

PSYC 668 Couple and Family Systems

Fall 2018

Mondays, 2:00-4:00 SSC 4040

Office Hours:

Appointments may be arranged at mutually convenient hours. You may contact me by email.

COURSE DESCRIPTION AND PURPOSE:

This course provides an overview of couple and family counseling from a systems perspective. A survey of the predominant systems theories essential in working with couples and families will be presented. For couple systems, special emphasis is given to evidence based treatments and the current research on attachment theory and the role of attachment in couple distress. You will become familiar with attachment issues, working from an emotion focused perspective and gain proficiency in assessment and intervention. You will engage in learning exercises and role-plays in order to facilitate application of course content. Additionally, you will construct a personal family genogram and engage in analyzing their family using a systems approach and use case conceptualization and treatment planning from various theories.

2016 CACREP STANDARDS:

F.2. SOCIAL AND CULTURAL DIVERSITY

- g. the impact of spiritual beliefs on clients' and counselors' worldviews

F.3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- c. theories of normal and abnormal personality development
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

F.4. CAREER DEVELOPMENT

- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

F.5. COUNSELING AND HELPING RELATIONSHIPS

- b. a systems approach to conceptualizing clients
- f. counselor characteristics and behaviors that influence the counseling process
- k. strategies to promote client understanding of and access to a variety of community-based resources

F.7. ASSESSMENT AND TESTING

- d. procedures for identifying trauma and abuse and for reporting abuse

CMHC 9. JMU Counseling Program Key CMCH Standards: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

CACREP Standards & KPI	F. 3. a.	F. 3. c.	F. 3. g.	F. 5. b.	CMHC Key 9
Assignment: Case Conceptualization & Treatment Plan KPI 3=R KPI 3 Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with clients, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan	X	X	X		
5 Helping Relationships: Establishes and maintains effective counseling relationships.				X	
9 Clinical Mental Health Counseling Key Standard					X
	Level of KPI indicated by: I = Introductory R= Reinforcement M= Mastery				

COURSE FORMAT:

This course will meet Mondays from 2:00-4:00 in Student Success Center EPIC Classroom 4040. Sessions will emphasize lecture, discussion, role-play, and self-exploration exercises. Course evaluation will be based on class participation, readings, and assignments. This class is student-centered so active participation is crucial which means all required reading should be completed before coming to class.

This class will abide by program standards for attendance, expecting you to attend all class meetings. You should notify the professor if you are unable to attend a scheduled class. It is your responsibility for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than two unexcused absences per semester will result in a reduction of the overall course grade.

A note about technology. Please limit cell phone use to emergencies. I prefer you not use a computer for note taking in class unless you have gotten prior approval. Do not text or use the internet during class.

REQUIRED READING:

Please have all readings completed by the date listed on the syllabus:

Gladding, S. T. (2019). *Family Therapy: History, Theory, and Practice*, 7th ed. New York: Merrill Counseling Series.

McGoldrick, M. & Gerson, R. (2008). *Genograms: Assessment and Intervention*, 3rd ed. New York: W.W. Norton.

RECOMMENDED READING:

Goldenberg, I., Stanton, M., Goldberg, H. (2017). *Family therapy: An overview (9th ed)*. United States: Cengage Learning.

Johnson, S. M. (2004). *The practice of emotionally focused couples therapy: Creating Connection*, 2nd ed. Routledge.

Bradly, Furrow, Lee, Palmer, Tilley & Woolley (2005). *Becoming an emotionally focused couple therapist: A workbook*. New York: Routledge.

Furrow, J., Johnson, S., & Bradley, B. (Eds.). (2011). *The emotionally focused casebook: New directions in treating couples*. Routledge.

Napier, A. & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. New York: Harper & Row. ISBN 0-06-091489-0

****Please note that the instructors may send articles periodically throughout the semester for each student to read****

COURSE ASSIGNMENTS:

Class participation & preparedness (15 points)

You are expected to participate in class and come prepared to discuss readings and engage in role plays. I look forward to hearing your contributions to the course and your active engagement with the each other and the material.

