

FALL 2024

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Office Hours: By appointment either in Gainesville or Jacksonville. Please feel free to contact me via e-mail or cell phone – call or text.

I. Required Texts:

McGoldrick, M., Gerson, R., Petry, S. (2008). Genograms: Assessment and intervention, 3rd Edition. New York: Norton. (Paperback OR Rental).

Nichols, M. w/ Davis. S. (2017). Family Therapy: Concepts and Methods, 11th Edition. New Jersey: Peterson Education. (Hard Cover OR Rental).

Patterson, Williams, Edwards, Chamow, Grauf-Grounds (2009). Essential Skills in Family Therapy, 2nd Edition. New York: The Guilford Press (Hardback OR Rental)

Walsh, F. (2011). Normal Family Processes, 4th Edition. New York: Guilford Press. (Paperback OR Rental)

Online Journal Articles accessed through UF Online Journal Library (WEBLUIIS), Canvas Course

page, or ARES Course Reserves.

Supplemental resources:

Becvar, R. J., & Becvar, D. S. (1999). *Systems Theory and Family Therapy: A Primer* (2nd ed.). Lanham, MD.: University Press of America. ISBN 0-7618-1295-4.

Napier, A. with Whitaker, C. (2017). *The Family Crucible: The Intense Experience of Family Therapy*. New York: Harper Perennial. ISBN 978-0-06-091489-9 (pbk).

Family Therapy Models Resource for Preparing for Florida MFT Licensing Exam:

<http://quizlet.com/5979748/mft-national-exam-study-guide-flash-cards/>

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)

II. Course Introduction:

This course is a curricular requirement for all students in the Marriage and Family Counseling and Mental Health Counseling tracks within the UF Counselor Education Program. It designed 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 students' development as a couple and family counselor.

III. Course Pre-Requisites:

MHS 6401 Counseling Theories and Applications

NOTE: This course is a Pre-requisite for MHS 7431 - Advanced Family Counseling (which also requires that MHS 7800 Practicum I be taken as a Pre- or Co-Requisite to Advanced Family.

IV. Purposes of the Course:

The purpose of this course is for students to gain a foundational and sound base in systems theory, thinking, and practice that will facilitate their work as a couples, marriage, and family counselor.

V. Course Description:

This course will offer students the opportunity to make room for an “epistemological” shift from individual to relational thinking that is required to understand and practice family therapy concepts. 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.

VI. Methods of Instruction:

This course will encompass a variety of instructional strategies including lectures, class discussions and presentations, experiential learning activities, written assignments, and group projects. 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 this 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.

VII. Course Objectives/Knowledge and Skill Outcomes:

This course is designed to meet the course objectives listed below that are specifically represented as professional accreditation standards under **Appendix A – CACREP (2016)** Standards Covered in this Course

- 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.

VIII. 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 the instructor with private information will be treated with the same confidentiality.

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.

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. This cannot be stressed enough.** 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. Accommodating Students with Special Learning Needs:

Students requesting accommodation for disabilities must first register with the Disability Resource Center: www.dso.ufl.edu/drc/. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

E. Student Conduct & Academic Integrity:

UF students are bound by the Honor Pledge which states, “We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

F. Other Considerations:

As part of your professional development, the program encourages you to join professional organizations like the American Counseling Association (ACA), the Florida Counseling Association (FCA), the Association for Marriage and Family Therapy (AAMFT) and the Florida Association for Marriage and Family Therapy (FAMFT). This may also include specialty divisions like ASCA, AMHCA, and IAMFC.

Helpful Websites:

American Counseling Association (ACA)	www.counseling.org
American Association of Marriage and Family Therapy (AAMFT)	https://www.aamft.org/
Association for Counselor Education and Supervision (ACES)	https://www.acesonline.net/
American School Counselor Association (ASCA)	www.schoolcounselor.org
American Mental Health Counselor Association (AMHCA)	www.amhca.org
Florida Counseling Association (FCA)	https://www.flacounseling.org/
Florida Association for Counselor Education and Supervision (FACES)	http://www.flacounseling.org/default.asp?page=174

Florida Association for Marriage & Family Counseling

www.flacounseling.org/displaycommon.cfm?an=1&subarticlenbr=18

School Counselors of Florida (SCF)

