COUN 675 Family Counseling

Instructor
Ellen K. Carruth, PhD, LMHC, NCC, ACS

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Zoom Personal Meeting Room (office hours)
Meeting ID: 729 529 5026
Password: counseling

Office Location
Howarth 327

Virtual Office Hours
Monday 9:00 a.m.
Wednesday 3:00 p.m.

Class Meeting Time
Thursdays, 4:00-7:00

Course Description
This course offers an introduction to the understanding and clinical practice of family counseling. It also provides insights for school counselors into how family dynamics affect student learning, performance, behavior, and classroom management. Prerequisite: COUN 605, COUN 610, COUN 615. Offered spring term only.

Methods of Instruction
Methods of instruction primarily feature in-class, face-to-face learning, with some asynchronous online work. Please note that Spring 2021 classes will be held virtually, due to continued risk with the Coronavirus pandemic.

Course Objectives
1. To understand systems concepts, theories, models, assessment processes, and techniques that are foundational to the practice of family therapy, including risks and benefits of these concepts, theories, and techniques
2. To recognize contextual and systemic dynamics and the strengths, limitations, and contraindications of specific therapy models
3. To understand effective and systemic interviewing techniques and strategies, including the distinction between intervening on content versus process issues
4. To recognize how different techniques may impact the treatment process
5. To understand how the self of the therapist impacts the therapist-client relationship, especially as it relates to power and privilege in the intersection of diverse identities and social locations
6. To build an understanding of ethical, socially just clinical practice in the field of family counseling and psychotherapy
7. To explore the intersections of family systems and school systems on healthy development.
<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Subject</th>
<th>Readings/Assignments (what is due before class?)</th>
<th>CACREP Standards</th>
</tr>
</thead>
</table>
| Week 1 (1/21/21) | • Course Introductions  
  • Systemic and Culturally Responsive Practice  
  • Family Assignments/Counselor Assignments |                                                                                                                  | F.5.b            |
| Week 2 (1/28/21) | • Systemic Thinking/Context/Causality  
  • Ethical Considerations in school systems and mental health systems  
  • Introduction to Systems Theory from a Socio-Culturally Attuned lens | • Read: Smith-Acuna, Chapters 1-3  
  • Read: McDowell, et al., Chapters 1-3 | F.5.b            |
| Week 3 (2/4/21)  | • Contextual Connections  
  • Structural Family Therapy  
  • Strategic Family Therapy  
  • Family of Origin & The Genogram | • Read: McDowell, et al., Chs. 4 & 5  
  • Watch Video: The Science of Love (John Gottman, TEDx VeniceBeach) | F.5.a            |
| Week 4 (2/11/21) | • Experiential Family Therapy  
  • Attachment-based Family Therapy  
  • Communication  
  • Working with Couples | • Read: Smith-Acuna, Chapter 4  
  • Read: McDowell, et al., Chs. 6 & 7 | F.5.a            |
| Week 5 (2/18/21) | NO CLASS MEETING (SPRING RECESS) | • A good week to watch *The Squid and The Whale!* |                                                                 |
| Week 6 (2/25/21) | • Family Life Cycle  
  • Change, Structure  
  • Bowenian Family Therapy  
  • Contextual Family Therapy | • Read: Smith-Acuna, Chapter 5-6  
  • Read: McDowell, et al., Chs. 8 & 9 | F.5.a            |
| Week 7 (3/4/21)  | NO CLASS MEETING (ELLEN NWCEAI PRESENTATION) | • A good week to spend a little time with your “family” preparing for role plays and to finish up your genogram |                                                                 |
| Week 8 (3/11/21) | • Cognitive-Behavioral Family Therapy  
  • Narrative Family Therapy  
    ○ Social/Cultural Narratives  
  • Solution-Focused Family Therapy  
  • Prepare for Family Role Plays | • Read: Smith-Acuna, Chapter 8  
  • Read: McDowell, et al., Chs 10, 11 & 13  
  • FOO Genogram due | F.5.a            |
| Week 9 (3/18/21) | • Family One Role Play  
  • Family One Tx Plans |                                                                                                                  |                  |
| Week 10 (3/25/21)| • Family Two Role Play  
  • Family Two Tx Plans |                                                                                                                  |                  |
| Week 11 (4/1/21) | • Family Three Role Play  
  • Family Three Tx Plans |                                                                                                                  |                  |
| Week 12 (4/8/21) | • Family Four Role Play  
  • Family Four Tx Plans |                                                                                                                  |                  |
| Week 13 (4/15/21) | • Special topics/Article summaries | • Week 13 Article summaries |                                                                 |
| Week 14 (4/22/21) | • Special topics/Article summaries | • Week 14 Article summaries |                                                                 |
| Week 15 (4/29/21) | • Special topics: systemic interventions in school settings | • Case Study (Squid and The Whale-KPI artifact) | F.3.a (KPI) |
| Week 16 (5/6/21)  | • CELEBRATION!! |                                                                                                                  |                  |
CACREP Standards addressed in this class

<table>
<thead>
<tr>
<th>F.3.a.*</th>
<th>theories of individual and family development across the lifespan</th>
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</thead>
<tbody>
<tr>
<td>F.5.a</td>
<td>Theories and models of counseling</td>
</tr>
<tr>
<td>F.5.b</td>
<td>A systems approach to conceptualizing clients</td>
</tr>
</tbody>
</table>

