University of Northern Colorado

APCE 669 Advanced Methods: Couples and Family Therapy
Fall 2019

Instructor: Kenneth Parnell, Ph.D.
Professor of Counseling Psychology
Licensed Psychologist

Graduate Assistants: TBA

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Course Credit: 3 semester hours
Prerequisites: APCE 612 or 702, or concurrently with 612 or 712

Course Description: Course expands on family therapy models presented in APCE 665, and includes other significant models. Training activities include diagnosis, assessment, case presentations, enactments, video use and case analysis, use of evidence based interventions.

Instructor Qualifications: Dr. Kenneth Parnell earned his Ph.D. in Counseling Psychology from the University of Nebraska and a MS in Couple and Family Therapy from the University of Maryland. His research interests and areas of specialization include intimate relationships, help-seeking, and therapy process and outcome.

Important Note: Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advance notice and/or accommodations as possible.

Method of Instruction:
This course is a pre-practicum course in preparation for APCE 694 Practicum in Couple and Family Therapy or internship for the CFT licensure option; as such the course is experiential, interactive role-playing, video demonstration, and class demonstration. Students will be reviewing the models in depth by reading, viewing of cases, role playing, writing SOAP notes and reaction papers. In the role plays you are asked to role play different family members and rotate on being the therapist/counselor.
Course Content/Procedures:

1. In-depth study of family systems models chosen from the following:
   - Structural
   - Narrative
   - Solution-Focused
   - Emotionally Focused Therapy
   - CBT Family/Couples

   Including theory, conceptualization, goals, process/stages, techniques, and empirically supported interventions for the model.

2. Review evidence-based interventions related to models.

3. Case conceptualization/analysis of several family counseling situations.

4. Treatment planning using evidence-based interventions.

5. Observation and evaluation of several role-played and videotaped couple and family counseling sessions.

6. Exploration and demonstration of specific techniques, conceptualization, goals, and role of self of therapist in several models and in relation to common factors.

7. Become familiar with the application of ethical and legal guidelines in clinical systemic cases.

8. Raise awareness of cultural, religious, ethnic, gender, sexual orientation, bilingualism/multilingualism and family life cycle/developmental issues in case conceptualization and counseling.

9. Reflect clear understanding of couple’s/family’s problem and relational conceptualization.

10. Awareness to address personal/professional growth conceptually and/or behaviorally.

Course KNOWLEDGE AND SKILL OUTCOMES (Objectives):
Upon successful completion of this course students will:

- Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals (CACREP MCFC.A.3).
- Recognize specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning (CACREP MCFC.C.2).
- Use systems theory to conceptualize issues in marriage and family therapy (CACREP MCFC.D.2).
- Understand how living in a multicultural society affects couples and families (CACREP MCFC.E.1).
- Recognize societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition,
dual-career couples, blended families, same-sex couples) (CACREP MCFC.E.2).
- Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client (CACREP MCFC.E.4).
- Understand the effect of local, state, and national policies, programs, and services on diverse family systems (CACREP MCFC.E.5).
- Know principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psycho-educational and personality assessments (CACREP MCFC.G.1).
- Understand marriage, couple, and family assessment tools and techniques appropriate to clients’ needs in a multicultural society (CACREP MCFC.G.2).
- Apply skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective (CACREP MCFC.H.1).
- Know evidenced-based treatments and basic strategies for evaluating counseling outcomes in marriage and family therapy (CACREP MCFC.I.3).

**Textbooks:**


*Text used in 665 is required for this course or comparable text if you took the class somewhere else, such as listed but not limited to: (YOU ONLY NEED TO PICK ONE FOLLOWING OR CHOOSE A COMPARABLE OPTION)*


Additional Readings will be assigned
Requirements:

1. **Class attendance:** Attendance is mandatory. Because of the interactive format missing more than four hours of class (consecutive or cumulative) will automatically result in reduction of one letter grade and/or may result in an incomplete or failing grade. Please be present when class starts and ends (and for all that happens in between). Repeated tardiness will result in a total course grade reduction of at least one letter grade.