<http://schoolcounselorsfla.org/>

National Board of Certified Counselors (NBCC)

<http://www.nbcc.org/>

Council for Accreditation of Counseling and Related Education Programs (CACREP)

www.cacrep.org

Chi Sigma Iota (Counseling Academic and Professional Honor Society International)

www.csi-net.org

Student Assistance and Emergencies:

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

Online Course Evaluation Process:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

IX. Course Expectations, Grading, & Assignments:

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

A. Class Attendance & Participation (150 points): 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 (under VIII)

C. Grading Scale:

Assignments are graded using an 1100 point scale -

Grade Grid/Breakdown	
1034 – 1000	A
1000 – 968	A-
968 - 936	B+
936 – 904	B
904 – 872	B-
872 – 840	C+
840 – 808	C
808 – 776	C-
776 – 744	D+
744 – 712	D
712 – 680	E

1. Type of Families Presentations (100 points each)
2. Systems Thinking Journal – 2 entries (100 points)
3. Questions Based on Readings – 2 entries (50 points each)
4. Create-A-Family – Group Project (100 points) & Presentation of Family Type - Group Project (125 points)
5. Family Narrative Interview – w/ Partner (100 points)
6. Family Genogram Paper (150 pts.)
7. Family Assessment & Treatment Plan (100)
8. Theory Presentation – Group Project (125 points)
9. Participation (100 points)

D. Description of Assignments & Evaluation Criteria:

1. Presentations based on types of families and multi-cultural issues (125) –

In group formats, you will prepare a presentation which will be based on different types/configurations of families (step families; divorced families; adoptive families; LGBTQ+ families, multi-cultural issues) for families. You will find examples in the Walsh text. These will not need to be longer than 10 to 15 minutes.

2. Questions Based on Readings (100) –

You will submit 2 to 5 questions based upon selected, assigned readings. Those will be submitted by email by 5:00 the day before class which will be Wednesdays at 5:00. The questions will be compiled, sent back to you and then discussed in class on Thursday.

3. Systems Thinking Journals (100) -

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).

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.

4. Create-A-Family (100) –

SEE APPENDIX C FOR GUIDELINES –

You will be “creating families” that we will “work with” throughout the rest of 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 - You will do a role play session from a particular systemic perspective based on another group’s Created Family. Role plays will be conducted on the dates scheduled for that

given theory.. Those dates are October 5, 12 and 19 as well as any additional possibilities. The Created Family 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**.

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.

5. Family Narrative Interview - 100 points

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 (150 points); 6-8 pages, plus genogram on separate sheet)

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 & Lasloff, 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 "blindness" 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 Assessment & Treatment Plan (100 points)

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, etc). You will then write up 2 different treatment plan sections, one for each of your chosen models.

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 |

8. Theory Presentation (125 points)

As a group you will do a brief presentation of a chosen theory. You will need to cover who are the founding theorists; the basic tenets of that theory; what the theory says constitutes change for a system; what makes this theory unique from other systemic theories; and, to what does the theory attribute success in therapy for the system (how would the theory describe an effectively impacted system). You can do this in power point format or really whatever format you choose. The presentation on the theory itself should be approximately 30 minutes long. You will then be asked to demonstrate your theory with one of the other Created Families in the class. That demonstration should last at least 30 minutes. Remember, all group members have to participate so when presenting your theory and when doing the role play as the clinicians of that theory, make sure all group members participate.

Evaluation Criteria (125 points)

- | | |
|--------------------------------------|-----------|
| Demonstrated knowledge of the theory | 50 points |
|--------------------------------------|-----------|

Presentation format - creativity, class inclusion	50 points
Clinical expertise in role play	25 points

***NOTE FROM COURSE INSTRUCTOR – 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 course schedule is a living document. The instructor reserves the right to make adjustments/changes as the semester progresses.

