

Revised Syllabus

013

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WSU REGISTRAR

Washington State University  
MAJOR CURRICULAR CHANGE FORM -- COURSE  
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

1-2014

Future Effective Date: 05/01/2013  New course  Temporary course  Drop service course  
(effective date cannot be retroactive)  There is a course fee associated with this course (see instructions)

- Variable credit \_\_\_\_\_
- Increase credit (former credit \_\_\_\_\_)
- Number (former number \_\_\_\_\_)
- Crosslisting (between WSU departments)  
(Must have both departmental signatures)
- Conjoint listing (400/500)
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in \_\_\_\_\_ (Must have GenEd Committee Approval)  Fulfills GER lab (L) requirement
- Professional course (Pharmacy & Vet Med only)  Graduate credit (professional programs only)
- Other (please list request) \_\_\_\_\_

Repeat credit (cumulative maximum \_\_\_\_\_ hours)

Lecture-lab ratio (former ratio \_\_\_\_\_)

Prefix (former prefix \_\_\_\_\_)

Cooperative listing (UI prefix and number \_\_\_\_\_)

taught by: WSU  UI  jointly taught

S, F grading

CoPsy 519 Family Therapy  
course prefix course no. title

03	3			CoPsy 511 & CoPsy 512; or instructor approval
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (20 words or less) Introduction to  
~~This graduate-level course introduces~~ family therapy, its respective theories and models to clinical practice, assessment and research.

Instructor: Laurie "Lali" McCubbin Phone number: (509) 335-2816 Email: mccubbin@wsu.edu  
 Contact: Lynn Buckley Phone number: (509) 335-9117 Email: buckleyl@wsu.edu  
 Campus Zip Code: 2136

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

[Signature] 4/18/13 [Signature] 4-18-13 OCT 10 2013  
 Chair/date Dean/date ~~General Education Com/date~~  
CSC

Chair (if crosslisted/interdisciplinary)\* Dean (if crosslisted/interdisciplinary)\* Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

\*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

Counseling Psychology  
Coun\_Psy 519: Family Therapy  
Summer 2013  
Monday-Friday 9 AM-12 PM Location: TBD  
May 6<sup>th</sup>-24<sup>th</sup>  
Monday-Friday

Instructor: Laurie D. McCubbin, Ph.D.  
Email: [mccubbin@wsu.edu](mailto:mccubbin@wsu.edu)  
Office: Cleveland Bldg; 355  
Office Hours: by appointment

Required Texts: Goldenberg, H. & Goldenberg, I. (2013). Family Therapy: An overview. Belmont, CA: Cengage.

Prerequisites: CoPsy 511 and CoPsy 512 or equivalent; approval from professor for exceptions or courses from other programs to waive this requirement

Description:

This graduate level course is designed to introduce family therapy, its respective theories and models and applications to clinical practice and research.

Objectives:

1. To offer an introduction to fundamentals of family psychology
2. To provide an overview of the basic theories and models in family therapy
3. To assist students in connecting theory to practice within the family context
4. To increase students' awareness of contextual factors that impact the family and therapy
5. To increase awareness of family dynamics and coping related to counseling
6. To introduce family assessment and research

**College of Education Conceptual Framework:**



The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

**Department of Educational Leadership and Counseling Psychology Mission Statement:**

The mission of the Department of Educational Leadership and Counseling Psychology is to address the needs of communities, individuals, and educational institutions in a diverse society through leadership, scholarship, collaboration, and professional practice.

### **Counseling Program Learning Outcomes:**

- I. Skilled counseling practitioners
- II. Skilled scholars/researchers as appropriate to their professional roles
- III. Professional and ethical scholars and practitioners
- IV. Sensitive to issues of diversity and able to integrate this sensitivity into their respective professional roles
- V. Effective in consultation, collaboration, communication, and human relations skills across professional contexts
- VI. Developing a professional identity appropriate for their future career plans

### **Assignments & Requirement for the Class Regarding Participation & Attendance**

#### Class Participation & Attendance (20%)

This is an interactive class and your participation will be a key factor in determining how much you will benefit from the class and how many class participation points you earn. The class participation grade will be determined by your active engagement in the learning process through active listening, verbal participation, raising issues, concerns and questions about a topic and participation in class. It is also important to create an environment that is respectful to each other. This is vital for developing professional courtesy. Respect includes being prepared for class and being on time. Respect should be shown to each other and the professor accordingly. Please turn off all cell phone ringers prior to coming to class.

