



Couples and Family Counseling CM 536-A
3 Hours
Monday 1:00 pm to 3:50 pm
Spring 2021

Course Introduction

Instructor:	Linda Robinson, Psy.D. LCPC
Office and Hours:	Mon. and Thurs. - 9:00 am to 12:00 pm by appointment via Zoom
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Official Course Description

This survey course presents family systems and its major theories and practice. Couple and family lifecycle dynamics will be addressed as well as issues impacting healthy family functioning and development in a diverse society. Other relevant theories will also be covered.

Institutional Learning Outcome Addressed

Scholarship

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

- Students will competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation
 - **By the end of this course, students will be able to...**
 - **Recall the history and development of marriage, couple, and family counseling (5.F.1.a)**
 - **Compare the sociology of the family, family phenomenology, and family of origin theories (5.F.1.d)**

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

- Students will demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling
 - **By the end of this course, students will be able to...**
 - **Outline the structures of marriages, couples, and families (5.F.2.b)**

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- Students will show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.

- **By the end of this course, students will be able to...**
 - **Identify roles and settings of marriage, couple, and family counselors (5.F.2.a)**
 - **Explain ways to fostering family wellness (5.F.3.b)**

Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- Students will demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.
 - **By the end of this course, students will be able to...**
 - **Describe theories and models of family systems and dynamics (5.F.1.b)**
 - **Compare theories and models of marriage, couple, and family counseling (5.F.1.c)**
 - **Choose family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments 5.F.2.c)**
 - **Describe assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective (5.f.3.1)**
 - **Formulate techniques and interventions of marriage, couple, and family counseling (5.F.3.c)**
 - **Create conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling (5.F.3.d)**

Required and Optional Texts and Electronic Reserves

Required Texts

Title (APA Format)	ISBN-13	Publisher's Price
McGoldrick, M., Gerson, R. & Petry, S. (2020). <i>Genograms: Assessment and Intervention. 4rd Ed.</i> New York, NY: W.W. Norton & Company	13-978-0393714043	\$23.43
Nichols, M. P. (2021). <i>Family Therapy Concepts and Methods.</i> (12th ed.). Boston, MA: Pearson Education	13-9780-135843062	\$41.76

Optional but Recommended Readings:

Awosan, C. & Sandberg, J. (2011). Understanding the experience of Black clients in marriage and family therapy. *Journal of Marital and Family Therapy*, 37(2):153-169.

Bartle-Haring, S., Glebova, T. & Meyer, K. (2007). Premature termination in marriage and family therapy within a Bowenian perspective. *The American Journal of Family Therapy*, 35: 53-68.

Byng-Hall, J. (2008). The crucial roles of attachment in family therapy. *Journal of Family Therapy*, 30: 129-146.

Dattilio, F. (2001). Cognitive-Behavioral Therapy: Contemporary myths and misconceptions. *Family Therapy*, 23(1): 3-18.

Gardner, B., Burr, B. & Wiedower, S. (2006). Reconceptualizing Strategic Family Therapy: Insights from

a dynamic systems perspective. *Contemporary Family Therapy*, 28: 339-352.

Green, E. (2008). Individuals in conflict: An internal family systems approach. *The Family Journal: Counseling and Therapy for Couples and Families*, 16(2): 125-131

Kaslow, F. (2000). Continued evolution of family therapy: The last twenty years. *Contemporary Family Therapy*, 22(4): 357-386.

Kosutic, I. & McDowell, T. (2008). Diversity and social justice issues in family therapy literature: A decade review. *Journal of Feminist Therapy* 20(2): 142-165.

Milner, J. & Singleton, T. Domestic violence: Solution-focused practice with men and women who are violent. *Journal of Family Therapy*, 30: 29-53.

Navarre, S. (1998). Salvador Minuchin's Structural Family Therapy and its application to multicultural family systems. *Issues in mental health Nursing* 19: 557-570.

Phipps, W. & Vorster, C. (2015). Refiguring family therapy: Narrative Therapy and beyond. *The Family Journal: Counseling and Therapy for Couples and families*, 23(3): 254-261.

Thompson, S., Bender, K., Cardoso, J. & Flynn, P. (2011). Experiential activities in family therapy: Perceptions of caregivers and youth. *Journal of Child and Family Studies*, 20: 560-568.