2. **Class Participation (50%):** Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions having completed assigned readings. All students will be involved in classroom role-plays* and experiential exercises and should be prepared to participate in class discussions and activities.
   a. Active participation is essential and will be evaluated in the following way:
   b. Excellent (80-100) – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
   c. Satisfactory (69-79) – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
   d. Minimally Acceptable (48-68) – Passive participation: present, awake, alert, attentive, but not actively involved.
   e. Unsatisfactory (47 or less) – Uninvolved: absent, present but not attentive, sleeping, answering email, surfing the web, texting, making irrelevant contributions that inhibit the progress of the discussion

*Role plays: Active participation on being a therapist, co-therapist, and family member in role-play activities is required. Giving and receiving feedback is extremely important. Supervision in role-plays will consist of remaining consistent within the goals and process of chosen model, and common factors adherence. Role plays can become very real; it is your responsibility to discuss anything which felt uncomfortable as a “family member,” therapist and/or supervisee or if you need something different during feedback sessions. Professional demeanor is expected in role play cases and all that involves role play clients and situations.
3. **Two model papers (10%)**: Before the class begins, re-familiarize yourselves with your two preferred models of family therapy. Students are expected to choose two from Transgenerational/Bowen, Experiential, Structural, Solution-Focused, CBT, Emotionally Focused, and Narrative. Since Family Systems APCE 665 is a prerequisite, it is expected that students already know the models/theoretical approaches. The first part of the paper MUST include conceptualization, goals, stages, techniques, and role of therapist as a summary of the theory; no more than two pages for each model, regular font, and double spaced. Make sure to cite references. In the second part of your paper, also no more than two pages, explain your choice of model including asking yourself: 1) What is appealing to you philosophically/conceptually/practically about the model, 2) What do you find challenging about this model and what do you plan to do to make the best out of the challenge, 3) What do you perceive as the strengths and limitations of the model in general and for you personally. The drafts of these two summaries are due the first day of class.

4. **Case presentation and paper (20%)**
   The primary written assignment for the course will consist of a team paper (about 20 pages) drawing on material from class readings and discussion, as well as additional material from relevant couple research and therapy literature. In pairs, you will select a specific type of problem of which a couple/family might seek relationship therapy (partner abuse, substance abuse, sexual problems, depression, dual-career conflicts) and develop that topic in the following manner:

   Describe your case example, outlining the presenting problem; cite some relevant literature (course readings and from library search) concerning what is known about the incidence of this type of problem, cultural factors, risk factors, and how it influences or is influenced by the system.

   Describe two approaches (e.g. EFT and Solution Focused) for conceptualizing, assessing and treating the couple’s problem (one approach at a time). Briefly identify core concepts of each model that are relevant to the presenting problem; give specific examples of how you might assess and treat the case from each perspective; make some comparisons of the two approaches.

   In addition to submitting the written assignments, each pair will be expected to present their case study in class. This oral presentations should be 45 minutes in duration and should cover (a) a concise description of the system, their problem and any relevant information about the problem’s history, and (b) each partner will cover an application of one of the two theoretical approaches to this system and their problem covered in the paper, including how the problem is conceptualized and
what some representative aspects of the assessment and intervention might be. The purpose of this presentation is for the entire class to get some exposure to particular relationship problems and therapeutic approaches used with them.

For demonstrating minimal competency skills in conceptualizing, understanding presenting problem, specificity of goals with family and/or couple, it is important to show initiative in finding information pertinent to cases: i.e., websites such as ACA’s, APA’s, AAMFT’s and other sources which would be helpful readings to become more effective with your role play case. The schedule of presentation will be determined by the end of the first Friday of class.

5. **SOAP notes of two cases (10%)**: Students are expected to be a co-therapist in at least two role-plays. After two session, students are expected to write SOAP notes as a co-therapy team. Case notes must be written in a systemic, thorough manner and integrated with the chosen model of treatment.

6. **Couple Assignment (10%)**: Guidelines will be discussed in class. Plan on having a volunteer couple who is willing to be interviewed and give you feedback on the questions. Please prepare a 2-3-page summary of the interview. Be prepared to discuss this experience with the class on the second weekend of this class.

**Evaluation:**

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Schedule
Before the first weekend of class you are expected to have reviewed the main models of family therapy by reading chapters 3-6 in Carr (or equivalent theory book). Before the first weekend you should also have studied:

Gurman, Lebow, Snyder (2015) chapters: 2 (CBT), 11 (Solution Focused), 13 (Structural) and an additional 1 chapters of your choice between 14-24.

