



Department of Psychology and Counseling

COUN 5315-501: Couples Therapy (3 credits)

Summer 2024 Syllabus

Course Time: Mondays 2pm to 4:45pm

Location: Braithwaite Bldg Rm 1055

Instructor: Diane Smedley PhD, LPC, LMFT

Office Location: HPR 239

In Person Office Hours: By appointment

Virtual Office Hours: By appointment

<https://uttyler.zoom.us/j/4179375035?pwd=V2oxVHZxOWY0aytXbDk5Kzg5aGg4Zz09>

Email: dmedley@uttyler.edu (preferred method of contact)

Office Phone: 903-565-5677

COURSE CATALOG DESCRIPTION

Instruction in the research, theory, and processes involved in couples therapy. Includes selected modalities of couples therapy, special ethical and professional issues, and role-playing practice of skills for working with couples.

COURSE PREREQUISITES

Credit in COUN 5312 or PSYC 5312

COURSE LEARNING OBJECTIVES:

Course Objectives and Learning Outcomes	CACREP 2024 Standards	Learning Activities and Assessments
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	3.A.10	Lectures; Assignments;
Theories of individual and family development across the lifespan	3.C.1	Lectures; Assignments;
Structures for affective relationships, bonds, couples, marriages, and families	3.C.6	Lectures; Assignments;
The role of sexual development and sexuality related to overall wellness	3.C.9	Lectures; Assignments;

Upon completing this course, students should be able to do the following:

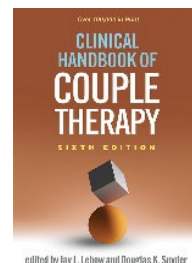
- Describe the differences between individual and systems models of relationship functioning.
- Describe what distinguishes a couple as a unique subsystem located within families and other social systems.
- Describe the influence of family, culture, society, and other aspects of the human ecosystem that each partner brings into a relationship and how these factors combine to distinguish each couple as unique from other couples.
- Describe developmental factors that influence the formation and maintenance of couple relationships.
- Understand and be able to describe the how problems develop, how change occurs, and how change is maintained within couple relationships from various theoretical approaches.

- Understand and be able to describe assessment, treatment planning, intervention, and outcome evaluation in couples therapy from various theoretical approaches.
- Demonstrate essential couple counseling skills.
- Conduct a basic assessment of a couple relationship.
- Identify the ethical guidelines and state laws that are associated with the practice of couples therapy.

Required Textbooks:

Lebow, J. L., & Snyder, D. K. (2023). *Clinical handbook of couple therapy* (6th ed.) Guilford.

Note: A student at UT-Tyler is not obligated to purchase a textbook from a university-affiliated bookstore. The text may be available from an independent retailer, including an online retailer.



Additional Readings:

American Counseling Association (2014). *2014 ACA code of ethics*. https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0_1

Hiebert, W. J., & Gillespie, J. P. (1984). The initial interview. *Counseling in Marital and Sexual Problems*, 17-34.

International Association of Marriage and Family Counselors. (2017). *IAMFC code of ethics*. <https://www.iamfconline.org/public/IAMFC-Ethical-Code-Final.pdf>

Remley, T. P., & Herlihy, B. (2021). *Ethical, legal, and professional issues in counseling* (6th ed.). Pearson.

Selvini, M. P., Boscolo, L., Cecchin, G., & Prata, G. (1980). Hypothesizing—circularity—neutrality: Three guidelines for the conductor of the session. *Family Process*, 19(1), 3-12. <https://doi.org/10.1111/j.1545-5300.1980.00003.x>

Woodbridge, L. M. (2022). Many loves: Preparing counselors to work with polyamorous clients. *Journal of LGBTQ Issues in Counseling*, 16(4), 390-405. <https://doi.org/10.1080/26924951.2022.2057390>

TEACHING STRATEGIES

This is an online course. It is expected that you will spend an average of 6+ hours working on the modules for this course each week. The course materials will be housed on Canvas. This class will consist of a collaborative learning community in which all participants share responsibility for the learning process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student.

