Loyola University Chicago
School of Education
CPSY 444- Introduction to Family Counseling
Summer Session II, 2016
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Course Overview:

This course serves to facilitate students' examination of contemporary families from a life cycle perspective and to develop an understanding of families' "normal" transitional processes. Upon completion of the course, students should have an understanding of the major theoretical positions of family therapy and possess skills in basic interventions of family therapy based on these major theoretical positions. Students will have the opportunity to develop family assessment and evaluation skills, including genograms, family maps, and family sculpting. In addition, they will learn to recognize and examine countertransference issues, values, beliefs, and behavioral patterns based on their family of origin and current family roles. This will include an understanding of interface issues with therapy.

Course Objectives:

Course Objectives

1. To examine contemporary families from a life cycle perspective and to understand "normal" transitional processes.

2. To develop an understanding of the major theoretical positions.

3. To develop skills in basic interventions of family therapy based on major theoretical positions.

4. To develop family assessment and evaluation skills, including genograms, family maps, family sculpting.

5. To identify personal values, beliefs, and behavioral patterns based on family of origin and current family roles

IDEA Objectives Linked to Course Evaluation

1) Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

2) Learning to *apply* course material (to improve thinking, problem solving, and decisions)

3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

School of Education's Conceptual Framework:

Loyola University Chicago School of Education (SOE) articulates social justice as its mission and social action through education as its responsibility. Please refer to this link for more information on the School of Education's Conceptual Framework: http://www.luc.edu/education/mission/.
This course seeks to advance this framework through: (a) the acquisition of **knowledge** about the development of psychology as an academic discipline, including the ability to critically evaluate how this knowledge is situated within particular sociocultural contexts; (b) the process of reflecting upon how to apply this knowledge in the **service of others**, specifically underserved and marginalize populations; (c) the ability to understand and evaluate specific professional **skills** within a framework of historical precedents; and (d) the identification and consideration of **ethical issues** that may arise in the balancing of a variety of historical perspectives.

<u>**LiveText**</u>
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. For additional information please use the following hyperlink about <u>LiveText</u>.

<u>**Course Assignments**</u>

1. Genogram

Students will construct a genogram including their current family. Students will also write a brief autobiographical paper (2-3 pages) including significant events within the family, role served in the family, and explicit and implicit family rules (10% of grade). **Due July 18th.**

Genogram software: The following packages have been suggested to be useful:

http://www.genopro.com/genogram/
http://www.smartdraw.com/specials/ppc/genogram.htm?id=45438&gclid=CL6ZxK3j2qICFVJH5wodhBf2-A

2. Family Case Assessment

Students will write a case assessment on a family of their choice. We will discuss in class about choice of family unit for this assignment. Students will need to interview key members of the family on their experiences and perceptions of being a member of their family. Students are also required to spend time observing the family, including interaction patterns, and family rules. The format for the assessment is included below (5-7 single spaced pages).

Family Case Study Format

Identifying Information-Demographics
Name of Family:_____ (use pseudonyms)
Members name _____ DOB:___/___/___ Age:_____ Occupations: _____
 Members name _____DOB:___/___/___ Age:_____ Grade in school _____

I. Referral Information
A. Who initiated this referral (class assignment)
B. Reason for the referral

II. Behavioral observations

How do the clients appear; how are they dressed; what is the setting; any distinguishing marks or mannerisms? Do they seem to have any special or remarkable attitudes, or behaviors? Discuss anything that will attempt to communicate to another reader the sense and feel of the persons being interviewed and how they related during that time and space.

III. Presenting Problem

A. How do the clients see the problem? Why are they coming to see you?

B. What attempts have been made to solve the problem, and by who?

C. What does the referral source tell you about the needed reason for service?

D. Duration and course of presenting problem

   - How long?
   - Nature of onset
   - Why is help being sought now?
(Note: Your family may not have a presenting problem. State if none reported or observed.)

IV. Family History

- Family of Origin (F-O)
1. Ethnicity of family - if there are changes due to marriage, how has the new transformation effected the family organization. What are their experiences with, and beliefs about their culture, issues with the dominant culture, and methods of maintaining and passing along culture to their children? How does culture effect their family adaptations and problems.
2. Mother, (B-M=biological mother, F-M= foster mother A-M=adoptive mother)   Age, and a physical description. What does the client know about her childhood and youth? What were her parents like? What was her family like, how many siblings, what order? What was she like during childhood? How did her parents meet? What is mother like now? What kind of relationship does the client have with her at present? Has the relationship changed over the years, and if so how and why? How does mother relate to those members of the client's nuclear family?
3. Father, (same as for mother)
4. Siblings, in their birth order (same as for parents)
5. Significant others in the F-O

V. Family Processes

a. Communication -   Who communicates with whom and when. What is the verbal, body posture, and facial expressions like?. Is communication clear, congruent and consistent?

b. Behavior Control -   How is behavior controlled and maintained (what is static in this family)?

c. Conflict -   To what extent are conflicts overtly vs. covertly expressed (overall and within specific sub- systems)? Is it expressed indirectly, avoided, or dealt with directly?
1. What is the frequency and intensity? 2. What is the process for resolution?

d. Organizing Principles   What are the major myths of the family that maintain the system? What are the strengths of the family that contribute to its resiliency and flexibility?

