

**Syllabus**  
Marriage and Family Therapy  
PSYC 6133, Section 201  
Spring 2020

**Contact Information**

Professor: Michael A. Vandehey, Ph.D.	Office: O'donohoe 112
Office Hours: MWF 10:50-11:30	Phone: 397-4026
F 2:00-4:00 by appointment only	Cell: 940-733-4388
TR 12:30-2:00	
Class Meets TR 2:00-3:20	Location: PY 204

I check D2L email sporadically. Please email me at:  
[michael.vandehey@msutexas.edu](mailto:michael.vandehey@msutexas.edu).

**Goals:**

1. Become familiar with systems theory, concepts, and terms.
2. Develop interview skills via the Genogram and Ecomap. Use both to document information in the file.
3. Become acquainted with a thorough review of the MFT research literature.
4. Develop professional writing and presenting skills.

**Texts:**

*Stapler:* Yes you read that correctly. I will not accept unstapled papers.

Gottman, J. M. & Schwartz Gottman, J. (2018). *The science of couples and family therapy: Behind the scenes at the love lab*. New York, NY: Norton.

Price, C. A., Bush, K. R., & Price, S. J., (2016). *Families and change: Coping with stressful events and transitions* (5th Ed.). Thousand Oaks, CA: Sage.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3<sup>rd</sup> ed.). New York, NY: W. W. Norton & Company.

*Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed.). (2020). Washington D. C.: American Psychological Association.

**Course Requirements:** Grades will be based on your performance on student generated essay questions and answers, a family interview paper, and a final.

The student generated essay questions and answers are as follows (100 points):

- a. Only write questions out of Price, Bush, & Price.
- b. Each chapter will have one question, answer, and page number(s) of answer.
- c. Write fourteen short answer essay questions (1/2-3/4 page).
- d. Write two long answer essay questions (1-2 pages).
- e. Type should be single-spaced.

Goals: Develop information identification skills. Become skilled at writing essay questions. Discover what other people think is important.

I will choose some of the questions for the final. I reserve the right to re-write any of the questions.

The **final exam** will be worth 100 points and will have multiple choice and essay sections. The goal is to demonstrate conceptual knowledge of marriage and family therapy concepts. Typical essay format: Pick 4 out of 5 questions and provide a short answer (1/2 a page). Pick 2 out of 3 questions and provide a long answer (1-1/2 pages). Analyze a vignette (1.5-2 pages). The format may change based upon class participation/dynamics.

The **family interview paper** is worth 100 points and will be written in biopsychosocial format. It should be between 5+ pages single spaced. A genogram must be completed and should highlight information in the paper. The paper should include the following sections:

- a. presenting problem
- b. problem history and attempted solutions
- c. family history, relationships, family roles
- d. family medical history, alcohol/drug use
- e. friends/agencies outside of the family
- f. clinical assessment of the family (apply Gottman & Gottman's concepts; use the family life cycle)
- g. recommendations for treatment
- h. a genogram attached at the back of the paper
- i. a total of 5 references from referred journals or books (in addition to the two class text books) should be used in the clinical assessment and recommendations sections (sections f & g).

300 points are possible:

270-300 = A	210-239 = C	179 or less = F
240-269 = B	180-209 = D	

**Attendance:** Attendance is required. Since we only meet twice a week, a student is allowed **3** absence without penalty. The **4<sup>nd</sup>** absence results in 1 grade drop, the **5<sup>rd</sup>** absence results in a grade of 'F.' Being tardy three times will count as an absence. Afterwards, every additional tardy counts as an absence.

**Note:** Students with disability must be registered with Disability Support Services before accommodations can be provided. Individuals requiring special accommodation should contact me and must provide documentation by Disability Support Services. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

**Americans with Disabilities Act:** Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

A copy of "A Guide for Faculty and Staff Working with Students with Disabilities" is available online at [Faculty Guide](#). It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications. Students who require special accommodations must register with Disability Support Services before these accommodations can be provided. An Accommodation Request Form can be obtained at [Accommodation Request](#). See also: [Student Life](#)

**Make-up Policy:** Make-up exams will be essay in nature and can be scheduled with me. I need one week to prepare the exam; thus, the earliest a make-up exam can be taken is one week after the initial exam. See the 2018-2019 Student Handbook on Class Attendance Policy (page 43). [Student Handbook](#)

**Electronic Contact:** I require 5 working days to be able to read and respond to all email. Please note that my spam filter does keep some emails from getting to me. In addition, I do not check email after 5 pm nor on weekends/holidays. My cell phone is to be used only by students who have been given it by me (e.g., honor society officers, graduate students). Please do not text me on my cell unless I have personally given you my cell number.

