



EDUC 6323 Marriage and Family Counseling Fall 2015

Instructor Information :

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Office Hours: Monday 10:00-11:00 a.m. and 5:00-6:00 p.m., Tuesday and Wednesday 3:30-4:30, Tuesday-Thursday 9:00 a.m. – 12:00 p.m. Internet Office Hours/Student Teacher Observations.

Course Description:

The general purpose of this course is to familiarize students with the stages of family development, family dynamics, and techniques of marriage and family counseling, family consultation, and parent education.

Texts:

Title: *Family Therapy: History, Theory, and Practice (Required)*

Author: Gladding, S. T.

Edition: Sixth (2015)

Publisher: Pearson/Merrill/Prentice Hall

ISBN-10: 013348890-x

ISBN-13: 9780133488906

Cover: Hard Cover

Title: *Exercises in Family Therapy (Optional)*

Author: Casado, M., Young, M. E., & Rasmus, S. D.

Edition: First (2002)

Publisher: Pearson/Merrill/Prentice Hall

ISBN-10: 0130620009

ISBN-13: 9780130620002

Cover: Paperback

Class Sessions:

T/Th 4:30-5:45 p.m. Teleconference/Split-Web. We will hold class on Tuesdays. Del Rio – Room 103, Eagle Pass – Room B113, Uvalde – Room B110

Course Requirements and Grading:

- ✓ Family Origin Paper– 15%
- ✓ Midterm exam – 10%
- ✓ Final exam - 15%
- ✓ Film Family Analysis Papers – 15%
- ✓ Blackboard and Activities – 25%
- ✓ Special Issues PowerPoint – 10%
- ✓ Presentation – 10%

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59 and ↓

Total of 100%

Program Learning Outcomes:

Upon completing this course, students will be able to:

1. Identify and describe the stages of family development.

Assessment: of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, the Midterm and Final Examinations, and participation in the virtual community of the class on Blackboard.

2. Identify and describe the structures and functions of family systems and subsystems.

Assessment: of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, the Midterm and Final Examinations, and participation in the virtual community of the class on Blackboard.

3. Discuss the systemic and individual dynamics of family relationships.

Assessment: of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, PowerPoint Presentation, the Midterm and Final Examinations, and participation in the virtual community of the class on Blackboard.

4. Describe and discuss the effects of the family system on the behaviors of individual family members.

Assessment: of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, PowerPoint Presentation, the Midterm and Final Examinations, and participation in the virtual community of the class on Blackboard.

5. Identify and discuss the effects of family constellation, family atmosphere, and cultural/historical context on the personal adjustment and self-esteem of the individual family members.

Assessment: of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, the Midterm and Final

Examinations, PowerPoint Presentation, and participation in the virtual community of the class on Blackboard.

6. Demonstrate the ability to observe and identify family structures, processes, and systemic communication dynamics.

Assessment: of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, the Midterm and Final Examinations, PowerPoint Presentation, and participation in the virtual community of the class on Blackboard.

7. Develop an integrated personal approach to marriage and family counseling.

Assessment: of this objective will be conducted by the Midterm and Final Examinations, PowerPoint Presentation, and participation in the virtual community of the class on Blackboard.

TENTATIVE SCHEDULE

<u>Date</u>	<u>Assignment</u>
August 25	Introductions/Syllabus/Course Description
August 29	Introductions on BLACKBOARD
September 1	Chapter 1 & 2
September 5	BLACKBOARD
September 8	Chapter 3 & 4
September 12	BLACKBOARD
September 15	Chapter 5 & 6
September 19	BLACKBOARD
September 22	Chapter 7 & 8, Family Film Analysis #1 Due
September 26	BLACKBOARD
September 29	Chapter 9 <i>Presentation over Psychodynamic and Bowen Family Therapies</i>
October 3	BLACKBOARD
October 6	Chapter 10 <i>Presentation over Experiential Family Therapy</i> , Student PowerPoint Due
October 10	BLACKBOARD
October 13	MIDTERM (4:00-8:00 p.m.)
October 17	No BLACKBOARD
October 20	Open???
October 24	BLACKBOARD

October 27	Chapter 11 <i>Presentation over Behavioral and Cognitive-Behavioral Family Therapies</i> , Family Film Analysis #2 Due
October 31	BLACKBOARD
November 3	Chapter 12 <i>Presentation over Structural Family Therapy</i>
November 7	BLACKBOARD
November 10	Chapter 13 <i>Presentation over Strategic Family Therapy</i> , Analysis of Family-of-Origin Paper Due
November 14	BLACKBOARD
November 17	Chapters 14 <i>Presentation over Solution-Focused and Narrative Family Therapies</i>
November 21	BLACKBOARD
November 24	Study for Final
November 25-27	Thanksgiving Holidays
December 1	Chapters 15, 16
December 8 (Tuesday)	FINAL EXAM (3-6 p.m. in Uvalde)

Format: Textbook Chapter(s) should be read so that Blackboard Assignments can be completed on Saturdays at 5 p.m. You will need to keep up with the readings. I will post "Announcements" to update you as needed, or I will send mass emails. Please check your Announcements and Sul Ross Email on a consistent basis.

ASSIGNMENTS AND REQUIREMENTS

Exams: 25%

There will be a Midterm and a Final Exam. The Midterm will be worth 10% and will be taken via Blackboard. The FINAL exam will need to be taken in Uvalde and will be worth 15%. Please make arrangements accordingly. The exams will consist of multiple choice, short answer and/or essay questions.

