

---

**COUN 627**

Marriage and Family Counseling  
3 SH Fall 2011  
Discipleship Center  
Wednesday 1:30-4:10  
Office Hours: By appointment

Richard Anderson, Ph.D.  
Annmarie Early, Ph.D.

---

**COURSE DESCRIPTION:**

This course provides an overview of marital and family counseling from a systems perspective. A survey of the predominant systems theories essential in working with couples and families will be presented. Students will engage in learning exercises and role-plays in order to facilitate application of course content. Each student will construct a personal family genogram and engage in analyzing their family using a systems approach.

**COURSE OBJECTIVES:**

1. Students will demonstrate a knowledge and understanding of a systems perspective as it relates to couple and family therapy (g5e).
2. Students will gain awareness of key systems models in marriage and family counseling (g5e)
3. Students will demonstrate an understanding of the role of attachment theory in couple and family counseling. (g5e)
4. Students will engage in experiential learning exercises that apply specific family and couple interventions.(g5d)
5. Students will learn how to select various theories and interventions when working with couples and families (g5e)
6. Students will address the role of faith and spirituality in working with couples and families.
7. Students will become aware of legal and ethical issues that impact therapy with couples and families. (g5e, c.8)
8. Students will construct a personal genogram that applies systems theory to their family of origin (g5e, c.8).
9. Students will address issues of diversity and how these differences impact their work with couple and family issues. (g2d, c.8)

**COURSE FORMAT:**

This course will meet Wednesdays, 1:30-4:10. Sessions will emphasize lecture, discussion, role-play, case conferencing and self-exploration exercises. Course evaluation will be based on class participation, readings and assignments.

**REQUIRED READING:**

Bitter, James (2009). *Theory and practice of family therapy and counseling*. Brooks/Cole.  
Casado, M., Young, M.E., Rasmus, S.D., (2002). *Exercises in Family Therapy*. New Jersey: Merrill/Prentice Hall.

**RECOMMENDED READING:**

McGoldrick, M., Gerson, R., and Shellenberger, S. (1999), *Genograms in family assessment and intervention, 2<sup>nd</sup> ed.* New York: W.W. Norton and Co.  
McGoldrick, M., Giordano, J., Garcia-Preto, N. eds. (2005). *Ethnicity and family therapy, 3<sup>rd</sup> ed.* New York: Guilford Press.

Wilcoxon, S.A., Remley, T., and Gladding, S. (2012). *Ethical, legal and professional issues in the practice of marriage and family therapy*, 5<sup>th</sup> ed. Boston: Pearson.

## **Course Instructions**

---

### **Attendance and Participation**

This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than two absences per semester may result in a reduction in the overall course grade.

*A note about technology: Please limit cell phone use to emergencies. It is expected that in-class computer use be for notetaking only. Do not text or use the internet during class.*

### **Family Genogram and Self Reflection Response (40 points)**

Each student will submit a personal, four-generation family genogram and self reflection response paper. Students will construct their genogram by gathering family history, interviewing family members and by engaging in personal reflection. Each student will draw their genogram accurately and clearly, depicting key relational and historical information about their family. Students may consult genogram resources including, McGoldrick, Gerson and Shellenberger, *Genograms in Family Assessment*, Second Edition, *Ethnicity and Family Therapy*, McGoldrick, Giordan, and Pearce, ed. and class handouts. (g5e, c.8)

Each student will submit an 8-10 paper to accompany the drawing, using APA style. The first section of the paper (4-6 typed pages) will cover: *relevant family patterns and pattern repetition across the generations (relational, medical, emotional, occupational, etc.), family, patterns of functioning for both sides of the family, patterns of relationships such as close, conflictual or enmeshed, structure, triangling), key transitional life events, relationship/attachment patterns, family balance and imbalance, family strengths and specific therapeutic concerns*. Students may utilize the questions at the end of each chapter of the Bitter text for personal reflection and theoretical reflection for the above content. The balance of the paper (2-4 pages) will be written as a personal reflection on your family and your response to creating and engaging the genogram assignment.

### **Case Conference/Role Play (5 points each)**

Students will be asked to actively engage case studies throughout the course. Students will deepen their learning by choosing theories/frameworks from which to assess and intervene with couples and families as well as looking at issues of diversity and gender in couple and family work. These assignments will be given throughout the semester, requesting that students work individually or in groups around case study material offering guidance and role play examples from their chosen perspective. Students should expect to engage two distinct assignments during the semester.

### **Family and Couple Videotapes (20 points)**

Each student will choose 5-8 family and couple therapy videotapes (please watch the Parent Child Interaction videotape for this assignment) from the EMU library, department or resources for on line review. The student will reflect on style, techniques and overall effectiveness of each approach. The student will submit one short response paper describing their perspective about each approach.

### Readings and Workbook (30 points)

It is expected that students will complete all of the required readings for this course and complete the workbook *Exercises in Family Therapy*. The workbook and percentage of reading completed will be turned in on the last day of class.

### Grading Summary

Genogram and Response	40
Case Conference/Role Play	10
Videotapes	20
Readings and Workbook	30

### Grading Scale

A 100 – 94; A- 93 – 90; B+ 89 – 86; B 85 – 83; B - 82 – 80

### Academic Integrity Policy

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3<sup>rd</sup> floor of the Sadie Hartzler Library.

### Disability Statement

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Roselawn Ground Floor, 432-4233.

### Course Schedule

Date	Subject and Reading
8/31	<b>Forming a Relationship: A multifocal, process approach</b> (g2b, c.8) Bitter, 1, 15, 16 Working with Metaframeworks <b>Ethical and Legal Issues</b>
9/7	<b>Seeing through a Systems Lens:</b> An Orientation to the History of Family Therapy Bitter, 2, 3, Working with Genograms Ex.1, 2, 3, 15
9/14	<b>Sequences:</b> Tracking Patterns of Interaction Bitter, 4, 5, 6, 7 (Face to face, routines, ebb and flow, Ex. 4, 5, 6, 7

- transgenerational)*  
Bowen, Satir, Adler, Cognitive-Behavioral
- 9/21 **Organization:** Leadership, Balance, Harmony  
Structural, Strategic *Bitter, 8, 9*  
Ex. 8, 9
- 9/28 **Internal Process**  
Attachment, Psychodynamic, Satir  
Mapping Dances, unconscious dynamics, IFS
- 10/5 **Development:** Within and Between  
(Family, Individual, Biological, Relational)  
**Narrative, Solution, Attachment** *Bitter 10, 11,*  
Ex. 10, 11, 12
- 10/12 **Multicultural/Gender**  
Historical/Generational and Immigration/Acculturation  
Balance and Imbalance *Bitter 12*  
Ex. 13, 14
- 10/19 ***Fall Break- No Class***
- 10/26 ***Case Consultation:*** Relating, Staging and Creating Events
- 11/2 **Relating**  
**Joining:** Reflecting, Validating and Reframing
- 11/9 **Staging**  
Dr. Richard Anderson
- 11/16 **Creating Events**  
**Enactments, Tasks, Interventions**
- 11/23 **Working with Young Children** *Bitter 14*
- 11/30 **Reflecting Team**
- 12/7 **Tying it all together**  
*Due: Personal Genogram and Paper*
- 12/14 **Personal Genogram Presentations**  
*Due: Workbook/ Percentage of Completed Reading and Videotape response*