

Plymouth State University

The University System of New Hampshire

**CO 5670 ~ Working with Children and Families
Spring 2021, 3 Credits
Online
Zoom Meetings on Tuesday, 3:30 – 6:00pm**

Instructor: Stephen V. Flynn, PhD, LMFT-S, LPC, NCC, ACS

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Office hrs. Fri. 10am -12pm

Office Location: Hyde Hall Room 227

Zoom:
<https://plymouthstate.zoom.us/j/9894980390>

Class Schedule:

- Zoom meetings will take place on the following dates: **2/2, 2/16, 3/2, 3/16, 3/30, 4/13, 4/27**
- There will be required Kaltura videos and an optional discussion board on the following dates: **2/9, 2/23, 3/9, 3/23, 4/6, 4/20**
- The Tickets of Admission will be due on the following dates: **2/16, 3/2, 3/16, 3/30, 4/13**
- 27 min. contemporary issue and empirically validated treatment procedure presentations: **2/16 & 3/2**
- The couple and family theory presentations will take place on the following dates: **3/16, 3/30, 4/13, 4/27**
- The exam will be on the following dates: Final Exam (**8 am on 5/4 – 10 pm on 5/5**)

Catalog Description:

This course is designed to help students understand the foundational models and associated techniques of relational therapy and counseling youth. Basic principles, concepts, and assumptions inherent in each of the foundational models will be explored as well as the implications for practice. Issues that affect contemporary families and youth and the associated empirically validated treatment will be explored. Required course for MS students in the clinical mental health counseling and couples and family therapy tracks. Prerequisites CO 5010 or SY 6010 and CO 5260, or permission of the instructor

****It is essential that students display excellent professional comporment in this course. For information on appropriate netiquette all students must view the following link <http://www.edutopia.org/netiquette-guidelines> ****

All students unfamiliar with Moodle 2 are required to view the following website: https://docs.moodle.org/28/en/About_Moodle_FAQ

Content Areas

Techniques for Counseling Children and Adolescents
Techniques and Theories of Couples
Counseling Techniques and Theories of Family Therapy
Systems Theories and Perspectives
Ethical and Legal Issues of Counseling Children, Adolescents, Couples, and Families
Multicultural Considerations of Counseling Children, Adolescents, Couples, and Families

Methods of Instruction

The following methods of instruction may be used in order to facilitate learning of this class: lecture, PowerPoint, videos, classroom presentations, group activities, discussion, and individual or group presentations. This list is not intended to be all-inclusive, but rather a sample of methods that may be utilized throughout the term.

- i. **Most Classes:** Most classes incorporate: Discussion of TOA, activities designed to understand certain skills at a cognitive level, experiential counseling sessions or skill training sessions w/live supervision, supervisory and peer feedback, and group process of the experience.
- ii. **Confidentiality and Ethics:** In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality unless you feel someone is in danger.
- iii. **When You Play the Role of Client in Practice Sessions:** You have the right and personal responsibility to share only as deeply as you want. All experiential exercises in this course are mandatory however you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.
- iv. **Practice:** This is a class where you will be learning many new skills. The more you can practice, the faster you will improve. While it is important to understand the material in the text, it is crucial that you be able to demonstrate the required skills.

Texts Required:

Nichols, M. P., Davis, S.D. (2020). *Family Therapy: Concepts and Methods* (12th Edition). Boston, Pearson

Other Course Readings (available via Moodle or via Lamson Library database)

The following websites are required viewing:

American Counseling Association (ACA): <http://www.counseling.org>
American Association of Marriage & Family Therapy (AAMFT): <http://www.aamft.org>
New Hampshire Mental Health Counseling Association (NHMHCA):

<http://www.nhmhca.org/>

New Hampshire Licensure Board: <http://www.nh.gov/mhpb/forms.html>

American Mental Health Counseling Association <http://www.amhca.org/>

American Psychological Association – Society for Couple of Family Psychology

<https://www.apa.org/about/division/div43>

The American Family Therapy Academy <https://afta.org/>

The International Association of Marriage and Family Counselors (IAMFC)

<https://www.iamfconline.org/public/main.cfm>

The following journals are extremely relevant to this course and the assignments:

The Family Journal

American Journal of Family Therapy

Clinical Child and Family Psychology Review

Contemporary Family Therapy: An International Journal

Couple and Family Psychology: Research and Practice

Family and Community Health

Family Process

Family Relations

Family Journal

Journal of Family Issues

Journal of Family Psychotherapy

Journal of Marital and Family Therapy

Journal of Sex and Marital Therapy

Journal of Systemic Therapies

Journal of the History of Sexuality

Journal of Counseling and Development

Student performance evaluation criteria and procedures:

