

SPRING 2015
CNS 773: FAMILY COUNSELING
WAKE FOREST UNIVERSITY
DEPARTMENT OF COUNSELING

Time and location:

Tuesdays – 9:00 a. m – 11:30 a.m., 205 Carswell Hall

Course Content

This is a professional counseling course that surveys the field of marriage, couple and family counseling. By completing this course, students should become knowledgeable about the history, theories, and practices of marriage, couple and family counseling (5d). Ethical, legal, and other professional issues related to marriage, couple and family counseling (e.g., identification and affiliation) will be covered, too (1.j).

Course Objectives

Knowledge

- Review the general principles of family living: how families operate as a social system, develop rules for living together, and deal with the ever-changing tasks that must be met by a family going through its life cycle (5.g).
- Increase students' self-knowledge and awareness of their own families and how their family histories impact their ability to counsel.
- Trace significant historical developments in marriage, couple and family counseling/therapy and provide an overview of the evolving viewpoints, perspectives, values, intervention techniques, and goals of this approach to counseling/therapy.
- Present the basic ideas of the major theoretical orientations within marriage, couple and family counseling/therapy along with theories and models dealing with family resilience (5.d; 3.d).
- Help students learn the beginning practices and techniques of marriage, couple and family counseling/therapy.

Skills and Practices

- Trace significant historical developments in marriage, couple, and family therapy.
- Explain the function/dysfunction in their own family or origin, how this has affected their lives, and be able to recognize and discuss their own present modes of relating and communicating with others, including clients.
- List and discuss the major theoretical perspectives of marriage, couple and family therapy (5.d).
- Discuss the fundamental assumptions of systems theory and its application to marriage, couple and family therapy (5.e).
- Demonstrate the practice of marriage, couple and family therapy at a beginning level.
- Articulate what they bring to marriage, couple and family counseling situations and how this affects the therapeutic outcome.
- List and describe the professional, ethical standards of the ACA and the AAMFT as applied to the practice of working with couples and families (1.j).

Course Policies

There is no prerequisite for this course. Students will be expected to be on time and attend 90% of all classes as well as actively participate in the learning process.

Methods of Instruction:

The learning in this course will take place through reading of required texts, class discussions, experiential exercises, examining one's own family of origin, viewing of videotapes/DVDs, PowerPoints, and case history analysis.

Required Reading

Gladding, S.T. (2015). *Family Therapy: History, Theory, and Practice* (6th ed.). Upper Saddle River, NJ: Pearson.

McGoldrick, M. (2011). *The Genogram Journey*. New York: W.W. Norton.

Napier, A.Y., & Whitaker, C.A. (1984). *The Family Crucible*. New York: Bantam.

Schedule of Assignments

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
January 13	History of Family Therapy Theoretical Context of Family Therapy (systems & life cycles) (3a)	Gladding, Chap .1 Gladding, Chap. 2
January 20	Types and Functionality of Families	Gladding, Chap. 3
January 27	Transgenerational theories (Bowen, pp.238-251)(5.d) View <i>Little Miss Sunshine</i> bring notes you make (at least one page) to class for class discussion; Your notes should be typed, clearly written, and have at least 10 examples of how the Hoover family was both functional (five examples) as well as dysfunctional (five examples) (10% of final grade). Be specific.	Gladding, Chap 9
February 3	Single Parent and Blended Families Culturally Diverse Families (2.d) Ethical, Legal, & Professional Issues	Gladding, Chap. 4 Gladding, Chap. 5 Gladding, Chap. 6
February 10	Genograms Discussion of McGoldrick book -- bring notes you make on this book to class. What insights has McGoldrick given you about families? How will McGoldrick book help you draw your genogram and interpret its results?	McGoldrick (entire book)
February 17	Assignment: Genogram of Your Family and paper (20% of final grade)	
February 24	Process of Family Counseling Couple and Marriage Enrichment and Therapy	Gladding, Chapter 7 Gladding, Chapters 8
March 3	Test 1 (Chapters 1-8) (20% of final grade)	
March 10	Spring Break	
March 17	The Family Crucible The Family Crucible Paper (20% of final grade)	Napier/Whitaker
March 24	Experiential Family Therapy (5.d)	Gladding, Chap. 10