Topical Outline/Content Areas

Class 1 – August 22

Topics: Introductions & Course Overview
Systems Theory/Cybernetics

Class 2 - August 30

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

Readings: Nichols Chapters 1, 2 & 13

Class 3 – September 6

Topics: **Topics:** Create-A-Family and Pick A Theory

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

Class time will be devoted to develop your newly mined Create-A-Family in your groups. Written description of Family created by each group will be due next class period. There need to be 2

groups of 4 and two groups of 5. See description in the syllabus for further guidance and clues. Choose from the following family types (from Walsh's Normal Family Process text) to incorporate into your Create-A-Family dynamic:

- CHAPTERS TO CHOOSE FROM ARE:
 - Contemporary Two Parent Families - Ch. 4
 - Divorced Families - Ch. 5
 - Single Parent Households – Ch. 6
 - Remarriage & Step Families – Ch. 7
 - Gay & Lesbian Families – Ch. 8
 - Kinship Care – Ch. 9
 - Adoptive Families – Ch. 10
 - African American Families – Ch. 12
 - Immigrant Families – Ch.13
 - Gender Norms in Families – Ch. 14
 - Spirituality in Families – Ch.15
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Class 4 – September 13

Topic: Presentation of Created Families and Role Plays

Readings: Patterson Chapters 4 & 5

Echevarria-Doan, S. (2001). Resource-Based Collaborative Consultation: Accessing client resources through interviews and dialogue. *Journal of Marital and Family Therapy*, 27(2), 201-212. (UF Online Journal)

Walsh, F. (2003). Family resilience: A framework for clinical practice. *Family Process*, 42, 1-18. (UF Online Journal)

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). Include a sample from the media (visual, audio, art, social media, movies, t.v.) to illustrate your selected Family Form.

Class 5 – September 20

Topic: Genograms

Readings: McGoldrick, Gerson, & Petry Chapters 1-4 & 9

Cultural Genograms - LINK TO ONLINE JOURNAL

Hardy, Kenneth V.; Laszloffy, Tracey A. The cultural genogram: Key to training culturally competent family therapists. Journal of Marital and Family Therapy, Vol 21(3), Jul 1995, 227-237. doi: [10.1111/j.1752-0606.1995.tb00158.x](https://doi.org/10.1111/j.1752-0606.1995.tb00158.x)

Class 6 – September 27

Topics: **Ethics**

Readings: To be announced

For the following 3 classes, readings will be assigned from the Nichols text based upon a specified theory to be presented by each group.

Class 7 – October 4

Topic: **Theory Presentations and Role Plays**

Readings:

Class 8– October 11

Topic: **Theory Presentations and Role Plays**

Class 9 – October 18

Topic: **Theory Presentations and Role Plays**

Class 10– October 25

Topics: **Research**

Readings: Walsh Chapter 21 and Nichols Chapter 14

Class 11 – November 1

Topics Different Types/Configuration of Families Presentations

Class 12 – November 8

Topics:

Readings:

Class 13 – November 15

Topics: Role Plays

Readings:

Class 14 – November 22

Topics: Jeopardy and Wrap Up

ADDENDUM A – CACREP (2016) Standards Covered in this Course

SPECIALTY STANDARDS (Couple, marriage and Family Counseling)	How Standard is Covered (lecture, assignment, etc.)**
1.a. history and development of marriage, couple, and family counseling	Jeopardy Game
1.b. theories and models of family systems and dynamics	Theory Presentation
1.c. theories and models of marriage, couple, and family counseling	Theory Presentation; Family Assessment & Treatment Plan
1.d. sociology of the family, family phenomenology, and family of origin theories	Family Narrative Interview; Family Genogram Paper
1.e. principles and models of assessment and case conceptualization from a systems perspective	Family Assessment & Treatment Plan; Family Genogram Paper
1.f. assessments relevant to marriage, couple, and family counseling	Family Assessment & Treatment Plan; Family Genogram Paper
2.a. roles and settings of marriage, couple, and family counselors	Questions based on assigned readings
2.b. structures of marriages, couples, and families	Family Narrative Interview
2.c. family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	Family Genogram Paper; Family Assessment & Treatment Plan
2.f. aging and intergenerational influences and related family concerns	Family Assessment & Treatment Plan; Family Genogram Paper
2.g. impact of crisis and trauma on marriages, couples, and families	Family Assessment & Treatment Plan; Family Genogram Paper

