***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

*University Hall North 1200 East Colton Avenue*

*On Brockton Avenue P.O. Box 3080*

*Between University Street &Grove Street Redlands, CA 92373*

***Phone Fax***

*(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course:** CMHC 630

**Course Title:** Theory and Practice in Family Counseling

**Term:** Fall 2014

**Days/Times:** Thursday 2:00-5:00

**Class Location:** UHN, Room 112

**Faculty:** Dr. Both Gragg

**Office:** University Hall North, room 112

**Phone:** 909-748-8831

**Office Fax:** 909-335-5204

**E-mail:** janee\_bothgragg@redlands.edu

**Office Hours:** Tuesday and Thursday 10-12; Wednesday 3-5; additional times available by appointment

**Catalog Course Description**

This course is designed for students who wish to advance their theoretical integration and skills

in family therapy. The purpose of this advanced practice seminar is to assist students in applying clinical family theories and techniques. Special emphasis will be placed on the students’ critical assessment of different applications of selected theories and techniques.

**Extended Course Description**

Both class participation and simulated family therapy sessions will be structured to maximize

students’ learning experiences. Family cases from students' field work and/or assigned readings will be used to examine both clinical and ethical issues germane to counseling practice. Research issues will be explored through readings and class discussion. Students participation in simulated

family sessions will be directed to the refinement of systemic and circular thinking, hypothesis testing, goal directed therapeutic procedures, application of techniques and evaluative methods.

In this course, students will refine family assessment skills and intervention strategies for treating families in the ecological systems context in which they exists e.g. community, school, social, cultural, religious, political, and economic factors. Special attention will be placed on issues such as gender, race, ethnicity, sexuality, alternative life styles, single parenting, changing family patterns, and stresses of shifting cultural, social as well as economic conditions. Students are

expected to integrate various components of learning, theoretical and practical, toward a synthesis of systemic views on functional and dysfunctional families and their implications for research, practice and policy matters. The course is designed to help students interested in working with couples and families, to deepen their diagnostic and therapeutic knowledge and skills.

**Learning Objectives:**

Through class assignments, students are expected to demonstrate mastery of the following

Objectives:

**Knowledge:**

1. To deepen students’ systemic knowledge base for family assessment and intervention through

the integration of theoretical frameworks and critical review of relevance of contemporary approaches to family therapy to client groups of diverse backgrounds including economically disadvantaged families.

2. To formulate a hypothesis in probing a set of theoretical and/or clinical assumptions in family treatment by incorporating new learning from laboratory experiences and evaluative feedbacks from class on clinical, ethical and social justice issues related to various phases of family treatment procedures

3. To gain an increased awareness of the organization, roles, and patterns of behavior within

students’ own families of origin and their influence on the therapeutic system.

4. To understand the implications of empirically based family therapy outcome research in advancing family practice and training.

**Values:**

1. To demonstrate an increased sensitivity to, and understanding of, the issues of diversity and

social justice including gender, ethnicity, race, alternative life styles, disability, and class in working with families.

2. To test students’ theoretical assumptions critically when assessing and treating families under

stress.

3. To incorporate the professional codes of ethics expressed by ACA and as a part of students learning throughout this course.

4. To appreciate the value of family concepts in analysis of complex human emotional systems and behavior patterns of intergenerational and interactional family units.

**Skills**

1. To recognize the critical role family relationship plays in enhancing or in reducing the mental

health of people from multidimensional and interactive perspectives of viewing family systems from transgenerational, multicultural, phenomenological, and ecological contexts.

2. To demonstrate increased skills in therapeutic uses of various techniques including circular questioning, neutralizing, reframing, and other relevant procedures in conducting family sessions such as family evaluation methods and instruments to assess students’ own practices in working with families.

3. To critically assess the potential impact of students’ own families of origin and their potential influence on the therapeutic system through the advancement of the differential use of various techniques and intervention modalities in family therapy.

3. To apply selected theoretical approaches and treatment modalities to high risk families including, but not limited to, abusive families, families with AIDS, incarcerated families, refugee families, military families, etc.

