

SOC W 624 - SW Practice w/Couples+Families

Fall 2023

Section 001: B132 JFSB on T from 3:00 pm - 4:50 pm

Instructor/TA Info

Instructor Information



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Course Information

Description

Social Work Practice with Couples and Families is designed to help you learn to best assist individuals, couples and families in building healthier, stronger relationships and navigating the challenges in their relationships. Healthy relationships are critical to positive mental health. Having a strong foundation in couples and family treatment is necessary in strengthening your clinical abilities with individuals, couples, and families, as every person you work with belongs to and is influenced by a family and will benefit from your ability to apply the principles learned and practiced in this class.

Materials

Item	Price (new)	Price (used)
 <u>Love Prescription</u> - Required by Gottman, J	15.00	11.25
 <u>WKBK Hold Me Tight</u> - Required by Johnson, S	24.99	18.75

Learning Outcomes

CSWE 2015 Competency 4

Engage In Practice-informed Research and Research-informed Practice
Links to BYU AIM: Intellectually Enlarging (competence)

CSWE 2015 Competency 2

Engage Diversity and Difference in Practice
Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)

CSWE 2015 Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities
Links to BYU AIM: Lifelong Learning and Service (service)

CSWE 2022 Competencies

Competency Assessment
The following points outline how competency 2, 4, and 8 will be assessed in this course, including the corresponding knowledge, values, and skills necessary for learning and developing competence

CSWE 2022 (3) Competency 2 2015

Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice. Social workers "demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice).
Successful completion of assignment #2 and #4 will assess student's knowledge of their love languages, their family of origin, their attachment and other important areas of identity. Understanding one's values and understanding one's identity and its relation to their clinical work is essential to understanding clients, and their skills of doing identity or self work is part of the process of engaging diversity and difference in practice.

In order to be considered competent in Competency 2, students must successfully complete the assessment points within assignments #2 and #4 with an 80% or better. If a student is not competent on this competency, they will follow instructions in the MSW student handbook.

CSWE 2022 Competency 4

Engage In Practice-informed Research and Research-informed Practice

Links to BYU AIM: Intellectually Enlarging (competence).

Successful completion of assignments #3, #5 and #6 final will assess student's knowledge of theory and research informed family therapy approaches (handout and in-class presentation) and their skills identifying the core components of these approaches (handout and presentation).

- Successful completion of the assessment and treatment of assignments #5 and #6 will assess their knowledge of research and how it can be applied to clinical cases and their skills applying researched modalities to work with clients.
- In order to be considered competent in Competency 4, students must successfully complete the assessment points within assignments #5 and #6 with an 80% or better. If a student is not competent on this competency, they will follow instructions in the MSW student handbook. CSWE 2022 Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities
Links to BYU AIM: Lifelong Learning and Service (service).
Successful completion of assignment #4 and #6 will assess student's knowledge and skills of one or more family therapy approaches as well as conceptualizing, assessing, and intervening with families effectively.

In order to be considered competent in Competency 8, students must successfully complete the assessment points within assignments

#4 & #6 with an 80% or better. If a student is not competent on this competency, they will follow instructions in the MSW student handbook.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

General

There is an instruction sheet for each assignment. It provides guidance on how to successfully complete the assignment and provides the grading rubric I will use to score it. All of the assignments will be submitted through Learning Suite on the dates/times indicated in the syllabus. On group assignments, all group members receive the same grade on the assignment. If you feel like a member of your group did disproportionately less and should get a lesser grade, please come speak to me. I will speak to the other members of the group.

Late policy

Assignments are considered late if they are submitted after the time indicated in Learning Suite. Be sure to check the due date and time in Learning Suite. I will accept late assignments up to 6 days after their due date, however, I reduce the score by 10% for each day they are late. I apply the first 10% reduction after the due date/time. For example, if an assignment is due November 16th and 11:59pm, the first 10% reduction would be applied to assigned submitted after 11:59pm.