2.h. impact of addiction on marriages, couples, and families	Family Assessment & Treatment Plan; Family Genogram Paper
2.i. impact of interpersonal violence on marriages, couples, and families	Family Assessment & Treatment Plan; Family Genogram Paper
2.j. impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families	Family Assessment & Treatment Plan; Family Genogram Paper
2.k. interactions of career, life, and gender roles on marriages, couples, and families	Family Assessment & Treatment Plan; Family Genogram Paper; Systems Thinking Journals
2.l. physical, mental health, and psychopharmacological factors affecting marriages, couples, and families	Family Assessment & Treatment Plan; Family Genogram Paper
2.m. cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration	Family Assessment & Treatment Plan; Family Genogram Paper
2.n. professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling	Questions based on assigned readings
2.o. ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling	Questions based on assigned readings (Ethics based question assignment – Class 4)
3.a. assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective	Family Assessment & Treatment Plan
3.b. fostering family wellness	Family Narrative Interview; Systems Thinking Journals
3.c. techniques and interventions of marriage, couple, and family counseling	Theory Presentation; Create-a-Family Project; Family Assessment & Treatment Plan
3.d. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	Family Assessment & Treatment Plan Theory Presentation
3.e. strategies for interfacing with the legal system relevant to marriage, couple, and family counseling	Questions based on assigned readings

**** All of the Specialty Standards listed in Appendix A are covered in Lectures**

APPENDIX B

CACREP (2016) Key Performance Indicators Measured in this Course

KPI	Course Measured	Assignment	Unsatisfactory	Developing	Accomplished
KPI 1.1 Theories and models of family systems and dynamics (5F.1b)	MHS 6430: Introduction to Family Counseling	Theory Presentation	Demonstrates limited knowledge of theories and models of family systems and dynamics, and is not able to apply them	Demonstrates some knowledge of theories and models of family systems and dynamics, but is not able to apply them	Demonstrates adequate knowledge of theories and models of family systems and dynamics, and is able to apply them
KPI 2.1 Structures of marriages, couples, and families (5F.2b)	MHS 6430: Introduction to Family Counseling	Family Narrative Interview	Demonstrates limited knowledge and understanding of structures of marriages, couples, and families	Demonstrates some knowledge and understanding of structures of marriages, couples, and families	Demonstrates adequate knowledge and understanding of structures of marriages, couples, and families
KPI 2.2: Family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments (5F.2c)	MHS 6430: Introduction to Family Counseling	Family Genogram Paper	Demonstrates limited knowledge of family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments, and is not able to apply them	Demonstrates some knowledge of family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments, but	Demonstrates adequate knowledge of family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments

				is not able to apply them	and personal assessments, is able to apply them
KPI 3.1 Techniques and interventions of marriage, couple, and family counseling (5F.3c)	MHS 6430: Introduction to Family Counseling	Theory Presentation	Demonstrates limited knowledge of techniques and interventions of marriage, couple, and family counseling, and is not able to apply them	Demonstrates some knowledge of techniques and interventions of marriage, couple, and family counseling, but is not able to apply them	Demonstrates adequate knowledge of techniques and interventions of marriage, couple, and family counseling, and is able to apply them
KPI 3.2 Conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling (5F.3d)	MHS 6430: Introduction to Family Counseling	Family Assessment and Treatment Plan	Demonstrates limited knowledge and skill in conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	Demonstrates some knowledge and skill in conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	Demonstrates adequate knowledge and skill in conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

APPENDIX C – 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.

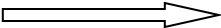
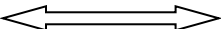
C) How has the family attempted to solve their problematic situation? – Both within the family and/or with outside help? If outside help was sought, describe the services and/or professional assistance they received (including length of time, and type of assistance/intervention that was provided).

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
	Flow of interaction between each of these groups (one way or mutual)
	

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

Hartman,A., & Laird, J. (1983).Family-centered social work practice. NY: Free Press.

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Hanson, S.M.H. (2001) Family assessment and intervention-Ecomap *Family Health Care Nursing* 2nd Edition. pp 181-184.

McPhatter, A.R. (1991) Assessment revisited: A comprehensive approach to understanding family dynamics. *Families in Society: The Journal of Contemporary Human Services*, January. 11-20.

Wright, L.M. & Leahey, M. (2000). *Nurses and Families: A guide to Family Assessment and Intervention*. 3rd Edition. Philadelphia: F.A. Davis.

<http://www.uic.edu/nursing/genetics/Lecture/Family/ecomap.htm>

