

transmitted to Provost 9/22/08

passed 1st reading on 11/6/08
passed 2nd reading on 11/13/08 14-0-0

Print Form

COVER SHEET FOR GRADUATE CURRICULUM PROPOSALS

All curriculum proposals should be sent to the Graduate School office for review and distribution. Information items will be handled administratively and require the "Cover Sheet for Graduate Information Items." New curriculum proposals and substantive curriculum changes require the action of both Graduate Council and the Executive Committee of the Faculty Senate and use this cover sheet. When all signatures have been obtained, the Graduate School will notify the originator of the proposal that it has been sent to the Graduate Council curriculum committee.

Originator: GSD Counselor Education Dept. Date: September 15, 2008

Title of Proposal: New Couples & Family Courses (2) & rename course

Proposed Starting Date: Fall 2009

UTC Received

REVIEWED BY:		Date	approve	neutral	disapprove*
<u>John A. Free</u>	Department Head	<u>9-17-08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Maryanne Tanner</u>	Dean of the Academic College	<u>10-6-08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Yvonne Kelpatnick</u>	Director, The Graduate School	<u>10/10/08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Stephen Bellon</u>	Dean, The Graduate School	<u>10/22/08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Carla Petch</u>	University Registrar	<u>10-24-08</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REVIEWED BY OTHER UNITS AFFECTED:					
<u>Diana Quinte</u>	Reviewer	<u>10/03/08</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reviewer		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reviewer		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OCT - 7 2008

The Graduate School

CHERS Curriculum Committee

CG 080902

* Those who disapprove must attach an explanation.

SUMMARY OF ACTION BY GRADUATE COUNCIL

- Approved as submitted
- Approved with amendments (amendments indicated and transmitted to originator to revise and submit electronically for Executive Committee of the Faculty Senate)
- Reviewed by the Provost [Signature] 2/12/09 approve disapprove*
- Forwarded to Executive Committee of the Faculty Senate
- Graduate Council Chair [Signature] 11-13-08

SUMMARY OF ACTION BY EXECUTIVE COMMITTEE OF THE FACULTY SENATE

- Approved as submitted
- Referred to Faculty Senate for action. [Signature] 11/21/08

2/17/09 Date sent to Originator

2/17/09 Date sent to University Registrar

09-0002G

The University of Tennessee at Chattanooga
College of Health, Education, and Professional Studies

Fall 2008
Informational Item Change

Proposal:

Renaming the course EPSY 553: Marriage and Family Counseling to EPSY 553: Family Counseling I

Statement of Request:

The Counseling Program at UTC has submitted two curriculum proposals: EPSY 5xx-Counseling Couples, and EPSY 5xx Advanced Family Counseling. Renaming the existing course will create a better descriptive hierarchy for all of the courses. The rationale is that all counseling students are eligible to take EPSY 553, but in order to get more specialized knowledge in working with families; they can enroll in the Advanced Family Counseling Course.

The University of Tennessee at Chattanooga
College of Health, Education, and Professional Studies

Fall 2008
Curriculum Proposal

Proposal:

568
EPSY ~~5xx~~- Counseling Couples. A new course proposal for the M. Ed. in the Counseling Program.

Statement of request:

The Counseling Program at UTC is housed in the Graduate Studies Division of the College of Health, Education and Professional Studies. The Counseling program offers a Master of Education with concentrations in School Counseling or Community Counseling. The Community Counseling program is a 48-credit hour program designed to prepare students to work in a variety of human services agencies and is a basis for preparation for the 60 credit hours required for licensure as a Professional Counselor in the State of Tennessee. The program contains core courses for both programs (i.e., Community and School) and several elective courses that students can choose. In an effort to stay competitive with other Chattanooga area colleges and universities that also offer counseling degrees, the program is adding two elective courses to the program that will give students the opportunity to have a concentration in Marriage and Family Counseling. To that end, this is a formal request to create the graduate level course *Counseling Couples*, to be taught in the Counseling department of the Graduate Studies Division.

Rationale for new course:

Currently, there are no courses in the counseling program that focus on the unique issues that therapists must negotiate in order to effectively treat problems that arise in couple relationships. Specifically, the theories and intervention practices that pertain to working with couples on issues such as communication, intimacy, sexuality and conflict resolution are highly specialized and competent clinicians need to have training in this area.

The syllabus for the new course has been attached.

Analysis of effects:

As there are no graduate level courses currently offered at UTC that pertain to counseling couples, it is not anticipated that this course will negatively affect other programs.