• **Exam (25% of Grade):**

There will be one examination at the end of the course. The cumulative exam will be from the Nichols text. A study guide of important concepts will be handed out 1 week before the exam. The important concepts sheet will only supply a foundational level of terms. Those students who wish to achieve excellence on the exam will need to read all materials and study beyond what is stated on the important concepts sheet. The exam will be located in Moodle 2 under the “final exam” tab. The exam will be available from 8 am to 10pm on the test day (see calendar for specifics). The exam will include 50 multiple choice/true and false questions (worth 2 points each). Students will be given 2 minutes to answer each test question. **If for some reason you fail to take the online exam within the given time frame you will be given the score of 0.**

• **Contemporary Issue and Empirically Validated Treatment Procedure (25% of Grade):**

Students will form groups of 5 or 6. As a group prepare and present a 20-minute PowerPoint presentation on a specialized treatment procedure to utilize with a common family issue (e.g., substance abuse/addiction, intimate partner violence, divorce/remarriage, blended family, sexuality, sexual dysfunction, grief and loss, etc.). Presentations should thoroughly explore both the treatment procedure and the contemporary issue. Using an understanding of the situation from your readings, write a role-play scenario demonstrating how a counselor/therapist may intervene with the family using an empirically

validated intervention. The discussion of the role-play write-up should not last more than 7 minutes.

Each group must provide a one page/one sided handout detailing the following information: (a) a heavily cited/referenced (i.e., at least 5) paragraph describing the intervention and its use with families, (b) a heavily cited/referenced paragraph detailing the salience of the issue in contemporary families, and (c) at least 3 alternative treatment procedures for working with the same family issue. Each of the alternative procedures must have one citation/reference. Handouts can be single-spaced; however, all other aspects of the handout must conform to APA style.

(CACREP 5.b.)

- **Ticket of admission (25% of Grade):**

All students must submit a one-page (single-spaced) reflection paper entitled **Ticket of Admission (TOA)** by 11:59pm the night before our bi-weekly Zoom-based class meetings. The TOAs must be based on a single research-based article and reflect clinical updates for family therapists. The contemporary research article should not be older than 5 years. For example, if writing a TOA on ADHD you would reflect on the clinical information presented within a contemporary research-based ADHD article. Students will form groups of three and each will organize the topic of the week with their group peers. The possible weekly topics will be displayed within the course syllabus calendar. The Tickets of Admission and the contemporary article must be uploaded to the Moodle 2 page each week. Reading and thoroughly understanding the implications of each issue will create a strong clinical foundation on a variety of topics you will likely encounter in the field. The TOAs and article will be used in class to facilitate a rich dialogue amongst peers and future colleagues. Dr. Flynn will examine each reflection paper on the following criteria: **Understanding of the explicated research, how issues addressed in the chapter relate to students future work in professional counseling, appropriate grammar/punctuation, depth of reflection, and reference section (including the new article).** Please only provide your name and the word TOA within the header of your submission. Do not provide an Abstract section, cover page, or other non-essential information. Lastly, students will be evaluated on their ability to maintain appropriate professional comportment during the student led TOA discussion groups.

(CACREP 5.b.)

- **Couple and family theory presentation (25% of grade):**

Students will form groups of at least 4 or 5 students and present a 45 minute PowerPoint presentation on a theory of marriage and family therapy. The dimensions that must be covered during your presentation include: the theory's take on the origin and nature of the mental health concerns, what constitutes emotional/psychological well-being, role of the marriage and family counselor, role of the client in therapy, nature of human development, the process of change, how progress is maintained in the marriage and family work, specific techniques and examples, multicultural issues, and theoretical limitations. Presenters are expected to facilitate one couple and family therapy session that will be approximately 15 minutes in duration. Given the online nature of this particular course, the mock session must be written and read aloud to the course via Zoom platform. The goal of the session is to effectively perform four techniques that are unique to your particular theory. Presenters must provide an overall case to the class (i.e., a one page synopsis of the presenting problem) and, prior to their presentation, consult with each family/couple member (i.e., classmates) and utilize the members of their group or assign classroom peers a role and certain responsibilities that will allow for the utilization of the techniques. In addition, these must not be techniques that have been previously covered in the class and will be taken directly from original literature

from the originator of your particular theory (i.e., not a multi-theory textbook). Finally, presenters must come to class with an additional handout on the techniques they will be demonstrating. The handout is a table with the four technique names, definition, original citation/p.# of original text the technique was retrieved from, and three counselor/client examples for each technique.

