

Summer 2016
 Family: Systems Development
 15:297:508
 3 Credits
 Online
 July 11-August 17, 2016

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Office Phone: 848-932-0819	10 Seminar Pl Rm 310
Office Hours by arrangement	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

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

Class materials will consist of weekly readings and related assignments that will be posted on ecollege. Website links for related readings will also be provided.

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.

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 (Gladding, 2007).

This online course includes active discussions, posting of assignments, and engaging in an ongoing dialogue about the meaning of family in the 21st century. Skill-building involves role-plays, personal reflection activities, case discussions, and application of theory.

Class Format

This is an online course, where your learning will take place through our online community, along with the online assignments and outside assignments. Outside assignments involve engagement in activities that will subsequently be reported back to the online community and through written assignments (see course schedule below). Unlike traditional courses, students can work at their convenience throughout the course. However, it is critical that students are actively engaged in the online community at least 5 days a week. As an online community, students will be required to post responses and engage in active online dialogue based on the week's readings and topic of discussion.

Weekly Schedule

Online discussions require time to reflect upon what has been read. A typical schedule is as follows:

Each weekly cycle begins on Mondays (e.g., 7/11, 7/18, 7/25, 8/2, 8/9, and 8/17).

With the exception of the first Monday of the course, each Monday will be a Discussion Day that features discussion about a specific course assignment.

Before Monday complete the weekly reading assignments for that week.

Before Monday, email me one question that you are interested in discussing during the week (Instructor email: cc@gse.rutgers.edu). Some of your questions will be included in our online discussion.

Monday through the following Sunday, participate in collaborative discussions, report on activities completed, share reactions to the readings.

Everyone is expected to participate on Mondays.

Everyone is expected to participate four other additional days within the weekly cycle.

Assignments are to be submitted to the Instructor at the above email as indicated below.

Grading Policy

Family Observation Paper 20%

Understanding Substance Abuse and Recovery Paper 20%

Contemporary Family Issue Paper 20%

Contemporary Family Issue Presentation 20%

Online Participation/Skill Building 20%

A=90% or higher

B=80% or higher

C=70% or higher

F=69% or lower

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 and due July 18 by 12 pm EST.

2. 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 and due August 1 by 12 pm EST.

3. Contemporary family issue paper. Contemporary issues faced by families are ever changing. Given our class discussions thus far, each student will set up an individual time to consult with the Instructor via email to choose a contemporary family issue of interest (Please note: Substance abuse and recovery will not be an acceptable topic given there is already a paper in the course dedicated to this issue). After choosing a contemporary issue faced by families, each student will engage in research connected to that issue, reading on the topic, and current evidence based family therapy interventions used to address the problem. Students will conclude their papers with consideration of the approach they would take if they were providing family therapy for a family struggling with the issue presented. The paper is worth 20 points and due August 8 by 12 pm EST.

4. Contemporary family issue presentation. Students will have the opportunity to present their contemporary family issue presentation. Each student will create a power point presentation based on the contemporary issue discussed in the paper and sign up for an online class time to present. Power point presentations will be submitted to the online community via doc sharing. Members of the online community can access each presentation from doc sharing. Each presenter will respond to class questions from class members. The presentation is worth 20 points. Power point presentations are due August 14 by 12 pm EST.

5. Online Participation/Skill building. This requirement is based on: 1) your willingness to complete 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 posting responses to online discussions and activities. To successfully complete the online component of the course it is expected that you log in at least five times per week. Skill building is worth 20 points.

Please note that late assignments will not be accepted.

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>.