The University of Tennessee at Chattanooga
College of Health, Education, and Professional Studies

General impact statement:

Currently, the counseling program at UTC is in competition with two other colleges and/or universities that offer graduate level marriage and family counseling courses. Because of the paucity of specialized courses in this area, it is estimated that the UTC counseling program is losing students who wish to obtain more specialized training in the area of marriage and family counseling. Therefore, the addition of this course has the potential to help the department attract a larger number of applicants to the degree program.

No new faculty line would be required to staff the proposed course. With the use of current faculty, including current adjunct faculty, the course could be smoothly implemented without requiring additional staffing.

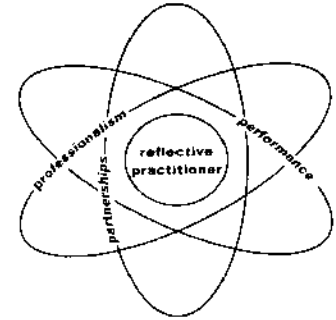
Proposed catalog description:

This course surveys relevant theories of marriage and family therapy that specifically relate to counseling couples. The major emphasis is on basic relationship processes including healthy couple functioning, communication, developmental sequences, family of origin issues, intimacy, sexuality and conflict. Treatment planning and therapeutic strategies for specific couple problems such as divorce, marital affairs, and domestic violence are addressed. 3 HRS (per syllabus)

THE UNIVERSITY OF TENNESSEE at CHATTANOOGA

College of Health, Education & Professional Studies
Counseling Couples
EPSY 5xx

Instructor: Elizabeth R. O'Brien, Ph. D.
Office: 201 Pfeiffer Hall
Phone: 423.425.4544
E-mail: Elizabeth-O'Brien@utc.edu



Credit Hours: Three (3) graduate level hours

Catalog Description:

This course surveys relevant theories of marriage and family therapy that specifically relate to counseling couples. The major emphasis is on basic relationship processes including healthy couple functioning, communication, developmental sequences, family of origin issues, intimacy, sexuality and conflict. Treatment planning and therapeutic strategies for specific couple problems such as divorce, marital affairs, and domestic violence are addressed.

Prerequisites:

EPSY 501 & 545 or Consent of Instructor (CI)

Course Text:

Long, L. L. & Young, M. E. (2007). Counseling and therapy for couples (2nd ed.)
Belmont, CA: Thomson Brooks/Cole

Course Objectives:

The student will:

1. Be able to identify key developmental issues in treating couples
2. Recognize important theoretical ideas in marriage and family therapy as they relate to couple functioning
3. Be able to interview couples to identify relationship strengths, patterns and weaknesses.
4. Learn methods and techniques for dealing with communication problems
5. Learn methods and techniques for dealing with sexual dysfunction, the process of divorce, marital affairs, parenting problems and blending families.

6. Understand the effect of cultural differences on couple functioning and counseling approaches.
7. Utilize a brief integrative approach to treating couples
8. Be able to identify updated references and resources in the counseling literature.

Course requirements:

1. **Couples Interviews:** Conduct three interviews with couples you know and describe the couple's strength and healthy functioning patterns according to the information provided in class. This is an assessment interview only and is not a counseling session. Present your results in no less than 5 and no more than 8 pages, double-spaced. Your grade will be based on the following criteria:
 - a. Meeting minimum length and APA requirements
 - b. The degree to which you completed the assignment and insight into couple dynamics, that is, your ability to see patterns and strengths.
 - c. Inclusion of a genogram for each couple.
 - d. Utilization of information in your book and other resources to identify some basic demographic data about your couple.
 - e. Asking each couple to tell what they consider to be an important story about their relationship. What do you think this story means?

2. **Midterm and Final Exams:** A midterm examination and a final will be given as indicated on the schedule of classes. The exam will consist of multiple choice, fill in the blank and short essay questions.

3. **Literature Search:** Every student will read one article on current couples therapy approaches and theories (that will be provided by the instructor) and then search the current relationship therapy literature for one journal article that supplements this work in terms of the impact gender, culture, power, and dominant theories have on contemporary approaches to relationship counseling. The student selected article should reflect multicultural and anti-oppression values in working with couples. The purpose of this experience is to extend students' critical evaluation skills and ability to effectively integrate traditional theories and practice with socially responsible approaches to working with couples in contemporary culture. To this end, each student will make a brief presentation about their article in class and provide a copy of said article to the instructor.

