged to visit the D2L page frequently to check updates.

### GRADE ALLOCATION

**GRADES AND PERCENTAGES**

- **A** = 90% and above
- **B** = 80% - 89.9%
- **C** = 70% - 79.9%
- **D** = 60% - 69.9%
- **F** = 59.9% and below
Nondiscrimination Statement

“Mansfield University does not discriminate on the basis of race, color, gender, religion, national origin, sexual orientation, age or disability in any aspect of its admissions or financial aid programs, educational programs and related activities, or with respect to employment and/or advancement in employment.” See the Mountie Manual for more information about non-discrimination.

Academic Integrity

Full academic honesty is expected and required. Any infraction will result in the maximum penalty with possibilities including failing the class and/or being expelled from the university. INFRINGEMENTS INCLUDE, BUT ARE NOT LIMITED TO: dishonesty or cheating on exams, plagiarism, flagrant falsifying of written assignments and presentations, or any other attempt to receive a grade for work not actually completed by the student. If you are reading this, write your full name on an index card in pen and turn it in by Thursday, August 29th for two extra-credit points. For more information on the University Academic Integrity Policy, see the Mountie Manual and the Psychology Department Honor Code.

Course Requirements

ATTENDANCE

Each student is allowed two free absences without an attendance grade penalty. Students are responsible for planning for extenuating circumstances that might prevent them from attending class (i.e. illness, death, family emergencies, etc.); therefore, students are urged to not use their free absence, unless under extreme circumstances. Once all free absences are used, remaining absences will cost the student five points per each additional missed class day. Documentation and prior instructor contact will only be accepted as excused when signed by an authorized person (i.e. doctor, funeral director, police officer); family members’ signatures will not be considered. If an assignment is due the day the student is absent, the student needs to take PROACTIVE measures to send the instructor the assignment prior to that class time. Students may send assignments via e-mail attachment at nnayo@mansfield.edu or to the instructor’s office/ box on (no later than the end of class) or before the due date. If a student misses a day where an in-class assignment is completed, no make-ups will be offered. Students should consider completing the extra-credit assignment for additional points toward their grade.

Additionally, students are responsible for being punctual. Students arriving more than 10 minutes late or leaving 10 minutes early will lose five points towards the day’s worth of attendance and participation.

APA STYLE

What is APA style? APA citation style refers to the rules and conventions established by the American Psychological Association for documenting sources used in a research paper.

What will I use APA style for in this course? Students will be required to write reflection papers and respond to questions associated with their psychology research experience. Each paper must be written in APA format, including relevant sources and a reference page cited in in APA style. See the example on D2L.

Required Paper Sections

1. Title Page: Running head, page number, title, name, university, class
2. Main Body: includes formal paragraphs and proper transitions between questions or specific thoughts (writing each question in the paper and answering it does not count)
3. References: See the Resource Sites section below or type in ‘APA formatting’ to Google to verify how to cite sources

Resource sites

* www.apastyle.org
* Purdue Owl

* See site below for additional resource:
CLASS PARTICIPATION

Class participation includes verbal and/or written reflection contribution each class. Students will respond to questions in class to evaluate their comprehension of the readings and lecture material. Students are expected to apply the material based on their understanding and personal experiences. If a student misses an in-class participation assignment, they will not be allowed to make it up; however, the instructor will drop each student’s lowest discussion reflection grade at the end of the semester, which may include a missing reflection. Students should consider completing the extra-credit assignment for additional points toward their grade if they miss an in-class assignment.

READING ASSIGNMENTS

Assigned readings from the texts should be completed before each class so that there are opportunities to discuss and better understand the material. Other readings not found in these texts will be available on D2L and easily identifiable in the content modules.

CLASS ASSIGNMENTS

No make-ups or late assignment will be accepted beyond the class time they need to be turned in. Hardcopies need to be turned in to the instructor on the due date. ALL written assignments need to be completed following APA (6th edition) style guidelines and using double spaced, 1-inch margins, and Times New Roman font. See the chart to the right for more information and resources on APA style.

