MHS 6430
Introduction to Family Counseling
FALL 2016

Instructor: Lesley Lucas Hull, Ph.D., LMFT, LMHC, NCC
Adjunct Faculty, School of Human Development & Organizational Studies in Education
College of Education
University of Florida

Teaching Assistant: Addie Maie Hull, Registered Therapy Dog, Pet Partners ID # 105025

Relevant Credentials of Instructor:
- Florida Licensed Marriage and Family Therapist
- Florida Licensed Mental Health Therapist
- Florida Qualified Supervisor (LMFT & LMHC)
- Adjunct Faculty for UF since 2004
- FAMFT Past Secretary (2013 – 2015) and Past Student Representative
  (many moons ago. And, no, I'm not telling you how many moons ago.)

Addresses:
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4191 San Juan Avenue, Suite 1-A, Jacksonville, Florida 32210

Phone & Email: 904-502-8840 lesleyhullphd@bellsouth.net

Office Hours: by appointment. Please feel free to contact me via email, text or call at the above listed resources.

Giving credit where it is rightfully due: It should be known that the vast majority of this syllabus comes from Dr. Silvia Doan. I am deeply indebted to her for helping (okay – creating) this syllabus. I have profound respect for her as a colleague and a friend and am greatly appreciative of her willingness to help.

This syllabus is a living document. The instructor reserves the right to make adjustments/changes as the semester progresses.

I. COURSE PRE- and CO-REQUISITES: MHS 6401 Counseling Theories and Applications (Pre-Requisite); This course (MHS 6430) is a Pre-requisite for MHS 7431 - Advanced Family Counseling (which also requires that MHS 7800 Practicum I be taken before Advanced Family).

II. COURSE DESCRIPTION: The purpose of this course is to provide an introduction to family, systems, and relational therapies. The intent is to provide an overview of theoretical concepts and intervention strategies associated with systemic and post-modern theories of family therapy. It is foundational to your development as a couple and family therapist OR counselor who works with families. To understand and practice family therapy concepts requires that you make room for an “epistemological” shift from individual to relational
thinking. Therefore, the focus of this course will be on examining how we “construct reality” and think in ways that facilitate relational interventions with couples, families, and organizational systems. To do this, an examination of how family therapy has been shaped by contributions from the disciplines of cybernetics, communication, anthropology, and postmodern philosophy will be an important part of this course.

Self-reflection is an essential ingredient in applying systemic ideas in our therapy practice. Thus our relational stance within a therapeutic system and our influence on the client systems we work with will be discussed and examined in the course. A special effort will be made to make the course relevant in terms of different delivery systems (e.g. schools, state or community-based mental health agencies, family service agencies, hospitals, etc.).

As the course instructor, I will regularly invite you to discuss and articulate your thinking and reactions to course material /experiences. Although some degree of lecturing is required on my part, it is through our conversations and interactions, as well as your presentations and written work that I can determine your level of comprehension. It is my responsibility to teach family therapy, but it is yours to shape your learning so that together we can engage in a mutually influential process. Without your involvement and participation, this will not be possible. Methods of instruction will include presentations, class discussions, audiovisual examples, experiential learning activities, role-playing, written assignments, & one exam and quiz.

III. COURSE OBJECTIVES:

A. To develop a basic theoretical understanding of systems thinking, family theory, and an informed view of the historical development and foundations of family therapy.

B. To compare and contrast traditional and postmodern views and approaches in family therapy.

C. To develop a beginning understanding of family process, family development, and life-cycle perspectives that contribute to family functioning.

D. To gain an appreciation for the impact that social context has on families and individuals and the impact of family systems on individuals that makes family intervention pertinent and applicable.

E. To develop beginning level skills in interviewing and assessing families in order to plan interventions.

F. To apply selected theoretical principles and intervention strategies related to several family therapy models (including foundational and postmodern approaches).

G. To explore and gain an understanding of family-of-origin and self of the therapist issues pertinent to one's development as a counselor or therapist.

IV. TEXTS
A. REQUIRED


Online Journal Articles accessed through UF Online Journal Library (WEBLUIS) or uploaded to Canvas Course page.