**Teaching Methodology:**

This seminar is designed to deepen students’ clinical practice competence in family therapy.

Through lecture, discussion, experiential exercises, including formation of simulated families, use of case vignettes and video tapes, the course will focus on refining the understanding of the therapeutic process and the development of treatment skills. Students will be helped to advance their understanding of the relationship between treatment goals and treatment techniques. In addition, they will gain experience on both the intellectual and affective levels in executing the roles and tasks of family therapists. The format of instruction is a seminar type with educational emphasis on process teaching and learning.

**Required Textbook(s)**:

Nichols (2013) Essentials of Family Therapy, 6th Edition. ISBN-10: 0205922449 ISBN-13:

978-0205922444

-and-

Selected readings from various system theories will be emailed and/or handed out in class

**Recommended Textbook(s):**

White, James M & Klein, David M. (2008) *Family Theories* (3rd ed) Los Angels: Sage

Publications

**Frequently Referenced Books and Journals:**

Nichols, M. & Schwartz, R. (2006. 7소 Ed*.). Family Therapy: Concepts and Methods*. Boston, CT: Allyn & Bacon.

Walsh, F. (Ed.) (1999). Spiritual *Resources in Family Therapy*. New York: The Guilford Press.

*Families in Society*: *The Journal of Contemporary Human Services*. The Alliance for Children & Families. (www.familiesinsociety.org).

*Family Process Journal* ([www.abacon.com/familytherapy/links.html)](http://www.abacon.com/familytherapy/links.html%29)

*Journal of Marital and Family Therapy*. American Association of Marital & Family

Therapists ([www.amft.org](http://www.amft.org/)).

**Grading System/Scale**

**Evaluation of your work will be based on the following criteria:**

A/4.0: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

A-/3.7: All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B+/3.3: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

B/3.0: All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

•It is important to realize that grades below 3.0 indicate a problem.

The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.

B-/2.7: All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

•Student should arrange conferences with the professor and advisor to discuss it.

C+/2.3: All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level. •Student should arrange conference with the professor; and a conference with the advisor is required.

C/2.0: Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

•A meeting with the professor should be arranged; and a meeting with the advisor is

required. The professor will notify the advisor of the grade.

D/1.7 and F 1.3 – 0.0: Assignments not met – no credit for class. Grades below 2.0 are not acceptable for credit toward a degree or credential. A conference with the advisor is required and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

**Course Policies & Expectations**

**Evaluation, Assessment, and Grading**

A letter grade and narrative feedback will be provided on all assignments. As well as your

successful completion of assignments, you are asked to demonstrate the following professional responsibilities:

• Being a self-disciplined “active” listener rather than a “side-bar” conversationalist.

• Being prepared with written work, oral presentations and willingness to participate in activities.

• Attending class and meeting with me if you must miss any class or need to leave early.

• Respecting other people.

• Understanding that in everything you do or say, you are modeling values, attitudes, and

behaviors that impact the lives of others.

• Being “on purpose” (i.e. the person comes to class with an attitude of wanting to contribute to

the learning of everyone and is responsible for creating dynamic and worthwhile class meetings).

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class

assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Assignments, Presentations, and Facilitation**

All assignments should be approached with professionalism as a foundation. Material is to be

typed, no hand-written assignments will be accepted (except for in-class projects, and completion of assessment questionnaires). Oral presentations will be graded on the basis of content as well

as delivery. If you need help with effective presentation skills please feel free to seek my assistance. Learning to communicate well is an important quality to develop as a counselor.

**Late Work**

Any work that is turned in late will automatically earn one half a letter grade less, unless prior

approval has been granted (i.e. a 4.0 would become an 3.7, etc.) All late work must be pre- approved. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and signed by the student and the instructor.

**Class Attendance:**

Students are expected to attend all classes as learning in a graduate professional program is based

in large part on the interaction that occurs between instructors and students in the classroom. Up to 2 points will be deducted for each class absence up to 3 classes. After 3 missed classes, the student should consider dropping the class.