Your class participation grade will also be based on your preparation prior to class. Students are responsible to have completed all the required readings **prior** to class. With this preparation, you should be prepared to be called upon regarding the readings. This part of your grade will be based on how you can draw from the literature and apply it to the discussions in class. If during the course of the semester, students are not coming prepared for the class, changes will be made accordingly (e.g. handing in discussion questions at the beginning of class, quizzes, etc.).

Being a component of professionalism, **attendance and punctuality are essential**. Students who have special concerns or circumstances are encouraged to contact the instructor as soon as possible. Students who miss more than two classes or are consistently tardy may result in a lower grade or grades. If you can not attend two or more classes, please consider taking this course at another time when you can commit to these three weeks. Please talk to the professor if there are circumstances beyond your control related to attendance or punctuality (i.e. children – daycare, illness, parental obligations; or due to illness or an emergency) so accommodations can be made.

#### Quizzes/Exams (50%)

- 1) Two quizzes/exams will be given during the course; one after 5 lectures (approximately 1/3 of the course) and the second after 10 lectures (approximately 2/3 of the course). The materials covered on the quizzes will be based on the assigned readings from class. Each quiz will cover that respective week's materials (e.g. not cumulative). The quizzes are to ensure that you are retaining the information regarding theories and related materials from the book. Additionally the quizzes are in preparation for the types of questions that will be found on the masters comprehensive final exam, the NCE exam and/or the EPPP exam. Therefore the questions will be multiple choice in preparation for these standardized comprehensive, certification or licensure exams.

#### Research Paper (20%)

- The paper will focus on research in the area of family therapy, family theory and/or family studies research. The paper must have a central thesis and focus mostly on empirical research related to a family topic of the student's choosing. Research and empirical work can include qualitative and quantitative studies. You may use a theory as a basis (such as the effectiveness of structural family therapy with at-risk youth) but the majority of the paper must focus on research rather than on the model, theories or techniques and applications of the theory.
- Examples of potential topics are: Resilience in African American families; The longitudinal effects of divorce on children; Family stress and coping for children cancer survivors.
- The paper will be 8-10 pages (this includes the body of the paper and references; it does not include the title page or abstract).
- The paper must follow APA guidelines (6<sup>th</sup> edition).
- You should have at least 8-10 references for the paper.

#### Case Study (10%)

Students (either individually or in pairs depending on the number of students) will develop a case study (brief synopsis 1-2 pages) focusing on a family issue or family transition to be discussed in class. The presentation should be for 1 hour. You are to choose a case study/family a movie, television show or documentary that can be analyzed using the family theory or theories for that particular day. You may use video clips to help orient the class to the case. Please note the presentation should include going over the case study but also allow enough time for discussion of application of theory and related constructs The case study should include the following:

- **Identifying Information:** This can be a description of the family unit including members, tentative ages, and family life cycle stage (if applicable).
- **Presenting Concern(s) & Observations:** This section would address the concerns and/or issues the family is currently facing. This can include behavior, affect and overall picture of the family constellation and the issues/problems they are facing.
- **History:**
  - Significant relationships, alliances within the family structure
  - Social support system
  - Family experiences
  - Educational history
  - Financial situation
  - Major transitions
  - Actual and anticipated loss experiences
  - Any of the following: Medical concerns, addictive behaviors, suicidal ideation or attempts or previous counseling experiences

#### Guiding Questions

Facilitators should have some guiding questions (3-4) to apply the case study to a particular family theory or theories related to the reading for that day.

Assignments are due on the date given **at the beginning of class**. No exceptions.

Assignments			Grading	
1.	Class participation	20 pts	93%	A
2.	Quizzes	50 pts	90%	A-
3.	Case Study	10 pts	87%	B+
4.	Paper	20 pts	83%	B
Total		100 pts	80%	B-
			77%	C+
			73%	C
			70%	C-
			67%	D+
			60%	D
			57%	F

Course Outline\*

\*All readings are to be completed prior to class.