B. Supplemental resources (not required):


FYI – Family Therapy Models Resource for Preparing for Florida MFT Licensing Exam


FYI - Recommended List of Family and Systemic Journals (in alphabetical order):

American Journal of Family Therapy
Australian and New Zealand Family Therapy Journal
Contemporary Family Therapy
Journal of Couple and Relationship Therapy
Journal of Family Therapy
Family Process
Family Systems & Health
Journal of Family Psychology
Journal of Family Psychotherapy
Journal of Family Therapy
Journal of Feminist Family Therapy
Journal of Marital and Family Therapy (AAMFT)
Journal of Systemic Therapies
The Family Journal: Counseling and Therapy for Couples and Families (IAMFC- ACA)

V. COURSE POLICIES

A. CONFIDENTIALITY

During class activities, students may share personal information about themselves and others. Please respect the privacy and confidentiality of other
students in this class, and adhere to professional confidentiality standards. Likewise, all materials submitted to me with private information will be treated with the same confidentiality.

B. CELL PHONES/Electronic Devices

Please turn off and put away all cell phones when class begins (to be used only during breaks or emergencies). If any other device is used during class, it will be strictly for the benefit of the entire class, or as authorized by the instructor. Otherwise, students will receive an automatic 5-point reduction (per incident of inappropriate use) from their final grade.

C. GRADE-RELATED

1. Class Attendance and Absences: An integral part of learning in this course will take place through discussions and interactive activities, which require your participation. Therefore, class attendance (and participation) is essential. Participation is particularly crucial in this class. Please call me re: necessary absences. Excessive (more than 2) or unexcused absences will result in point reduction of participation grade. Extenuating circumstances will be considered on an individual basis.

2. Written Assignments- Use APA Form (6th Edition of APA Publication Manual) in all written assignments (except for logs and any others exempted per assignment guidelines). In your header on the right, please include your name and page numbers. Be sure to proofread your papers for spelling and grammatical errors before submitting.

3. Group Grades. The evaluation earned on group projects will apply to all group members. Equitable participation in-group assignments is expected.

4. Late Assignments - For each day that an assignment is late there will be 5 points taken off from the earned grade.

5. Incompletes are only acceptable in cases of serious extenuating circumstances (e.g. prolonged illness, immediate personal/family crises, etc.) and appropriate documentation will need to be provided.

D. FAIRNESS & ACCOMMODATION POLICY: Any individual needing specialized assistance due to a disability should inform the instructor within the first week of the semester to plan for specific accommodations. Students must bring in their letter from the Dean of Students’ Office and every effort will be made to ensure that appropriate accommodations are arranged.

D. UF HONESTY POLICY: As a result of completing the registration form at UF, every student has signed the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University” (see Student Handbook).
VI. Applicable Professional Standards

This course is designed to meet professional accreditation standards under the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009); See Appendix A - Standards for Marital, Couple, and Family Counseling/Therapy Programs (as enumerated by CACREP Guidelines). See APPENDIX A.

VII. COURSE EXPECTATIONS, GRADING, & ASSIGNMENTS:

(EVALUATION CRITERIA will be based on your demonstrated ability to meet the following aspects of participation):

A. Class Attendance & Participation: This course is based on experiential, interactive, and instructive learning. Merely showing up does not constitute participation. Attentive and active participation is expected in class discussions and activities.

You are expected to complete the assigned readings for each class. Please come prepared for class discussion and participation in the way of comments, questions, observations, reactions to the readings, etc. so that we may have useful and stimulating discussion throughout the semester. It is most productive to come prepared with some perspective and/or reactions to readings. This will also facilitate your understanding and participation in class activities that will be based on readings as well.

B. Adherence to Course Policies (see Section V ABOVE)

C. Grading Scale:

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<th>Score Range</th>
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<td>934 - 1000</td>
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<td>A-</td>
<td>900 – 933</td>
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Assignments (based on 1000 point scale)

a. Create-A-Family – Group Project (100 points)
b. Role Play with a Created Family – Group Project (100 points)
c. Questions based upon assigned readings (100 points)
d. Systems Thinking Journal – 2 entries (100 points)
e. Family Narrative Interview – w/ Partner (150 points)
f. Family Genogram Paper (200 pts.)
g. Family Treatment Plan (150) OR
   Comparative Analysis Paper of 2 FT Models (Take Home) (150)
h. Participation (100 points)
D. Description of & Evaluation Criteria for Assignments:

1) Questions based upon assigned readings. (100) – Due Classes 4, 6, 8, 10 & 12

For 5 reading assignments throughout the semester, you will be required to submit to me via email 2 – 5 questions directly related to the assigned readings. The due dates are when the questions are to be to me by 5:00 that day. As a class, we will pick 3 of all of the submitted questions to discuss in class. For the remaining questions not discussed in class, I will provide written answers.

