



COUN 6003: Family Counseling

CAB 222

fall 2020

Thursdays; 5:15pm-7:45pm

Instructor: Justin C. Muller, Ph.D., LMFT

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Office Hours: By Appointment

Course Description:

This course focuses on the family as a system, how it affects individual family members, and how individual family members affect the system as a whole. Students will explore various family issues and their impact as well as the theories that attempt to explain family behavior and offer therapeutic interventions. Students will work to understand the impact that their own family system has had on them as individuals and the impact they have had on their families and other systems to which they may belong. 3 hours (prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5010, 5011)

CACREP Standards

Upon completion of this course, students will gain an understanding of...

1. History and philosophy of the counseling profession and its specialty areas (II.F.1.a)
2. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (II.F.1.b)
3. Theories of individual and family development across the lifespan (II.F.3.a)
4. Systemic and environmental factors that affect human development, functioning, and behavior (II.F.3.f)
5. Theories and models of counseling (II.F.5.a)
6. A systems approach to conceptualizing clients (II.F.5.b)
7. Evidence-based counseling strategies and techniques for prevention and intervention (II.F.5.j)

Required Textbook:

Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview* (9th ed.). Boston, MA: Cengage.

Student Expectations:

1. Be prepared: Students are expected to come to class prepared for any discussions or activities that may occur by reading all assigned material and by bringing any written or electronic assignments required for class.
2. Be present and on time: Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardies.
3. Remember due dates: Students are expected to complete all assignments on time. Points will be deducted for late assignments. Any extenuating circumstances must be discussed with the professor before the due date. How these circumstances are handled is solely at the discretion of the professor.
4. Submit electronically: All written assignments are to be submitted electronically within Connect on or before the due date.

5. Be respectful: Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of counseling or in any field or activity outside of the classroom. One example of that respect is to refrain from having private conversations while others are addressing the class.
6. Be electronically respectful: Students will refrain from using cell phones or other electronic devices during class time, except in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class or to leave class as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please silence all phones and keep them out of sight during class time; they should be kept in purses, pockets, or book bags.
7. APA Style: All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, etc. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. Please get help if you are having a difficult time with writing skills.

Descriptions of Assignments:

A. Attendance, Participation, and Professionalism

Each week students will be expected to participate in classroom discussions, small groups, or other activities. It will be necessary to have read all assignments prior to coming to class. Attendance and participation points are factored in for each class. Absences and tardies have the potential to affect your final grade negatively. If you have more than two (2) unexcused absences the final grade will drop by one letter.

B. Genogram Case Study (Key Assessment for Program Portfolio) (2-3 pages)

After completing family genogram, students will be asked to complete a case study based on their family of origin. Students will be asked to answer case study questions in "clinical note" form. In the case study, students will respond to the following:

- 1.) Describe and discuss your family (immediate, extended, previous generations (parents/grandparents))
- 2.) Thoroughly discuss relationships in immediate family
- 3.) Discuss transgenerational patterns/tendencies/traits
- 4.) Describe cultural background (religion/education/belief systems/geography/Socioeconomic status)
- 5.) Discuss personal insight gained from completing your family genogram

C. Genogram Presentation

Students will complete and present their family genogram. Instructor will complete and demonstrate his or her own family genogram as an example for the class. Presentation must be at least **30 minutes** in length. **Students are only required to share what they feel comfortable sharing.** However, instructor would like for students to deeply explore family history and showcase during presentation that they have indeed examined their family. As with all presentations, instructor expects students to be professional, speak effectively, and take assignment seriously.

Genogram should include the following?

- A.) Detailed graphical depiction of family in traditional genogram form
- B.) Depiction of relationships among family members
- C.) Transgenerational Patterns/tendencies/traits
- D.) A legend to explain shapes/lines in genogram

Please be creative in your presentation (for example, use pictures, home videos, personal artifacts, etc.)

D. TV/Movie Case Study (2-3 pages)

Students will choose a TV or movie family to use as an example of a family they are working with in counseling. Students will thoroughly discuss the family's presenting concerns and the theory they will follow. Students are expected to address the following questions?

- 1.) Describe the main character(s) in the TV/Movie.
- 2.) Describe the family's presenting problem(s) and underlying concern(s)
- 3.) Discuss the family therapy approach you would utilize while working with this family
- 4.) Discuss the family therapy techniques/interventions you would use in your therapeutic work with the family

E. Quizzes

Students will have three quizzes on Connect based on the material covered both in class and in the textbook. Each quiz will have 10 questions and students will have 20 minutes to complete each quiz. If student is experiencing issues with Connect, notify professor prior to the quiz completion deadline.