Day	Topic	Assignments
May 6 Monday	Family Relations Framework & Family Development	Chapters 1 & 2
May 7 Tuesday	Gender, culture and ethnicity and family	Chapter 3
May 8 Wednesday	Systems and Families	Chapter 4
May 9 Thursday	Origins of Family therapy Professional Issues and Ethical Practices	Chapter 5 & 6
May 10 Friday	Quiz #1 (Chapters 1-6) Psychodynamic Models Case Study #1	Chapter 7
May 13 Monday	Transgenerational Models Video: Integrative Family Therapy	Chapter 8
May 14 <sup>th</sup> Tuesday	Experiential Models Video: Emotion-Focused Therapy	Chapter 9
May 15 <sup>th</sup> Wednesday	The Structural Model Case Study #2	Chapter 10
May 16 <sup>th</sup> Thursday	Strategic Models Case Study #3	Chapter 11
May 17 <sup>th</sup> Friday	Quiz #2 Behavioral & Cognitive Behavioral Models Video: Cognitive-Behavioral Family Therapy	Chapter 12
May 20 Monday	Social Construction Models I & II Video: Working with Stepfamilies Case Study #4	Chapters 13 & 14
May 21 Tuesday	Psychoeducational Models Video: Family Therapy with Patients Having Physical Health Problems	Chapter 15
May 22 Wednesday	Research on Family Assessment & Outcomes Video: Child Custody Case Study #5	Chapter 16

May 23 Thursday	Comparing Theories Video: Multidimensional Family Therapy Case Study #6	Chapter 17
May 24 <sup>th</sup> Friday	Special Topic: Family Resilience Papers due	

### Safety

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Each of us shares responsibility for campus safety. Individual faculty, staff and students should know the appropriate actions to take when an emergency arises. Several resources are available for you to become familiar with the University safety and security procedures that will assist emergency personnel fulfill their responsibilities when emergencies arise.

The Campus Safety Plan (<http://safetyplan.wsu.edu>) contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community.

Visit the Emergency Management website (<http://oem.wsu.edu/emergencies>) to become familiar with the campus safety and emergency information provided.

Visit the WSU ALERT site (<http://alert.wsu.edu>) where information about emergencies and other issues affecting WSU will be found. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies.

All faculty, staff, and students should go to the myWSU portal (<http://my.wsu.edu>) and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the myWSU main webpage. Look for the Emergency Notification box on the right side of the page and click on Register to be taken to the registration page where you can enter your cell, landline, and email contact information

### Students with Disabilities

We are an institution of higher education and we have a responsibility to inform students with disabilities about the process of accessing reasonable accommodations. The Students with Disabilities syllabus statement is an important part of fulfilling that institutional responsibility, therefore we ask that all teaching faculty include it in every syllabus.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

<http://www.drc.wsu.edu>

### **Policy on Incompletes**

A student may only receive an “incomplete” in this course if there are circumstances beyond the student’s control that require an extension in fulfilling the assignments of this course.

Circumstances beyond students’ control are: disease, death and natural/man-made disasters. An inability to complete work due to other obligations (i.e. other course work or duties related to clinical or RA/TA duties) will not qualify for receiving an incomplete grade. It is the professor’s discretion to determine what circumstances will be considered acceptable for an incomplete grade. If it is not determined acceptable, the student will receive a grade based on the work completed in the class at the end of the semester.

If you have foreseeable health concerns/conditions that may affect performance in class, please talk with the professor before hand so a plan can be made to accommodate your needs. Examples of these conditions are chronic health issues, scheduled elective surgeries, pregnancy/birth, etc.

If an “incomplete” is given, please note that a student has one semester to complete the course work. If the work is not completed within one year and no extension has been requested and approved by the professor, the student will receive a failing grade in the course or the grade based on the work completed at that time.

### **Academic Integrity**

Any member of the University community who witnesses an apparent act of academic dishonesty shall report the act either to the instructor responsible for the course or activity or to the Office of Student Affairs. The *Handbook* defines academic dishonesty to include “cheating, falsification, fabrication, multiple submission [e.g., submitting the same or slightly revised paper or oral report to different courses as a new piece of work], plagiarism, abuse of academic material, complicity, or misconduct in research.” Infractions will be addressed according to procedures specified in the Handbook at the Office of Student Affairs level. Additionally, academic dishonesty or violation of academic integrity will automatically result in a failing grade for the assignment and additionally may result in a failure in the course based on the professor’s evaluation of the events.