2) Systems Thinking Journals (100) - Due Class 5 and 12

You will turn in two journals about two separate personal experiences/situations. The purpose of these journals is to give you the opportunity to apply principles of family systems theory to your own life.

In each journal, you will consider an event or situation in your life (e.g., a conflict with a family member, a work-related project, miscommunication with a friend or colleague) from a systems perspective (in contrast to a more linear or intrapsychic/individual perspective). Each journal should be about 2 pages in length (double-spaced).

1. Use the following questions as a guide for writing your journal:

   a. Briefly describe the event/situation.

   b. How would this situation be understood from a linear/intrapsychic perspective when the "problem" is all because of the other person, or something they caused or did? (mostly viewed from individual's perspective, based on either/or thinking, linear causality, and generally blame-oriented).

   c. How would the situation be understood from a systems perspective using systems principles discussed in class? (mostly viewed from broader, more contextualized perspective that acknowledges our own influence in situations, with an appreciation of the view that change in one can influence change in the other). Make sure to address recursion in terms of mutual influence between those involved in the system and situations you describe.

   d. How does viewing the situation from a systems perspective change your understanding of the event/situation?

EVALUATION CRITERIA: Evaluation of your systemic journals will be based on adherence to guidelines, ability to distinguish and understand the differences between linear thinking and systemic thinking, appropriateness of examples, and application of principles associated with each of the 2 perspectives.

3) Create-A-Family (100) and Role Play (100) Group Assignment – Due Class 7

You will be "creating families" that we will "work with" later in the semester. You will be part of a group wherein each member will take roles within the family you construct.
together. These families will be used in role-plays and class activities for greater experiential understanding of class material. The number of groups and family members within each group will depend on the number of students in class. You might want to consider family situations that are related to your practice setting or track (i.e. ones that you may encounter in clinical practice).

**Role Play** With a different Created Family, you will do a role play session from a particular systemic perspective. Those will be conducted on the dates where we are slated to discuss the given theory. Those dates are October 27; November 3 and 10; December 1 and 8. I reserve November 17 as an additional possible date. The Created Family will provide with a brief synopsis of what is happening. They will provide the following:

1) Presenting issue
2) Which number session you are conducting
3) If it’s not the first session, what interventions have been done to date with what success or non-success.

**Caveat** – Families involving relational or sexual violence and/or child abuse/neglect present special situations wherein the appropriateness of couple/family therapy requires further assessment in the case of intervention. The same principle may be true for families dealing with severe substance abuse issues. In most cases these situations require a thorough assessment of the violence or substance abuse before relational (couple/family) work is deemed appropriate. Oftentimes, family therapy can only take place when specific conditions are agreed to and met by clients. Therefore, keep in mind that any examples of families including these particular issues will require further discussion with the instructor.

**EVALUATION CRITERIA:** Create-A-Family will be evaluated based on completion of guidelines provided on Appendix B. This will include the completion of a family eco-map (Becvar & Becvar, pp.119-121) and **class introduction to the Created Family (during Class 7)**

The Role Play will be evaluated based upon attentiveness to the particular theory being used; use of that theory's interventions and/or strategies; language used by the particular theory; accurateness in demonstrating the theory and not simply utilizing Rogerian methods.

4) Family Narrative Interview - 150 points **[Due Class 9]**

This is an opportunity to learn about families by interviewing one. **You will not be doing family therapy.** You will simply be assuming the role of an interested interviewer of a non-clinical family (i.e. family that is not in therapy) as you learn about the culture -- of a non-help-seeking family. Select a family that you are not personally connected to (e.g. choose a family that a friend or classmate knows, current neighbors or a family in your hometown you are not too familiar with). **You will be asked to Pair Up with someone else in class for this assignment.** You will turn in one paper for both (make sure this is an equitable process and endeavor). When writing your paper, please note contrasting perspectives/experiences between you and your partner as part of your report.

Selection of families may vary in terms of family forms and structures (i.e. two-parent, single-parent, teen parent, multigenerational homes, blended/remarried families,
gay/lesbian/transgendered parents, adoptive or foster family, ethnically/racially diverse or mixed families, etc.) reflective of today's diversity and composition of families. You will gain more from this experience by having all immediate family members present (a minimum of 2 family members that you can speak with during your interview is expected). SEE PIERCY, ET AL article (that will be posted or sent to you as a PDF File) for suggested interview questions.