Lectures, videos, assigned readings, and online activities will provide a basis for discussion. Academic integrity is expected from each student and plagiarism from any source will not be tolerated.

COURSE POLICIES AND REQUIREMENTS

ATTENDANCE POLICY

Student attendance in this class is critical. It is expected that students will attend all classes. If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You may then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable. In case of missed class students will lose participation and professionalism points. After the first excused missed class, along with missing participation and professionalism points, for each missed class students will lose additional 10 points from their overall grade. All absences must be discussed with the

instructor prior to the class missed. Missing more than one class may result in an “IP” or “NC” for the class unless otherwise determined by the instructor.

CLASS PUNCTUALITY

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

LATE POLICY

Assignments submitted after the established time due in the syllabus and/or Canvas will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted, and the student will receive a zero for the assignment.

ZOOM PROFESSIONAL BEHAVIORS

Students should attend online zoom synchronous classes in the same manner that they would attend in-person classes. Students should be professionally dressed and sitting in an appropriate position for learning. Students must keep their video cameras on for the entirety of class. Students are not permitted to be engaging in other activities while attending class (e.g., driving a car, working a job, attending an appointment, etc.). Students will need to find a quiet and private location in which to attend class. It is also essential that students are able to secure a good internet connection.

USE OF TECHNOLOGY

Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and do not send or read text messages during class. Students who choose to use a laptop computer should only do so for taking notes. Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class. If the instructor becomes aware of a student using their laptop for any reason other than taking notes, they may ask that student to cease bringing their computer into the classroom.

Given the potential for discussion of sensitive content during class, recording of class is strictly prohibited except where accommodations are arranged through SAR. Additionally, students are strictly prohibited from going “live” on social media platforms such as TikTok during class. The ability to uphold confidentiality is a core tenet of professional counseling as supported by the ACA Code of Ethics. As a counselor-in-training, you are expected to demonstrate the ability to honor confidentiality.

COMMUNICATION POLICY

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student’s Patriot account. In accordance with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is dsmmedley@uttyler.edu. Do not send emails to any other email address, as I will not receive them.

ONLINE COMMUNICATION

Part of your preparation as a professional counselor is the ability to communicate with future colleagues and clients clearly and professionally. All written communication (e.g., emails, discussion board postings, etc.) that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your

colleagues in a professional manner. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / , :-)) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (e.g., Dear Dr. Smedley:).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class.

DIVERSITY STATEMENT

Students are expected to be sensitive to individual and cultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender, race, ethnicity, ability, and sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to

experiential activities.

- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

COURSE ASSIGNMENTS

REFLECTIONS ON IN CLASS ACTIVITIES – 80 POINTS

Students are expected to reflect on their in class, experiential learning activities. Each of the 8 reflections will have a unique prompt that aligns with the topic for that week. Although the reflections are not expected to be in APA format, professional language and graduate-level grammar are expected. The reflections should be about two paragraphs long, and citations are not required. The reflections are worth 10 points each.

STRUCTURAL INTERVIEW – 50 POINTS

Students will conduct a structural intake interview as described by Hiebert & Gillespie (1984) with a couple. The couple must be in a committed relationship with each other for at least 2 years. Although your 4-to-6-page reflection is not expected to be in APA format, professional language and graduate-level grammar are expected. **You will turn into Canvas the following: the recording, the consent to record, and the reflection paper.** Make sure to use Studio to upload your recording before submitting it. See Appendix A for assignment details.

SEXUAL ATTITUDES ASSESSMENT – 50 POINTS

Students will complete the sexual attitudes assessment in Appendix B. After completing the assessment, students will write a 3-to-4-page reflection answering the following questions:

- In your opinion, what role does the sexual attitudes assessment play in couples counseling?
- What was your experience with completing the assessment?
- As an interviewing method, what are your thoughts on the template's structure, flow, etc.?
- What did you expect the assessment experience to be like? How did your expectations align with reality?
- What was the biggest impact on you in completing this assessment?
- What will you walk away with from this assignment?