### **Additional References/Bibliography**

#### Families in US

Coontz, S. (1997). *The way we really are: Coming to terms with America’s changing families*. New York, NY: Basic Books.

Coontz, S. (1992). *The way we never were. American families and the nostalgia trap*. (1992). New York, NY: Basic Books.

#### Feminist

Hare-Mustin, R. T. (1978). Feminist approach to family therapy. *Family Process*, 17(2), 181-194.

#### Family Systems

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

#### Experiential

Greenberg, L. S., & Goldman, R. N. (2008). *Emotion-focused couples therapy. The dynamics of emotion, love and power*. Washington, D.C.: American Psychological Association.

Johnson, S. (2008). *Hold me tight. Seven conversations for a lifetime of love.* New York, NY: Little, Brown & Co.

Napier, A., & Whitaker, C. (1978). *The family crucible. The intense experience of family therapy.* New York, NY: Harper Perennial.

### Structural

Fishman, H.C. (1988). *Treating troubled adolescents: A family therapy approach.* New York, NY: Basic Books.

Minuchin, S. (1974). *Families and family therapy.* Cambridge, MA: President and Fellows of Harvard College.

Minuchin, S. & Fishman, H.C. (1981). *Family therapy techniques.* Cambridge, MA: Harvard University Press.

Szapocznik, J., Rio, A.T., Hervis, O.E., Mitrani, V.B., Kurtines, W.M., & Faraci, A.M. (1991). Assessing change in family functioning as a result of treatment: The Structural Family Systems Rating Scale (SFSR). *Journal of Marital and Family Therapy*, 17, 295-310,

### Interpersonal

Lerner, H. (2001). *The dance of connection: How to talk to someone when you're mad, hurt, scared, frustrated, insulted, betrayed or desperate.* New York, NY: Harper Collins.

Lerner, H. (1989). *The dance of intimacy. A woman's guide to courageous acts of change in key relationships.* New York, NY: Harper & Row.

### Family Theories & Patterns

Foster, C. (1993). *The family patterns workbook: Breaking free from your past and creating a life of your own.* New York, NY: Jeremy P. Tarcher/Perigee.

Szapocznik, J., Perez-Vidal A., Hervis, O.E., Brickman, A.L., & Kurtines, W.M. (1989). Innovations in family therapy: Strategies for overcoming resistance to treatment (pp. 93-114). In R.A. Wells, & V.J. Giannetti (eds.), *Handbook of the Brief Psychotherapies.* New York, NY: Plenum.

White, J.M. (2005). *Advancing family theories.* Thousand Oaks, CA: Sage.

### Family Assessment

Asai, S. G., & Olson, D. H. (2004). Culturally sensitive adaptation of PREPARE with Japanese premarital couples. *Journal of Marital and Family Therapy*, 30(4), 411-426.

Fowers, B. J., & Olson, D. H. (1992). Four types of premarital couples: An empirical typology based on PREPARE. *Journal of Family Psychology*, 6(1), 10-21.

McCubbin, L.D., McCubbin, H.I., Kehl, L., Strom, I., & Zhang, W. (in press). Family relational well-being: Indigenous theory and measurement. *Family Relations.*

Olson, D. (2011). FACES IV and the circumplex model: Validation study. *Journal of Marital and Family Therapy*, 37(1), 64-80.

### Family Stress, Coping and Resilience

Carlton, B. S., Goebert, D. A., Miyamoto, R. H., Andrade, N. N., Hishinuma, E. S., Makini, Jr., G. K., Yuen, N. Y. C., Bell, C. K., McCubbin, L. D., Else, I., & Nishimura, S. R. (2005). Resilience, family adversity, and well-being among



Hawaiian and non-Hawaiian adolescents. *International Journal of Social Psychiatry*, 52(4), 291-308.

- Hill, M.S. (1988). Marital stability and spouses' share leisure time: A multidisciplinary hypothesis. *Journal of Family Issues*, 9, 427-451.
- Hill, R. (1949). *Families under stress*. Westport, CT: Greenwood.
- McCubbin, H.I. & Patterson, J.M. (1982). Family adaptation to crisis. In H.I. McCubbin, A.E. Cauble & J.M. Patterson (Eds.), *Family stress, coping and social support* (pp. 26-47). Springfield, IL: Charles C. Thomas.
- Patterson, J. M. (1988). Families experiencing stress: The Family Adjustment and Adaptation Response Model and Applying the FAAR Model to health-related issues for intervention and research. *Family Systems Medicine*, 6(2), 202-237.
- Xu, Y. (2007). Empowering culturally diverse families of young children with disabilities: The Double ABCX Model. *Early Childhood Education Journal*, 34(6), 431-437.