Grading Process:

Course Component or Assignment	Grade Percentage	Points
Healthy Couples Interview	30.3%	100
Midterm Examination	30.3%	100
Final Examination	30.3%	100
Literature Search	9.1%	30
Total		330

A = 330-300
B = 299-264
C = 263-231
F = 230-below

Course Schedule:

Week 1: The couple as a unique system
Week 2: Theories of couples therapy Part 1
Week 3: Theories of couples therapy Part 2
Week 4: An integrative model for couples therapy
Week 5: The assessment of couples and their problems
Week 6: Diagnosis, Goal setting, and treatment planning with couples
Week 7: Treatment strategies
Week 8: Communication and relationship education
Week 9: Intimacy and Sexuality
Week 10: Conflicts: Negotiation and Resolution
Week 11: Divorcing Couples
Week 12: Extramarital Affairs
Week 13: Counseling Couples with Alcohol Problems
Week 14: Blending Couples
Week 15: Same Sex Couples

Professional Responsibilities:

Attendance Requirements

Students are expected to attend all class meetings and be on time for class. Attendance is an important aspect of the learning experience, and consistent lateness and/or absences can affect the grade earned. If you have an illness or other emergency that prohibits your attendance, please call or e-mail me prior to class to inform me of your absence. **Three absences will result in your final grade being reduced by one letter grade.** Two late arrivals or early departures will be considered as the equivalent of one absence.

Late Assignments

Ten percent will be deducted for each day an assignment is late (i.e. handed in after class) including weekend days. **No assignments will be accepted after one week.** It is the student's responsibility to ensure assignments are submitted on time.

Confidentiality

We will occasionally deal with very personal and sensitive matters. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal information revealed during class time is confidential and must be confined to the class. Furthermore, any information discussed that pertains to clinical practice must also be kept confidential.

Electronic Communication Devices

Please ensure that any cellular phones or pagers are turned off (or set on “vibrate”) for the duration of the class. The professor reserves the right to answer any ringing telephone.

Attention: If you are a student with a disability (e.g., physical, learning, psychiatric, etc.) and think that you might need assistance or an academic accommodation in this class or any other class, contact the Office for Students with Disabilities at 423-425-4006 or come by the office, 110 Frist Hall.

The University of Tennessee at Chattanooga
College of Health, Education, and Professional Studies

Fall 2008
Curriculum Proposal

Proposal:

518
EPSY ~~518~~- Advanced Family Counseling. A new course proposal for the M. Ed. in the Counseling Program.

Statement of request:

The Counseling Program at UTC is housed in the Graduate Studies Division of the College of Health, Education and Professional Studies. The Counseling program offers a Master of Education with concentrations in School Counseling or Community Counseling. The Community Counseling program is a 48-credit hour program designed to prepare students to work in a variety of human services agencies and is a basis for preparation for the 60 credit hours required for licensure as a Professional Counselor in the State of Tennessee. The program contains core courses for both programs (i.e., Community and School) and several elective courses that students can choose. In an effort to stay competitive with other Chattanooga area colleges and universities that also offer counseling degrees, the program is adding two elective courses to the program that will give students the opportunity to have a concentration in Marriage and Family Counseling. To that end, this is a formal request to create the graduate level course *Advanced Family Counseling*, to be taught in the Counseling department of the Graduate Studies Division.

Rationale for new course:

Currently, there are is only one course in the counseling program that focuses on the unique issues that therapists must negotiate in order to effectively treat problems that arise in working with family systems. Unfortunately, this introductory course is only able to offer a brief view of the theories and techniques that are useful in working with this special population. A second course will allow students to practice advanced techniques, conceptualize cases within theoretical constructs, and become more adept at understanding the unique issues that arise in working with families. Specifically, the course will cover issues pertaining to family treatment and comorbidity of such presenting issues as: substance abuse, mental illness, family violence, sexual abuse and lack of resources.

The syllabus for the new course has been attached.

The University of Tennessee at Chattanooga
College of Health, Education, and Professional Studies

Analysis of effects:

As there are no graduate level courses currently offered at UTC that pertain examine advanced techniques in family counseling, it is not anticipated that this course will ~~negatively~~ ^{not} affect other programs.

General impact statement:

Currently, the counseling program at UTC is in competition with two other colleges and/or universities that offer graduate level marriage and family counseling courses. Because of the paucity of specialized courses in this area, it is estimated that the UTC counseling program is losing students who wish to obtain more specialized training in the area of marriage and family counseling. Therefore, the addition of this course has the potential to help the department attract a larger number of applicants to the degree program.