Walsh, F. (2010). Spiritual diversity: Multifaith perspectives in family therapy. *Family Process*, 49(3): 330-348.

Course Learning Objectives

CACREP STANDARDS MET THROUGH CLASS			
CACREP Standard Code	CACREP Standard	Manner Taught	Manner Assessed
5.F.1.a	Students will become knowledgeable of the history and development of marriage, couple, and family counseling	<ul style="list-style-type: none"> • Lecture • Nichols book 	<ul style="list-style-type: none"> • Exam • Final Paper/Presentation •
5.F.1.b	Students will understand the theories and models of family systems and dynamics	<ul style="list-style-type: none"> • Lecture • Nichols book 	<ul style="list-style-type: none"> • Final Paper/Presentation • Exam
5.F.1.c	Students will understand the theories and models of marriage, couple, and family counseling	<ul style="list-style-type: none"> • Lecture • Nichols book 	<ul style="list-style-type: none"> • Final Paper/Presentation • Exam
5.F.1.d	Students will become knowledgeable of sociology of the family, family	<ul style="list-style-type: none"> • Lecture • Nichols book 	<ul style="list-style-type: none"> • Genogram • Final Paper/Presentation • Exam

	phenomenology, and family of origin theories		
5.F.2.a	Students will identify the roles and settings of marriage, couple, and family counselors	<ul style="list-style-type: none"> • Lecture • Nichols book • McGoldrick Book 	<ul style="list-style-type: none"> • Final Paper/Presentation • Exam
5.F.2.b	Students will identify the structures of marriages, couples, and families	<ul style="list-style-type: none"> • Lecture • Nichols book • McGoldrick Book 	<ul style="list-style-type: none"> • Final Paper/Presentation • Exam
5.F.2.c	Students will become knowledgeable of family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	<ul style="list-style-type: none"> • Lecture • Nichols book • McGoldrick Book 	<ul style="list-style-type: none"> • Final Paper/Presentation • Exam • Genogram
5.F.3.a	Students will become knowledgeable of assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	<ul style="list-style-type: none"> • Lecture • Nichols book • McGoldrick Book 	<ul style="list-style-type: none"> • Final Paper/Presentation • Exam • Interview • Genogram • Culture Paper
5.F.3.b	Students will understand how to fostering family wellness	<ul style="list-style-type: none"> • Lecture • Nichols book • McGoldrick Book 	<ul style="list-style-type: none"> • Interview • Final Paper/Presentation • Exam • Interview • Genogram • Culture Paper
5.F.3.c	Students will become knowledgeable of techniques and interventions of marriage, couple, and family counseling	<ul style="list-style-type: none"> • Lecture • Nichols book • McGoldrick Book 	<ul style="list-style-type: none"> • Interview • Final Paper/Presentation • Exam • Interview • Genogram • Culture Paper
5.F.3.d	Students will be able to conceptualize and implement treatment, planning, and intervention strategies in marriage, couple, and family counseling	<ul style="list-style-type: none"> • Lecture • Nichols book • McGoldrick Book 	<ul style="list-style-type: none"> • Interview • Final Paper/Presentation • Exam • Interview • Genogram • Culture Paper

Learning Outcomes Addressed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
History and development of marriage, couple, and family counseling	No ability to understand the History and development of marriage, couple, and family counseling	Basic ability to understand the History and development of marriage, couple, and family counseling	Intermediate ability to understand the History and development of marriage, couple, and family counseling	Advanced ability to understand the History and development of marriage, couple, and family counseling
Theories and models of family systems and dynamics	No ability to understand the Theories and models of family systems and dynamics	Basic ability to understand the Theories and models of family systems and dynamics	Intermediate ability to understand the Theories and models of family systems and dynamics	Advanced ability to understand the Theories and models of family systems and dynamics
Theories and models of marriage, couple, and family counseling	No ability to understand the Theories and models of marriage, couple, and family counseling	Basic ability to understand the Theories and models of marriage, couple, and family counseling	Intermediate ability to understand the Theories and models of marriage, couple, and family counseling	Advanced ability to understand the Theories and models of marriage, couple, and family counseling
Sociology of the family, family phenomenology, and family of origin theories	No ability to understand the Sociology of the family, family phenomenology, and family of origin theories	Basic ability to understand the Sociology of the family, family phenomenology, and family of origin theories	Intermediate ability to understand the Sociology of the family, family phenomenology, and family of origin theories	Advanced ability to understand the Sociology of the family, family phenomenology, and family of origin theories
Roles and settings of marriage, couple, and family counselors	No ability to understand the Roles and settings of marriage, couple, and family counselors	Basic ability to understand the Roles and settings of marriage, couple, and family counselors	Intermediate ability to understand the Roles and settings of marriage, couple, and family counselors	Advanced ability to understand the Roles and settings of marriage, couple, and family counselors
Structures of marriages, couples, and families	No ability to understand the Structures of marriages, couples, and families	Basic ability to understand the Structures of marriages, couples, and families	Intermediate ability to understand the Structures of marriages, couples, and families	Advanced ability to understand the Structures of marriages, couples, and families
Family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom	No ability to understand the Family assessments, including diagnostic	Basic ability to understand the Family assessments, including diagnostic	Intermediate ability to understand the Family assessments, including	Advanced ability to understand the Family assessments, including diagnostic

