



LEE ONLINE

SYLLABUS

MAFT-541: Family Stress and Resilience

Date: 04/02/2018

Table of Contents:	
UNIVERSITY MISSION STATEMENT:	3
CATALOG DESCRIPTION:	3
REQUIRED TEXT(S) AND/OR SUPPORTING RESOURCES:	3
PREREQUISITE SKILLS AND KNOWLEDGE:	3
COURSE GOALS AND LEARNING OUTCOMES:	3
MAJOR TOPICS:	4
COURSE ASSESSMENTS:	5
EVALUATION:	5
GRADING SCALE:	5
LETTER GRADE EQUIVALENCIES:	5
UNIT AND TIME DISTRIBUTION:	6
POLICIES	6
ATTENDANCE POLICY:	6
ACADEMIC HONESTY POLICY/INFORMATION:	6
LATE POLICY:	7
EXPECTATIONS	7
FACULTY EXPECTATIONS OF STUDENTS:	7
STUDENTS' EXPECTATIONS OF FACULTY:	8
IMPORTANT STUDENT INFORMATION	8
SPECIAL NEEDS:	8
BIBLIOGRAPHY	8
KNOWLEDGE BASE/WORKING BIBLIOGRAPHY (READING LIST):	8

University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course is an exploration of major concepts from the research, conceptual and clinical literature on family stress and resilience, with a particular focus on overwhelming and/or traumatic stress.

Required Text(s) and/or Supporting Resources:**Required Text:**

Boss, P. (2017). *Family stress management: A contextual approach*. 3rd ed. Thousand Oaks, CA: Sage Publications. (**Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.**)

Lawson, D. M. (2013). *Family violence: Explanations and evidence-based clinical practice*. Alexandria, VA: American Counseling Association. (**Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.**)

Additional Supporting Resources:

Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

This course is designed to introduce students to the traditional and current clinical thinking with regard to family stress and resilience. In particular, students will develop their understanding of specific systemic contexts that contribute to increased stress in family and couple relationships. Traumatic events with emphasis on infidelity will be explored. Students will also develop their understanding of the factors that protect family and couple relationships and promote resilience.

General Learning Objectives (Course Goals):

This course seeks to:

1. Acquire specific techniques for dealing with stress in family and couple therapy.
2. Demonstrate case conceptualization of the context of family stress and resilience.
3. Demonstrate effective treatment planning regarding family stress and crisis management. Discuss strengths and limitations of past and current stress theories and interventions for diverse families.
4. Explore how society and culture impact family stress and resilience.

5. Review etiological considerations of infidelity.
6. Demonstrate effective treatment planning regarding infidelity.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Diagnose and assess client behavioral and relational health problems systemically and contextually (AAMFT 2.3.1.)
2. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others (AAMFT 2.3.5)
3. Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems (AAMFT 2.3.7)
4. Identify clients' strengths, resilience, and resources (AAMFT 2.3.8)
5. Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses (AAMFT 2.4.3)
6. Know which models, modalities, and/or techniques are most effective for presenting problems (AAMFT 3.1.1)
7. Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective (AAMFT 3.3.1)
8. Develop a clear plan of how sessions will be conducted (AAMFT 3.3.3)
9. Structure treatment to meet clients' needs and to facilitate systemic change (AAMFT 3.3.4)
10. Manage progression of therapy toward treatment goals (AAMFT 3.3.5)
11. Manage risks, crises, and emergencies (AAMFT 3.3.6)
12. Develop termination and aftercare plans (AAMFT 3.3.9)
13. Evaluate level of risks, management of risks, crises, and emergencies (AAMFT 3.4.3)
14. Advocate with clients in obtaining quality care, appropriate resources, and services in their community (AAMFT 3.5.1)
15. Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws (AAMFT 3.5.3)
16. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches (AAMFT 4.1.1)
17. Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit (AAMFT 4.1.2)
18. Recognize how different techniques may impact the treatment process (AAMFT 4.2.1.)
19. Match treatment modalities and techniques to clients' needs, goals, and values (AAMFT 4.3.1)
20. Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client) (AAMFT 4.3.2)
21. Defuse intense and chaotic situations to enhance the safety of all participants (AAMFT 4.3.7)
22. Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence (AAMFT 5.3.4)

Major Topics:

- A. Etiology of family and couple stress
- B. Sociological perspective in family and couple stress and resilience
- C. Clinical implications associated with family/couple stress and resilience

- D. Infidelity trauma research and theory
- E. Traditional and current infidelity treatment research and theory

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- C. **Unit Assignments.** In each unit, you will be expected to provide a reflection paper on various topics.
- D. **Course Project.** This is an integration paper that will be worked on throughout the entire course.