Please note, students are **NOT** to turn in their assessment. Additionally, students are **NOT** to share details of their assessment answers within the reflection. The reflection paper is to process what it is like to *experience* a sexual attitudes assessment. Although the reflections are not expected to be in APA format, professional language and graduate-level grammar are expected.

SHORT ESSAY FINAL EXAM – 100 POINTS

The final exam will consist of a 5 short essay questions. Each short essay should contain at least one citation and be

about one page in length. APA 7th ed style should be used. The exam is open book and notes. Student **MAY NOT** use each other as resources and **MAY NOT** use artificial intelligence (AI) to write their answers.

PARTICIPATION & PROFESSIONALISM – 20 POINTS

Learning/teaching is a dynamic/social process. In this class, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins, so that they can **actively engage** with course content online. Students are expected to regularly participate in class.

Students are expected to attend classes on time. In an online, asynchronous class attendance includes regularly engage with Canvas and any other learning management tools utilized by faculty. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected.

Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during in person and online interactions with their peers and the instructor. You are expected to be fully engaged in the topic of assessment, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Actively taking part in class activities
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking knowledge and skills
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

REQUIREMENTS/GRADING

Reflections on in class activities (8 * 10)	80
Structural Interview	50
Sexual Attitudes Assessment Reflection	50
Short Answer Final Exam	100
Participation & Professionalism	20
Total Possible Points	300

Letter grades are awarded according to the following scale: A-100%-90%, B-89%-80%; C-79%-70%; D-69%-60%.

PROFESSIONAL DISPOSITIONS

Professional disposition is an integral component of the course. The **systematic assessment** of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below. The Professional Dispositions component **is not calculated in the final grade**; however, the assessment is (1) part of the CMHC Committee’s systematic student review and (2) will be included in the student's academic file.

1. Openness to new ideas.	1	2	3

2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

PROFESSIONALISM STATEMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

TENTATIVE COURSE SCHEDULE

**Instructor reserves the right to make changes as needed.*

Week	Scheduled Topics	Assignments	2024 CACREP Standards
1 (5/13)	Introductions, Syllabus, & Class Informed Consent	READ: Syllabus before coming to class; Chp 1 ACTIVITY: Review syllabus, class informed consent, & introductions LECTURE: Systemic counseling principles	3.C.6
2 (5/20) ONLINE	Preparation week	READ: Week 1 and week 4 readings ASSIGNMENT: Find a couple for the structural interview	
3 (5/27)	Memorial Day Holiday – University closed/no classes		
4 (6/3)	Couples counseling assessment, intake, & interview; informed consent	READ: Lebow & Snyder Chp. 2 & 29; Heibert & Gillespie Chapter; Selvini et al., (1980) LECTURE: The first few couples sessions – How to conduct informed consent, intake interview, and assessment	3.A.10; 3.C.6
5 (6/10)	Ethics & law; Treatment planning	READ: Lebow & Snyder Chp. 31; Remley & Herlihy (2020) Chp 12; IAMFC Code of Ethics (2017); ACA Code of Ethics (2014) LECTURE: Ethics and law in couples counseling; how to write an effective systemic treatment plan ASSIGNMENT: Reflection	3.A.10