Grading errors

If I have made a mistake on your grade, please send me an email with the details of the error and I will gladly re-check it.

Participation Policy

I welcome all forms of constructive participation. I know verbally sharing during class is only one of the many ways you can engage. I recognize that the way you choose to engage is informed by your personality, personal background, current life situation, classroom context, and learning needs. Our learning environment is best when we are all respectfully engaged (in our own way). To foster an optimal learning environment, I ask that we comply with the following participation policies:

- Arrive on-time and remain for the duration of the class.
- Actively participate in partner/small group exercises and activities.
- Complete readings and other assignments before class.
- Be attentive and respectfully engaged during lectures and class discussions.
- Refrain from using technology during instructional time (e.g., no laptops, tablets, texting, smart watches). You can use technology during breaks. You may also use technology if it is listed in your accommodations letter from the University Accessibility Center

In the event we must do class online please follow these additional policies:

- Have your camera on during our online sessions.
- Be fully present during our online sessions. Imagine that you are sitting in our class and only engage in those behaviors that enhance your learning and the learning of your classmates. Don't multi-task, avoid using technology for unrelated tasks (email, social media, shopping, texting, etc.) and avoid engaging in any distracting behaviors.

To support our adherence to these policies, you can earn up to 2 points per day for participation (2 = complies fully with participation policies, 1 = complies partially with participation policies, 0 = non-compliant with participation policies).

Attendance Policy

This course is fully in-person and does not include any zoom components.

On-time attendance is required. We will be maximizing every minute of our class time together. A substantial portion of our in-class time will be spent doing experiential learning activities in groups. Your absence will hamper your group's ability to complete the in-class exercises and subsequent homework. As such, any absence will receive a 5 point deduction in your participation grade. In addition, you would miss any points for graded in-class work for that session. Being late to class will result in a 1 point reduction in your participation grade for that day.

In the event of any emergency, please contact me as soon as you are able. I will consider extenuating circumstances and emergencies on a case-by-base basis.

If you miss class, you can get notes from a classmate or can schedule a time to meet with me to discuss the content you missed. We won't be using zoom in class. If you miss when we have a group simulation, you and your group will need to schedule a time outside of class to make-up the simulation.

Study Habits

This course utilizes a modified flip format. That means that you will be assigned readings and pre-class exercises to help you prepare for our in-class session. During class you will apply the concepts from the reading. As such, I would recommend viewing your pre-class preparations as if you were prepping for a client session. This approach closely mirrors the method you will use to master clinical skills in your post-MSW work. The University has instructed faculty to plan 2 hours of out-of-class learning opportunities for each hour in-class. For our course, that translates into 4 hours of out-of-class skill development per week. I know that there will be weeks where the skills development activities will require less than four hours and there will be weeks where they require more (e.g. larger assignments), so my hope is that over the course of the semester things will average out. I don't want you to be overburdened or under-stimulated.

Teaching Philosophy

I approach teaching using a modified experiential learning model (Kolb, 2015). This model posits that learning best occurs when you try the concept out (e.g. a particular family therapy technique), reflect on your experience, abstract key lessons, and then apply those lessons to subsequent opportunities. We will be using simulations in-class to provide you with the opportunity to practice family and couple skills to prepare you for your internships and future clinical work.

Assignments

Assignment Descriptions

September 5

Sep
05

Due: Tuesday, Sep 05 at 11:59 pm

Assignment 2 Love Language Insights (Competency 2 80%)

Sep
11

Due: Monday, Sep 11 at 11:59 pm

Love Language Insights:

Prior to class watch the short love language videos on each of the love languages on 5lovelanguages.com (<http://5lovelanguages.com>)