VI. Medical History

A. Hospitalizations (physical and emotional/psychological)

B. Outpatient care (physical and emotional/psychological)
C. Drug and Alcohol History/Use (note: It is more useful to ask the question "who in your family uses .....?)

VII. Support Systems

A. Friends
B. Places of worship etc.
C. Organizations
D. Other

VIII. Summary

Summarize all of your data, then state your impressions of the family's level of functioning and their ability to deal with their present situation. What are the areas of concern that they present, what are the areas that you feel are of concern (your diagnostic impressions)? What is the interplay of the past history with their present situation and functioning? What interventions or support do you think need to be provided in order for the family to function at its maximum potential; could you help provide that service, and where, hypothetically would you begin? (30% of grade) **Due July 25th.**

3. Theoretical Orientation Presentation

Students will present an overview of one particular theoretical orientation. This will include a presentation and a 20-minute family case based on the theoretical orientation of their choice. Students may select a fictional family from the media or use a real family. Students will need to discuss the development of the problem, the nature of change, and interventions/techniques based on the theory (30% of grade). Due August 3rd.

4. Class Participation.

Students are expected to actively participate throughout the course of this class. Students will be encouraged to reflect on current or past relevant clinical experiences involving family work. Additionally, instructor will encourage students to brainstorm and discuss case conceptualizations and treatment approaches based on hypothetical family-based clinical vignettes (30% of grade).

Presentations include:
1) Introduction:
a) Presentation (e.g. PowerPoint) overview of the theory
2) Delivery of content:
b) Live role play of a family session from chosen theory OR use of media clips
3) Processing content and questions

Grading rubric for assignments

1 - 13 points "FAIR/POOR" Did not address each question, minimal self-reflection   14 - 20 points "GOOD" Answered all questions adequately, self-reflection is somewhat superficial   21 – 25 points

"EXCELLENT" Shows superior insight and self-reflection ability, willingness to be open.

Grading Scale for course

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100-94 A
93-90 A-
89-87 B+
86-84 B
83-80 B-
79-77 C+
76-74 C
73-70 C-
69-60 D
Below 59 F
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Required Text

Nichols , M. Schwartz (2006). *Family Therapy: Concepts and Methods* (7th ed). Boston: Pearson Education, Inc.

Additional Policies:

Please use the link: http://luc.edu/education/syllabus-addendum/ for more information on several policies briefly summarized below:

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/.

School of Education Dispositions: The SOE Disposition of *Professionalism* will be evaluated in this course via assessment of each student's appropriate engagement in the online course forums, as exemplified by respectful acknowledgement of varying opinions, appropriate self-disclosure, and meaningful and substantiated exploration of one's individual viewpoints.

Technology: This course relies heavily on the use of the **Sakai Learning Management Tool**. Students are expected to be proficient in the use of this platform, and should consult with Loyola's

online Sakai support resources, available at
http://www.luc.edu/itrs/teachingwithtechnology/sakai/sakai-student-tutorials.shtml.

Diversity: Your department and program are committed to issues of diversity including, but not limited to race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to facilitate your development as a multiculturally competent professional, able to work effectively with diverse people.

EthicsLine Reporting Hotline: Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines: The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Tentative Schedule:

June 27	Introduction	Chapter 1
June 29	The Evolution of Family Therapy	Chapter 2
July 6	Early Models and Basic Techniques	Chapter 3
July11	The Fundamental Concepts of Family Therapy	Chapter 4
July 13	Bowen Family Systems Therapy	Chapter 5
July 18	Strategic Family Therapy	Chapter 6 Genogram Assignment Due
July 20	Structural Family Therapy	Chapter 7
July 25	Experiential Family Therapy, Psychoanalytic Family Therapy	Chapters 8, 9 Family Case Assignment Due
July 27	Cognitive Behavioral Therapy	Chapter 10
August 1	Recent Developments in Family Therapy	Chapters 11, 12, 13
August 3	Group Presentations Wrap up, Feedback	Theoretical Orientation Presentation