

SUL ROSS STATE UNIVERSITY

ED 6345: FAMILY COUNSELING SYLLABUS-FALL 2019

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Office Hours: Online hours are from 8:00 a.m.-9:00 a.m. Monday-Thursday. Telephone conferences are available by appointment. The instructor is available online, via email, and telephone.

REQUIRED TEXT

Gladding, S.T. (2015). *Family therapy: History, theory, and practice* (6th ed.). Boston: Pearson.

The correct ISBN for the hardcover 6th edition of our textbook is as follows: **ISBN-13: 9780133488906**

You can find the 6th hardcover edition via online vendors such as www.barnesandnoble.com for about \$145 (new) and www.amazon.com (used) for approximately \$136.

Make certain that you have ordered the correct ISBN, and the book appears as in the illustration shown in the Announcements on the Blackboard course site.

COURSE DESCRIPTION

A survey of the field of family counseling, examining history, theories, and practice. Includes discussion of ethical, legal, and other professional issues related to family counseling.

STUDENT LEARNING OUTCOME (PROGRAM'S PRIMARY LEARNING OBJECTIVE)

Students will demonstrate their ability to apply within guidance and counseling, the knowledge of human development, diversity, and factors that affect clients' ability to achieve their potential.

STUDENT LEARNING OBJECTIVES

Student will be able to:

1. Identify and define basic terminology and concepts of the most widely-used family therapy models.
2. Demonstrate an understanding of the historical, practical/clinical, and theoretical bases underlying the family therapy process.
3. Demonstrate a working knowledge of a variety of family counseling strategies and applications.
4. Evaluate one's own family background values and beliefs, and infer how those variables impact the therapeutic relationship for counselor and client family.

5. Demonstrate an understanding of professional and ethical issues in family therapy.

REQUIREMENTS

Students will:

- Comply with Online Participation Policy
- Complete all reading assignments and study the material prior to posting assignments
- Study Blackboard lectures
- Post in-depth and insightful responses on Discussion Board forums
- Utilize videos to view actual client interviews and submit assignments based on those interviews
- Prepare a personal genogram and submit a written analysis of it with a course-related analytic autobiography
- Take chapter exams, a genogram test, and a final exam
- Practice professional conduct and ethics, including a respect of confidentiality with the same expectations of face-to-face courses, as well as respectful learning exchanges in online discussions

EVALUATION

Your grade for this course will be determined by evidence of the **quality** of your learning as demonstrated by your performance on the following:

Video Assignments Discussion Board Postings	25% (250 points)
Genogram Test	10% (100 points)
Genogram and Analytic Autobiography Essay	20% (200 points)
Chapter Tests	30% (300 points)
Final Exam/Models of Family Therapy & Lectures	15% (150 points)
Total possible points = 1,000 points	

Course Grade:	A	B	C	F
	91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

PARTICIPATION

This is a web-delivered course and therefore is subject to the **Sul Ross State University online participation policy**. It is the student's responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. Because ED 6345 is delivered entirely online, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. In order for you to remain enrolled in ED 6345, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that, if a student is enrolled in a web-delivered course and fails to stay active for a period of 3 weeks in a long semester, or for 1 week during a summer session, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will be dropped from the course with a grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

You are expected to participate in the online activities and discussions. **This course has heavy use of the discussion board**, and you will be expected to participate through initial posts and responses to other students and your instructor. You are required to check daily both your Sul Ross email and the “Important Information from Dr. Olive” Discussion Board forum, and to promptly reply. *You must reply to each post from the instructor on the “Important Information from Dr. Olive” Discussion Board.*

You are free to work at your convenience as long as you meet the assignment deadlines. **No late assignments will be accepted.** Your final course grade will be affected by the **quality** of your participation. Your postings and responses on the Discussion Board should give evidence that you have completed the assigned readings and viewing of the required videos. Your written communication should reflect professional courtesy toward the instructor and fellow students.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. This course requires students to purchase an enhanced eText package in order to access required digital resources. 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.

