Course description:
This course focuses on contemporary approaches to counseling including trauma, ambiguous loss and their relevant theories of treatment. A significant part of the class is devoted to understanding and treating normative and catastrophic stress in the context of individuals, families, and society. Biological, emotional, and spiritual wellness will be an emphasized. This course will present effectiveness research literature as it relates to marriage and family therapy across a multitude of disorders and populations. An emphasis on current issues and events in the field of marriage and family therapy will facilitate further development of advanced marriage and family students and their professional identity. Throughout the class, social, cultural, spiritual and ethnic diversity will be addressed with attention to their impact on resources available to families. This class will culminate in the development and writing of a personal philosophy of marriage and family therapy.

Course Text Articles:

Course Articles:


On Reserve in the Grad Library:

Grading:

<table>
<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Philosophy of MFT Paper</th>
<th>Final Exam</th>
<th>IAMFT Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
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</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>A-90-100</th>
<th>B+ 87-89</th>
<th>C+ 77-79</th>
<th>A- 90-93</th>
<th>B 83-86</th>
<th>C 73-76</th>
<th>B- 80-82</th>
<th>C- 70-72</th>
</tr>
</thead>
</table>

At the completion of this course students should be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OBJECTIVE</th>
<th>Assessed by</th>
<th>CACREP Section II.G</th>
<th>Section III</th>
<th>World Change Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate and understand neurobiology of trauma, loss and resilience</td>
<td>Exam</td>
<td>3.d; 5.g</td>
<td>A.1, A.7, D.1; G.3</td>
<td></td>
</tr>
<tr>
<td>2. Develop and demonstrate skills in the performance of IFS and Narrative Therapy.</td>
<td>Role play</td>
<td>5.e</td>
<td>A.5; H.1, H.2</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate the ability to assess and treat trauma in the context of individuals and families.</td>
<td>Role Play</td>
<td>5g</td>
<td>3d, 5g</td>
<td>B.2, C.2, D.2, D.3, G.3</td>
</tr>
<tr>
<td>4. Explore effectiveness research.</td>
<td>Exam</td>
<td></td>
<td></td>
<td>I.1, I.3</td>
</tr>
<tr>
<td>5. Demonstrate an understanding of current events and issues in the field of marriage and family therapy</td>
<td>Exam</td>
<td></td>
<td>A.1, A.6; C.1, C.2, C.3, C.4; D.3; E.2</td>
<td></td>
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<tr>
<td>5. Demonstrate knowledge of legal/ethical, professional identity and licensure considerations</td>
<td>Philosophy paper, Comp exam</td>
<td></td>
<td>A.2, A.3, A.4; E.5</td>
<td></td>
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<tr>
<td>6. Develop a personal philosophy of marriage and family therapy</td>
<td>Major Paper</td>
<td>5e</td>
<td>A.2, A.3, A.4 A.5; G.1, G.2 D.2; E.1</td>
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</tr>
<tr>
<td>7. Pass the MFT Comprehensive exam with 70% or better</td>
<td>Comp Exam</td>
<td>5e</td>
<td>A 1-7; C 1-4; E 1-5; G 1-3; I 1-3</td>
<td></td>
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<tr>
<td>8. Integrate biblically-informed perspectives into the application and critique of marriage and family theories and techniques.</td>
<td>Reflection Paper</td>
<td></td>
<td></td>
<td>1.1, 1.2, 1.3</td>
</tr>
</tbody>
</table>
Requirements:
Professional Demeanor
Part of receiving a graduate education is learning about your chosen field. Another part is learning to act like a member of that field. Professional Demeanor is in many ways the most important part of the learning process. How you act affects not only how others perceive you, but can also result in rewards or, alternatively, negative consequences. It will also affect your grade in this class as much as 1 letter grade (A- becomes a B-).

Students will demonstrate professional demeanor and commitment in a variety of ways: energetic and respectful participation in class, willing acceptance and completion of obligations; punctuality; and not whining. Professional demeanor includes several subjective items such as punctuality, attendance, positive attitude, preparation, appropriate language and respectfulness to other students and the professor. Students are expected to come to class prepared, participate in all activities and discussions, and treat others with respect in the classroom, which includes listening interactively to classmates and the professor, and respecting others' viewpoints.

Attendance: Students are expected to arrive for class and be in their seats by the scheduled beginning of class. Arriving late for 3 classes will be counted as 1 absence. Students are expected to attend every class. Missing more than one class will negatively impact your grade. It is your responsibility to contact the professor when you are unable to attend, and to obtain information about missed assignments, etc., from classmates. If you must leave early, you must make prior arrangements with the professor.

Cell phone etiquette: Every cell phone, beeper, laptop volume control, pager, personal digital assistant, should be set to mute or off before coming to class. If any of these devices rings, beeps, or plays in class, you will be marked absent.

Laptop Policy: If you are using your laptop to take notes in class, Set your computer so that no audible signal including key strokes are audible. Restrict laptop use to note taking or classrelated web sites. Random browsing, playing computer games, exchanging e-mail and Internet messaging will result in your being marked absent. If you engage in unauthorized communication or entertainment during lecture, your will be marked absent.