No new faculty line would be required to staff the proposed course. With the use of current faculty, including current adjunct faculty, the course could be smoothly implemented without requiring additional staffing.

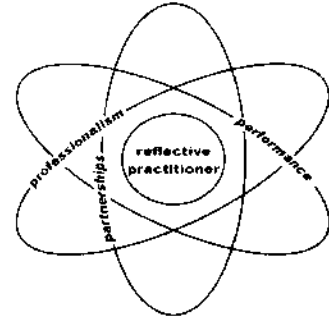
Proposed catalog description:

This course is an advanced seminar in couples and family counseling theory and intervention, with an emphasis on creative and experiential techniques and therapeutic interventions. Central to this course is an exploration of systemic counseling theory and therapeutic techniques that may support multi-stressed families and individuals, with complicating issues including substance abuse, mental illness, family violence, sexual abuse, and lack of financial resources. 3 C.H. per syllabus

THE UNIVERSITY of TENNESSEE at CHATTANOOGA

**College of Health, Education & Professional Studies
Advanced Family Counseling
EPSY 5xx**

Instructor: Elizabeth R. O'Brien, Ph. D.
Office: 201 Pfeiffer Hall
Phone: 423.425.4544
E-mail: Elizabeth-O'Brien@utc.edu



Credit Hours: Three (3) graduate credit hours

Catalog Description:

This course is an advanced seminar in couples and family counseling theory and intervention, with an emphasis on creative and experiential techniques and therapeutic interventions. Central to this course is an exploration of systemic counseling theory and therapeutic techniques that may support multi-stressed families and individuals, with complicating issues including substance abuse, mental illness, family violence, sexual abuse, and lack of financial resources.

Prerequisites:

EPSY 545 & 553 or Consent of the Instructor (CI).

Course Text:

Goldenberg, H. & Goldenberg, I. (2008). Family therapy: An overview (7th ed.).
Belmont, CA: Thomson-Brooks/Cole

Course Objectives:

The student will:

1. Review and expand understanding and conceptualization of family systems theories.
2. Examine the relationship between current systemic and non-systemic theoretical approaches in marriage and family counseling, and theories and interventions generated from these prominent schools of thought.
3. Develop therapeutic skills by having opportunities to practice (i.e., through experiential role-playing) a variety of family systems techniques in the classroom

setting, critique in vivo role-plays, observe videotape segments representing major theoretical orientations, and review case studies which illustrate approaches to support couple and family functional development.

4. Have opportunities for increased understanding and appreciation of the complex dynamics and processes operating within couples and families.
5. Explore traditionally intrapersonal dysfunctionality (e.g. psychopathology [i.e., depression, ADHD, and learning disabilities], addictions, physical and sexual abuse) from a family systems paradigm.
6. Understand their role as creative agents of systemic change in the lives of couples and families, and to support their exploration of expressive and creative therapeutic techniques and interventions in their family counseling.
7. Develop a systemic theoretical integration with "non-traditional" family configurations.
8. Develop an ability to transfer their theoretical understanding of family systems to therapeutic practice.
9. Reflect upon their own family experiences, configurations, values, and biases, as well as the "unfinished business" in their personal lives, that may impede their therapeutic effectiveness.
10. Develop their professional identity as family counselors.

Course Requirements:

Quizzes (10):

The development of students' understanding, knowledge, appropriate application of family counseling theory and therapeutic techniques with families from diverse backgrounds and needs is paramount to their professional development. The quizzes will cover material from assigned readings. A quiz consisting of ten (10 [10 points per question]) multiple choice and True/False questions will be given (*one extra credit question per quiz – total of 11 questions*). The quizzes are to assess students' understanding and comprehension of the reading. The quizzes will be given at the beginning of each class and students will be able **to drop their lowest quiz grade and count their highest quiz grade twice**. If a student is tardy or absent from class, he or she will be unable to make-up the quiz. **(10 quizzes, 9 of which count – one each class on the assigned readings)**

Research Paper on Topic of Interest:

The goal of this paper is to contribute to the professional discourse about your topic and develop some authentic expertise in an area of interest. This paper will be modeled after articles you might find in *Professional School Counseling*, *The Family Journal: Counseling and Therapy for Couples and Families*, the *Journal of Counseling & Development*, or the *Journal of Mental Health Counseling*. The guidelines have been adapted directly from the

"Guidelines for Authors" found on the web sites of these professional counseling journals. The intent is for you to write on a topic you have an intrinsic motivation to learn more about. Additionally, this assignment when completed would be something the instructor and student would feel comfortable submitting for publication (*who knows, maybe you will!*).