*KPI

Key Performance Indicators

In COUN 675, the KPI 2.F.3.a “theories of individual and family development across the lifespan” is assessed in the Family Counseling Case Study. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

Assignment Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 8</td>
<td>FOO Genogram</td>
</tr>
<tr>
<td>TBD</td>
<td>Family Treatment Plan and Role Play</td>
</tr>
<tr>
<td>TBD</td>
<td>Article Summary</td>
</tr>
<tr>
<td>Week 15</td>
<td><em>Squid and the Whale</em> Case Study (KPI Artifact)</td>
</tr>
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Requirements and Evaluation

Written Assignments (70% of final grade):

**FOO Genogram (20 points; due week 8)**

Understanding the impact of family of origin (FOO) on development is critical to understanding the self-as-counselor. Students will create a genogram for their family of origin displaying at least three generations and demonstrating their understanding of the impact of their family of origin on their own personal development. In the genogram include information such as mental and physical illnesses; dates of births, deaths, marriages, and divorces; significant losses; significant accomplishments; addictions; occupations; and educational levels. The Genogram is worth 10 points.

In addition to the genogram, students will submit a 3-5-page, double-spaced paper that includes:

1. A brief presentation of the demographics of the FOO.
2. A brief description of any dynamics that operated during the student’s developmental years (e.g., scapegoating, over/under functioning, boundary patterns) and rules that governed the family system.
3. A brief reflection of the impact of the family dynamics on their own development and whether or not experiences in the FOO contributed to their decision to become a counselor.

This paper is a reflection, and students are free to use first-person in their narrative. APA style is NOT required, but any citations should be included in a reference list. The reflection is worth 10 points.

**Family Treatment Plan and Role Play (15 points; due as scheduled)**

Using the Family Conceptualization and Treatment Plan template, students will complete a conceptualization and treatment plan based on the family that they are assigned to provide counseling to in the role play demonstration. The family treatment plan will be due the week after the student completes their role play. The role play is worth 5 points, and the written conceptualization/treatment plan is worth 10 points.

**“Squid and the Whale” film review/case study (25 points; due week 15; KPI artifact)**

Students will watch *The Squid and the Whale* (movie is available on the “pages” tab in the Canvas shell) and complete a case study of the family depicted in the film. In the case study, students will assume that this family is beginning family therapy with the student as counselor. In the case study, students will explore the following issues:

- a) Demographics and cultural characteristics of the family
- b) Individual and family life cycle developmental issues to consider
- c) Describe the family dynamics
- d) Identify the presenting issue
- e) Describe the theoretical orientation you would use to address the presenting issue, and your reasons for selecting this theory (discuss founder of the theory and its application to couples and families)
- f) Describe techniques/strategies from the selected theory that you would use
- g) Describe any potential transferences/countertransferences that may be relevant, and
- h) Describe any potential legal and ethical issues that might arise in your work with this family.

The instructor will provide additional details and the grading rubric in class. The case study should be 6-8 double-spaced pages, adhering to APA style. Students should cite at least 3 sources in their description of the chosen theory.

**Article summary (10 points; due as scheduled)**

Students will select one article of interest related to family therapy, couples’ therapy, systemic interventions, or working with families in a school setting, either from the articles provided by the instructor, or one they select (with instructor approval). Students will write a 1-page double-spaced summary of the article and prepare a 3-5-minute presentation of the article to share with classmates as scheduled. The summary should focus on

- a) the research findings and
- b) implications for practice
- c) and/or recommendations regarding assessment, treatment and/or prevention in family counseling or other relevant settings.

The student should include a citation in APA style at the top of their paper. Students should prepare to share their summary during synchronous class sessions, as scheduled. The instructor will provide additional details and grading rubric in class.
Participation (30% of final grade):

Attendance and active participation are necessary and a vital part of the course. Active participation includes: attending each class session, completing reading assignments prior to class sessions, role plays, classroom discussions/activities and class presentations. If you are not able to attend class, you must let me know. Frequent absences will result in missed points, and potentially a lower grade.

Participation points will be awarded as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>1 point per class X 16</td>
<td>16</td>
</tr>
<tr>
<td>Role Play demonstration as counselor</td>
<td>5 points</td>
<td>5</td>
</tr>
<tr>
<td>Role Play demonstration as family member</td>
<td>5 points</td>
<td>5</td>
</tr>
<tr>
<td>Article summary presentation</td>
<td>4 points</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Required Text


Additional Resources

Additional resources are located in the Canvas shell.

UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

University Mission Statement

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the
university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

**Classroom Emergency Response Guidance**

Please review university emergency preparedness response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

**Office of Accessibility and Accommodations**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**University Diversity Statement**

The university is committed to building a learning community based on a respect and appreciation for all persons. We Acknowledge

- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
- to foster a spirit of openness to active engagement among all members of our campus community.

We Act

- to achieve an environment that welcomes and supports diversity.
- to ensure full educational opportunity for all who teach and learn here.
- to prepare effectively citizen-leaders for a pluralistic world.
Names and Pronouns

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

Student Bereavement Policy

Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

Copyright and Fair Use

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

Academic Integrity

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University’s Academic Integrity Policy at http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/.

Student Religious Accommodations

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/. If you need a reasonable accommodation due to a religious holiday or organized religious activity, you must give me written notice within the first two weeks of class so that we can coordinate the accommodation. If you have questions about the policy, you may contact the University Chaplain. If you have a grievance about the application of the policy or the handling of your request for an accommodation, you may contact the Dean of the Faculty.