After you interview the family you will write 4-5 page (double-spaced) paper that describes:

1. How you ended up selecting the family,
2. The composition of family you interviewed (keep identities confidential),
3. Some highlights of the interview,
4. Sample questions you asked along with family's responses,
5. Based on the family's reminiscing and how they co-constructed their shared past through storytelling, describe this family's narrative or story (i.e. If you were to tell their story, what would that sound like?).
6. What this experience was like for you (ideas, thoughts, reactions, etc.), and
7. Anything else that was relevant (e.g. how this might contribute to your professional development, what this experience was like for the family, etc.).

EVALUATION CRITERIA: The Family Narrative Interview will be evaluated based on the completion of the assignment with your partner (as specified in guidelines). Be prepared to share some information about your experiences on due date.

6) Family Genogram Paper (200 points); 6-8 pages, plus genogram on separate sheet)

DUE CLASS 11

A. Genogram: Provide a three-generation genogram of your family of origin (paper-clipped to stapled copy of write-up) based on McGoldrick et al. (2008) guidelines. ALSO, incorporate aspects of the Cultural Genogram (Hardy & Lasloffy, 1995) by color-coding specific ethnic/cultural factors noted in your family. Cultural aspects can also be provided on a separate genogram, if you prefer.

B. On separate paper, provide a brief description of significant relationships and patterns among family members noted on your Genogram. ALSO, describe some of the connections you have made of patterns noted in your Family of Origin (as depicted on your Genogram) and your current significant relationships and behaviors with others? For example, are there patterns you observe in your current relationships that are connected to the background/context presented in your genogram.

C. Given some of the relational patterns, events, stressors, and descriptors noted in your genogram, please describe any potential "blinders" or "blind spots" that may get in the way of your practice with clients. In other words, are there certain issues (healthy or unhealthy, resolved or unresolved, functional or dysfunctional) that would impact your work with clients in ways that you need to be aware of?

D. No family is perfect or problem-free – all families struggle with issues, concerns and transitions through time. Given what you have presented in your genogram and how you have described your family, discuss one area of concern that could be (or could have been) addressed in therapy? How would a Bowenian Natural Family Systems therapist go
about addressing this issue in therapy? Make use of theoretical principles and interventions consistent with transgenerational thinking and practice.

E. Now that you have a broader understanding of your family by way of your genogram, your place within it, do you see yourself doing anything differently in relation to any one or more members in your family? Would you like to interact differently or change your behavior in any way? What impact might this change in your behavior have on your family system?

NOTE: It is important to undertake this assignment with a degree of openness to learning about the subject matter and about you as a person in context. This paper will be graded on your degree of openness to learning about yourself in relation to your family, the accuracy of course concepts used in your genogram and paper, writing style, and systemic orientation. The instructor will be the only one to read your paper and its contents will be held in strict confidence.

EVALUATION CRITERIA: The Family Genogram Paper will be graded on thoroughness of information (i.e. collection of data for genogram), discernment of relational/family/transgenerational patterns and influential events, coverage of main points of paper (see A-E), writing/grammar, and consistency between your genogram and paper (i.e. keeping text consistent with genogram information and vice-versa).

7) Family Therapy Models – Create-A-QUIZ (100 points) --- DUE Class 13

A. You will create test questions for a 100 point quiz covering the 5 Theories/Family Therapy Models from Class 10-12 (Bowen, Structural, Strategic/Communication/Milan Systemic, Behavioral, & Experiential). Question format can include: multiple choice, fill-in the blanks, matching, and brief essay questions (no more than 2) for a total of 100 points.

EVALUATION CRITERIA: You will be graded for creativity/originality, adherence to guidelines, coverage of all theories, accuracy, & final composition of quiz (i.e. grammar, writing, spelling).

8) Family Assessment & Treatment Plan OR --- Comparative Family Therapy Model Paper – (150 points) DUE Class 14; Choice of OPTIONS:

A. OPTION 1 - You will complete a Family Assessment/Treatment Plan (separate guidelines sheet will be given out) of your “Create-a-Family.” The Treatment Plan Section of the paper will require you to select TWO of the Family Therapy Models covered between Classes 10-14 (e.g. Bowenian, Structural, Strategic, Experiential, Post-Modern Approaches). You will then write up 2 different treatment plan sections, one for each of your chosen models.

B. OPTION 2 - Comparative Analysis of Two Theory-based Models of Family Therapy Using a Case Study

You will select 2 family therapy theories of interest to you as your “lenses” from which to analyze a case example. You will then write up a comparative analysis of how practitioners from each of 2 models/approaches you selected would view and intervene in the case. Your analysis
should be based on the theoretical principles & assumptions, concepts or constructs, goals & objectives, and interventions consistent with each of the 2 theories.