**Respect for Diversity**

Guided by the American Counseling Association Code of Ethics and the mission of the

University, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal

and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised because of prejudicial attitudes and discriminatory practices. Students are expected to be respectable of the opinion of others while at the same time striving to attain the ideas of social justice.

**Confidentiality**

We will occasionally deal with very personal and sensitive matters. It is imperative that we

engage in a respectful dialogue, even when we disagree. Please remember that any personal information revealed during class time is confidential and should be confined to the class.

**Reasonable Accommodations:**

The University of Redlands seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be on file with Martin Bright in the School of Education, office of the Dean at 909-748-8815.

**IMPORTANT:** I INVITE ANY OF YOU WHO HAVE ANY DISABILITY, EITHER PERMANENT OR TEMPORARY, OR ANY OTHER SPECIAL CIRCUMSTANCES WHICH MIGHT AFFECT YOUR ABILITY TO PERFORM IN THIS CLASS TO INFORM ME SO THAT TOGETHER WE CAN ADAPT METHODS, MATERIALS, OR ASSIGNMENTS AS NEEDED TO PROVIDE EQUITABLE PARTICIPATION. THANK YOU!

**Candidate Assessment**

1. ***Active Participation*** is expected in all class activities. Students are expected to attend all

classes and come to class prepared having completed all reading and written assignments. A component of the course, *Family Time,* requires application of various counseling techniques; therefore your attendance will hold significant importance in meeting course objectives. **Final grade value: 20%**

Family Time

Each class will be divided into sections. The first half of class will focus on theory and the second portion of class will focus on practice. It is during the second portion of class that your “family” will assemble. For the first six weeks, *family time* will be spent practicing theory based skills and interventions discussed during the first half of class. For the remaining weeks, practice will focus on meeting the needs of families struggling with specific kinds of biopsychosocial issues through the use of vignettes.

2. ***Cinematic Case Conceptualization and Personal Theory Paper*** Students will compose a case study analysis of the family dynamics identified in a film from a list provided by the professor. Students will conceptualize these identified dynamics through the lens of an integrated theoretical framework based on Family Counseling Systems discussed in class. **Final grade value: 20%**

I would also recommend that you refer back to your notes and materials from EDUC 655, Counseling Systems. This paper needs to be APA formatted, and should include a (1) thorough

description of the presenting problem; (2) history of the presenting problems; (3) your assessment of the family dynamics; and (4) a proposed treatment plan including theory based interventions designed to address the presenting problem based on basic counseling systems knowledge.

3. ***Family Therapy, Analysis and Case Presentation.*** Students are expected to conduct **2 therapy sessions** and turn in a thorough **written analysis** of those sessions. The case will then be presented to the class as a **formal case presentation (40% of grade)**.

Family Therapy Sessions

Each of the two family therapy sessions are to be at least 45 minutes in length. The sessions may be done with a co–therapist and the clients should be from a clinical setting. If you are unable to conduct a family therapy session you may observe 2 sessions in a clinical setting. If you are unable to observe family therapy sessions directly, you may watch and analyze videotapes of 2 family therapy counseling sessions.

Please contact your practicum site supervisor ASAP to see if they can assist you with the requirements of this assignment at one of the three levels (direct contact, observation of live session, video analysis). Be sure and explain to them that “according to the BBS the completion of this type of coursework qualifies LPCC’s to work with couples and families. Verbalize your enthusiasm and commitment to learning how to provide quality counseling services to this population.

Written Analysis

An important component of working with families is being able to conceptualize cases systemically. This requires understanding the literature and allowing it to inform how you make sense of relational dynamics occurring within families. A written analysis (1) of both sessions will be submitted. The paper should be about 8-10 pages in length. **(20% of Grade)**

The analysis should provide the following:

 Brief discussion of the relevant background information for the client/couple/family

 3–generation genogram (e.g., children, parents, grandparents)

 Circular/contextual description of the system’s interactions (Do NOT submit a

linear/blaming description)

 Listing of the hypotheses being explored

 Multi-axial diagnosis (DSM-IV)

 Description of what the goals of therapy were-given your systemic understanding of the problem

 Detailed description of the strategies and techniques employed and a theory based rationale for the interventions conducted.