	Behavioral & Cognitive-Behavioral Family Therapies	Gladding, Chap. 11
March 31	Structural Family Therapy (5.d) Strategic/Systemic Family Therapies	Gladding, Chap. 12 Gladding, Chap. 13
April 7	Addiction, Violence, Abuse View Rachel Getting Married. Bring notes you make (at least one page) to class for class discussion. Your notes should be typed, clearly written, and have at least 10 examples of how the Buchman family was both functional (five examples) as well as dysfunctional (five examples) (10% of final grade). Be specific.	Gladding, Chap. 15
April 14	Solution-Focused Family Therapy (5.d) Narrative Family Therapy	Gladding, Chap.14
April 21	Research and Assessment Psychodynamic Family Therapy (pp. 226-236)	Gladding, Chap. 16 Gladding, Chap. 9
April 28	Test 2 (Gladding, Chapters 9-16) 20% of final grade	

Basis of Final Grade Assigned

Genogram of Your Family & paper Assignment	20%
<i>The Family Crucible</i> paper Assignment	20%
Discussion/Notes on <i>Little Miss Sunshine</i>	10%
Discussion/Notes on <i>Rachel Getting Married</i>	10%
Test #1	20%
Test #2	20%

Grading scale:

93 - 100	----- A
90 - 92	----- A-
87 - 89	----- B+
83 - 86	----- B
80 - 82	----- B-
77 - 79	----- C+
73 - 76	----- C
70 - 72	----- C-
69 or less	----- F

Genogram of Your Family Assignment. Draw a three generational genogram of your family based on what you have learned from the McGoldrick, text on genograms. Write a 1500 word (6 typed pages) paper discussing patterns you have discovered in your family and insights you have gained from this assignment. Use at least two other scholarly sources other than your text and the McGoldrick book. Your paper must be in APA style. Be prepared to share your findings with at least one classmate in class on **February 17th**. How does your family function? How could it function better? What could you do to make the family system healthier? What might others do? Some questions you might ask in this assignment are at the end of this syllabus. Other questions are in the McGoldrick book. **(20% of final grade)**

The Family Crucible Assignment. Write a 1000 word paper (4 typed pages) on your evaluation of Whitaker and Napier's treatment of the Brice family. Use your text, *The Family Crucible*, and at least one other outside source as a reference. Your paper should be in APA style. An in-class discussion on *The Family Crucible* will take place on the same day your paper is due: **March 17th**. What is your assessment of how Whitaker and Napier in *The Family Crucible* treated the Brice family. Were their strategies and actions appropriate? Why or why not? What strategies and actions do you think were unprofessional or on the edge of being professional? Why? What did they do that you would consider mainstream in family counseling? Why?
(20% of final grade)

Notes on and Discussion of Films – Little Miss Sunshine and Rachel Getting Married. You should view these films outside of class, make notes on the films that should be typed, and have at least 10 examples of how these families were functional (five examples) as well as dysfunctional (five examples). Your notes will be a guide for you in our in-class discussion and should be turned in at the end of class in which films are discussed. ***Little Miss Sunshine* due date January 27th (10% of final grade); *Rachel Getting Married* due date April 7th. (10% of final grade)**

Exams. There will be two exams. They will be given on **March 3rd (20% of grade), and April 28th (20% of grade)**. The exams will be multiple choice, fill in the blank, true/false, and short essay.

Office Hours

Almost anytime (9 a.m. to 4 p.m.) Monday, Wednesday, and Thursday (just let me know when you would like to see me). Telephone: 758-4882 (office). E-mail: stg@wfu.edu. Office: 218 Carswell Hall.

Questions to Use in a Genogram Interview

(source: Michele Thomas (1992) *An Introduction to Marital and Family Therapy*. Upper Saddle River, NJ: Prentice Hall)

1. Can you tell me the names and ages of the family members for at least three generations on both sides of the family who are presently living?
2. When were these individuals born, married, separated, or divorced? Give specific dates including day and year, if possible.
3. Who passed away in the family? Of what? When were they born, married, separated, or divorced?
4. What jobs did family members hold?
5. What were the educational levels of family members?
6. What were the ethnic/cultural and religious backgrounds of family members? How have these traditions been passed on in the family?
7. Where did family members live? In what city and state? When and where did they move? For what reason?
8. How did people get along in the family? Who was close to whom? Did anyone not speak to another family member? What happened in these cases?
9. Which family members were very successful at what they did?
10. Which family members used alcohol or drugs, were arrested, had mental problems, committed suicide or had other serious problems?

11. What illnesses are found in the family? How did family members cope with them?
12. Can you tell me any special life events that happened – positive, neutral and negative?
13. Are there any stories which have been passed down through the generations in our family?
14. Are there any family themes which seem to repeat in our family?
15. As an elder of the family, is there any advice that you would give to me as a younger member of the family?