Your case study (of 6-8 pages) must first include a description of your client system followed by: (1) your description of the problem/situation/struggle that the identified client system (i.e. family) will hypothetically present in therapy; (2) your conceptualization and assessment of the case (including goals) using theoretically-based language and terms consistent with the 2 models you’ve chosen, (3) the interventions that might be utilized in therapy to address your client-family’s issues, and (4) an overall summary of how each of these theoretical approaches compare in terms of differences & similarities.

-- EVALUATION CRITERIA (100 points):

1. Construction & description of case example – 20 points
2. Demonstrated conceptual knowledge and application of theories 30 points
3. Comparison of models (demonstrating synthesis & proficiency in use of theoretical concepts & interventions) - 30 points
4. Organization/structure; flow of ideas; grammar/syntax - 20 points
VIII. COURSE OUTLINE & CALENDAR

Class 1 – Aug 25

Topics: Introductions & Course Overview

Class 2 - Sept 1

Topics: Family therapy: An Introduction
Individual Psychology & Family Therapy
Historical & Contemporary Perspectives in FT

Readings: Becvar & Becvar, Ch. 1 & 2

Class 3 – Sept 8

Topics: Systems Theory/Cybernetics
Readings: Becvar & Becvar, Ch. 3 & 5

NEXT WEEK’S READING: Let Dr. Hull know which ONE of the FAMILY TYPES/FORMS covered in Walsh’s Normal Family Processes Text (that you will discuss in class in two weeks – Class # 5).

■ CHAPTERS TO CHOOSE FROM ARE:
  o Contemporary Two Parent Families - Ch. 4
  o Divorced Families - Ch. 5
  o Single Parent Households – Ch. 6
  o Remarriage & Step Families – Ch. 7
  o Gay & Lesbian Families – Ch. 8
  o Kinship Care – Ch. 9
  o Adoptive Families – Ch. 10
  o African American Families – Ch. 12
  o Immigrant Families – Ch.13
  o Gender Norms in Families – Ch. 14
Bring a sample from the media (visual, audio, art, social media) to illustrate your selected Family Form.

Class 4 – Sept 15

Topics: Guest Speaker: Dr. Bliss Wargovich
Attachment Theory and Working With Families or Whatever She Wants to Discuss

Readings: Becvar Ch. 15; Walsh (2011, 2nd Ed) – Ch. 1-2, 11, 16, 18

DUE: FIRST BATCH OF QUESTIONS

Class 5 – Sept 22

Topics: Interviewing and assessing families – Part I
Systems Theory/Cybernetics – Revisited; The Family in Today's Changing Diverse World
Normal Family Processes
Family Life Cycle – Normative & Non-Normative Transitions
Create-A-Family Conception

Readings: Patterson et al (Text) – Ch. 1-3

Assignment-Related: Some class time will be devoted to begin developing ideas for Create-A-Family in assigned groups. Written description of Family created by each group will be due in 2 weeks.

DUE: 1ST JOURNAL ENTRY AND SECOND BATCH OF QUESTIONS

Class 6 – Sept 29

Topic: Interviewing and assessing families – Part II (Strength-based Perspectives)

Readings: Walsh – Ch. 17


Class 7 – Oct 6

**Topic:** Introduction of Create-A-Families (presented by each group)
Treatment Plans & Beginning Interventions

**Readings:** Patterson et al – Ch. 4-5

**DUE: CREATE-A-FAMILY SUMMARIES** – Introduction of each Family (with written summary of family description for class - listing all group members, family names, and info about family per guidelines).
**ALSO DUE: 3RD BATCH OF QUESTIONS**

Class 8 – Oct 13

**Topic:** Using Research-based Assessment Instruments
(Olson’s Circumplex Model-FACES IV & Beaver’s Family Systems Model)
PROCESS REFLECTION 1

**Readings:** Becvar & Becvar, Ch. 14;
Walsh – Ch. 19 (Olson) & Ch. 20 (Beavers)

NOTE: Below is the website for the Circumplex Model (FACES) Scales along with an email address where you can inquire about instruments derived from the Circumplex Model:

http://www.prepare-enrich.com/about_us.cfm?id=147
http://www.facesiv.com/
**Email:** CFIP@lifeinnovations.com