inventories, and psychoeducational and personality assessments	interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments
Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	No ability to understand the Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	Basic ability to understand the Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	Intermediate ability to understand the Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	Advanced ability to understand the Assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective
Fostering family wellness	No ability to understand the Fostering family wellness	Basic ability to understand the Fostering family wellness	Intermediate ability to understand the Fostering family wellness	Advanced ability to understand the Fostering family wellness
Techniques and interventions of marriage, couple, and family counseling	No ability to understand the Techniques and interventions of marriage, couple, and family counseling	Basic ability to understand the Techniques and interventions of marriage, couple, and family counseling	Intermediate ability to understand the Techniques and interventions of marriage, couple, and family counseling	Advanced ability to understand the Techniques and interventions of marriage, couple, and family counseling
Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	No ability to understand the Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	Basic ability to understand the Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	Intermediate ability to understand the Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	Advanced ability to understand the Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

Assignments for this course are as follows:

1. Attendance and Participation

50 points

All students must actively participate in the course. The class format requires all students be prepared to apply the readings.

- *Attendance:* It is expected that you will attend every class meeting during the course of the semester. You are given one excused absence; two or more absences WILL RESULT in a full grade deduction.
- *Remote Access:* This course will be conducted remotely utilizing a Zoom software program. It is expected that students fully participate on Zoom via video **and** audio access. Students are expected to communicate any technical difficulties that prohibit full Zoom engagement to the professor via email or Zoom chat.
- *Being on time is very important. Class announcements are made at the beginning of class..*
- *During the Zoom class call, please refrain from cell phone use that is not related to the course (calls/texts to friends, surfing the web, playing video games, etc.).*

2. Final *Examination* Due 4/19 150 points

This exam will be administered online (Canvas) and it consist of multiple choices questions. It will include theory and terms of theorists as discussed in class and in the required readings.

3. *Family Genogram* Due 2/8 100 points

Complete a genogram of your family that includes at least three generations (i.e., your generation, your parent's generation, your grandparents – including their spouse's children, your cousins, etc.). Based on concepts reviewed in class and provided in your readings and handouts, you are expected to identify the following on your genogram:

- Names, dates of marriages, births, adoptions, deaths, separations, divorces (month & year), ethnic, religious affiliations for all significant family members, including cultural-based information such as migration history, occupation, socio-economic status, education, country/city/state of residence,
- Illnesses, substance abuse, mental health. Add descriptive information that clarifies relationships as needed (e.g., drug & alcohol use, incarceration, illness etc.)
- Create a legend to provide explanation including schematically showing the nature of key relationships (e.g., closeness, distance, conflicts, etc.) based on McGoldrick et al's work. You can include this information on a separate sheet of paper.

To prepare for this assignment, students will conduct research including interviews/conversations with family members. Hence you must reach out to contact siblings, parents, uncles/aunts, grandparents, etc. for information. You have the choice of creating your genogram using an online family tree program or drawing your genogram by hand and scanning it into a PDF document for presentation purposes. Utilizing PowerPoint slides may also be an option. Be creative in this assignment but “stick” as close as possible to the genogram symbols and layout demonstrated in class. Some meaningful modifications are acceptable. You will be part of a class presentation/discussion on your Genogram with Q & A. All family information presented by class members should be held confidential.