As part of this assignment, you will conduct a formal case presentation (no power point needed) covering the information in your paper to introduce the class to your clients and the major emphases of your work. A case conceptualization worksheet will be provided to you in class to guide your preparation for the in class case presentation. Presentations should last no longer than

20 minutes with 10 minutes for questions from your classmates **(20% of Grade)**. **Final grade value: 40%**

4. ***Final Paper & GRID*** Keep notes throughout the quarter and submit a GRID at the end of the course focused on identifying salient issues in systemic approaches to therapy versus individual orientations. Write an 8 page essay in which you describe what you included in your grid and its significance to your learning. **Final grade value: 20%**

**Grid:** During the semester keep detailed notes about the salient issues in using systemic techniques and interventions. At the end of the semester, you will use these points to construct a grid identifying the differences between an individual and systemic orientation in assessing family dynamics, creating a treatment plan and conducting therapy. The grid will need to be well organized and visually appealing. You will then be required to clearly articulate a summary of your grid with classmates. **10% of final points**

**Paper:** This paper should identify and explicate **differences and similarities between individual and systemic approaches to therapy**. You may choose the dimensions along which this analysis can be made. In the paper, describe in detail the dimensions identified in your grid. You will also want to discuss your process in embracing a systems perspective. This includes identifying your struggles and challenges. So, I am expecting to receive a grid and a paper. The paper should not be any shorter than 8 pages (12 is the maximum). The paper needs to be submitted in APA style format and includes a Reference list, if appropriate. **20% of final points**

 **Example #1: you might want to include a topic on “handling of family relationships” in counseling. Individual approaches would deal with these**

**one way, a systems approach would deal with these another way. I would like to see you describe both ways.**

 **Example #2: You might want to include a topic on “the issue of personal**

**responsibility in families. Individual approaches would suggest responsibility is considered this way, while systems approaches consider responsibility this way.**

|  |  |  |
| --- | --- | --- |
| **Class** | **Class Activities** | **Readings** |
| Class One9/11/14 | Review SyllabusReview: Concepts in Family Systems TherapyEstablish “families” |  |

|  |  |  |
| --- | --- | --- |
| Class Two9/18/14 | Sig-up of Case Conceptualization PresentationsOverview of Family Systems Theory\*Family Time |  |
| Class Three9/25/14 | Assessment: Psychodynamic & Bowenian FamilyTherapy\*Family Time |  |
| Class Four10/2/14 | Experiential, Behavioral & Cognitive Family TherapyWorking with families in transition\*Family Time |  |
| Class Five10/9/14 | Structural & Strategic Family Therapy\*Family Time |  |
| Class Six10/16/14 | Solution Focused & Narrative Family Therapy\*Family time |  |
| Class Seven10/23/14 | Working with culturally diverse familiesFamily Assessment Interviews\*Family Time**Due: Conceptualization & Personal Theory Paper** |  |
| Class Eight10/30/14 | Working with at risk families: Domestic violence,single parenting & substance abuse\*Family TimeDue: Case Conceptualization Presentation 1 & 2 |  |
| Class Nine11/6/14 | Gender considerations in family therapy\*Family Time**Due: Case Conceptualization Presentation 3 & 4** |  |
| Class Ten11/13/14 | Families coping with physical illness\*Family Time**Due: Case Conceptualization Presentation 5 & 6** |  |
| ClassEleven11/20/14 | Families coping with serious mental illness\*Family Time**Due: Case Conceptualization Presentation 7 & 8** |  |
| 11/27/14 | **Thanksgiving Break** | No Class |
| ClassTwelve12/4/14 | Individual versus systemic therapy approaches**Due: Final Paper and Grid**Wrap up |  |