**DUE: FAMILY NARRATIVE INTERVIEW**

Class 9 – Oct 20

**Topic:** Constructing and interpreting genograms

**Readings:** McGoldrick, Gerson, & Petry (2008) Text — Chapters 1-7

**Cultural Genograms** - LINK TO ONLINE JOURNAL


**DUE: 4TH BATCH OF QUESTIONS**
FAMILY THERAPY MODELS - WEEKS 10-14

Class 10 – Oct 27

Topics: Practice of Family Therapy
AAMFT Code of Ethics (B & B – pp. 308-316)
Bowen’s Natural Family Systems Theory

Readings: Becvar & Becvar, Part II Intro (pp.125-128), Ch. 7, & Ch. 15
McGoldrick, Gerson, & Petry - Ch. 9

Topics: Structural Family Therapy
Readings: Becvar & Becvar Ch. 9

DUE: FAMILY GENOGRAM PAPER

Class 11 – Nov 3

Topics: Strategic, Communication (MRI), & Milan Approaches
Behavioral/Cognitive Approaches

Readings: Becvar & Becvar, Ch. 10-12

DUE: JOURNAL ENTRY #2 AND 5TH BATCH OF QUESTIONS

Class 12 – Nov 10

Topics: Experiential Family Therapy (Whitaker + Satir)
Sculpting in Family Therapy

Readings: Becvar & Becvar pp. 200-204 (Satir); Ch. 8 (Whitaker)

FAMILY SCULPTING REFERENCES:
Costa, Luann, Family sculpting in the training of marriage and family counselors.

FYI: Family Sculpting - Supplemental Reference (not provided)-

Duhl, B. (1983). From the inside out and other metaphors: Creative and integrative approaches to training in systems thinking. New York: Bruner/Mazel (pp.213-266).

CLASS 13 – NOV 17

**Topics:** TBA

**DUE: Family Therapy Models – Create-A-QUIZ QUESTIONS covering FT Models (from Class 10-12)**

NOVEMBER 24 – THANKSGIVING HOLIDAY

Class 14 - Dec 1

**Topics:** Postmodernism in Family Therapy

Postmodern Approaches in Family Therapy (e.g. Narrative, Solution-focused, Solution-oriented, Reflective Teams, etc.).

**Readings:** Becvar & Becvar, Ch. 4, 13, 16, & 18


Class 15 – Dec 8 (Last Class)

**Topics:** Postmodern Approaches – Part 2

Wrap-up

PROCESS REFLECTION 2

Live Supervision Simulation (Culminating Class Experience)

**DUE: FAMILY TREATMENT PLAN OR FAMILY THERAPY MODELS COMPARATIVE PAPER**
**ALERT:** This course may include client information and other sensitive material in the form of dialogues, discussions, interviews, live demonstrations, readings, slides, supervision, and videos. Enrollment indicates a willingness to actively participate and to honor the privacy of those who share their stories so we can learn. Should there be particular concerns, please talk with the instructor.

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**ADDENDUM A – CACREP STANDARDS (2009) COVERED IN COURSE**

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<tr>
<th>Program Area Specialty: Marriage &amp; Family Counseling</th>
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<tr>
<td>Course: MHS 6430-Introduction to Family Counseling (Spring 2011)</td>
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<tr>
<th>Standard Addressed (✓)</th>
<th>Assignments Assessing Student Knowledge/Skills</th>
<th>Evaluation Criteria provided in Syllabus (✓)</th>
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<tr>
<td><strong>FOUNDATIONS</strong></td>
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<tr>
<td><strong>Standard A: Knowledge</strong></td>
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| 1. Knows the history, philosophy, and trends in marriage, couple, and family counseling. | ✓ | • Quiz  
• Family Therapy Models (Role Play) Interviews  
• Participation | Student fulfills an 80% or greater on each assignment listed |
| 2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, | ✓ | • Role Plays  
• Class Readings  
• Discussion | Student fulfills an 80% or greater on each assignment listed |
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<td>3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.</td>
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<td>4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.</td>
<td>√</td>
<td>• Class Readings • Discussion</td>
<td>Student fulfills an 80% or greater on each assignment listed</td>
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<tr>
<td>5. Understands a variety of models and theories of marriage, couple, and family counseling.</td>
<td>√</td>
<td>• Family Therapy Quiz • Family Therapy Comparative Analysis • Class Lectures &amp; Discussion • Role Plays • Genogram Paper</td>
<td>Student fulfills an 80% or greater on each assignment listed</td>
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<td>6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues,</td>
<td>√</td>
<td>• Assigned Readings • Create-A-Family Assignment • Class Discussion • Role Plays</td>
<td>Student fulfills an 80% or greater on each assignment listed</td>
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family violence, and related family concerns.