The Complete Book of Everyday Christianity
You will read and be prepared to discuss 1 – 2 topics from The complete book of everyday Christianity: An A-To-Z guide to following Christ. It is on reserve in the Grad Counseling Library and may be checked out for no more than 1 hour at a time. It may not be removed from the building under any circumstances. It is also available online at: http://www.urbana.org/complete-book-of-everyday-christianity

APA Style:
All written assignments should strictly adhere to APA format, grammar and punctuation. A portion of all written assignments will be based on adherence to APA style. See attached APA Guidelines

Philosophy of Marriage and Family Therapy:
Students will write a 10-12 page paper identifying their own philosophy of marriage and family therapy. See Piercy & Sprenkle article. Specific guidelines are at the end of the syllabus.

Midterm and Final Exam:
Two exams will be given. They will be geared toward integration of concepts covering the readings. Synthesizing theories and ideas covered in this semester with prior semesters is an important part of this course. Specific material on the exams may not be covered in class, therefore the student is responsible for mastering the reading material.

IAMFT Conference
Attend the IAMFT Conference on Friday, March 16, 2012. Guest Speaker Dr. Kenneth Hardy. No paper is required.

Other requirements as assigned

Students with disabilities can find information at: http://wildcat.indwes.edu/student-success/

The Writing Center is a valuable resource for the writing you will do in this class. Trained Writing Consultants will help you with any stage of the writing process, from developing your topic to polishing your final draft. They WILL NOT write or edit your papers for you, but they WILL help you recognize your weaknesses as writers and provide you with tools for strengthening your writing and editing skills. The Writing Center is located in Elder Hall, Room 222, and is open from 8:00 a.m. -10:00 p.m. Monday through Thursday, 8:00 a.m. - 5:00 p.m. on Friday, and noon to 5:00 p.m. on Saturday. To make an appointment, go to http://www.rich17.com/indwes/, call extension 2189, or stop by the Writing Center.

**Academic Dishonesty Policy:**

**Honesty and Cheating**

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work.

**Coursework**

Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an "open book" test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.

Plagiarism is defined as "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (A. Lindey, 2006, *Plagiarism and Originality*). The Prentice Hall Reference Guide (2006) indicates, "To plagiarize is to include someone else's writing, information, or idea in a paper and fail to acknowledge what you took by indicating whose work it is" (p. 292). In other words, it is not giving credit where credit is due. Plagiarism is both a moral and ethical offense and sometimes a legal one. Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgement of a source.

**Sanctions**

It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Any undergraduate student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

1. First incident of cheating: failure in paper, assignment, or exam.
2. Second incident of cheating: failure in the course involved.
A graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from the university for a single incident of academic dishonesty or cheating. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate graduate faculty. Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrator who in turn reports the case to the academic leader of the specific college/school. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies below.

**Falsification of Academic Records or University Documents:** Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

**Unauthorized Access to Computerized Academic or Administrative Records or Systems:** Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to dismissal from the university for a single incident. The university may consider legal action for any individual found to have participated in these actions.
Course Schedule:
This is a tentative schedule and may be modified as the semester progresses

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan 11</td>
<td>Introduction</td>
<td>None</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Loss, Trauma, &amp; Resilience</td>
<td>Boss Introduction - 4</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Loss, Trauma, &amp; Resilience</td>
<td>Boss 4 - Epilogue</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Mind Brain Connections</td>
<td>Wetchler Ch 2, 7-9</td>
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<tr>
<td>Feb 8</td>
<td>Mind Brain Body connections; EMDR</td>
<td>Solomon; Shapiro</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Narrative Family Therapy</td>
<td>White Ch 1-2</td>
</tr>
<tr>
<td>Feb 22</td>
<td>Narrative Family Therapy</td>
<td>White Ch 3-4</td>
</tr>
<tr>
<td>Feb 29</td>
<td><strong>Midterm</strong></td>
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<tr>
<td>Mar 7</td>
<td>SPRING BREAK</td>
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<tr>
<td>Mar 14</td>
<td>IFS</td>
<td>Schwartz 1-4</td>
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<tr>
<td>Mar 16</td>
<td>IAMFT Conference</td>
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<tr>
<td>Mar 21</td>
<td>IFS</td>
<td>Schwartz 5-9</td>
</tr>
<tr>
<td>Mar 28</td>
<td>Common Factors and Comparative Analysis</td>
<td>Sprinkle &amp; Sexton articles;</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Clinical Issues</td>
<td>Wetchler 1,3-6</td>
</tr>
<tr>
<td>Apr 11</td>
<td>Clinical Issues</td>
<td>Wetchler 10-13</td>
</tr>
<tr>
<td>Apr 18</td>
<td>Clinical Issues and Spirituality in MFT</td>
<td>Wetchler 14-17; Keeling; Philosophy Paper due</td>
</tr>
<tr>
<td>Apr 25</td>
<td><strong>Final Exam Due</strong></td>
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</table>
Philosophy of Marriage and Family Therapy Paper
This is a major paper (10-12 pages with a minimum of 8 reference sources) in which the student will further develop his or her philosophy of marriage and family therapy. This paper should reflect a careful analysis of theory and personal insight into why you have chosen particular theoretical systems. Support your position from both psychological and spiritual perspectives. APA writing style is required and will be a portion of your grade. Use this guide in addition to the Piercy & Sprenkle article to guide you in writing this paper.