Some suggested genogram making software.

Microsoft PowerPoint

<https://genopro.com/free/>

<https://www.familyecho.com/>

<https://www.sampletemplates.com/business-templates/family-tree-example.html>

4. Family of Culture Paper and Presentation Due 3/1 100 Points:

Write a short research paper on a specific cultural family (Italian, Cuban, Indian, LGBT, etc.). Your paper should focus on the cultural family’s **experiences here in the USA**. Include the following content in your paper: **Your choice of cultural family must be approved by your professor in order to avoid duplications.**

1. A timeline and brief historical overview of the culture.
2. Descriptions/characterizes of the cultural family (i.e. collective, patriarchal, religious views, etc.).
3. Point out any misconceptions regarding the cultural family.
4. How the cultural family may perceive mental health treatment.
5. Possible treatment issues.
6. A family therapy theory that may work well with the cultural family.
7. Your countertransference experience (positive or negative) if you were to work with this cultural family.

Your paper should be a minimum of 8 pages (do not include the title and reference pages in this count) and written per APA style. Your paper should include at least 6 professional references **excluding the Nichols textbook.**

Prepare a short outline of your paper to present in class.

You must upload your 8 page paper AND your outline to canvas by the due date.

5. Case Presentation: Family/Couple in a Movie with Handout – Starts 3/29 - Due as assigned 100 points

Students will work with a partner or partners per the professor’s discretion to co-present, via PowerPoint, the treatment process of a family/couple in a movie. In 20 minute presentations, teams will address struggles faced by families/couples in their selected movie including but not limited to bi/multi-racial families/multicultural families, LGBT families, families affected by substance abuse/dependence, mental illness, chronic physical or terminal illness, immigration/multi-status, separation/divorce/other unscheduled transitions, military/combat service, etc.

Teams will arrive on a consensus about their selected movie as well as the family members’/couples’ presenting issues. Your movie must be approved by your professor in order to avoid duplication.

Although the instructor makes the final determination, a sample of possible movie options include **but are not limited to:**

<u>P.S., I Love You</u>	<u>My Family</u>	<u>Little Miss Sunshine</u>
<u>Fools Rush In</u>	<u>Because I said so</u>	<u>Tortilla Soup</u>
<u>When a Man Loves a Woman</u>	<u>The Mirror Has Two Faces</u>	<u>A Raisin in the Sun</u>
<u>Ordinary People</u>	<u>Hitch</u>	<u>Eve's Bayou</u>
<u>Don Jon</u>	<u>The Pursuit of Happiness</u>	<u>One Night Stand</u>
<u>The Namesake</u>	<u>Soul Food</u>	<u>Illegal Tender</u>
<u>Precious</u>	<u>Fire</u>	<u>Little Miss Sunshine</u>
<u>An Unfinished Life</u>	<u>Do the Right Thing</u>	<u>Mississippi Masala</u>
<u>Romeo and Juliet</u>	<u>Monsoon Wedding</u>	<u>American Beauty</u>
<u>American Beauty</u>	<u>Eat Drink Man Woman</u>	<u>Roots</u>
<u>Hamlet</u>	<u>Hannah and her Sisters</u>	<u>Affliction</u>

<u>Crazy Stupid Love</u>	<u>White Oleander</u>	<u>The way way back</u>
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The presentation will be interactive and include the following components with a PowerPoint handout:

1. Description of each family member, including level of functioning.
2. Description of the family organization, structure, rules, roles, etc.
3. Describe the impact of cultural variables of the family.
4. Apply **one** of the family system’s theories discussed in class to understand (conceptualize) the family/couple and their presenting concerns.
5. Family systems theory based treatment plan as follows:
 - a. Treatment Goals
 - b. Treatment Objectives
 - c. Treatment Interventions and rationale based on your chosen theory
 - d. Referrals, if applicable
6. Your possible reactions/counter-transference (for each presenter)
7. Reference page **AND** in slide citations

Showing clips from the movie depicting points of the presentation is required.

Your PowerPoint slides must be uploaded to Canvas by the day you present.

Please Note:

You must be ready for your presentation when class begins on your scheduled presentation day. It is expected that each student will participate equally in the presentation. Sitting by silently while your presentation partner presents the majority of the material will lower your points. Additionally, no one group member should dominate the presentation, as this behavior is unprofessional and will also lower your points. Hence, you should preplan your presentations wisely particularly around the 20 minute time frame.