**Standard B: Skills and Practices**

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.

2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.

**COUNSELING, PREVENTION, AND INTERVENTION**

**Standard C: Knowledge**

1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.

2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.

3. Understands

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- Create-A-Family Assignment
- Role Plays

Student fulfills an 80% or greater on each assignment listed
human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.

4. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

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<tr>
<th>Standard D. Skills and Practices</th>
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<tr>
<td>1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.</td>
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<td>2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.</td>
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<td>3. Uses systems theories to implement treatment, planning, and intervention strategies.</td>
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<td>4. Demonstrates the ability to use</td>
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procedures for assessing and managing suicide risk.

5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

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<th>DIVERSITY AND ADVOCACY</th>
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<tr>
<td><strong>Standard E: Knowledge</strong></td>
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<tr>
<td>1. Understands how living in a multicultural society affects couples and families.</td>
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<td>• Create-A-Family Assignment</td>
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<td>• Readings &amp; Discussion</td>
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<td>• Class Role Plays</td>
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<tr>
<td>Student fulfills an 80% or greater on each assignment listed</td>
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2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, | ✓ |
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.

| √ | Create-A-Family Assignment | Student fulfills an 80% or greater on each assignment listed |
| Create-A-Family Assignment | Readings & Discussion | Class Role Plays |

4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s).

| √ | Create-A-Family Assignment | Student fulfills an 80% or greater on each assignment listed |
| Create-A-Family Assignment | Readings & Discussion | Class Role Plays |

5. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

| | | |

**Standard F: Skills and Practices**

1. Demonstrates the ability to provide effective services to clients in a multicultural society.

2. Maintains information regarding community resources to make appropriate referrals.

3. Advocates for policies, programs, and services that are equitable and
responsive to the unique needs of couples and families.

4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

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<th>ASSESSMENT</th>
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<td><strong>Standard G. Knowledge</strong></td>
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</table>
| 1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments. | √ | • Quiz 1  
• Family Treatment Plan  
• Family Therapy Models Analysis  
• Class Role Plays | Student fulfills an 80% or greater on each assignment listed |
| 2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society. | | • Family Treatment Plan  
• Family Therapy Models Analysis  
• Class Role Plays | Student fulfills an 80% or greater on each assignment listed |
| 3. Understands the impact of addiction, trauma, psychopharmacology, physical and | | | |
mental health, wellness, and illness on marriage, couple, and family functioning.

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<th>Standard H. Skills and Practices</th>
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| 1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective. | √ | Systems Theory Journals
• Family Treatment Plan
• Family Therapy Models Analysis
• Class Role Plays | Student fulfills an 80% or greater on each assignment listed |
| 2. Uses systems assessment models and procedures to evaluate family functioning. | √ | Family Treatment Plan
• Family Therapy Models Analysis
• Class Role Plays | Student fulfills an 80% or greater on each assignment listed |
| 3. Determines which members of a family system should be involved in treatment. |   |   |

RESEARCH AND EVALUATION

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<tr>
<th>Standard I. Knowledge</th>
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<td>1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.</td>
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<td>2. Knows models of program evaluation</td>
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relevant for the practice of marriage, couple, and family counseling.

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<tr>
<th>Standard J. Skills and Practices</th>
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<tr>
<td>1. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.</td>
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<td>2. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.</td>
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<tr>
<td>3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.</td>
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ADDENDUM B – CREATE-A-FAMILY GUIDELINES

Based on the following guidelines put together a profile of a family you might be working with in your current or prospective settings. You can create this family based on personal and professional experiences. Be as authentic as possible because we will be utilizing this family as a case example to work with in class throughout the semester. The idea here is to conceptualize the types of family situations you will be encountering in your practice settings. You may also want to consider family situations you are familiar with (personally or professionally) or family issues of interest to you as a group.

Your group is responsible for making sure that each student in class receives a copy of the Create-A-Family paper that you turn in to the instructor. You may send these electronically before class on due date or bring hard copies on due date. Course instructor would like to have both (electronic & hard copy). Please make sure you include all group members’ names in your write-up.

Your paper needs to include:

A) Description of the Family
   1. Family members (names, ages, gender, grades/occupation)
   2. Ethnicity/Race
   3. Socio-Economic Status
   4. Educational level of parents/guardians; children's school status
   5. Family's current life cycle stage
   6. Pertinent Vertical or Horizontal Stressors in Family
      (Walsh, p. 379 in 3E; p.139 in 2E)
   7. Religion/Spiritual Orientation
   8. Sexual Orientation
   9. Pertinent History related to medical problems, addiction, or violence/abuse
10. Any previous therapy or school related assistance? If so, explain.
11. Other pertinent information

**B) Describe the family’s situation** (i.e. reason for seeking therapy or being referred for services). Be clear about the patterns that occur that usually lead to problematic or difficult moments in this family.