#### Family Diversity

- DeGenova, M. K. (Ed.), *Families in cultural context: Strengths and challenges in diversity*. Mountain View, CA: Mayfield Publishing Company.
- Hines, P. & Boyd-Franklin, N. (1982). Black families. In M. McGoldrick, J.K. Pearce & J. Giordano (Eds.), *Ethnicity and family therapy*. New York: Guilford.
- Lerner, R. M., Sparks, E., & McCubbin, L. D. (2000). *Family diversity and family policy: Strengthening families for America's children*. Norwell, MA: Kluwer Academic.
- McCubbin, L.D., & McCubbin, H. I. (in press). Resilience in ethnic minority families. In D. Becvar (Ed.). *Handbook on family resilience*. New York: Springer.
- McCubbin, H., Ontai, K. Kehl, L. McCubbin, L., Hart, H., DeBarysche, B., Ripke, M. and Matsuoka, J. (2010; Eds). *Multiethnicity and multiethnic families: Development, identity, and resilience*. Honolulu, Hawaii. Le'a Publications.

#013

Coun\_Psy 519  
Dr. Laurie McCubbin

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10/10/13

Final copy

Counseling Psychology  
Coun\_Psy 519: Family Therapy  
3 credits

Summer 2013  
Monday-Friday 9 AM-12 PM Location: TBD  
May 6<sup>th</sup>-24<sup>th</sup>  
Monday-Friday

Instructor: Laurie D. McCubbin, Ph.D.  
Email: [mccubbin@wsu.edu](mailto:mccubbin@wsu.edu) Phone: (509)335-2816  
Office: Cleveland Bldg; 355  
Office Hours: by appointment

Required Texts: Goldenberg, H. & Goldenberg, I. (2013). Family Therapy: An overview. Belmont, CA: Cengage.

Prerequisites: CoPsy 511 and CoPsy 512 or equivalent; approval from professor for exceptions or courses from other programs to waive this requirement

Description:

This graduate level course is designed to introduce family therapy, its respective theories and models and applications to clinical practice and research.

Objectives:

1. To offer an introduction to fundamentals of family psychology
2. To provide an overview of the basic theories and models in family therapy
3. To assist students in connecting theory to practice within the family context
4. To increase students' awareness of contextual factors that impact the family and therapy
5. To increase awareness of family dynamics and coping related to counseling
6. To introduce family assessment and research

Learning Objectives:

Upon completion of this course students should:

1. Acquire an understanding of the basic theories and models in family therapy
2. Apply family theories and/or models to clinical cases
3. Be aware of current issues in family therapy and family research
4. Be familiar with family assessment and current research
5. Have increased awareness of contextual factors that impact family dynamics and dysfunction including (but not limited to) socioeconomic status, gender, race, sexual orientation, public policy and government.

**College of Education Conceptual Framework:**



The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

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**Assignments & Requirement for the Class Regarding Participation & Attendance**

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### Quizzes (50%)

- 1) Two quizzes will be given during the course; one after 5 lectures (approximately 1/3 of the course) and the second after 10 lectures (approximately 2/3 of the course). The materials covered on the quizzes will be based on the assigned readings from class. Each quiz will cover that respective week's materials (e.g. not cumulative). The quizzes are to ensure that you are retaining the information regarding theories and related materials from the book. Additionally the quizzes are in preparation for the types of questions that will be found on the masters comprehensive final exam, the NCE exam and/or the EPPP exam. Therefore the questions will be multiple choice in preparation for these standardized comprehensive, certification or licensure exams.

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- **Identifying Information:** This can be a description of the family unit including members, tentative ages, and family life cycle stage (if applicable).
- **Presenting Concern(s) & Observations:** This section would address the concerns and/or issues the family is currently facing. This can include behavior, affect and overall picture of the family constellation and the issues/problems they are facing.
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- Educational history
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**Guiding Questions**

Facilitators should have some guiding questions (3-4) to apply the case study to a particular family theory or theories related to the reading for that day.