6 (6/17)	Poststructural approaches	READ: Lebow & Snyder Chp. 10, 11, & 12 LECTURE: Narrative, Solution-Focused, & Socioculturally Attuned approaches ASSIGNMENT: Reflection	3.C.1; 3.C.6
7 (6/24)	Couples, intimacy, and sex	READ: Lebow & Snyder Chp. 18 & 19; LECTURE: Sexual intimacy in the couple system, across the lifespan; Sexual dysfunction and medical concerns ASSIGNMENT: Reflection and Structural Interview	3.C.9
8 (7/1)	Emotion-centered, psychodynamic, & multigenerational approaches	READ: Lebow & Snyder Chp. 6, 7, 8, & 9 LECTURE: Emotionally Focused, Object Relations, Mentalization-based, & Intergenerational factors ASSIGNMENT: Reflection	3.C.1; 3.C.6
9 (7/8)	Special Topics – Diversity in couples	READ: Lebow & Snyder Chp. 20, 23, & 28; Woodbridge (2022) LECTURE: Queer couples, intercultural couples (e.g., race, religion, country-of-origin, etc.) & poly/CNM relationships ASSIGNMENT: Reflection and Sexual Attitudes Assessment	3.A.10; 3.C.6
10 (7/15)	Integrative approaches	READ: Lebow & Snyder Chp. 13, 14, 15, & 16 LECTURE: Common factors, Integrative systemic, Therapeutic Palette, & Gottman Method ASSIGNMENT: Reflection	3.C.1; 3.C.6
11 (7/22)	Special Topics – Relational Cultural Therapy and couples; TBD	READ: TBD LECTURE: TBD ASSIGNMENT: Reflection	3.C.6
12 (7/29)	Behavioral approaches	READ: Lebow & Snyder Chp. 3, 4, & 5 LECTURE: Cognitive-behavioral, Integrative Behavioral, & Acceptance and Commitment approaches ASSIGNMENT: Reflection	3.C.1; 3.C.6
13 (8/5)	Finals Week	ASSIGNMENT: Short Essay Final Exam	

Program and Departmental Policies

COVID-19

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature should stay at home and notify their faculty. Students are also encouraged to use the UT Tyler COVID-19 Information and Procedures website. This website also provides information about our Vaccination Mobile Clinic.

Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Clinical Mental Health Counseling Program Mission Statement:

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:

<https://www.uttyler.edu/psychology/policies.php>

UT Tyler Clinical Mental Health Counseling Student Handbook:

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be

repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disability-services>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

APPENDIX A

The expectations of the Structural Intake Interview (SII) assignment follow closely with the content of the Hiebert & Gillespie (1984) chapter. It is imperative that this chapter is read and understood prior to initiating this assignment. The instructions for the assignment as are follows:

Step 1: Identify a couple

The couple must be in a committed relationship with each other for at least 5 years. Although marriage is not required for this assignment, you must be able to differentiate in your SII and reflection between their courtship period and their committed period. Additionally, the couple must agree to be recorded and sign the consent to record document.

Step 2: The SII

The SII should take about one hour. You will either audio or video record the interview so that you can stay present in question asking and not worry about writing information down. This is **NOT** a counseling session. While you can use reflective techniques to help you refine your questions, your intent is not to lead the couple into processing. Your questions should reflect the structure offered in the Hiebert & Gillespie chapter. I will not tell you exactly what to ask as each couple system is unique. However, I do expect you to hit the following topics:

- Courtship
 - How did the marital system form?
 - See sample questions on page 25 of the Hiebert & Gillespie chapter
- Commitment (Marriage)
 - What is the rhythm of marital system across time?
 - See list of “Areas of Question” starting on page 29 of the Hiebert & Gillespie chapter

The overall goal of the SII is to better understand the systemic patterns of functioning in the couple’s system. How were the patterns of functioning laid (i.e., the courtship)? And how do those patterns continue up to now (i.e., from the beginning of ‘marriage’ to now)?

Step 3: The Reflection Paper

You will take your interview and turn it into a reflection paper. Within the reflection paper, you will address the following:

- Overall summary of the interview. Tell me about their courtship experience and their commitment experience.
- What observations did you make about each partner’s personality? How did the couple system form around these personality traits?
- What are some strengths of this couple system?
- What are some concerns of the couple system? Use the “clues to systems and patterns” starting on page 26 for courtship and start on page 30 for marriage to structure your concerns.
- Considering von Bertalanffy’s principles of general systems theory, describe the couple’s homeostasis, when it appeared in their relationship, and how it is maintained.