Evaluation:

- | | |
|-------------------------|-----|
| A. Threaded Discussions | 200 |
| B. Unit Assignments | 470 |
| C. Course Project | 330 |

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
F	.0	0 - 729

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in

progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-16 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University, student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

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:

- Submitting work for academic evaluation that is not your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others'

words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.

- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. Students who think they may qualify for these accommodations should contact the Office of Academic Support to set up accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

- Bainbridge, D., Kruegen, P., Lohfeld, L., & Brazil, K. (2009). Stress processes in caring for an end-of-life family member: Application of a theoretical model. *Aging and Mental Health*, 13(4), 537-545.
- Baucom, D. H., Gordon, K. C., Snyder, D. K., Atkins, D. C., & Christensen, A. (2006). Treating affair couples: Clinical considerations and initial findings. *Journal of Cognitive Psychotherapy: An International Quarterly*, 20 (4), 375-392.

- Brooker, A. S., & Eakin, J. M. (2001). Gender, class, work-related stress and health: Toward a power centered approach. *Journal of Community and Applied Social Psychology*, 11, 97-109.
- Butler, M. H., Seedall, R. B., & Harper, J. M. (2008). Facilitated disclosure versus clinical accommodation of infidelity secrets: An early pivot point in couple therapy. Part 2: Therapy ethics, pragmatics, and protocol. *The American Journal of Family Therapy*, 36, 265–283.
- Chi, P., Tsang, S., San Chan, K., Xiang, X., Yip, P., Tak, Y., & Zhang, X. (2010). Marital satisfaction of Chinese under stress: Moderating effects of personal control and social support *Asian Journal of Social Psychology*, 14, 15-25.
- Dupree, W. J., White, M. B., Olsen, C. S., & LaFleur, C. T. (2007). Infidelity treatment patterns: A practice-based evidence approach. *The American Journal of Family Therapy*, 35, 327–341.
- Glass, S. P. (2003). *Not just friends: Rebuilding trust and recovering your sanity after infidelity*. New York, NY: Free Press.
- Jill D. Duba, J. D., Kindsvatter, A., Lara, T. (2008). Treating infidelity: Considering narratives of attachment. *The Family Journal: Counseling and Therapy for Couples and Families*, 16(4), 293-299.
- Haan, L. D., Hawley, D., Deal, J. E. (2002). Operationalizing family resilience: A methodological strategy. *The American Journal of Family Therapy*, 30, 275–291
- Hall, J. H., & Fincham, F. D. (2005). *Relationship dissolution following infidelity*. In M. Fine & J. Harvey (Eds.), *The Handbook of Divorce and Romantic Relationship Dissolution*. (pp. 1-34). Mahwah, NJ: Erlbaum.
- Hawley, D. R. (2000). Clinical implications of family resilience. *The American Journal of Family Therapy*, 28, 101-116.
- Kimmel, M. S. (2000). *Gendered health*. In Kimmel, M. S., *The Gendered Society*. 2nd(ed.). (pp. 261-263). New York, NY: Oxford University Press.
- Kolmet, M., Marino, R., & Plummer, D. (2006). Anglo-Australian male blue-collar workers discuss gender and health issues. *International Journal of Men's Health*, 5(1), 81-91.
- Landstedt, E. & Gadin – Gillabnder, K. (2012). Seventeen and stressed, do gender and class matter? *Health Sociology Review*, 21(1), 82-98.
- McCurdy, K., Gorman, K. S., & Metallinos-Katsaras, M. (2010). From poverty to food insecurity and child overweight: A family stress approach. *Child Development Perspectives*, 4(2), 144–151.
- Paradies, Y. (2006). A systematic review of empirical research on self-reported racism and health. *International Journal of Epidemiology*, 35, 888–901.
- Patterson, J. M. (2002). Integrating family resilience and family stress theory. *Journal of Marriage and Family*, 64(2), 349-360.
- Rothwell, D. W., & Chang-Keun, H. (2010). Exploring the relationship between assets and family stress among low-income families. *Family Relations*, 59, 396 – 407.
- Walsh, F. (2003). Family resilience: A framework for clinical practice. *Family Process*, 42, 1-18.
- Williams, K. (2011). A socio-emotional framework for infidelity: The relational justice approach. *Family Process*, 50(4), 516-528.
- Williams, K., Galick, A., Knudson-Martin, C., & Huenergardt, D. (2012). Toward mutual support: A task analysis of the Relational Justice Approach to infidelity. *Journal of Marital and Family Therapy*, 39(3), 284-298.
- Williams, K., & Knudson-Martin, C. (2012). Do therapists address gender and power in infidelity? A feminist analysis of the treatment literature. *Journal of Marital and Family Therapy*, 39(3), 271-284.