**Cell Phones and Pagers:** Please turn all cell phones and pagers off (no sound) during class. DO NOT text message during class. DO NOT answer your cell phone in class. Exceptions include emergency calls (e.g., birth of child, family member in hospital). Students who are unable to comply will not be allowed to attend class.

## ***College Policies and Procedures***

Can be found at the bottom of the MSU home page or at [Human Resources Policy](#).

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Any evidence of cheating will result in a grade of "F" and being reported to the [Dean of Students](#).

### **Student Code of Conduct:**

MWSU's official policy in the University's Code of Student Conduct on page 52, states:

**Instructor Drop** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 9 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 12th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar as the official drop date. A student dropped from a class by a faculty member for disruptive behavior has the right of appeal to the Student Conduct Committee through the Student Conduct office.

I will closely follow this policy in terms of your conduct in class. Anything that is disruptive to the class will result in you being Instructor Dropped from the class with a grade of F. I will enforce this policy in that my obligation is to provide the best and most informative course that I can. I cannot do that when there is behavior that disrupts the class. This also includes attempting to dominate or "teach" the class, interrupting the course frequently with stories that are not facilitative or relevant to the flow of the class, using electronics during class that are not directly related to the class material, and talking frequently to one's peers while the course is being held. Any other behaviors that are deemed disruptive will also be enforced as deemed by our Code of Conduct policy. Remember that there are stories and questions that are facilitative to our class discussions, and some that are obstructive.

## **Midwestern State University Student Honor Creed**

***"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."***

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

*Written and adopted by the 2002-2003 MSU Student Senate.*

**Travel Plans:** Please do not make travel plans during finals week. The final will be given when the university has scheduled it as per the schedule of classes.

## ***Tentative Reading and Exam Schedule***

**Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

<u>Days of Class</u>	<u>Reading Assignment</u>	<b>Gladding</b>
		<b>Mc</b> =McGoldrick <b>Price</b> =Price, Bush, & Price <b>G</b> =Gottman & Schwartz Gottman
1/20	<i>Martin Luther King's Birthday, no classes</i>	
1/21-1/28:	Semester Overview/Course Requirements Intro to family systems concepts, triangles, and the family life cycle (lecture)	
<b>1/21-2/18</b> <b>1/21-3/31</b>	<b>Mc</b> = Chapter 1-Chapter 9 (read as fast as you can) <b>Price</b> =Read 16 chapters	
1/30-2/18	<b>G</b> Chapter 2: What Might Be Regulation in Family Homeostasis? <b>G</b> Chapter 3: What is Trust? <b>G</b> Chapter 4: What is Commitment? What is Betrayal? <b>G</b> Chapter 5: A Good Theory Needs Data	
2/20-2/25:	Intro to genograms Movie	
2/17	<i>Last day to file for May graduation</i>	
2/27-3/17	<b>G</b> Chapter 6: So, What's a Relationship? <b>G</b> Chapter 7: Flooding and Physiological Calm <b>G</b> Chapter 8: Change <b>G</b> Chapter 9: The Demand-Withdraw Pattern	
3/10:	Advanced genograms Movie	
<b>3/12</b>	<b>Student Generated Essay Questions/Answers Due (Price)</b>	
3/16-3/20 3/30	<i>Spring break, no classes</i> <i>Last day for "W"</i>	

3/24-5/7

**G** Chapter 10: Our Mighty Theory: The Sound Relationship House

**G** Chapter 11: What's Behind Demand-Withdraw: Meta-emotion Mismatch

**G** Chapter 12: The Power of Turning Toward

**G** Chapter 13: Examining Relationship Stability

**4/7:**

**Family Interview & Genogram Due**

4/9-4/10

*Holiday Break, no classes*

**Additional Topics Throughout the Semester:**

Intimacy and Divorce

Family Secrets

Family Rituals

Communication Styles

Social Support and Family Networks

Ecomap

Family Sculpting

**Thursday, May 14<sup>th</sup> is the Final from 1:00-3:00 p.m..**