Assignments are due on the date given **at the beginning of class**. No exceptions.

<u>Assignments</u>		<u>Grading</u>	
1.	Class participation	20 pts	93% A
2.	Quizzes	50 pts	90% A-
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4.	Paper	20 pts	83% B
Total		100 pts	80% B-
			77% C+
			73% C
			70% C-
			67% D+
			60% D
			57% F

**Course Outline\***

\*All readings are to be completed prior to class.

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May 7 Tuesday	Gender, culture and ethnicity and family	Chapter 3
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May 9 Thursday	Origins of Family therapy Professional Issues and Ethical Practices	Chapter 5 & 6
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May 20 Monday	Social Construction Models I & II Video: Working with Stepfamilies [REDACTED]	Chapters 13 & 14
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The Campus Safety Plan (<http://safetyplan.wsu.edu>) contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community.

Visit the Emergency Management website (<http://oem.wsu.edu/emergencies>) to become familiar with the campus safety and emergency information provided.

Visit the WSU ALERT site (<http://alert.wsu.edu>) where information about emergencies and other issues affecting WSU will be found. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies.

All faculty, staff, and students should go to the myWSU portal (<http://my.wsu.edu>) and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the myWSU main webpage. Look for the Emergency Notification box on the right side of the page and click on Register to be taken to the registration page where you can enter your cell, landline, and email contact information

### Students with Disabilities

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

The website for the Access Center to obtain documentation is: <http://drc.wsu.edu/>

### **Policy on Incompletes**

A student may only receive an “incomplete” in this course if there are circumstances beyond the student’s control that require an extension in fulfilling the assignments of this course (e.g. serious illness, death, deployment for military). An inability to complete work due to other student obligations (i.e. other course work or duties related to practica/internship or RA/TA duties) will not qualify for receiving an incomplete grade. It is the discretion of the instructor to determine what circumstances will be considered acceptable for an incomplete. If it is determined to not be acceptable, the student will receive a grade based on the work completed in the class at the end of the semester.

If an “incomplete” is given, please note that a student has one semester to complete the course work. If the work is not completed within one year and no extension has been requested and approved by the professor, the student will receive an “F” in the course or the grade based on the work completed at that time. Students can not graduate with an “I” on their transcript.

### **Academic Integrity**

Any member of the University community who witnesses an apparent act of academic dishonesty shall report the act either to the instructor responsible for the course or activity or to the Office of Student Affairs. The *Handbook* defines academic dishonesty to include “cheating, falsification, fabrication, multiple submission [e.g., submitting the same or slightly revised paper or oral report to different courses as a new piece of work], plagiarism, abuse of academic material, complicity, or misconduct in research.” Infractions will be addressed according to procedures specified in the Handbook at the Office of Student Affairs level. Additionally, academic dishonesty or violation of academic integrity will automatically result in a failing grade for the assignment and additionally may result in a failure in the course based on the professor’s evaluation of the events.

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## Rationale for Request for Curricular Change

The purpose of the CoPsy 519 Family Therapy course is to provide our masters counseling students an overview of family therapy. This major curricular change is part of a major programmatic change of our masters' program focused on community counseling as we shift from a 45 credit degree program to a 60 credit degree program. This increase in credits is in preparation for alignment with requirements for licensure of mental health counselors in other states within the US. The majority of states now require a 60-credit degree for eligibility for mental health counselor licensure. Therefore this programmatic increase in credits is to ensure that our students are prepared and competitive for counseling positions in Washington and other states including Oregon and Idaho. The rationale for the content of this course, e.g. family therapy, is due to the requirements for counselor certification which includes all counselors must pass the National Counselor Exam which contains a section on family therapy. The content of this course also will provide our students with the necessary knowledge and credit hour requirements for licensure in this content domain (e.g. family therapy). In terms of "how this impacts other units" graduate students from Prevention Science, Human Development and Clinical Psychology may be interested enrolling in this course. Please note this course currently is offered in the summer. To our knowledge no other family therapy course is offered at this time (e.g. summer) to meet our masters level requirements in two years. It is the discretion of the instructor to determine if students outside of the counseling/counseling psychology program can enroll in this course.