Watch Understanding the 5 Love Languages: The Secret to Love that lasts with Gary Chapman: [Understanding "The 5 Love Languages: The Secret to Love that Lasts" with author Dr. Gary Chapman - Bing video](https://www.bing.com/videos/search?q=The+5+love+language+the+secret+to+love+that+lasts&&view=detail&mid=ADAFE7CEBDFD8037EB11ADAFE7CEBDFD8037EB11&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3D) (<https://www.bing.com/videos/search?q=The+5+love+language+the+secret+to+love+that+lasts&&view=detail&mid=ADAFE7CEBDFD8037EB11ADAFE7CEBDFD8037EB11&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3D>)

Take the love language quiz on 5lovelanguages.com (<http://5lovelanguages.com>)

Including findings from your test results, your instincts, childhood experiences, current or past relationships, and other insights explain what you feel your primary love language is and support why. Has it changed over time? If so, how and why? Did any of the love languages bring up any positive or negative associations for you, if so, what and why? Write a letter to that person who is or will one day be closest to you including detailed tips on specific ways they can help you to help you feel most loved and cared about.

September 12

Sep
12

Due: Tuesday, Sep 12 at 11:59 pm

Assignment 1 Introductory video

Sep
12

Due: Tuesday, Sep 12 at 11:59 pm

By the first day of class please post a brief video on learning suites introducing yourself including your experience with couples and families in therapy thus far; what you hope to gain from this class; your professional goals, formative experiences with respect to views of happiness in couples and families; your ideas around couple's and family therapy and anything else you would like me to know about you. This assignment will be worth 2 pts.

September 19

Sep
19

Due: Tuesday, Sep 19 at 11:59 pm

September 26

Sep

October 3Oct
03 Due: Tuesday, Oct 03 at 11:59 pm**Assignment 3 Strengthening Principles (Competency 4 80%)**Oct
09 Due: Monday, Oct 09 at 11:59 pm**Strengthening Principles**

Some say that although divorce rates are often 50%, the divorce rate for those who pray together daily is markedly lower -- only one couple in 10, 000. Prayer and the other eight principles listed in the Family Proclamation to strengthen families are insights to strengthen families throughout the world. Find more academic support behind these principles to share them with clients of all faiths or clients who do not have a faith. Identify research findings or elements within current therapy modalities that support each of these nine principles. What can you find directly or indirectly supported by research on faith, prayer, repentance, forgiveness, respect, love, compassion, work, and wholesome recreational activities? Submit your findings including sources as well as examples of session ideas demonstrating how you might apply these principles in sessions or ways you might help families implement them.

October 10Oct
10 Due: Tuesday, Oct 10 at 11:59 pm**October 17**Oct
17 Due: Tuesday, Oct 17 at 11:59 pm**October 24**Oct
24 Due: Tuesday, Oct 24 at 11:59 pm**October 31**Oct
31 Due: Tuesday, Oct 31 at 11:59 pm**Assignment 4 Family Relationship Reflection Paper (Competency 2, 4, 8 80%)**Nov
06 Due: Monday, Nov 06 at 11:59 pm

Family Relationship Reflection Paper: Complete the family relationship developmental interview (attached). With respect to your family relationships write a brief family assessment and create a family treatment plan as if you were this family's therapist, with the goal of strengthening this family's relationships and creating secure attachments. Detail ideas of specific treatment modalities you could use to accomplish these goals. Family Relationship Development.pdf [Download \(plugins/Upload/fileDownload.php?fileId=fac02462-8BNY-LAfj-IVle-R1ebff8834bd&pubhash=aMAC6Jh2BJET9NCAiK484157JJZrDo_oJIOi7xSS4iTlpRsQHO5VsLF8xLMxVDzIEMQY9CvN3fL0NB_IAC_Eiw==\)](#)

November 7Nov
07 Due: Tuesday, Nov 07 at 11:59 pm**November 14**Nov
14 Due: Tuesday, Nov 14 at 11:59 pm**Assignment 5 Family Session Presentation (Competency 4 80%)**Nov
27 Due: Monday, Nov 27 at 11:59 pm

Presentation of a Family session activity idea to the class as if we were in session. Detail in writing your idea and rationale behind the intervention, when you might use this and why in written form to include in shared class document. This can be done alone or in a group.