Questions to Answer in Writing an Analysis of a Genogram

(source: Michele Thomas (1992) *An Introduction to Marital and Family Therapy*.
Upper Saddle River, NJ: Prentice Hall)

1. How healthy were family members in your genogram? What were the most common health problems on each side of your family and in your family of origin? What did family members do to prevent or treat such problems?
2. What type(s) of family structure (i.e., single parent, nuclear, remarried) were repeated in the genogram?
3. What family themes have been carried down through the generations?
4. What occupations occur most frequently in your family?
5. What stages of the family life cycle have been easier for your family to cope with? most difficult?
6. What life events have affected family functioning throughout the generations of your family?
7. Where are triangles present in your genogram? Where are relationships close, distant, conflicted, or fused? Where are there emotional cut-offs?
8. What patterns are repeated such as educational or work success, religious commitment, alcohol or drug use, or other behaviors?
9. How large were the families in your genogram? Do some families stand out as larger or smaller when looking at the genogram? What stresses might have occurred due to family size or family imbalance?
10. Since you are a dynamic active organism according to systems theory, what could you do to change any patterns that disturb you? What would you like to pass on to your children some day?

Written Assignment Rubric				
Depth of Paper	Poor	Fair	Good	Excellent

	0 - 55%	56 – 63%	64 – 71%	72 – 80%
Purpose	<ul style="list-style-type: none"> The purpose and focus of the writing are not clear to the reader. 	<ul style="list-style-type: none"> The writer's decisions about focus, organization, style, and content sometimes interfere with the purpose of the writing. 	<ul style="list-style-type: none"> The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing. 	<ul style="list-style-type: none"> The writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the paper.
Development of Ideas	<ul style="list-style-type: none"> Most ideas unsupported, confusion between personal and external evidence, reasoning flawed. 	<ul style="list-style-type: none"> Presents ideas in general terms, support for ideas is inconsistent, some distinctions need clarification, reasoning unclear. 	<ul style="list-style-type: none"> Supports most ideas with effective examples, references, and details, makes key distinctions. 	<ul style="list-style-type: none"> Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, makes useful distinctions.
References	<ul style="list-style-type: none"> References few in number or lacking in quality. 	<ul style="list-style-type: none"> Less than desired number of references. 	<ul style="list-style-type: none"> Adequate number of references with most sufficient in quality. 	<ul style="list-style-type: none"> Adequate number of high quality references, evaluated, synthesized and used appropriately.
Style of Paper	Poor 0 – 6%	Fair 7%	Good 8%	Excellent 9 – 10%
Language	<ul style="list-style-type: none"> Employs words that are unclear, sentence structures inadequate for clarity. Errors are seriously distracting. 	<ul style="list-style-type: none"> Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction. 	<ul style="list-style-type: none"> Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting. 	<ul style="list-style-type: none"> Employs words with fluency, develops concise standard English sentences, and balances a variety of sentence structures effectively.
Logic & Organization	<ul style="list-style-type: none"> Does not develop ideas cogently, uneven and ineffective 	<ul style="list-style-type: none"> Develops and organizes ideas in paragraphs that are not necessarily 	<ul style="list-style-type: none"> Develops unified and coherent ideas within paragraphs 	<ul style="list-style-type: none"> Develops ideas cogently, organizes them logically with paragraphs

	<p>overall organization.</p> <ul style="list-style-type: none"> Unclear introduction or conclusion. 	<p>connected.</p> <ul style="list-style-type: none"> Some overall organization, but some ideas seem illogical and/or unrelated. Unfocused introduction or conclusion. 	<p>with generally adequate transitions; clear overall organization relating most ideas together.</p> <ul style="list-style-type: none"> Good introduction and conclusion. Little digression. 	<p>and connects them with effective transitions.</p> <ul style="list-style-type: none"> Clear and specific introduction and conclusion.
Mechanics of Paper	Poor 0 – 6%	Fair 7%	Good 8%	Excellent 9 – 10%
Spelling and Grammar	<ul style="list-style-type: none"> Writing contains numerous errors in spelling and grammar which interfere with comprehension. 	<ul style="list-style-type: none"> Frequent errors in spelling and grammar distract the reader. 	<ul style="list-style-type: none"> While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread. 	<ul style="list-style-type: none"> The writing is essential error-free in terms of spelling and grammar.
Adherence to APA Style	<ul style="list-style-type: none"> Little or no attempt to follow APA. Major errors. 	<ul style="list-style-type: none"> Some attempt to follow APA guidelines with minor errors. 	<ul style="list-style-type: none"> APA guidelines followed with very few minor errors. 	<ul style="list-style-type: none"> APA guidelines followed.
Comments:				
Total Depth:				
Total Style:				
Total Mechanics:				
Total Percentage:				
TOTAL POINTS:				