ASSIGNMENT DESCRIPTIONS

Writing Style. Papers must be typed using 1 inch margins, 12-point Times Roman type, and double-spaced. Do not number the title page. Do not retype the questions; simply write well-developed paragraphs. Edit for spelling and grammar, and for clarity and logic of idea development. (I **strongly** encourage you to have someone else proofread your work.) *Include citations and a reference page utilizing correct APA style.* **NOTE: Your writing reflects your professionalism. Papers with multiple errors in any of the above areas will receive a reduction in grade.**

Genogram Essay and Analytic Autobiography (2-Part Essay)

Part 1--Complete a three generational genogram of your family and write an essay discussing patterns you have discovered in your family and insights you have gained from this assignment. Questions you should ask as you interview your family members and answer in your essay are at the end of this syllabus. This portion of your essay should be a minimum of **4 pages**, excluding the title page. On the first page of your essay, create a heading entitled, “Part 1--My Family Genogram.” ***You must include citations from your textbook!***

Part 2—Analytic Autobiography This is the second portion of your essay assignment. At the top of the page type, “Part 2—My Analytic Autobiography.” Using course content as a reference, in this section you will further examine yourself and your family-of-origin issues, and you will conclude with your own worldview of how best to work with families. This portion of the essay should be a minimum of **5 pages**, not including the References page. It must include **citations**, and a **References** page should be included at the end of the document. In this section, address the following:

- Based on what you learned in doing the genogram, and what you know as a member of your family, use systems terminology to describe your family—open, closed, boundaries,

etc. If you addressed this in Part 1, then simply describe the effect that these dynamics have had on you. *Create citations from your textbook!*

- If you could “restructure” your family system, what major changes would you make? Be specific. Restructuring families results in changes in power. How would this affect your family? Who would lose some power, and who would become more empowered? What impact would this have on family healthy functioning? Who would become connected or reconnected? Whose relationships would be strengthened, and whose relationships might be less intense or less overinvolved?
- Identify gender/ethnic rules by which your family system operated (or currently operates). Do you abide by these rules, or have you chosen to create a different reality? Is your family viewed as “traditional” or “nontraditional” in any way?
- When examining stages of the family life cycle (see page 39 in your textbook for the six-stage life cycle, beginning with “single young adults leaving home,” “the new couple,” “families with young children,” “families with adolescents,” “families launching children and moving on,” and “families in later life”), which have been easier for your family to handle? Which have been most difficult? Which of these have most greatly impacted you?
- Explore how your family system coped with such normal life transitions as births, starting school, beginning college, getting married, entering the workforce, empty nest, retirement, aging, etc.
- Explore experiences your family has had with death and how they handled mourning. How has this impacted you and shaped your view of death?
- What has been the best thing about growing up in your family? What has been the most challenging?
- Conclude with your own worldview of how to best work with families. How do you see yourself as a family counselor?

To repeat, the body of your paper (including parts 1 and 2 combined), is to be a **total minimum of 9 pages**, plus a title page and References page. (Your textbook should be your reference entry. See examples on the Discussion Board on Blackboard for APA style for both citations and reference entries!) Therefore, your document must be a minimum of 11 pages total. Your paper must follow the **Writing Style** above. Attach your paper to the Genogram Essay and Analytic Autobiography link via the Assignments button on Blackboard.

NOTE: I recognize that you may find information requested in this paper to be sensitive in nature. I will assume that information you wish to retain as private to the family will not be included in the paper; you have choice regarding what you wish to share. I will be the only person reviewing your paper. If you have further privacy concerns, please feel free to discuss them with me. Thank you.

Genogram Test. You will take a brief genogram test based on two genograms in your textbook. Instructions are found on Blackboard via the Assignments button.

Video Assignments. You will view actual videotaped client interviews, and provide postings on the Discussion Board on the Video forums. Instructions are detailed on Blackboard via the Assignments button.

Chapter Tests. Tests for each chapter in your textbook are accessible via the “Exams” button on Blackboard. See the attached schedule for due dates. No late tests will be accepted.