Class Schedule, Assignments, and Grading

Week	Topic	Readings and Assignments	Points / Due Date	Assessment Method / Tool
<u>1/11</u> <u>Unit 1</u>	Foundation s of Family Therapy History of and Introductio n to Family Therapy Core	Syllabus Review *In Canvas you will find the Nichols PowerPoint slides that correspond with chapters from the textbook Textbook Readings: Nichols Introduction, Ch 1,2, 3	Attendance & Participation	Syllabus review Lecture

Week	Topic	Readings and Assignments	Points / Due Date	Assessment Method / Tool
	Concepts of Family Therapy	Small Group Discussion: Describe Your Family(s) or Origin.		
<u>1/18</u> <u>Unit 2</u>		Holiday		
<u>1/25</u> <u>Unit 3</u>	Genograms Bowen System	<p>Textbook Readings: Nichols Ch. 4 Bowen System McGoldrick Chaps 1, 2, & 4</p> <p>Genogram Video – Constructing the Multigenerational Family Video: Exploring the Problem in Context Bowen</p> <p>Genogram Software Links https://genopro.com/free/ https://www.familyecho.com/ https://www.sampletemplates.com/business-templates/family-tree-example.html</p> <p>Genogram Video https://search-alexanderstreet-com.tcsedsystem.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C3399187</p> <p>Bowen Video: https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=267</p>	Attendance & Participation	Lecture Genogram Exercises Video
<u>2/1</u> <u>Unit 4</u>	Experiential System Genograms	<p>Textbook Readings: Nichols Ch 7 Experiential System McGoldrick Chaps 9 & 10</p>	Attendance & Participation	Lecture Video

Week	Topic	Readings and Assignments	Points / Due Date	Assessment Method / Tool
	<p>Review</p> <p>Diversity</p>	<p>Play Family Genograms</p> <p>https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=388</p> <p>Weblinks:</p> <p>Family Therapy Satir Interview</p> <p>Becoming more completely human with Virginia Satir</p> <p>Basic Techniques and Principles of Satir's Conjoint Therapy</p> <p>McLenden video: https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=162</p>		
<p><u>2/8</u> Unit 5</p>	<p>Genograms</p> <p>Solution Focused System</p> <p>Diversity</p>	<p>Textbook Readings: Nichols Ch.12 Solution Focused</p> <p>Video I'd Hear Laughter : Finding Solutions for the Family (oclc.org)</p> <p>Weblinks: http://www.solutionfocused.net/</p> <p>Irreconcilable Differences: https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=067</p> <p>Review of genogram examples in the McGoldrick</p>	<p>Attendance & Participation</p>	<p>Lecture</p> <p>Video Genogram Presentations Due</p>

Week	Topic	Readings and Assignments	Points / Due Date	Assessment Method / Tool
		textbook		
<u>2/15</u> Unit 6	Structural System Diversity	<p>Textbook Readings: Nichols - 6 Structural Family Therapy</p> <p>Aponte: https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=129</p> <p>McGoldrick Chap. 5</p> <p>Weblinks: You Tube: Structural Family Therapy</p> <p>The Structural Model</p>	Attendance & Participation	Lecture Video
<u>2/22</u> Unit 7	Strategic System CBT	<p>Textbook Readings: Nichols Ch 5 Strategic Nichols Ch 9 CBT Nichols Ch 10</p> <p>Strategic (Coyne) - https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=266</p> <p>Behavioral – https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=126</p>	Attendance & Participation	Lecture Video
<u>3/1</u> Unit 8	Review	Discuss cultural papers	Attendance & Participation	Canvas Family of Culture Paper Due On Canvas 5 Cultural Presentations

Week	Topic	Readings and Assignments	Points / Due Date	Assessment Method / Tool
<u>3/8</u> Unit 9	Narrative System Special Topics	Review Canvas Activity Textbook Readings: Nichols Ch 13 Narrative Videos: Narrative Therapy https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=055 Special Topics in Family Therapy: The Angry Couple: https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=004 Family Secrets: https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=021 Couple Recovering from an Affair: https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=268	Attendance & Participation	Lecture Video
<u>3/15</u> Unit 10	Special Topics	Special Topics cont: Internal Family Systems Theory About Us IFS Institute (ifs-institute.com) https://www-psychotherapy-net.tcsedsystem.idm.oclc.org/stream/tcs/video?vid=116 Termination Nichols – pg.44-	Attendance & Participation Attendance & Participation	Lecture Discussion
<u>3/22</u> Unit 11	Review	Discuss cultural papers	Attendance & Participation	5 Cultural Presentations

