

FAMILY: SYSTEMS DEVELOPMENT (15:297:508)
Department of Educational Psychology
Rutgers University, Graduate School of Education
Thursday, 4:50-7:30pm, Murray Hall, Room 113
Spring 2012

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Office Hours: By Appointment

Course Texts & Resources

Gladding, S.T. (2010). *Family therapy: History, theory, and practice* (5th Ed). Upper Saddle River, NJ: Pearson Education, Inc.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and family therapy* (3rd Ed). New York: Guilford Press.

eCollege: <https://ecollege.rutgers.edu/students.jsp>

Course Description

The origin of family dates back to prehistoric times and continues to play a major role in the socialization of children, transmission of culture, identification of role (i.e., parent, uncle, aunt, child, grandparent), supporter of economic status, and forum for intimacy. The systemic family therapist considers individual development in the context of larger family systems. From this perspective, movement in one family member will have an impact across the larger family system. To understand and effectively work with families, it is critical that the family counselor grasp a sense of the larger historical, cultural, relational, economic, and political realities that influence family development, coping, and distress.

Course Objectives

1. To increase your personal self-awareness about your own family and what it means to work systemically (CACREP II.K.1.a; CACREP II.K.1.b; II.K.5.d; II.K.6.a; II.K.6.b; II.K.6.f. standards).
2. To increase your understanding of systemic theoretical orientations to family work and the role of the family therapist (CACREP II.K.5.a; II.K.5.b; II.K.5.c; II.K.5.d; II.K.6.a; II.K.6.c; II.K.6.d. standards).
3. To increase your repertoire of counseling skills in work with families from diverse backgrounds who present a range of issues (CACREP II.K.2.a; II.K.2.b; II.K.2.c; II.K.2.d; II.K.2.e.; II.K.2.f. standards).
4. To understand ethical considerations specific to working with families (CACREP II.K.1.h; II.K.3.e; II.K.5.g; II.K.6.g; II.K.8.f. standards).
5. To understand the research literature associated with different family theories and what empirical studies suggest about the effectiveness of family counseling (CACREP II.K.1.c; II.K.8.c.; II.K.8.e. standards).
6. To understand current public policy as it affects families as well as the role of advocacy (CACREP II.K.1.f; II.K.1.g; II.K.2.a; II.K.2.c. standards).
7. To understand family development and transitions through the life cycle (CACREP II.K.3.a; II.K.3.c; II.K.3.d. standards).
8. To assess family functioning from a systemic, multicultural perspective (CACREP II.K.7.f; II.K.7.h. standards).

Academic Integrity

Note that the course corresponds with principles of academic integrity which means that students are not to plagiarize their work, use material without citing it, and submit similar work from another course for this course. See <http://academicintegrity.rutgers.edu/integrity.shtml>

Course Requirements/Evaluation

Attendance to all classes is mandatory. Any absences must be approved by the instructor in advance, failure to do so will result in a 3 point decrease in your grade. No late assignments will be accepted. Your course grade is based on a total of 250 points. Details are below:

1. **Family Observation Paper:** You are to write a 3-page paper that describes a family you casually observe as they interact in natural surroundings (e.g., restaurant, grocery store, Target, mall, etc.). Your paper should detail the things you notice about who is in the family, what type of family this might be (i.e., nuclear, extended family), how family members appear to relate to one another, and qualities of health or “unhealth” in the family you observe. *The assignment is worth 20 points.*
2. **Genogram & Genogram Paper:** You are to construct a three-generational family genogram and write a 7-10-page paper that describes your family history and experiences incorporating theories and concepts discussed in class and in the Gladding text. Utilize the relevant McGoldrick reading(s) to discuss your family’s cultural background(s) and experience. Discuss pertinent patterns and trends you identify across generations and your own position and role in your family. Analyze your family using one or more of the family therapy schools of thought discussed in the Gladding text. *The assignment is worth 90 points.*
3. **Treatment Plan:** You are to develop a family case scenario and design a treatment plan utilizing one of the family therapy schools of thought discussed in the Gladding text. The scenario should be 1-2 pages in length and should include information about the family history and experiences, demographics, cultural values and traditions, and presenting concerns. Your treatment plan for this family should be 2 pages long. Provide a 1-2 page description of why you selected the particular therapeutic approach to work with your case family, as well as the strengths and limitations of utilizing this approach. *The assignment is worth 90 points.*
4. **Treatment Plan Presentation:** You will develop and present a 10-15 minute PowerPoint presentation discussing your case, treatment plan, and the plan’s strengths and limitations. *The presentation is worth 25 points.*
5. **Class Participation:** Class participation is based on your in-class demonstration of understanding of assigned readings and overall class contributions. *Class participation is worth 25 points.*

Course Schedule and Readings

January 19	Introductions, Syllabus and Course Overview <u>Gladding, Chapters 1 & 2:</u> Individual & Family Life Cycles and Healthy & Dysfunctional Families
January 26	<u>Gladding, Chapters 7 & 8:</u> The Process of Family Therapy and Couple and Marriage Therapy & Enrichment Discussion of Family Observation Paper
February 2	<u>Gladding, Chapter 9:</u> Psychodynamic & Bowen Family Therapies
February 9	<u>Gladding, Chapter 11:</u> Behavioral & Cognitive-Behavioral Family Therapies Discussion of Genogram & Genogram Paper Assignment Family Observation Paper Due
February 16	<u>Gladding, Chapter 10 & 12:</u> Experiential & Structural Family Therapies
February 23	<u>Gladding, Chapter 13:</u> Strategic & Systemic Family Therapies
March 1	<u>Gladding, Chapter 14:</u> Solution-Focused & Narrative Family Therapies Genogram Paper Due
March 8	<u>Gladding, Chapters 4 & 5:</u> Working With Single-Parent & Blended Families Discussion of Treatment Plan Assignment
March 22	<u>Gladding, Chapter 16:</u> Working with Substance-Related Disorders, Domestic Violence, Child Abuse, & Infidelity
March 29	<u>Gladding, Chapter 3:</u> Working With Culturally Diverse Families <u>McGoldrick, Giordano, & Garcia-Preto, Chapter 1:</u> Overview: Ethnicity & Family Therapy
April 5	<u>McGoldrick, Giordano, & Garcia-Preto, Chapters 5 & 11:</u> Families of African Origin & Latino Families Treatment Plans Due
April 12	<u>McGoldrick, Giordano, & Garcia-Preto, Chapters 20 & 28:</u> Asian Families & Asian-Indian Families Select Date to Present Treatment Plan
April 19	<u>McGoldrick, Giordano, & Garcia-Preto, Chapters 31 & 36:</u> Arab Families & Families of European Origin
April 25	In-class Treatment Plan Presentations
May 3	In-class Treatment Plan Presentations