Final Exam. This exam is based on the “Models of Family Therapy” Appendix of your textbook on pages 405-410, as well as content in Lectures on Blackboard. The Appendix summarizes content

you will have covered in your textbook readings and assignments. This exam is accessed via the “Exams” button on Blackboard. See the following schedule for the due date.

SCHEDULE

Complete all assignments prior to the deadlines as noted below. Deadlines are **no later than midnight Central Time** on the date indicated. **You are encouraged to work ahead and submit early.** It is best to take the Chapter Tests after you read each chapter. These are the due dates. No late assignments will be accepted.

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| August 28, 2019 | “Online Participation Policy” posting due on the Discussion Board |
| August 29, 2019 | “Introduce Yourself” on the Discussion Board due |
| September 3, 2019 | Chapter 1 Test (History of Family Therapy: Evolution and Revolution) must be submitted by midnight Central Time. |
| September 5, 2019 | Chapter 2 Test (Theoretical Context of Family Therapy) must be submitted by midnight Central Time |
| September 6, 2019 | <i>Video Assignment #1</i> (Theoretical Context) post on Discussion Board due (see Assignments on Blackboard for instructions) |
| September 7, 2019 | Response posted to at least one other student on the Video Assignment #1 forum due |
| September 9, 2019 | Chapter 3 Test (Types and Functions of Families) must be submitted by midnight Central Time |
| September 11, 2019 | Chapter 4 Test (Working with Single-Parent and Blended Families) must be submitted by midnight Central Time |
| September 15, 2019 | Chapter 5 Test (Working with Culturally Diverse Families) must be submitted by midnight Central Time |
| September 16, 2019 | <i>Video Assignment #2</i> (Culturally Diverse Families) post on Discussion Board due (see Assignments on Blackboard for instructions) |
| September 17, 2019 | Response posted to at least one other student on the Video Assignment #2 forum due |
| September 20, 2019 | Chapter 6 Test (Ethical, Legal and Professional Issues) must be submitted by midnight Central Time |
| September 23, 2019 | Chapter 7 Test (The Process of Family Therapy) must be submitted by midnight Central Time |
| September 24, 2019 | <i>Video Assignment #3</i> (The Process of Family Therapy) post on Discussion Board due (see Assignments on Blackboard for instructions) |
| September 25, 2019 | Response posted to at least one other student on the Video Assignment #3 forum due |

- September 28, 2019 Chapter 8 Test (Couple and Marriage Therapy and Enrichment) must be submitted by midnight Central Time
- September 29, 2019 *Video Assignment #4* (Couple and Marriage Therapy) post on Discussion Board due (see Assignments on Blackboard for instructions)
- September 30, 2019 Response posted to at least one other student on the Video Assignment #4 forum due
- October 3, 2019 Chapter 9 Test (Transgenerational Theories: Psychodynamic and Bowen Family Therapies) must be submitted by midnight Central Time
- October 4, 2019 *Video Assignment #5* (Psychodynamic Therapy) post on Discussion Board due (see Assignments on Blackboard for instructions)
- October 5, 2019 Response posted to at least one other student on the Video Assignment #5 forum due
- October 6, 2019 *Video Assignment #6* (Bowen Family Therapy) post on Discussion Board due (see Assignments on Blackboard for instructions)
- October 7, 2019 Response posted to at least one other student on the Video Assignment #6 forum due
- October 12, 2019 Genogram Test submitted by midnight on Blackboard
- October 20, 2019 Genogram Essay and Analytic Autobiography due (see Syllabus and Assignments on Blackboard for instructions)
- October 22, 2019 Chapter 10 Test (Experiential Family Therapy) must be submitted by midnight Central Time
- October 25, 2019 Chapter 11 Test (Behavioral and Cognitive-Behavioral Family Therapies) must be submitted by midnight Central Time
- October 26, 2019 *Video Assignment #7* (Behavioral and Cognitive-Behavioral Family Therapy) post on Discussion Board due (see Assignments on Blackboard for instructions)
- October 27, 2019 Response posted to at least one other student on the Video Assignment #7 forum due
- October 29, 2019 Chapter 12 Test (Structural Family Therapy) must be submitted by midnight Central Time
- October 30, 2019 *Video Assignment #8* (Structural Family Therapy) post on Discussion Board due (see Assignments on Blackboard for instructions)
- November 1, 2019 Response posted to at least one other student on the Video Assignment #8 forum due