APPENDIX B

Sexual Attitudes Assessment

To begin:

For many people, it makes sense to break their sexual behavior up into meaningful chunks; for example, childhood and teenage years, dating and first experiences, settling down/marriage.

- If you were to divide your life up into three or four meaningful segments, roughly when would those be?

Let's then focus on the first segment (usually childhood, puberty, and early adolescence).

- How much did you know about sex growing up?
 - How did you learn?
- What messages about sex did you receive?
 - Where did these messages come from?
- Many children play 'doctors and nurses' or other games to find out about sex. Did you have an experience like this? And if so, what was that like?
 - Were you ever caught?
 - What happened?
- At what age do you remember starting to masturbate?
 - How did you learn about it?
- What sexual concerns did you have growing up?
 - Anything particularly memorable?
- Any sexual contact with adults or children a lot older than you when you were growing up?
 - How do you feel about this now?
- Anything else significant about that period?

Focusing on the next segment (usually adolescence, early dating, and first intercourse).

- During adolescence, what was your sexual awakening like?
- Were you popular or more of a loner?
- How old were you when your body started changing?
 - How much did you know about these changes?
- Did you go through puberty earlier than, at the same time as, or after your peers?
- Adolescence is often a time of sexual exploration. What sort of things happened for you?
- What concerns did you have at that time?
- In terms of sex, what were your goals at that time? (e.g., wait until marriage; lose your virginity ASAP, etc.)
 - Where did these messages come from?
- Understanding of one's own sexual orientation is a theme for many during adolescence. What was the process like for you during this segment?
 - What messages did you receive about your sexual orientation?
 - Where did these messages come from?

Let's look at the first time you had some sort of sex with someone else.

- Who was the first person that you had any type of sex with?
 - What happened?
 - What was it like for you?
 - How did you feel afterwards?
 - What happened to the relationship?
- What about the second person that you had any type of sex with?
 - What happened?
 - What was it like for you?
 - How did you feel afterwards?
 - What happened to the relationship?
- After this, what was your typical sexual pattern? (e.g., one monogamous partner, a few non commitment partners, lots of partners, etc.)
- What types of sex (e.g., vaginal, oral, anal, etc.) were you having?
 - What protection did you use?
 - Who decided?
- Looking back, what was most difficult about that period of your life? What was the best about that period of your life?
- Anything else significant about that period?

Focusing on the final segment (usually current or recent long-term relationship marriage).

- How old were you when you met your spouse/partner?
- How long after meeting did you start being sexual together?
- How did you decide to have sex?
- What was the first time like?
- What sort of protection did you use?
 - Who decided that?
- If you look at your sex life over the relationship, what sort of patterns do you see? How has your sex life in this relationship changed across the lifespan?
 - How do you feel about the changes in sex over time?
- What was/is the best part of having sex with your partner?
- What have been the greatest challenges or frustrations?
- Anything else significant about that period?

Sexual Health Assessment

- Currently, about how many sexual partners do you have?
- How often are you having sex?
 - How satisfying is it for you?
- How do you approach sexual safety?
 - What protection do you use?
 - How often are you tested for STIs and other sex related health concerns?
 - How are STI testing and protection conversations initiated with potential or current sexual partner(s)?
- What sexual concerns or issues do you have currently?
- What about intimacy needs and being touched?
- How frequently would you like to have sex?

- If the actual and desired frequency of sex do not align, what do you believe is the reason for this misalignment?
- What sort of sexual life would you like, ideally?
 - In terms of oral, anal, vaginal, or something else, ideally what would you like?
 - If you currently have a partner, do your desired sex lives align?
 - If not, where do they differ?
- What other sexual concerns do you have? How distressing are these concerns?

We've looked at your history, some current concerns and what sort of sexual life you'd ideally like to have. Sex is an area of health where many people have concerns that they may feel shameful about or bad about.

- Is there anything we haven't touched on that would be important to mention?