

Summer 2015  
 Family: Systems Development  
 15:297:508  
 3 Credits  
 Thurs 5:30-9:00 PM, GSE Room 347

Caroline "CC" Clauss-Ehlers, Ph.D.	Email address <a href="mailto:cc@gse.rutgers.edu">cc@gse.rutgers.edu</a>
Office Phone: 848-932-0819	10 Seminar Pl Rm 310
Office Hours Thurs 3:00-5:00 PM	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: Contact instructor via email at <a href="mailto:cc@gse.rutgers.edu">cc@gse.rutgers.edu</a> if special permission is needed

Learning goals:

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).

Course catalog description:

Introduction to family systems theory, family development, family assessment, and contemporary issues in family psychology. "Systems" thinking emphasized. Provides foundation for further study.

Class materials/ Textbooks:

### Required Reading

Clauss-Ehlers, C.S. (2006). *Diversity training for classroom teaching: A manual for students and educators*. New York, NY: Springer.

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

McGoldrick, M., Giordano, J., & Pearce, J. (2005). *Ethnicity and family therapy* (3rd ed). New York: Guilford Press.

### Suggested Reading

Coleman, H.L.K., & Yeh, C. (2008, Eds.). *Handbook of school counseling*. Newbury Park, CA: Sage Publications.

Other description of course purposes, context, methods, etc:

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 (Gladding, 2007).

This hybrid course is experiential and didactic with lecture and skill-building activities offered throughout. The lecture component consists of didactic information related to assigned readings and selected topics in family counseling. Skill-building involves role-plays, mock family interviews, personal reflection activities, case discussions, and application of theory through in-class exercises. The online component of the course includes active discussions, posting of assignments, and engaging in an ongoing dialogue about the meaning of family in the 21st century.

### Class Format

This is a hybrid course, where your learning will take place in classroom sessions and through our online community, along with the online assignments that are provided during the week. The in-class format is divided into two parts: lecture/discussion and role-play skill-building activities. Each class will incorporate both of these activities. All classes will involve active participation from students. The online component of the

course will require posting responses and active online dialogue based on the week's readings and topic of discussion. There will also be activities posted online (and discussed in class) that students will be responsible for completing as indicated below.

Grading policy: 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 the student's grade. No late assignments will be accepted. Points for each assignment are listed below.

#### Assignments<sup>1</sup>:

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). Your paper should detail the things you notice about who is in the family, what type of family this might be (e.g., 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. Mock Family Genogram paper. With your team, you are to write a paper that describes your mock family's history incorporating theories and concepts discussed in class and the readings. Your paper is to include a family genogram that charts your mock family's experiences. The paper is to incorporate cultural aspects of your mock family and the McGoldrick reading that reflects your mock family's cultural background(s). Be sure to discuss pertinent patterns and trends identified across generations. A description of the paper will be handed out in class. You will also design a treatment plan with your team that is based on your mock clinical interviews as part of the paper. Discussion about treatment plan development will be reviewed in class. The assignment is worth 30 points.

3. Understanding substance abuse and recovery paper. You are to attend an Alcoholics Anonymous (AA) meeting to learn about addiction and its impact on family systems. After you attend the meeting, write a 4-page paper that provides a reflection of what you learned about substance abuse, its impact on families, the recovery process, and your own reaction to the meeting. The assignment is worth 25 points.

4. Mock family counseling case presentation. You will have the opportunity to present with your team on the family you "counseled" during the course of the semester. This presentation will include a review of the treatment plan you cultivated with your group as well as a discussion about themes relevant to the family, critical issues, and recommendations for future interventions. The presentation is worth 20 points.

5. Class & online participation/Skill building. This requirement is based on: 1) your willingness to complete homework assignments; 2) demonstration of understanding of assigned readings; and 3) ability to demonstrate significant skill as a family counselor through skill-building activities. Online participation is indicated by involvement and

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<sup>1</sup> Including exams, papers etc.

posting responses to online discussions and activities. To be able to successfully complete the online component of the course it is expected that you log in at least three times per week. Skill building is worth 5 points.

Web site: (If any)

**Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

**Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule

Course Schedule and Readings

**May 28 Unit 1. Understanding Families**

5/28 In-Class Component: INTRODUCTION: WHAT IS FAMILY?

Gladding Chapter 1

Definition of Family Exercise; Clauss-Ehlers, Chapter 7

Mock Family Interview Activity: Getting to Know Your Family

Mock Family Outing

Treatment Plans (handout online)

Family Observation Paper

First clinical interview

5/29-6/3 On-line Course Component: WHAT MAKES A HEALTHY FAMILY?

Life Cycle Development

Qualities of Healthy Families

Gladding Chapters 1 (continued) & 2

***Assignment:*** *Family Observation paper that incorporates the concept of health and "unhealthy" in families: Continued online discussion about this assignment that is due in class 6/4.*

## **June 4 Unit 2. Therapeutic Approaches**

*Family Observation paper due*

6/4 In-Class Course Component: BOWENIAN & STRUCTURAL/STRATEGIC FAMILY COUNSELING

a) Bowenian Family Counseling (genogram handout)

Gladding Chapter 9

*Review of Mock Family Genogram Paper due in class 6/18*

Genogram Handout

b) Structural & Strategic Family Counseling

Gladding Chapters 12 and 13

Tres Madres video

Second Clinical Interview

6/5-6/10 On-line Course Component: THE FAMILY THERAPY PROCESS & UNIQUE ISSUES IN FAMILY THERAPY I

a) Continuation from 6/4 in-class discussion:

Tres Madres video questions

Discussion: Mock Family Genogram Paper & Treatment Plan Component

b) Family Therapy Process:

Educational transitions in family therapy training

Gladding Chapter 7

c) Substance abuse in Families

Gladding Chapter 16, pages 360-368

*Assignment: Understanding Substance Abuse and Recovery Paper due in class 6/11.*

## **June 11 Unit 3. Unique Issues in Family Therapy II**

*Understanding Substance Abuse and Recovery Paper due*

6/11 In-Class Component: SPECIAL TOPICS FOR FAMILIES

a) Culturally Diverse Families (power point handout)

Gladding Chapter 3

Clauss-Ehlers Chapters 2, 3, 4, 5

b) Working with Couples

Video and Discussion: *The Angry Couple*

c) Child Abuse in Families

Definition of Abuse Exercise

Clauss-Ehlers Chapter 12

Gladding Chapter 16, pages 377-382

d) In-class time to organize Clinical Case Presentations

6/12-6/17 On-line Course Component: UNIQUE ISSUES IN FAMILY THERAPY II

a) Blended Families

Gladding Chapter 5

b) Domestic Violence in Families

Gladding Chapter 16, pages 369-377

Clauss-Ehlers Chapter 13

**Assignment reminder:** *Mock Family Genogram paper due 6/18.*

**June 18 Unit 4. Mock Family Genogram Papers with Treatment Plans and Clinical Case Presentations**

*Mock Family Genogram paper due*

Final Clinical Interviews

In-class Presentations on Counseling Work with Mock Families & Treatment Plans