Family Genogram and analytical response [F.3.a] (25 points)

You will submit a personal, three generation family genogram and analytical response paper. You will construct a genogram by gathering family history, interviewing family members and through personal reflection. Additionally, you will draw a genogram accurately and clearly, depicting key relational and historical information about your family. You may consult genogram resources including: McGoldrick, Gerson and Shellenberger (2008). *Genograms: Assessment and Intervention*, 3rd ed. New York: W.W. Norton. McGoldrick, Giordan, and Pearce, ed. *Ethnicity and family therapy*.

Lastly, you will submit a 6-8 page double-spaced typed written paper to accompany the drawing. (Please follow APA style). The first section of the paper (4-6 pages) will cover: family structure,

life cycle fit, pattern repetition across the generations (patterns over both sides of the family, patterns of relationships such as close, conflictual or enmeshed and pattern of structure). Life events and family functioning, relationship/attachment patterns and triangles, family balance and imbalance, and therapeutic concerns. The rest of the paper (2-4 pages) will be written as a reflection on your family and your personal response to creating the genogram.

PSYC 668 Key Performance Indicator 3 (Reinforcement): Case Conceptualization and Treatment Plan [F.3.a, c, g. . & F.5.b; CMHC Key 9.] (40 points)

Each student will submit a 5-7 page case conceptualization and treatment plan for a family illustrated within one of the films we will recommend. Students will have the opportunity to work together in small groups to generate ideas, work as a team on conceptualization, and process through genograms, mapping, sculpting, and treatment planning. The final written product will be individual. The group as a whole will engage in a 30-minute presentation on the final day of class.

Your **group process** should include the following:

- One meeting to view the film and begin conceptualizing the family system;
- One meeting to compare genograms and fine-tune your genogram based on group feedback;
- One meeting in which you work on family mapping and sculpting the family from the clinicians' points of view (please take photos to include in your paper);
- One meeting during which you apply theoretical lenses to the family (Bowen, Experiential, and Structural);
- A final meeting to generate goals of treatment and prepare for your presentation.

Each **individual written paper** should include:

- An overview of the history and structure of the family,
- A detailed genogram with at least three layers,
- A family map illustrating the "here and now" issues and direction;
- A photo of your sculpting of the family from your perspective;
- A description of the family's needs based on three theories;
- A list of three specific, theoretically intentional, goals for family counseling;
- A summary of your clinical conceptualization of the family.

Your **group presentation** should include:

- An overview of the family history and structure;
- An introduction to the family system through a genogram;
- An assessment of the family system using mapping;
- An illustration of the family system through a sculpting;
- A description of the theoretical intentionality as you approach work with this family;
- And the goals of treatment.

Modules on Canvas (20 points)

You will find a series of thirteen (13) modules on Canvas designed to enhance the learning beyond the classroom. There are intentionally designed to adjunct the work we do in class and also expose you to some of the current issues as well as enhanced self-reflection as you develop a lens for systems work. The following topics are represented in the modules:

- Module 1 Family Development: Life Cycles & Resilience
- Module 2 Family History and Cultural Identity
- Module 3 Family Network and Community Mapping

- Module 4 Family Systems Experiential Approaches
- Module 5 Bowenian Approaches and Family Genograms
- Module 6 Structural and Strategic Approaches
- Module 7 Social Construction (Narrative) Approaches
- Module 8 Same Sex Couples and Their Families
- Module 9 Trauma and Family Systems
- Module 10 Family Systems and the Opioid Crisis
- Module 11 Family Systems and Mental Illness
- Module 12 Emotionally Focused Therapy
- Module 13 Family Systems and Violence

GRADING:

In addition to the grading rubric on Canvas, the following rubric will be used to assess your progress on the **Key Performance Indicator (KPI)** Case Conceptualization and Treatment Plan. This is part of the program’s overall assessment of student growth and progress throughout the program.