1. Personal insight
   a. Why do you want to be a marriage and family therapist?
   b. Describe the traits you are aware of in yourself which you feel will be beneficial in your career
   c. Describe the traits you are aware of in yourself which you feel could be a hindrance
   d. Any other insights about yourself or your experiences that you feel could influence you as a therapist?

2. Human nature, human development and family development
   a. What is your understanding of the meaning of being human?
   b. How do people grow and develop?
   c. What is the impact of family development?

3. Maladaptive behavior
   a. Differentiate between healthy and unhealthy individuals and families.
   b. How does maladaptive behavior develop?

4. Change
   a. How do couples and families change?
   b. What brings about change in couples and families?
   c. How can a therapist help with this change?
   d. How do you perceive the goals for change in MFT?

5. Goals of marriage and family therapy
   a. What are the goals of therapy?
   b. What is the role of the counselor in these goals? The client/family?

6. Role of therapist
   a. What do you see as the role of the therapist in therapy?
   b. What should the therapist/client/family relationship look like?
   c. What things should the therapist do to facilitate the relationship?

7. Theoretical frameworks (counseling theories)
   a. What frameworks seem to fit you at this point in your therapy career and why?
b. What frameworks would you have difficulty adopting at least in part? Why

8. Spirituality in counseling
   a. What is the role of Spirituality in therapy?
   b. How do you see integrating therapy and your Christian faith?
   c. How might this be difficult for you?
   d. What is the role of prayer in therapy? Scripture? How might you use these in your therapy?
The Writing Center:

The Writing Center is a valuable resource for the writing you will do in this class. Trained Writing Consultants will help you with any stage of the writing process, from developing your topic to polishing your final draft. They WILL NOT write or edit your papers for you, but they WILL help you recognize your weaknesses as writers and provide you with tools for strengthening your writing and editing skills. The Writing Center is located in Elder Hall, Room 222, and is open from 8:00 a.m. - 10:00 p.m. Monday through Thursday, 8:00 a.m. - 5:00 p.m. on Friday, and noon to 5:00 p.m. on Saturday. To make an appointment, go to http://www.rich17.com/indwes/, call extension 2189, or stop by the Writing Center.
# Paper Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>RUDIMENTARY (1) (0-70%)</th>
<th>DEVELOPING (2) (70-80%)</th>
<th>ACCOMPLISHED (3) (80-90%)</th>
<th>EXEMPLARY (4) (90-100%)</th>
<th>POSSIBLE POINTS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of writing</strong></td>
<td>Many spelling and grammar errors, many convention errors. Quality of verbal expression, attention to detail, and correct application of the conventions of the English language not graduate level. Citations and references are used incorrectly and sporadically, without clear effort to include a range of relevant works.</td>
<td>No more than 3 spelling, grammar format, or other convention errors. Beginning graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language. Most citations and references are used correctly and consistently, with clear effort made to include a wide range of relevant works.</td>
<td>No more than 1 spelling, grammar, format, or other convention errors. Emerging graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language. Most citations and references are used correctly and consistently, with clear effort made to include a wide range of relevant works.</td>
<td>No spelling, grammar, format, or other convention errors. Document shows superior graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language. Citations and references are used correctly and consistently, with clear effort made to include a wide range of relevant works.</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>Quality of content</strong></td>
<td>Paper demonstrates little evidence of understanding and interpretation of relevant issues. Relevant information is absent. Paper reflects little evaluation and synthesis of material and little critical thinking.</td>
<td>Paper demonstrates beginning evidence of understanding and interpretation of relevant issues. Some relevant information is presented. Paper reflects some evaluation and synthesis of material.</td>
<td>Paper demonstrates emerging evidence of understanding and interpretation of relevant issues. Relevant information is presented. Paper reflects evaluation and synthesis of material.</td>
<td>Paper demonstrates evidence of understanding and interpretation of relevant issues. Relevant information is clearly presented. Paper reflects good evaluation and synthesis of material and critical thinking.</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>Paper addresses few aspects of the assignment. Work is insufficient in its coverage of the topic.</td>
<td>Paper addresses some aspects of the assignment. Work partially covers the topic.</td>
<td>Paper addresses most aspects of the assignment. Work covers the topic.</td>
<td>Paper addresses all aspects of the assignment. Work is thorough in its coverage of the topic.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>APA format</strong></td>
<td>no cover page, no abstract, pages not numbered, no reference page, multiple other APA errors.</td>
<td>Beginning use of APA format. No more than 4 formatting errors.</td>
<td>Emerging use of APA format, no more than 2 formatting errors,</td>
<td>paper adheres to all APA guidelines</td>
<td>10</td>
<td></td>
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</tbody>
</table>