**Wake Forest University**

**Department of Counseling**

**CNS 773: Family Counseling**

**Fall 2023**

**Wednesday, 9:00 – 11:30 a.m.**

**Carswell 208**

### Instructor:

D. Robert Casares, Jr., Ph.D.

Office: Carswell 228

Office Hours: By appointment

Phone: (336) 758-5804

Email: [casaredr@wfu.edu](mailto:casaredr@wfu.edu)

## Required Texts

Gladding, S. T. (2019). *Family therapy: History, theory, and practice* (7th ed.). Pearson.

Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work.* Harmony Books.

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

**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 (5.f). Ethical, legal, and other professional issues related to marriage, couple, and family counseling (e.g., identification and affiliation) will be covered, as well (3.a.10).

**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 respective life cycle (5.f.1-6).
* 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 (5.f.7-12).
* 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.f.7; 3.c.7).

* Help students learn the beginning practices and techniques of marriage, couple, and family counseling/therapy (5.f.10).

**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.f.7).
* Discuss the fundamental assumptions of systems theory and its application to marriage, couple and family therapy (5.f.8).
* 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 (3.a.10).

**Student Learning Outcomes / Key Performance Indicators**

There is one signature assignment for this course, the Genogram Assignment that is to be submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program. The Genogram Assignment will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcome on which you will be evaluated for the Genogram Assignment is I.b.: Students possess awareness of themselves and an ability to self-evaluate.

Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

# 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, case history analysis, PowerPoints, supplemental articles, streaming videos, and podcasts.

**Email:**

Correspondence and notices related to this course will be sent to your WFU email account or Canvas. To ensure you are aware of the happenings in and between classes, be sure to check these accounts on a regular basis (daily preferred).

**Canvas:**

The syllabus, updates, announcements, reading materials, course modules, and other materials related to the course will be made available through Canvas. If you have any problems, contact WFU 24/7 Canvas Support Line at 833-383-5792.

**Student Responsibilities:**

The success of this course will depend largely on your active engagement with the instructor and your fellow aspiring counselors around the subject matter of family counseling. The class meetings will involve my imparting information as well as a significant amount of processing of the information conveyed in lectures, readings, etc. To ensure you understand what is expected of you, here are things you are responsible for during our time together in the course.

As a student taking this course, you are responsible for the following:

* 1. Regular class attendance and active participation in all classroom activities (e.g., discussions, presentations, exercises). Your attendance and active participation are critical to your own learning as well as the learning of your peers and the overall success of the course.
  2. Completion of all required assignments and submission of completed assignments in accordance with established due dates.

**Accommodations/Disability Statement:**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center and Disability Services.

**Contact Information:**   
118 Reynolda Hall, WFU   
Winston- Salem, NC, 27109   
Phone: 336-758-5929   
Email: [lacds@wfu.edu](mailto:lacds@wfu.edu)

[Student Portal](https://olympic.accessiblelearning.com/WFU/)

[Learning Assistance Center and Disability Services website](https://lac.wfu.edu/)

**Academic Integrity:**

Students are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the [Judicial Affairs website](https://studentconduct.wfu.edu/honor-system-wfu/) in addition to the [WFU Graduate School Honor Code](http://divinity.wfu.edu/files/2016/08/honor-code.pdf). All work handed in for this course must be the student’s own work. When writing or presenting about ideas that are not your own, you must properly cite the author(s). Note: Failure to give credit to other people for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

## Basis of Evaluation:

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| --- | --- | --- |
| **Assignment** | **Points** | **Due Date** |
| *Little Miss Sunshine* Paper | 10 | September 20, 2023 |
| Cultural Article Presentation | 10 | September 27, 2023 |
| Test 1 | 20 | October 11, 2023 |
| *Seven Principles* Paper | 20 | October 25, 2023 |
| Genogram Assignment | 20 | November 29, 2023 |
| Test 2 | 20 | December 6, 2023 |

**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

***Little Miss Sunshine* Notes and Discussion*.*** Please view *Little Miss Sunshine* outside of class. Type up notes on the film, focusing on at least 10 examples of family functionality (five examples) as well as dysfunctionality (five examples). Your notes will be a guide for you in our in-class discussion and should be turned in via Canvas at the beginning of the class in which the film is discussed.**Due September 20, 2023 (10% of final grade).**

**Cultural Article Presentation.**Your instructor will assign you to a group of two or three students. As a group, identify a recent journal article (no more than 10-years-old) that addresses cultural considerations associated with couples or family counseling. These articles may be literature reviews, research studies, or conceptual articles. They may address working with culturally diverse families and/or couples broadly, or they may focus on particular cultural groups or presenting concerns. Please work together to select an article that is pertinent to your current or future work as a counselor. Present a summary of the article to the class using slides (e.g., PowerPoint). Please include in your summary a rationale for choosing this article, the purpose of the article, its main findings or implications, and your key takeaways. Regarding your takeaways, please share how this article may inform your current or future work with couples and families. Your presentation should be approximately 10 minutes in length. **Due September 27, 2023 (10% of final grade).**

***The Seven Principles for Making Marriage Work* Reflection Paper.** Write a 1,000-word reflection paper on The Seven Principles for Making Marriage Work and the two Gottman videos listed below.

* What does Gottman’s research tell you about marriage and interpersonal relationships?
* How do you think you might apply Gottman’s findings to couples with whom you might work?
* How do you think you could use Gottman’s research in counseling a family?
* What surprises you?
* How can you use Gottman’s findings in your own life?

