

Fall 2016
 Family: Systems Development
 15:297:508:01
 3 Credits
 Tues 4:50-7:30 PM, Scott Hall 201

Instructor: GoEun Na, Ph.D., NCC	Email address: goeun.na@gse.rutgers.edu
Phone Number: 848-932-0817	10 Seminar Pl Rm 308
Office Hours: By prior appointment	Prerequisites or other limitations: N/A
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input 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:

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. (2015). *Family therapy: History, theory, and practice* (6th 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).

The 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. .

Class Format

The 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.

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:

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. The assignment is worth 20 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 20 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. Treatment plan. You will design a treatment plan with your team that is based on your mock clinical interviews. Discussion about treatment plan development will be reviewed in class. The treatment plan is worth 15 points.

6. Class participation/Skill building. This requirement is based on: 1) your willingness to complete homework assignments; 2) demonstration of readings in class; and 3) ability to demonstrate significant skill as a family counselor through skill-building activities. Skill building is worth 5 points.

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

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 and Readings

Part 1. Understanding Families

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| September 6 | <p>Class 1: INTRODUCTION: WHAT IS FAMILY & WHAT MAKES A HEALTHY FAMILY?
 Gladding Part 1: Chapters 1, 2 & 3
 Definition of Family Exercise; Clauss-Ehlers, Chapter 7
 Life Cycle Development
 Review of Family Observation paper
 Mock Family Interview Activity: Getting to Know Your Family</p> |
| September 13 | <p>Class 2: MOCK FAMILY OUTING</p> |

Part 2. Therapeutic Approaches

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| September 20 | <p>Class 3: PSYCHODYNAMIC & BOWENIAN FAMILY COUNSELING
 Gladding Part 2: Chapter 3
 Review of Mock Family Genogram Paper
 Genogram Handout
 First Clinical Interview
 Clinical Teams work on Treatment Plans
 Family Observation paper due</p> |
| September 27 | <p>Class 4: THE FAMILY THERAPY PROCESS & STRUCTURAL/STRATEGIC FAMILY COUNSELING
 Gladding Part 2: Chapter 1
 Content and Process Exercise
 Gladding Part 2: Chapters 6 and 7
 Video & Discussion: Tres Madres</p> |

Part 3. Unique Issues in Family Therapy

- October 14 Class 5: CULTURALLY DIVERSE FAMILIES
 Gladding Part 1: Chapter 5
 Clauss-Ehlers Chapters 2, 3, 4, 5
 Video and Discussion: Eye of the Storm
 Second Clinical Interview
- October 11 Class 6: REMARRIED FAMILIES
 Gladding Part 1: Chapter 4
 Third Clinical Interview
- October 18 Class 7: TREATMENT PLANS
 Break-Out Groups to Design Treatment Plans
 1st Draft of Treatment Plans due in class
Mock Family Genogram paper due
- October 25 Class 8: GUEST LECTURER: CAREER DEVELOPMENT
 Dr. Monica Bryant, Career Development Specialist
 Rutgers University Career Services
- November 1 Class 9: SUBSTANCE ABUSE IN FAMILIES/TREATMENT
 PLANS
 Review of Understanding Substance Abuse and Recovery paper
- November 8 Class 10: DOMESTIC VIOLENCE IN FAMILIES
 Gladding Part 3: Chapter 1
 Clauss-Ehlers Chapter 13
 Fourth Clinical Interview
Treatment Plans returned by professor with comments
- November 15 Class 11: WORKING WITH COUPLES
 Video and Discussion: The Angry Couple
- November 22 No Class- Thanksgiving Break
- November 29 Class 12: WORK WITH CLINICAL TEAMS ON TREATMENT
 PLANS
- December 6 Class 13: CHILD ABUSE IN FAMILIES
 Clauss-Ehlers Chapter 12
 Gladding Part 3: Chapter 1
 Definition of Abuse Exercise
 Fifth Clinical Interview
Final Treatment Plans Due

December 13

Class 14: Final Clinical Interview
Understanding Substance Abuse and Recovery paper due

December 20

Class 15: IN-CLASS PRESENTATIONS ON COUNSELING
WORK WITH MOCK FAMILIES
In-class Presentations