November 28Nov
28 Due: Tuesday, Nov 28 at 11:59 pm**December 5**

Dec

December 12

Dec
12

Due: Tuesday, Dec 12 at 11:59 pm

Assignment 6 Final (Competency 4, 8 80%)

Dec
19

Due: Tuesday, Dec 19 at 11:59 pm

Final: Three common couple/family issues will be presented. For each of these families provide an assessment, and treatment plan for this couple/family, including goals and specific treatment modalities you would use and why. 30 pts, (10 each)

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Compliance Hotline and BYU Policies

If you have questions about university policies, including those discussed in this syllabus, please visit <https://policy.byu.edu> (<https://policy.byu.edu>).

If you observe any non-emergency dangerous, illegal, or suspicious activity occurring on campus or by a member of the BYU community, please report it through the BYU Compliance Hotline at <https://hotline.byu.edu> (<https://hotline.byu.edu>). Emergencies and ongoing criminal activity should be reported directly to BYU Police at 801-422-2911.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statementⁱ, the BYU honor codeⁱⁱ, and principles of Christian discipleshipⁱⁱⁱ. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"^{iv}. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"^v "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges."^{vi} It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."^{vii} To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

ⁱ "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

ⁱⁱ "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

ⁱⁱⁱ "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020;

<https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37 (https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37)

^{iv} "he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

^v Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

^{vi} Elder M. Russell Ballard, "The Trek Continues", October, 2017

^{vii} President Russell M. Nelson, "The Love and Laws of God", September, 2019

Schedule

Date	Column 1	Column 2
Week 1		
T Sep 05 Tuesday	Start of Classes September 5	
Week 2		
M Sep 11 Monday	Assignment 2 Love Language Insights (Competency 2 80%)	

T Sep 12 Tuesday	Love Languages Assignment 1 Introductory video September 12	
Week 3		
T Sep 19 Tuesday	Gottman: Gratitude and Compliments September 19	
Week 4		
T Sep 26 Tuesday	Gottman: Contact, Touch and Dates September 26	
Week 5		
T Oct 03 Tuesday	Gottman: Ask Questions, Ask for Needs October 3	
Week 6		
M Oct 09 Monday	Assignment 3 Strengthening Principles (Competency 4 80%)	
T Oct 10 Tuesday	Solution Focused Therapy October 10	
Week 7		
T Oct 17 Tuesday	Emotionally Focused Therapy (EFT) October 17	
Week 8		
T Oct 24 Tuesday	Emotionally Focused Therapy (EFT) October 24	
Week 9		
T Oct 31 Tuesday	Emotionally Focused Therapy (EFT) October 31	
Week 10		
M Nov 06 Monday	Assignment 4 Family Relationship Reflection Paper (Competency 2, 4, 8 80%)	
T Nov 07 Tuesday	Affairs Addiction Betrayal Trauma/ Making Marriage Work Through Differences November 7	
Week 11		
T Nov 14 Tuesday	Intimacy November 14	
Week 12		
T Nov 21 Tuesday	Friday Instruction	
Week 13		
M Nov 27 Monday	Assignment 5 Family Session Presentation (Competency 4 80%)	
T Nov 28 Tuesday	Family Therapy with Children and Teens and Presentations November 28	
Week 14		
T Dec 05 Tuesday	Family Therapy with Adult Children and Extended Families And Presentations December 5	
Week 15		
T Dec 12 Tuesday	Overview of Family Therapies, Summary and Presentations December 12	
Th Dec 14 Thursday	Last Day of Class	
F Dec 15 Friday	Exam Preparation Day	
Week 16		
M Dec 18 Monday	Final Exam Day	
T Dec 19 Tuesday	Final Exam Day Assignment 6 Final (Competency 4, 8 80%)	