**Videos**

View: [The Love Lab | The Gottman Institute](https://www.youtube.com/watch?v=QEnVSrCCSw4&ab_channel=TheGottmanInstitute)(4:46) [Video] YouTube.

* How valuable do you think John Gottman’s work in the “Love Lab” is for couples?

View: [Four Horsemen of the Apocalypse | The Gottman Institute](https://www.youtube.com/watch?v=1o30Ps-_8is&ab_channel=TheGottmanInstitute) (2:13) [Video] YouTube.

* What does this video tell you about the importance of verbal communication?

**Due October 25, 2023 (20% of final grade).**

**Genogram Assignment.** Draw a three generational genogram of your family based on what you have learned from the McGoldrick text on genograms. Write a 1,500-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 **November 29, 2023 (20% of final grade).** How does your family function? How could it function better? What could you do to make the family system healthier? What might others do?

**Tests.** There will be two exams. They will be given on **October 11, 2023 (20% of grade)**, **and December 6, 2023 (20% of grade).** The first exam will cover chapter 1-4 and 6-8 of your Gladding text. The second exam will cover chapters 9-16 of your Gladding text. Both exams include multiple choice questions only.

**Class Schedule**\*

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Activities and Assignments** | **Readings** |
| 08/30 | Introduction & Couples Counseling |  | Gottman & Silver (2015) |
| 09/06 | Couples Counseling Continued |  | Gottman & Silver (2015) |
| 09/13 | History of Family Therapy & the Theoretical Context of Family Therapy |  | Gladding (2019), Chs. 1-2 |
| 09/20 | Types and Functionality of Families & Single Parent and Blended Families | ***Little Miss Sunshine* Notes and Discussion Due** | Gladding (2019), Chs. 3-4 |
| 09/27 | Cultural Diversity & Ethical, Legal, and Professional Issues | **Cultural Article Presentation** | Gladding (2019), Ch. 6 |
| 10/04 | Process of Family Counseling & Couple and Marriage Enrichment and Therapy |  | Gladding (2019), Chs. 7-8 |
| 10/11 | **Test 1** | **Test 1** | **Test 1** |
| 10/18 | Psychodynamic Family Therapy & Bowen Family Systems Theory |  | Gladding (2019), Chs. 9-10 |
| 10/25 | Behavioral and Cognitive-Behavioral Family Therapies & Experiential Family Therapy | ***Seven Principles*****Reflection Paper** | Gladding (2019), Chs. 11-12 |
| 11/01 | Substance-Related Disorders, Domestic Violence, Child Abuse |  | Gladding (2019), Ch. 18 |
| 11/08 | Structural & Strategic Family Therapies |  | Gladding (2019), Chs. 13-14 |
| 11/15 | Solution-Focused Brief Therapy & Narrative Family Therapy |  | Gladding (2019) Chs. 15-16 |
| 11/22 | **Thanksgiving Holiday** | **No Class** | **Thanksgiving Break** |
| 11/29 | Genograms & Research and Assessment | **Genogram Assignment** | McGoldrick (2011)  Gladding (2019), Ch. 17 |
| 12/06 | **Test 2** | **Test 2** | **Test 2** |

**\*Subject to change at the discretion of the instructor.**

**Self-Reflection CACREP Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Exceeds Expectations / Demonstrates Competencies**  **5** | **Meets Expectations / Demonstrates Competencies**  **4** | **Near Expectations / Developing Toward Competencies**  **3** | **Below Expectations / Unacceptable**  **2** | **Harmful**  **1** |
| **Depth of Reflection** | Demonstrates awareness of self beyond his or developmental level. | Demonstrates appropriate self-awareness. | Demonstrates some self-awareness, but is lacking in breadth and depth of understanding. | Demonstrates limited self-awareness. This may be the result of an inability or unwillingness to self-reflect or introspect. | Demonstrates little to no awareness of oneself, such that he or she is unable or unwilling to recognize his or her impact on others. |

**Genogram Grading Rubric**

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| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent**  **8** | **Good**  **6-7** | **Fair**  **4-5** | **Poor**  **0-3** |
| **Genogram** | Develops an accurate and clear genogram based on the McGoldrick text for three generations. | Develops a genogram that is largely based on the structure outlined in the McGoldrick text. May contain some inconsistencies and typographical errors. | Develops a genogram, but it does not follow McGoldrick’s structure. Or, organization of the genogram negatively affects its readability. | Develops a genogram that is unclear, wholly disorganized, and/or replete with typographical errors that make it very difficult to discern. |
| **Reflection Paper** | Effectively describes family patterns and/or insights gleaned from the genogram. Supports ideas clearly with at least two outside sources. | Describes family patterns and/or insights gleaned from the genogram. Provides support for ideas using at least two outside sources. Yet, the paper may lack in specificity, organization, and/or depth. | Describes family patterns and/or insights but does so with limited depth, breadth, and/or specificity. Does not support ideas with sufficient or appropriate outside sources. | Does not describe family patterns and/or insights gleaned from the genogram. Or, provides information/ideas that are difficult to comprehend or unsupported. |
| **APA Formatting, Grammar, and Writing** | Effectively employs APA formatting. Writing and grammar are excellent as well. | Employs APA formatting and appropriate writing and grammar conventions with minimal errors. | Demonstrates some skills with APA formatting and writing, but the paper has a number of errors. | Paper contains a wide range of APA formatting, writing, and/or grammatical errors that negatively affect the presentation of ideas. |