The LaGrange College Honor Code:

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work. Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Assignment	Points Poss.	CACREP Standards
Attendance/Participation/Professionalism	10	
TV/Movie Case Study	40	II.F.3.a; II.F.5.a; II.F.5.b; II.F.5.j
Quizzes	60	II.F.1.a; II.F.1.b; II.F.3.a; II.F.3.f; II.F.5.a; II.F.5.b; II.F.5.j
Genogram Case Study	40	II.F.3.a; II.F.3.f; II.F.5.b
Genogram Presentation	100	II.F.3.a; II.F.3.f; II.F.5.b
TOTAL	250	

A	=	225-250
B	=	200-224
C	=	175-199
D	=	150-174
F	=	<150

Date		Topic	Assignment	Due
	Aug	27	Syllabus Review	
Class 1	Sept.	3	Adopting a Family Relationship Framework Family Development: Continuity and Change	Read Chapter 1 Read Chapter 2
Class 2		10	Diversity in Family Functioning Systems Theory and Systemic Thinking Origins & Growth of Family Therapy	Read Chapter 3 Read Chapter 4 Read Chapter 5
Class 3		17	Professional issues/Ethical Practices Psychodynamic Models Microsoft Teams Meeting	Read Chapter 6 Read Chapter 7
Class 4		24	Transgenerational Models Dr. Muller Presents Genogram	Read Chapter 8
Class 5	Oct	1	Experiential Models	Read Chapter 9
Class 6		8	Structural Models Microsoft Teams Meeting	Read Chapter 10
Class 7		15	Strategic Models	Read Chapter 11
Class 8		22	Behavioral and Cognitive-Behavioral Models	Read Chapter 12
Class 10		29	Solution-Focused Therapy and Collaborative Therapy Microsoft Teams Meeting	Read Chapter 13
Class 11	Nov.	5	Narrative Therapy	Read Chapter 14
Class 12		12	Population-Based/Evidence Based Family Therapy Comparative View of Family Theories and Therapies	Read Chapter 15 Read Chapter 16 Read Chapter 17
Class 13		19	Course Conclusion Microsoft Teams Meeting	

**Connect Quiz 1
Due 11:59 PM**

Genogram
Presentation 1 & 2

Genogram
Presentation 3

**-Connect Quiz 2
Due 11:59 PM**
Genogram
Presentation 4 & 5

Genogram
Presentation 5 & 6

Genogram
Presentation 7

**-Connect Quiz 3
Due by 11:59 PM**
Genogram
Presentation 8 & 9

-TV/Movie Case Study Due by 11:59 PM
Genogram
Presentation 10 & 11

-Genogram Case Study Due by 11:59 PM
Genogram Pres
12 & 13

The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.

ADA

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the College to provide reasonable accommodations of the disability during this course, please notify **Ms. Brandi Cameron** at the Counseling Center located in Smith Hall (X8177).

Family Genogram Presentation

Presentation

	10	6	2	0
Length of Presentation	Presentation was at least 30 minutes of length (not including questions)	Presentation was 25-29 minutes of length (not including questions)	Presentation was 20-25 minutes of length (not including questions)	Presentation was 19 minutes or less (not including questions)
Professionalism	Presentation was professional and put together well, presenter was professional	Presentation was put together well but presenter could have been more professional during presentation	Professionalism could have been much greater	Presentation was not taken seriously; presenter did not seem interested in presentation

Genogram

	20	16	12	0
Detailed Graphical Genogram	Presenter utilized all standard genogram shapes/lines/connections	Presenter utilized some standard genogram shapes/lines/connections	Presenter utilized few standard genogram shapes/lines/connections	Presenter utilized no standard genogram shapes/lines/connections
Discussion of relationships among family members	Presenter thoroughly discussed relationships among family members	Presenter provided some insight on relationships among family members	Presenter vaguely mentioned relationships among family members	Presenter did not discuss relationships among family members
Transgenerational Patterns, Tendencies, Traits	Presenter thoroughly discussed transgenerational patterns, tendencies, & traits	Presenter provided some insight on transgenerational patterns, tendencies, & traits	Presenter vaguely mentioned transgenerational patterns, tendencies, & traits	Presenter did not discuss transgenerational patterns, tendencies, & traits
Discussion of Family of Origin impact	Presenter thoroughly discussed family of origin impact	Presenter provided some insight on family of origin impact	Presenter vaguely discussed family of origin impact	Presenter didn't discuss family of origin impact

Family Genogram Case Study

	10	8	6	0
Grammar/Spelling	Paper was well written, had very few grammatical errors, paper was clear and concise	Paper was well written but had some grammatical errors,	Paper was not clear and concise and had many grammatical errors	Paper was not well written, was not clear and concise and had grammatical errors throughout
Description of family (immediate, extended, previous generations (parents/grandparents))	Paper provided a thorough description of family (immediate, extended, previous generations)	Paper provided some description of family	Paper provided a minor description of family	Paper provided no description of family
Discussion of family relationships and transgenerational patterns, tendencies, & traits	Paper provided a thorough description of family relationships and transgenerational patterns, tendencies, and traits	Paper provided some description of family relationships and transgenerational patterns, tendencies, and traits	Paper provided a minor description of family relationships and transgenerational patterns, tendencies, and traits	Paper provided no description of family relationships and transgenerational patterns, tendencies, and traits
Discussion of cultural background (religion/education/belief systems/geography/ SES)	Paper thoroughly discussed cultural background (religion, education/belief systems/geography/SES)	Paper somewhat discussed cultural background	Paper briefly discussed cultural background	Paper provided no discussion of cultural background
Discussion of personal insight gained from completing family genogram	Paper thoroughly discussed the insight gained from completing family genogram	Paper somewhat discussed the insight gained from completing family genogram	Paper briefly discussed the insight gained from completing family genogram	Paper provided no discussion of insight gained from completing family genogram.