CASE VIGNETTES: Students will receive four vignettes during the semester that they are required to assess individually. Students will write a reflection paper following the guidelines outlined in the CASE VIGNETTE content module on D2L.

WEEKLY REFLECTION PAPERS: Students are required to turn in weekly reflection papers from the week’s readings that highlight: the key points of the chapter, a reflection of an interesting concept that caught the student’s attention, and two questions the student has about the chapter readings.

GROUP PRESENTATIONS: Students will work in groups of 3 to develop a group presentation around a theoretical model. Presentations can range from 30-40 minutes. Students will: introduce and define the model, provide at least one source of literature that has studied the model or a particular concept of the model and summarize it for the class, identify the strengths, weaknesses, and/or ethical issues associated with systemic work, and demonstrate the theory’s concepts (i.e. video, role-play, etc.)

TIPS FOR SUCCESS

1. Write down when assignments are due in your planner ahead of time so you know when their due.
2. Do not procrastinate! Complete the readings as soon as possible after class, so you have plenty of time to review before class.
3. Have questions? Utilize your instructor! E-mail, call, or drop by the office. We are here for a reason- use us!
4. Be proactive! Do not wait until the last minute to ask permission (when to turn in an assignment, etc.). Have your question, assignment, etc. ready instead of waiting for the instructor’s approval.
5. Be prepared! Come to class with notebook, paper, and pens. Be ready to engage in a way that works for you. The exam is much easier if you are actively involved in your own learning.
6. Come to class! You (or your parents, or the loans you have to pay back) are covering your schooling expenses. Why waste them? Take advantage of them!
7. Begin answering the questions on the exam study guide ahead of time to reduce test cramming.
8. Read the textbook! Also, take advantage of the introductory chapter’s strategies on how to be
THEORETICAL PAPER: Students will write a paper examining one of the systemic theories in detail. Students will examine the literature for areas one of the theories has been empirically investigated. Students will summarize the journal and provide a reflection about its therapeutic application with real-life systems.

EXAMINATIONS: There will be two exams, a mid-term and final that test student’s knowledge of the lecture, discussion, and readings. All exams are constructed in a multiple choice and fill-in-the-blank or short essay format. They will be worth 100 points each. In the event of a missed examination, students must contact the instructor PRIOR to the examination date and provide signed documentation by an authorized person (not family member) for their absence. Examinations make-ups need to be arranged before the next scheduled class and will be constructed in essay format.

CLASS CANCELLATION

If class is cancelled (i.e. weather conditions identified by the university; instructor illness, etc.), the University will be notified and the instructor will send an e-mail to the class using the D2L roster. If you are reading this, write your full name in marker on an index card and turn it in to the instructor no later than Thursday, August 29th. University cancellation announcements can be accessed through the University homepage or by calling the Mansfield University weather and emergency phone at 507-662-4499. If no announcements are relayed, assume class is still meeting.

GRADE DISPUTES

Students are encouraged to discuss their progress in the course throughout the semester and should address any concerns they have regarding grades on assignments with the instructor. On occasion, circumstances may arise in which a student disagrees with a grade on an assignment. If so, the student is encouraged to take sufficient time – at least 24 hours before responding – to understand and think about the grade. The student is encouraged to review the assignment and criteria, their work, and the evaluation. Second, the response to the grade must be made in writing. This gives the student time to think and develop the best argument he or she can make, giving the instructor the best opportunity to understand the student’s perspective and respond meaningfully. The student may send his or her response to the instructor via email or bring it to class. In the written response, the student must make an argument concerning the grade/evaluation. Making an argument does not mean the student needs to be argumentative. It does mean, however, that the argument should be a well-reasoned position, based on evidence. The argument does not have to be long, but there should be a good rationale for why the grade should be changed. A student must submit all arguments within 7 days of the time the work
was returned to the student or posted. Should the instructor agree to re-review the assignment, the final grade may reflect a higher or lower grade than the original score depending on previously overlooked errors or less weight given to the original errors.