

HR 5683-101: Working with Divorcing Families

Course Description:

Designed to prepare students for work with families experiencing separation, divorce, and remarriage. Course will provide students with current information concerning divorce as well as options for helping children and adults cope with divorce in a constructive way.

Class Dates, Location and Hours:

Dates: October 27-29 & November 3-5, 2017
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: September 28, 2017

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Aimee Robillard-Rook
E-mail Address: aimee.n.robillardrook-1@ou.edu
createpeaceok@gmail.com
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Hetherington, M.E., & Kelley, J. (2003). *For better or for worse: divorce reconsidered*. New York: W. W. Norton. ISBN 9780393324136.
2. MacGregor, C., & Alberti, R. (2006). *After your divorce: Creating the good life on your own*. Atascadero, CA: Impact. ISBN 9781886230774.
3. Wallerstein, J.S., & Blakeslee, S. (2004). *What about the kids? Raising your children before, during and after divorce*. New York: Hyperion Press. ISBN 9780786887514.
4. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:

With the increase in the frequency of divorce in the United States there is a higher demand for mental health services to cope with this situational crisis. The American Associations of Marriage and Family Therapy (AAMFT) is growing and gaining momentum. More and more programs are accredited by AAMFT, and family related courses are added in mental health programs, such as psychology, counseling and social work. The area of crisis in the family is receiving increased attention, as schools, parents and communities are becoming more aware of the size of this problem and as they begin to search for ways to help children cope better with this stressful situation. Mental health workers were not trained in the past in working with this population. In order to remedy this situation, universities and various organizations are offering courses and workshops designed for those mental health workers working with children and adults experiencing divorce.

This course is designed to present a comprehensive source for professionals on the subject of divorce and separation. We will explore treatment and intervention modalities with clients experiencing loss through divorce. It also integrates all major contributions mentioned in the professional literature.

Upon completion of the course the student will be able to:

1. Understand the effects of divorce on children and adults.
2. Develop a repertoire of approaches designed to facilitate coping with the divorce crisis.
3. Understand legal and custody implications of divorce.
4. Become familiar with the concerns and interventions with children and adults following remarriage.

Course Outline:

The first weekend we will focus on divorce, co-parenting, remarriage, and the blending of families. The second weekend we will cover the legal elements of divorce, long-term impact of divorce, and ways to develop further understanding of how to provide appropriate interventions.

Assignments, Grading and Due Dates:

All readings should be completed prior to the first class.

Pre-Course Assignment (15%) - Due: Friday, October 27

Interview and document a divorced parent's reactions to the following questions:

- a. Who was/were the person(s) you consulted with once you had learned of the impending divorce?
- b. How did you tell your children about the family separation?
- c. What were the children's reactions cognitively and emotionally?
- d. In what ways did the divorce have an impact on your career?
- e. If you were to advise a recently divorced person on how to better cope with the divorce, what three things would you recommend?

Interview needs to be typed, verbatim, along with your analysis of the interview at the end of your paper. Be prepared to discuss some of your findings and thoughts with the class.

Attendance and Participation (10%)

Since this is a combination of an experiential class as well as cognitive, I would expect full attendance and participation. It is your experience and the experiences of others shared in the class that would serve as a catalyst to your learning. These cannot be acquired through reading. Points may be lost due to lack of respect as well.

Case Studies (20%) - Due: Saturday, October 28

After completing the required reading for the course, prepare four cases for class discussion (not all cases will be discussed). These cases should cover the following topics:

- Children Issues

- Adults concerns and problems
- Issues associated with remarriage
- Legal consideration

To follow is an example of an adult’s concerns:

I am going through an emotionally rough divorce. Out of the blue, my wife announced that she no longer was in love with me and wanted a divorce. I honestly did not see it coming. For the kids’ sake, I agreed to let her keep the house etc., and keep the kids’ routine as normal and consistent as possible. After all is said and done, I will lose my wife, my kids, my dog my house, the town I love, and everything I was involved in inside the community. With the child support and alimony I am legally being forced to pay, I cannot afford to live in the town as it is a very elite "high rent" area. I will barely be able to afford a "low level" apartment within 1/2 hour of the town. I definitely will not be able to afford a car payment or the insurance on a car, so I do not know how I will be able to "pick up the kids" on an every other weekend basis, let alone "do" anything with them without transportation. I would love to "move on" with life, but even with getting a second job at night, I find that at the end of the month, after the rent, utilities, bills, child support and alimony are paid, I barely have money for food, let alone anything left to actually ask someone out on a date. I am 45 years old, and have nothing to offer someone as far as dating etc.

Some questions:

- Is it wise to move out of the house before the divorce decree?
- What are some financial considerations following divorce?
- What should be some ground rules for dating following divorce?
- How to deal with the sense of loss following divorce?

Each of these four one page papers should be ready before the second class meeting and it should include a paragraph describing the case and the questions that should be explored.

Short Papers (15%) - Due: Saturday, October 28

Read all the texts before class. After you have completed your readings, write two short papers in bullet form (each paper no longer than three pages):

- a. You are talking with an adult contemplating divorce. Based on your readings offer ten suggestions that will help this person in the divorce process.
- b. Offer ten ideas that will help children better cope with the divorce. These ideas could be implemented by parents, children, or those in the community. Identify the age level to which each idea is directed.

Group Presentation (20%) - Due: Saturday, November 4

Groups and topics will be decided the first night of class. Presentations will last 45-50 minutes and will include a minimum of five references (with no more than two internet sources) and two visual-aids. An outline of the presentation should be given to each student in the class at the time of the presentation. Each member of the group will present during the allotted time.

Final (20%) - Due: Sunday, November 5

Final will be given in class on the last day. Course texts and notes can be utilized to complete assignment. Successful completion of the final will require the integration of information used throughout the course.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Percentage of Grade
Pre-Course Assignment	October 28 – Before class	15%

Assignment	Due Date	Percentage of Grade
Attendance and Participation	During class sessions	10%
Case Studies	October 27 – Evening of first class, before midnight	20%
Short Papers	October 28	15%
Group Presentation	November 4	20%
Final	November 5	20%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Aimee Robillard-Rook, LPC, ATR, RYT

Education

Master of Human Relations specializing in Art Therapy, 1997

Current Positions

- Private Practice, Art Therapy Center, Licensed Professional Counselor, Art Therapist, Yoga Teacher
- President of the Art Therapy Association of Oklahoma, 2015-2017
- Adjunct Faculty, University of Oklahoma

Frequently Taught Advanced Programs Courses

- HR 5683 Working with Divorcing Families
- HR 5463 Counseling Skills in Human Relations

Major Areas of Teaching and Research Interest

- Individual and Family Therapy
- Trauma and Neuropsychology
- Art Therapy and Self-Regulation
- Yoga Therapy and Mental Health

Representative Publications and Presentations

- Yoga and Art Therapy, Art Therapy Association of Oklahoma 2016 Conference, Norman
- Art Therapy Strategies to Prevent Burnout, Center for Children and Families, 2015
- Art Therapy Strategies in Individual and Family Therapy, Norman Alcohol Information Center, 2013

Major Professional Affiliations

- ATA0- Art Therapy Association of Oklahoma
- AATA – American Art Therapy Association

Aimee Rook, LPC, ATR, RYT has been in private practice in Norman since 2001 at The Art Therapy Center while maintaining Counseling Guidance positions in public schools and local non-profit counseling agencies re parenting, self-regulation, divorce and therapy. Aimee Rook has also been teaching yoga since 2010 and presenting at conferences.