Writing Process

1. Students will review a manuscript delineating the common components of a scholarly writing.
2. Students receive an outline explaining and describing the necessary elements of the assignment.
3. Students will turn-in a paragraph describing their topic
4. Students will turn-in a general outline for their paper
5. Students will get into pairs and review each others papers
6. Students will turn-in a rough draft of their paper
7. Students will turn-in a final completed version of their papers

Further elaboration & clarification regarding the research paper will be given throughout the semester.

Research Paper Presentation: Students will construct a professional presentation based on their research papers. During the final three class meetings; students will conduct a professional presentation (*approx. 15 min.*) on their selected issue/research topic. The professional presentation will simulate an actual professional presentation session typically seen at professional education conferences (*e.g. Tennessee Counselor Association annual conference, International Association of Marriage and Family Counselors annual conference, American Counseling Association annual conference, etc.*). Students are expected to **dress professionally** and present their attendees with **useful handouts**.

Family of Origin Psychosocial Evaluation & Treatment Plan:

To support students' understanding of family systems assessment and interventions strategies, as well as increase their self-awareness, students will construct a family of origin psychosocial evaluation and treatment plan. The psychosocial evaluation component of the assignment will be based on students' family of origin (*e.g., [a] general demography descriptors & identifying information, [b] presenting problem and conditions, [c] mental status, [d] social history, [e] educational and employment history, [f] medical history, [g] psychological and counseling history, [h] chemical use and addictive behavior history, [i] legal history, [j] financial history, [k] religious and spiritual practices, [l] social identity factors, [m] family strengths, [n] family deficits and needs, [o] family process diagram, [p] three generation family genogram, and [q] GARF Diagnostic Impression*). Once the students complete the psychosocial evaluation of the family of origin, they will construct a treatment plan designed to support their family of origins functionality.

Further elaboration & clarification regarding this assignment will be provided throughout the semester

Comprehensive Notebook Manual:

In the final class (scheduled for Dec.), students will turn-in their comprehensive and formal notebook manual which contains all the important information regarding issues relating to family counseling learned throughout the semester through readings, lectures, outside assignments/research, and in-class exercises. This notebook should be a well-organized and sequential manual, including tabs to distinguish each segment of the course. The final comprehensive notebook manual will serve as a resource for students (*additionally, a preparation guide for the National Counselor Examination [NCE], National Clinical Mental Health Counseling Examination [NCMHCE], Examination for Addictions Counselors [EAC], & National Certified School Counselor Examination [NCSCE]*) and as a final assessment of students' understanding of the material covered throughout the course.

Grading Process:

Assignment	Percentage	Points
Quizzes (10)	42.1%	200
Topical Research Paper & Presentation	21.05%	100
Family of Origin Psychosocial & Treatment Plan	21.05%	100
Class Participation	10.53%	50
Comprehensive Notebook	5.27%	25
Total	100%	475

Grading Scale:

A = 475-427

B = 426-380

C = 379-332

F = 331- below

Course Schedule:

All readings are to come out of required text

- Week 1: Adopting a family relationship framework
- Week 2: Family development: Continuity and change
- Week 3: Gender, Culture, and ethnicity factors in family functioning
- Week 4: Interlocking Systems
- Week 5: Origins and growth of family therapy
- Week 6: Professional issues and ethical practices
- Week 7: Psychodynamic Models
- Week 8: Transgenerational modes
- Week 9: Experiential models
- Week 10: The structural model
- Week 11: Strategic models
- Week 12: The Milan Model
- Week 13: Behavioral and Cognitive-Behavioral models
- Week 14: Social Construction Models
- Week 15: Research on Family Assessment and therapeutic outcomes

Professional Responsibilities:

Attendance Requirements

Students are expected to attend all class meetings and be on time for class. Attendance is an important aspect of the learning experience, and consistent lateness and/or absences can affect the grade earned. If you have an illness or other emergency that prohibits your attendance, please call or e-mail me prior to class to inform me of your absence. **Three absences will result in your final grade being reduced by one letter grade.** Two late arrivals or early departures will be considered as the equivalent of one absence.

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Attention: If you are a student with a disability (e.g., physical, learning, psychiatric, etc.) and think that you might need assistance or an academic accommodation in this class or any other class, contact the Office for Students with Disabilities at 423-425-4006 or come by the office, 110 Frist Hall.