The PowerPoint, case, and technique handout need to be placed in the course drop box by 11:59 pm the night before the presentations. Please note that it is essential that students look to original literature for this presentation (not comprehensive textbooks).

Example of technique handout with one example:

<p><u>Therapeutic Gossiping:</u> “Co-therapists talk to each other about what they are observing in front of the family to remain connected and to evoke a response from the family” (Satir & Baldwin, 1983, p. 314).</p>	<p><u>Example 1: Counselor A:</u> “I don’t know about you Chris, but I’m sensing something different about the group today.” <u>Counselor B:</u> “Yeah, Steve it seems something has happened that caused everyone to get quiet and uncomfortable around each other. Hmmm...I wonder what it could be?”</p>
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Grading Scale

- A (95and up)
- A- (90-94)
- B+ (87-89)
- B (83-86)
- B- (80-82)
- C+ (77-79)
- C (73-76)
- C- (70-72)
- F (69 and below)

Plymouth State University Policies

Add/Drop Deadline

Please review the course add/drop deadline for the spring semester. Adds/drops are done online. Late add on requires an instructor's permission.

Excused Absence Policy and Class Attendance

Plymouth State University students are held accountable for meeting all course requirements, which may include both in-class and out-of-class experiences, as well as both individual and group-based activities. Students must therefore realize that they are expected to attend all regularly scheduled meetings of courses in which they are enrolled. Instructors outline attendance policies and explain the effect multiple absences have on final grades—whether or not unexcused absences will be used in computing grades—in the course syllabus. Course syllabi are distributed during the first class meeting, posted online, or can be requested from the instructor in advance. In classes that use online classroom management software (such as Moodle), online student activity is recorded and may be used to determine participation. Instructors maintain records to show the attendance policy is being followed. Students are urged to recognize the importance of participation in class activities and to be aware that grades may be affected by absences or lack of

participation during online coursework. Instructors shall determine the class attendance policies and to decide whether to allow students to make up missed work for unexcused absences. Unless the course instructor states otherwise, students should assume that there will be academic consequences for every absence deemed unexcused by the instructor. Please [click here](#) review the entire PSU excused absence policy

Grading Standards and Policies

Fair and equitable grading reflects values to which all members of the Plymouth State University community commit themselves. Grades are used to assess the relative extent to which students achieve course objectives in all for-credit courses at PSU. Academic freedom allows instructors (1) to determine course objectives, within the bounds of established curricula, and the means by which a student's mastery of those objectives will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments. Students have the right to challenge evaluations of their work, and hence instructors are accountable with regard to providing and explaining all relevant grades and grading criteria. Grading challenges are of two kinds. Those that question the accuracy of grades are resolved by means described under Grade Appeals. Questions related to the policy or process of making assignments and determining the final grade are addressed by Standards for Fair Grading. Please [click here](#) to review the entire PSU fair grading policy.

Incomplete Grades

An instructor may decide to enter a grade of incomplete (IC) on a student's record if unusual circumstances prevent completion of the course on time, and a minimal proportion of the total class work needs to be completed. This agreement is finalized on a Request for a Grade of Incomplete form and submitted to the Registrar's Office by the instructor when final grades are due. The course must be completed by the date specified by the instructor, by the end of three academic terms, or by the student's graduation, whichever comes first. If the course is not completed by the expiration of this period, a grade of F will be recorded unless the instructor has stipulated a different grade on the request form. A student may not enter field experiences or graduate with an incomplete on his or her transcript. Additionally, a student with an outstanding incomplete in a course may not register again for that course.

Late Assignments

Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these potentialities, students are advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. If possible, the student should request an extension for the assignment from the instructor before the assignment is due. If this is not possible, the student should contact the instructor as soon as possible after the due date. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension. Assignments that are handed in beyond the due date for which no extension is granted will not be accepted and will result in a failing grade for the assignment.

PSU Academic Integrity Policy

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Please [click here](#) to review the entire PSU Academic Integrity Policy

ADA Statement

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare 210 (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have a Letter of Accommodation for this course from CAS, please provide the instructor with that information privately so that you and the instructor can review those accommodations

Computer and Cell Phone Use in the Classroom

Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos and student presentations, they should not be open. Cell phones play an important role in emergency situations but they should be kept on vibrate and not be used for receiving or sending text messages during the class meeting.