Day 1:
☐ First draft of reviews of 2 models due
☐ Review of basic skills for family counseling and common factors
☐ Organize the schedule for role plays, case presentation and couple’s interview presentation
☐ Prepare for the role plays (SOAP notes, Informed Consent, Counseling rooms)

Structural Therapy
* Santisteban, Mena, Abalo, 2013

Day 2:

CBT with Couples and Families
☐ Case notes in family counseling
☐ Treatment planning for cases
☐ role plays
☐ Review your sessions, work on SOAP notes, Treatment Plan and Summary of Feedback
* Whisman & Baucom, 2012

Day 3:

Solution Focused Therapy
☐ Role Plays
☐ Review your sessions, work on SOAP notes, Treatment Plan and Summary of Feedback
☐ View video tapes of Master therapists
* Benson, McGinn, Christensen, 2012

Before second weekend you should have studied:

Gurman, Lebow, Snyder chapters: 4 (EFT), 10 (Narrative) and an additional 1 chapters of your choice between 14-24.

Day 4:

Narrative Therapy
☐ Couple’s interview presentation
☐ View video tapes of Master therapists
* Fleming & Cordova, 2012

Day 5:

EFT
☐ Case Presentations
☐ Continuation of role plays
☐ Review your sessions, work on SOAP notes, Treatment Plan and Summary of Feedback
* Escudero et al 2012

Day 6:
☐ Case presentations
**Doctoral Teaching Assistants:** The doctoral graduate assistants may be responsible for leading some lectures, discussions, and provide feedback. They may also review student work such as presentations, and papers. This allows the apprentice to evaluate student work under the direction of a faculty member. The assignment of grades is the sole responsibility of the instructor. All questions pertaining to grades are to be directed to Dr. Parnell.

**Equity and Inclusion Statement:** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

**Disability Resources:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at http://www.unco.edu/disability-support-services/

**Inclusivity/Diversity Statement:** The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment,
sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

**Food Insecurity and Basic Needs Statement:** Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

**Academic Integrity:** Students are expected to maintain academic integrity at all times. Academic dishonesty in any form, such as plagiarism, will NOT be tolerated and may result in failure of the course and possibly dismissal from the program. Students should refer to the “Student Conduct Code” for additional information such as ways to prevent academic dishonesty and/or plagiarism. [http://www.unco.edu/dos/handbook/student_conduct_code.html](http://www.unco.edu/dos/handbook/student_conduct_code.html) Students should also review the Counseling Psychology Student Handbook for additional information.

**Clinical Procedures:** All students are required to follow the clinical and/or organizational procedures.
**Recording Devices:** Using recording devices or recording software/apps in the classroom of any type will not be permitted (e.g., audio, video). Students audio or video recording classroom lectures must be provided prior approval from this instructor or an accommodation letter from Disability Support Services must be provided by the student prior to recording information. Violations may result in failure of the course and possibly dismissal from the program. **Social Media:** There should be no information related to this course posted or shared on any social media platform or the internet in any way. Violations may result in failure of the course and possibly dismissal from the program.

**Electronic Devices:** Using electronic devices (e.g., computers, iPads, phones) in the classroom for any reason not related to the course (e.g., social media or online use, messaging, texting) will not be permitted without prior approval. Violations may result in reduction in final grade or failure of the course.

**Profession Wide Competency Areas:** It is essential to act in accordance in the Profession Wide Competency areas that are applicable to this course and if you do not an individualized plan will be developed (in consultation with the CP faculty). These areas include: Ethical and Legal Standards; Communication and Interpersonal Skills; and Professional Values and Attitudes (see below).

**Ethical and Legal Standards:** All students are required to know and adhere to the American Psychological Association’s ethics code (APA, 2002; 2010, 2017). Ethical violations may result in failure of the course and possibly dismissal from the program. As students training to be counseling psychologists in health service psychology, they are expected to demonstrate competence in the following areas:

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct
  - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.
- Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in an ethical manner

**Communication and Interpersonal Skills:** Communication and interpersonal skills are foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction, and it is expected that these skills are evident from you throughout your time in the program, which include the following:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult
communication well.

- Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all communication and interpersonal interactions

**Professional Values and Attitudes:** You are expected to respond professionally in increasingly complex situations as a student training to be a counseling psychologist in health service psychology. Based on this competency area, students are expected to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
- Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues related to professional values and attitudes
- Demonstrates the professional values and attitudes consistent with the area of counseling psychology in the field of health service psychology (e.g., holistic & contextual worldview; developmental, strength-based perspective, values prevention, vocational integration, social justice orientation).