Blackboard and Activities: 25%

The utilization of Blackboard and assignments posted will be an important component of this course. Assignments will be posted on Tuesday evenings and will be due on Saturdays at 5 p.m.

Family Film Analysis: 15%

During the semester, you will be expected to view two movies (DVD) and write analyses of the families depicted in the films. These films will focus on family dynamics, cultural/historical context, and systemic structures. All students are expected to write in-depth analyses of the two specified films.

The Film Family Analysis Papers must include a thorough analysis and discussion of the family structures and systemic characteristics of the family portrayed in the film as if the family were a case study. On the approved list are the following films: *The Descendants*, *Ordinary People*, *Real Women Have Curves*, *Life is Beautiful*, *How the Garcia Girls Spent the Summer*, *Like Water for Chocolate*, *Rachel Getting Married*, *The Kids are Alright*, *Precious*, *American Beauty*, *What's Eating Gilbert Grape*, *Tortilla Soup*, *Under the Same Moon* and *The Namesake*.

The papers will not be analyses or critiques of the films, but rather demonstrations of knowledge of family development and functioning. Students will analyze the family system as if the movie were actually a case study on a real family. The analyses will not focus on individual psyches, pathologies, or personalities, but rather on the family system as a whole and its subtle functioning. Use the student workbook, *Exercises in Family Therapy*, for keywords and concepts to include in your analysis papers. For example, one might analyze the film, *Like Water for Chocolate*, focusing on the relationships between the domineering mother and her three different daughters. Additionally, in this film, the contexts of history and culture play critically important roles in the definition of family relationships. These film analysis papers should be approximately four to five pages in length. Students are highly encouraged to discuss the films with several other students outside of class prior to writing the analysis papers.

Special Issues PowerPoint Presentation: 10%

All students are expected to select a special issue of interest in the field of marriage and family counseling, extensively research and study this topic, and then create an informative PowerPoint Presentation to be shared on Blackboard with fellow classmates. All presentation topics must be approved by the instructor prior to September 13th. The PowerPoint presentations must be instructional. The PowerPoint Presentation is due **October 6**.

The Special Issues PowerPoint Presentations will be evaluated on the following criteria:

- Consists of a minimum of 20 informative content slides
- Incorporates details, references, definitions, and other pertinent information in the speaker notes section so that the presentation stands alone (without presenter)
- Demonstrates creativity and originality
- Utilizes informative and relevant content

Analysis of Family of Origin: 15%

All students are expected to write a comprehensive paper that describes their own family system (family-of-origin) in terms of its system characteristics (homeostasis, structures, boundaries, cohesion, adaptability, etc.), atmosphere, and constellation. Awareness of one's own family system is necessary for a counselor because you need to know what roles were played in your family and the similarities between these roles and your own personal/professional behavior today. This paper is due, via email, on or before **November 10th**. Family Analysis papers are typically 15 to 20 pages in length. This insightful endeavor can prove to be very enlightening. The style and perspective of your paper is up to you, but you must be certain to address the following concepts as they applied to your family of origin:

- family constellation
- family atmosphere
- parenting styles
- family life cycle and stages
- family structure and functionality
- family life stressors
- methods or structures for maintaining homeostasis
- system roles played by individuals
- system communication patterns and communication roles
- structures or rules governing communication patterns or roles
- structures governing the existence and maintenance of subsystems
- specific subsystems which existed and their systemic functions
- structures and boundaries of the subsystems and the family system
- cohesion and adaptability of the family system
- context (culture, time) of the family system
- appropriate and inappropriate family rituals
- patterns of double-bind communications

You must analyze your family throughout its many stages of development. Remember that families are always evolving and always changing. It is suggested that you use the student workbook, *Exercises in Family Therapy* (Casado, Young & Rasmus), as stimulus for what needs to be included in a comprehensive family analysis paper. You are encouraged to use subheadings in your paper to facilitate easier reading. The specific subheadings are up to you. Your family analysis papers will be read and evaluated by the instructor on the following criteria:

- _ objectivity and depth of analysis (no "life was great" papers allowed – there are no perfect families; be academically critical)
- _ comprehensive use of family development/counseling terminology
- _ integration and synthesis of family concepts
- _ appearance, organization and readability

Group Presentation: 10%

Students will work in small groups on a presentation related to therapeutic approaches to working with families presented in Chapters 9-14. Your presentation must include AT LEAST 4 scholarly references from juried professional counseling or psychology journals. Use as many sources as needed to make sure your presentation fully and accurately informs your classmates about the theory related to marriage and family therapy that you have selected. Your presentation should be 20-25 minutes in length. In presenting the theory, be sure to include:

- Background and Description of the theory
- Major theorists
- Premises of the theory
- Treatment Techniques and Procedures
- Role of the therapist
- Process and Outcome
- Unique aspects of the theory
- Summary and Conclusion

Attendance and Participation:

All students are expected to attend class regularly and be on time. Absences and tardies will result in a loss of points. Also, students are expected to participate in class discussions and class activities. The format of the class will be lecture, discussion, group activities, role-playing and mini-presentations. Failure to participate will result in a loss of points.

Disability Statement:

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students who need accessibility services should contact Kathy Biddick at 830-279-3003. The address is 2623 Garner Field Road, Uvalde, Texas 78801.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.