Writing: Use Times Roman 12-point font and APA style (except for providing an abstract) for all papers in the Marriage and Family Therapy program.

All assignments must be completed and handed in on time in order to pass the course. The instructor reserves the right to revise this syllabus at any time during the semester.

Tentative Course Schedule

Date	Class Topic/Experience	Assignments Due
Unit 1 2/2 – 2/8	<ul style="list-style-type: none"> • Review course and syllabus via <u>Zoom on Tues. 2/2</u> • Review course Moodle 2 shell and links 	Welcome Letter Syllabus Online Introductions
Unit 2 2/9 – 2/15	<ul style="list-style-type: none"> • <u>Review Kaltura Video/Optional Discussion Forum</u> • The evolution of family therapy 	Nichols Chapter 1
Unit 3 2/16 – 2/22	<ul style="list-style-type: none"> • <u>Zoom/TOA on Tues. 2/16</u> • Fundamental concepts and basic techniques 	Nichols Chapter 2 and 3 TOA Topics: (a) coping with racism in couples/families, (b) families/couples coping with crisis/disaster, and (c) multi-racial families Group technique presentations #1 (2/16)
Unit 4 2/23–3/1	<ul style="list-style-type: none"> • <u>Review Kaltura Video/Optional Discussion Forum</u> • Bowen family therapy 	Nichols Chapter 4

<p>Unit 5 3/2 –3/8</p>	<ul style="list-style-type: none"> • <u>Zoom/TOA on Tues. 3/2</u> • Strategic/structural family therapy 	<p>Nichols Chapter 5 and 6</p> <p>Group technique presentations #2 (3/2)</p> <p>TOA Topics: (a) Adult attachment, (b) marital distress, and (c) financial distress</p>
<p>Unit 7 3/9 –3/15</p>	<ul style="list-style-type: none"> • <u>Review Kaltura Video/Optional Discussion Forum</u> • Experiential family therapy 	<p>Nichols Chapter 7</p>
<p>Unit 8 3/16 –3/22</p>	<ul style="list-style-type: none"> • <u>Zoom/TOA on Tues. 3/16</u> • Psychoanalytic family therapy 	<p>Nichols Chapter 8</p> <p>Couple and family theory presentations (3/16)</p> <p>TOA Topics: (a) The internet's effect on couples (e.g., dating sites, online infidelity, pornography, internet addiction); (b) The internet's effect on families (e.g., safety for children, gaming, challenges with raising adolescents); and (c) reducing divorce conflict</p>
<p>Unit 9 3/23 –3/29</p>	<ul style="list-style-type: none"> • <u>Review Kaltura Video /Optional Discussion Forum</u> • Cognitive behavioral family therapy 	<p>Nichols Chapter 9</p>
<p>Unit 10 3/30 –4/5</p>	<ul style="list-style-type: none"> • <u>Zoom/TOA on Tues. 3/30</u> • Family Therapy in the 21st Century 	<p>Nichols Chapter 10</p> <p>Couple and family theory presentations (3/30)</p> <p>TOA Topics: (a) Parenting issues, (b) family and parenting cohesion and flexibility, and (c) child abuse and neglect</p>
<p>Unit 11 4/6 –4/12</p>	<ul style="list-style-type: none"> • <u>Review Kaltura Video/Optional Discussion Forum</u> • Tailoring treatment to specific populations and problems 	<p>Nichols Chapter 11</p>

<p>Unit 12 4/13 –4/19</p>	<ul style="list-style-type: none"> • <u>Zoom/TOA on Tues. 4/13</u> • Solution Focused Therapy 	<p>Nichols Chapter 12</p> <p>Couple and family theory presentations (4/13)</p> <p>TOA Topics: (a) Parental grief after the death of a child, (b) sibling abuse, and (c) blended and/or stepfamilies</p>
<p>Unit 13 4/20 –4/26</p>	<ul style="list-style-type: none"> • <u>Review Kaltura Video/Optional Discussion Forum</u> • Narrative therapy 	<p>Nichols Chapter 13</p>
<p>Unit 14 4/27 –5/5</p>	<ul style="list-style-type: none"> • <u>Zoom on Tues. 4/27</u> • Comparative analysis and family therapy research 	<p>Nichols Chapter 14 and 15</p> <p>Couple and family theory presentations (4/27)</p> <p>Final Exam (8 am on 5/4 – 10 pm on 5/5)</p>