**C) How has the family attempted to solve their problematic situation?** – Both within the family and/or with outside help? If outside help was sought, describe the services and/or professional assistance they received (including length of time, and type of assistance/intervention that was provided).

**D) Strength-based questions**

1. Some of the most pleasant memories you have shared together as a family.
2. Hardship(s) that your family overcame and how your family was able to do this.
3. Times you have felt closest to each other.
4. Some of the most humorous times you have shared.
5. When you think about your family’s future, what would you like to see happening in the next 5, 10, 15 years?
6. Any other aspects of individual & family life that strengthens your family?

**E) ECO-MAP (See Becvar & Becvar pp.119-121)**

1. Provide an ORGANIZATIONAL ECO MAP of the members of this family (in the center) in relation to all the relevant parties they are connected to (outside of center) because of the problems they are facing (e.g. educational, spiritual/religious, community agencies/services, extended family, friends, neighbors, job/career-related, financial, etc.).
2. Identify the kind of flow of interaction or communication between the family members in the center and each of the other groups that surrounds them using the descriptive symbols listed below – an example by Hartman & Laird (1983) will be shared with the class. These symbols characterize significant inclusive/supportive or conflict-laden connections between each of these subsystems/groups of individuals.

**Key:**

* ~~~~~~~~~~ Strong/Healthy Relationship
* ~~~~~~~~~~ Distant Relationship
* ~~~~~~~~ Conflictual/Stressful Relationship

You should have one line depicting the type of relationship and one or 2 others showing the flow of interaction between those in the center and
the external systems. In the margins or on separate sheet, provide a brief explanation for each of the types of relationships depicted in your Eco-Map (i.e. what makes a relationship strong, distant, or conflictual, etc., and what constitutes the indicated flow of interaction).

3. How does the information depicted in the Eco-Maps, influence the family situation and their response (i.e. their way of dealing with the problem)?

1. ECO-MAP INSTRUCTIONS

The ecomap is a visual representation of the family in relation to the community. It shows the relationships between family members and external systems such as the school, health system, work, and spiritual community. Information such as time spent in getting to health care, buying food and other goods for the family, access to transportation and safety of family members is learned through an ecomap. The ecomap adds to information learned from the genogram and family circles. Family resources in persons and systems may become apparent. The ecomap is a paper and pencil simulation developed as a family assessment, planning, and intervention tool.

A. Directions

1. Draw the family system or household (as defined by the family member[s]) in a large circle at the map's center.

2. Use the genogram symbols to depict family members. Indicate relationships as in the traditional family tree or genetic chart. Insert the person's age in the center of the genogram symbol (male-female couple – male on left, female on right; siblings – older on left to younger on right).

3. Fill in or draw circles for the other systems of the family environment. In contrast to the Family Circles, the circles can be any size and do not reflect significance by their size. Some of the most common systems for families are extended family, recreation, health care, and school. Some circles are left undesignated so that the map can be individualized for each family.

4. Add the connections between the family and the different systems of their environment. Indicate the nature of the connections by the type of line drawn. A solid or thick line represents an important or strong connection and a dotted line a tenuous connection; jagged marks across the line represent a stressful or conflicted relationship.

5. Indicate the direction of the flow of resources, energy, or interest by drawing arrows along the connecting lines.

6. Connections can be drawn to the family as a whole if they are intended to portray the total family system's relationship with some system in the environment. Other connections can be drawn between a particular individual in the family and an outside system where that person is the only one involved or different family members are involved with an outside system in different ways. This enables the map to highlight the contrast in the way various family members are connected to the other systems.
Eco-map characteristics

The ecomap shows the ecological system with the boundaries which encompass the person or family in their life space, and 1) includes the major systems that are a part of the family's life; 2) shows the nature of the family's relationship with the various systems; 3) portrays an overview of the family in their situation by, picturing the important nurturant or conflictual connections between the family and their world; 4) demonstrates the flow of resources or the lack and deprivations; and 5) highlights the nature of the interfaces and indicates conflict for mediation and resources to be identified and mobilized.

References


WISHING YOU HAPPY HOLIDAYS AND AN AMAZING NEW YEAR!