F.3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- c. theories of normal and abnormal personality development
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

<p>3. Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and</p>	<p>Does not meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.</p>	<p>Does not consistently meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.</p>	<p>Meets expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.</p>	<p>Surpasses expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.</p>
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optimum development across the lifespan.				
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F.5. COUNSELING AND HELPING RELATIONSHIPS
b. a systems approach to conceptualizing clients

<p>5. Helping Relationships: Establishes and maintains effective counseling relationships.</p>	<p>Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach.</p>	<p>Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills, though these are not always consistent with the selected theoretical approach</p>	<p>Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client, and attempts to incorporate new skills into existing repertoire. Uses counseling techniques that are consistent with the selected theoretical approach.</p>	<p>Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach.</p>
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CMHC 9. JMU Counseling Program Key CMCH Standards: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

<p>9. Counseling Programs Key Standard for JMU Clinical Mental Health Counseling Graduates: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.</p>	<p>Does not meet expectations for level of training and experience in demonstrating the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Does not apply evidence-based interventions for prevention and treatment of a broad range of mental health issues, nor demonstrate skills for social justice and advocacy.</p>	<p>Does not consistently meet expectations for level of training and experience in demonstrating the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Does not consistently apply evidence-based interventions for prevention and treatment of a broad range of mental health issues, nor adequately demonstrate skills for social justice and advocacy.</p>	<p>Meets expectations for level of training and experience in demonstrating knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applies evidence-based interventions for prevention and treatment of a broad range of mental health issues, and demonstrates skills for social justice and advocacy.</p>	<p>Surpasses expectations for level of training and experience in demonstrating knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling, including applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, and demonstrating skills for social justice and advocacy.</p>
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Grading Table (points)

Participation	15
Genogram	25
Case Conceptualization	40
Modules	20
Total	100

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points

Counseling Programs Academic Policies

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James

Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you

share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the contact person is Amy Sirocky-Meck, coordinator of the JMU Office of Equal Opportunity, at <http://www.jmu.edu/oeo/>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information, go to <http://knowyourix.org/title-ix/title-ix-in-detail/>

Course Schedule
(revisions may be necessary)

Date	Topic	Assignments/Readings
August 27	Overview of the Course <ul style="list-style-type: none"> • Syllabus • Expectations • Canvas Modules Introduction to the History of Family Therapy	Come to class having read Chapter 1 of the Gladding text.
	Complete Module 1 before next class.	
September 3	The theoretical context of family therapy; Types of functionality of families.	Come to class having read Chapter 2 & 3 of Gladding.
	Complete Module 2 before next class.	
September 10	The process of family therapy, couples and marriage therapy and enrichment	Come to class having read Chapters 7 & 8 of Gladding.
	Complete Module 3 before next class.	
September 17	Bowen Family Systems Theory	Read Chapter 10 of Gladding.
	Complete Module 5 before next class.	
September 24	Continued work on Bowen Family Systems Theory incorporating genograms for assessment, insight, and conceptualization	Read Goldenberg 10, 11, 12
October 1	Experiential Family Therapy: The work of Satir including timelines and sculpting	Read Chapter 12 of Gladding
	Complete Module 4 before next class.	
October 8	Strategic Family Therapy: The work of Whitaker Structural Family Therapy: The work of Minuchin and introduction to Family Mapping	Read Chapter 14 of Gladding Read Chapter 13 of Gladding
	Complete Module 6 before next class.	
October 15	Narrative Family Therapy	Read Chapter 16 of Gladding
	Complete Module 7 before next class.	Family Genogram and

		Analytical Response submitted on Canvas prior to next class meeting.
October 22	Families and Trauma Complete Module 9 before next class.	
October 29	Families and Substance Abuse Complete Module 10 before class.	
November 5	Case Conceptualization and Group Supervision Exercise	
November 12	Domestic Violence and Families, Child Abuse and Neglect in Families Complete Module 8, 12, 13, 14 before next class.	Read Chapter 18 in Gladding
November 19	No Class: Thanksgiving Break	
November 26	Families and Mental Illness Families and Developmental Disabilities Complete Module 11 before final class.	
December 3	Final Presentations in Group Supervision Format	KPI: Case Conceptualization and Treatment Plan submitted on Canvas prior to class meeting.