Week	Topic	Readings and Assignments	Points / Due Date	Assessment Method / Tool
<u>3/29</u> <u>Unit</u> <u>12</u>	Application of Family Theory Diversity	Nichols Ch. 11 Textbook Readings Review	Attendance & Participation	<u>Family in a Movie/ Theory Presentations</u> 1. 2. 3. 4.
<u>4/5</u> <u>Unit</u> <u>13</u>	Application of Family Theory Diversity	Textbook Readings Review	Attendance & Participation	<u>Family in a Movie/Theory Presentations</u> 1. 2. 3.
<u>4/12</u> <u>Unit</u> <u>14</u>	Application of Family Theory Diversity	Textbook Readings Review	Attendance & Participation	<u>Family in a Movie/ Theory Presentations</u> 1. 2. 3. Wrap-up
<u>4/19</u> <u>Unit</u> <u>15</u>		CUMULATIVE FINAL EXAM ON CANVAS DUE		

Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Academic Portal.

Assignments Points:

Learning Objective	Assignment	Measurement	Expected Result
1 - 5	Attendance & Participation	50 points	90% of students will achieve 90% or higher
1-5	Exam	150 points	90% of students will achieve 90% or higher
1 - 5	Family in a Movie	100 points	90% of students will achieve 90% or higher
1 – 5	Genogram	100 points	90% of students will achieve 90% or higher
1-5	Family of Cultural Paper/Presentation	100 points	90% of students will achieve 90% or higher
Total		500 points	

Letter Grade	Rubric Level	Percent of Grade	Point Range
A	4	94-100%	470-500 points
A-	4	90-93%	450-469 points
B+	3	88-89%	440-449 points
B	3	83-87%	415-439 points
B-	2	80-82%	400-414 points
C	1	70-79%	350-399 points
F	1	69% and below	349 points or lower

POLICY	
CLICK HERE FOR SYLLABUS PART 2: POLICIES	
INTRODUCTION	
<ul style="list-style-type: none"> • COMMITMENT TO DIVERSITY 	
ACADEMIC POLICIES AND PROCEDURES	
<ul style="list-style-type: none"> • CLASS CANCELLATION • CREDIT HOUR • GRADING POLICIES <ul style="list-style-type: none"> ○ ADMINISTRATIVE GRADES <ul style="list-style-type: none"> ▪ INCOMPLETE • LEAVE OF ABSENCE 	

○ MILITARY LEAVE OF ABSENCE
FINANCIAL AID AND STUDENT ACCOUNT POLICIES
STUDENT RIGHTS AND RESPONSIBILITIES
● ACCESSIBILITY ACCOMMODATIONS
● STUDENT CONDUCT
○ ACADEMIC INTEGRITY
○ PROFESSIONAL COMPORTMENT
● RELIGIOUS ACCOMMODATIONS
● TECHNOLOGY
○ ELECTRONIC COMMUNICATION ETIQUETTE
○ USE OF COMPUTING RESOURCES
STUDENT SERVICES, HEALTH, AND SAFETY

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Website: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

NATIONAL CENTER FOR ACADEMIC & DISSERTATION EXCELLENCE (NCADE)

A. Academic Success Programs – Master’s and pre-dissertating student support

Contact: writing@thechicagoschool.edu

- Onboarding and Orientation
- Writing Assessment Process and Academic Writing Seminar
- One-on-one writing consultations (on-the-ground and online)
- Time management and learning style consultations
- Presentations on APA writing style and formatting

B. Dissertation Writing Experts (DWEs) and Methodology Experts (MEs) - Dissertating Student Support

Contact: ncade@thechicagoschool.edu

- Writing
- APA
- Methodology
- One-on-one writing consultations (on-the-ground and online)
- Editorial and methodological support with the IRB application prior to submission to IRB
- Manuscript Preparation (formerly copyediting)
- Writing, methodological and professional development webinars