- November 3, 2019 Chapter 13 Test (Strategic Family Therapies) must be submitted by midnight Central Time
- November 4, 2019 *Video Assignment #9* (Strategic Family Therapy) post on Discussion Board due (see Assignments on Blackboard for instructions)
- November 5, 2019 Response posted to at least one other student on the Video Assignment #9 forum due
- November 8, 2019 Chapter 14 Test (Solution-Focused Brief Therapy and Narrative Therapy) must be submitted by midnight Central Time
- November 9, 2019 *Video Assignment #10* (Solution-Focused Family Therapy) post on Discussion Board due (see Assignments on Blackboard for instructions)
- November 10, 2019 Response posted to at least one other student on the Video Assignment #10 forum due
- November 13, 2019 Chapter 15 Test (Working with Substance-Related Disorders, Domestic Violence, and Child Abuse) must be submitted by midnight Central Time
- November 16, 2019 Chapter 16 Test (Research and Assessment in Family Therapy) must be submitted by midnight Central Time
- November 20, 2019 Final Exam--submitted on Blackboard by midnight Central Time (covers Appendix "Models of Family Therapy" pp. 405-410 in your textbook and the Lectures on Blackboard) See details in this syllabus and on Assignments in Blackboard.

SRSU Disability Services: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Accessibility Services. Please note that instructors are not allowed to provide accommodation to a student until appropriate verification from Accessibility Services has been provided. For additional information, please contact Mary Schwartze with Accessibility Services in Ferguson Hall 112, or call 432-837-8203.

LECTURES/DISCUSSIONS

Note: This course is delivered entirely online. Therefore, all lectures will be posted and available to students from the beginning of the semester, and discussion will occur in forums on Blackboard at the designated times in this syllabus. A Questions & Concerns forum will remain active throughout the course.

Lectures will incorporate text and power point presentations including the following topics: course overview; introduction to family counseling; individual and family life cycles; healthy and dysfunctional families; working with culturally diverse families; working with single-parent families; working with blended families; history of family therapy; the process of family therapy; couple and marriage therapy and enrichment; psychodynamic and Bowen family therapies; experiential family therapy; behavioral and cognitive-behavioral family therapies; structural family therapy; strategic family therapies;

solution-focused and narrative family therapies; ethical, legal, and professional issues in family therapy; working with substance-related disorders, domestic violence, and child abuse; research and assessment in family therapy. Discussions and lectures on the Blackboard course site include the following topics: Introduction to the course; examining your family; differentiating between the major family theories; nontraditional families; APA style in professional writing; Video Assignments (theoretical context; culturally diverse families; the process of family therapy; couple and marriage therapy; psychodynamic family therapy; Bowen family therapy; cognitive and cognitive-behavioral family therapy; structural family therapy; strategic family therapy; narrative family therapy); clarifying triangulation; example of paradox; lying and confrontation in family therapy; reporting abuse/neglect; discussions of physical intimacy in family therapy; genograms and analytical autobiography.

Questions to Use in a Genogram Interview (in order to draw your Genogram)

(Source: Thomas, M. (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 has 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, or negative?
13. Are there any stories which have been passed down through the generations in your family?

14. Are there any family themes which seem to repeat in your 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?
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Questions to Answer in Writing an Analysis of a Genogram (for Part 1 of your “Genogram Essay and Analytic Autobiography” Assignment)

(Source: Thomas, M. (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 life events have affected family functioning throughout the generations of your family?
6. Where are triangles present in your genogram? Where are relationships close, distant, conflicted, or fused? Where are there emotional cut-offs?
7. What patterns are repeated, such as educational or work success, religious commitment, alcohol or drug use, or other behaviors?
8. 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?
9. 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?