Calendar

The calendar below provides an overall framework of daily readings and assignment due dates.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	July 11 Week 1 Introductions Read for Week 1 discussions.	July 12 Week 1 Read for Week 1 discussions (Submit 1 or more questions based on Week 1 reading)	July 13 Week 1 Discussions. Review of Family Observation Paper due 7/18 by noon.	July 14 Week 1 Discussions. Begin reading for Week 2.	July 15 Week 1 Discussions continued.	July 16 Week 1 Discussions continued.
July 17 Week 1 Discussions continued (Second week questions due).	July 18 Week 2 Discussion Day focused on Family Observation Paper Due by 12 pm EST.	July 19 Week 2 Read for Week 2 discussions (Submit 1 or more questions based on Week 2 reading)	July 20 Week 2 Discussions. Review of Understanding Substance Abuse and Recovery Paper due August 1 by 12 pm EST.	July 21 Week 2 Begin reading for Week 3.	July 22 Week 2 Discussions continued.	July 23 Week 2 Discussions continued.
July 24 Week 2 Discussion continued (Third week questions due).	July 25 Week 3 Discussion Day with a focus on Understanding Substance Abuse and Recovery assignment.	July 26 Week 3 Read for Week 3 discussions (Submit 1 or more questions based on Week 3 reading)	July 27 Week 3 Discussions. Review of Contemporary Issue Paper due August 8 by 12 pm EST.	July 28 Week 3 Begin reading for Week 4. Consultation with Instructor about Contemporary Issues paper topic.	July 29 Week 3 Discussions continued. Consultation with Instructor about Contemporary Issues paper topic.	July 30 Week 3 Discussions continued. Consultation with Instructor about Contemporary Issues paper topic.
July 31 Week 3 Discussion continued (Fourth week questions due).	August 1 Week 4 Discussion Day Understanding Substance Abuse and Recovery Paper due by 12 pm EST.	August 2 Week 4 Read for Week 4 discussions (Submit 1 or more questions based on Week 4 reading)	August 3 Week 4 Discussion continued.	August 4 Week 4 Begin reading for Week 5.	August 5 Week 4 Discussion continued.	August 6 Week 4 Discussion continued.
August 7 Week 4 Discussion continued (Fifth week questions due).	August 8 Week 5 Discussion Day Contemporary Family Issue Paper due by 12 pm EST.	August 9 Week 5 Read for Week 5 discussions (Submit 1 or more questions based on Week 5 reading)	August 10 Week 5 Discussion continued.	August 11 Week 5 Discuss presentation format.	August 12 Week 5 Discussion continued.	August 13 Week 5 Discussion continued.
August 14 Week 5 Power point presentations on Contemporary Family Issue Presentation uploaded via doc sharing due 12 pm EST.	August 15 Class Presentations Discussion Day: Presentations	August 16 Class Presentations	August 17 Class Presentations			

Course Schedule and Readings

Week 1: 7/11-7/17 Unit 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
 Review of Family Observation paper
 Life Cycle Development
 Qualities of Healthy Families

Week 2: 7/18-7/24 Unit 2. THE FAMILY THERAPY PROCESS & UNIQUE ISSUES IN FAMILY THERAPY I

7/18 DISCUSSION DAY

Discussion focused on what was learned about families through the Family Observation Paper assignment.

7/18 Assignment: Family Observation paper that incorporates the concept of health and “unhealthy” in families: Continued online discussion about this assignment that is due to be submitted to the Instructor at cc@gse.rutgers.edu by 12 noon EST on July 18.

- a) Family Therapy Process:
 Educational transitions in family therapy training
 Gladding Part 2: Chapter 1
 Content and Process Exercise
- b) Substance abuse in Families
 Gladding Part 3: Chapter 1

Week 3: 7/25-7/31 Unit 3. THERAPEUTIC APPROACHES

7/25 DISCUSSION DAY

Discussion focused on upcoming Substance Abuse and Recovery paper.

- a) Bowenian Family Counseling
 Gladding Part 2: Chapter 3
- b) Structural & Strategic Family Counseling
 Gladding Part 2: Chapters 6 & 7

Week 4: 8/1-8/7 Unit 4. Unique Issues in Family Therapy II

8/1 DISCUSSION DAY

Discussion focused on what was learned about families through the Substance Abuse and Recovery assignment.

8/1 Assignment: Understanding Substance Abuse and Recovery paper due to be submitted to the Instructor at cc@gse.rutgers.edu by 12 noon EST on August 1.

a) Culturally Diverse Families

Gladding Part1: Chapter 5

McGoldrick et al. chapter(s) that reflects your experience

b) Working with Couples

How I Predict Divorce Chapter

c) Child Abuse in Families

Definition of Abuse Exercise

Clauss-Ehlers Chapter 12

Gladding Part 3: Chapter 1

Week 5: 8/8-8/17 Unit 5. Unique Issues in Family Therapy II and Contemporary Family Issue Case Presentations

8/8 DISCUSSION DAY

Discussion focused on what was learned about families through the Contemporary Family Issue Paper assignment.

8/8 Assignment: Contemporary Family Issue paper due to be submitted to the Instructor at cc@gse.rutgers.edu by 12 noon EST on August 8.

8/14 Assignment: Power point presentation of Contemporary Family Issue paper due to be submitted to the Contemporary Family Issue Presentation via doc sharing by 12 noon EST on August 14. Students are to sign up with Instructor for date of online presentation.

8/15-8/17 Assignment: Power point presentations for online community.

Blended Families; Gladding Part 1: Chapter 4

Domestic Violence in Families; Gladding Part 3: Chapter 1

Clauss-Ehlers; Chapter 13