



COUN 6003: Family Counseling

CAB 222

fall 2022

Thursdays; 5:15 pm- 8:00 pm

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

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Office Hours: By Appointment

CAB: 302

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)

Method of Instruction

The content of this course will be delivered through assigned readings, seminar discussions, multimedia presentations, case presentations, and small group discussion.

Program Objectives

- 1. Develop knowledge and skills necessary for competent professional practice, while cultivating strong counselor identity.**
 - a. Practice code of ethics relevant to counseling
 - b. Demonstrate the ability to work with diverse populations.
 - c. Design and implement effective counseling interventions in various settings with groups and individual clients.
 - d. Develop a strong professional identity
 - e. Utilize various research methods, assessments, and data to improve counseling effectiveness
 - f. Work with a wide spectrum of biopsychosocial behaviors found in individuals, families, couples, and groups across the lifespan

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)

8. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (II.F.3.e)

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.

Digitally Delivered Policies

Students who attend the virtual track must watch all recorded classes within a 7-day period to get full credit for the class. Students understand that information is embedded into the recorded classes and lectures that evaluate student attendance.

All courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.

Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.

Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: "The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research."

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

Proctoring Software is required for all Counseling courses

In this class, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, \$15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.

These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.

If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements.

Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

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. Students are also expected to participate in the outside of class community service project. 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 (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 biological, neurological, and physiological factors that affected your development, functioning, and behavior
- 6.) Discuss personal insight gained from completing your family genogram

Note: this is a Key Performance Indicator Assignment (Standard 2.F.3.e)

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 (3-4 pages)

Students will examine a TV or movie family and explore the real or fictional family' problems. Students will thoroughly discuss the selected family's family system and their presenting concerns. Students are expected to address the following questions in their case study:

- 1.) Describe the main character(s) in the TV/Movie.
- 2.) Describe the family's presenting problem(s) and underlying concern(s) using family counseling concepts
- 3.) Discuss the family therapy approach you would utilize while working with this family
 - a) Include why you believe this approach would be helpful to the family
 - b) Use theory to explain why the family is experiencing these challenges/problems
- 4.) Discuss the family therapy techniques/interventions you would use in your therapeutic work with the family
 - a) Include your reasoning behind choosing the technique/intervention
- 5.) Discuss any referrals or community resources that you may offer to this 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/Community Service	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, II.F.3.e
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	25	Syllabus Review		
Class 1	Sept.	1	Adopting a Family Relationship Framework Family Development: Continuity and Change	Read Chapter 1 Read Chapter 2	
Class 2		8	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		15	Professional issues/Ethical Practices Psychodynamic Models Microsoft Teams Meeting	Read Chapter 6 Read Chapter 7	Connect Quiz 1 Due 11:59 PM
Class 4		22	Transgenerational Models Dr. Muller Presents Genogram	Read Chapter 8	
Class 5		29	Experiential Models	Read Chapter 9	Genogram Presentation
Class 6	Oct	6	Structural Models Microsoft Teams Meeting	Read Chapter 10	Genogram Presentation
Class 7		13	Fall Break	No Class	-
Class 8		20	Strategic Models	Read Chapter 1	Genogram Presentation Connect Quiz 2
Class 10		27	Behavioral & Cognitive Models Microsoft Teams Meeting	Read Chapter 12	Genogram Presentation
Class 11	Nov.	3	Solution-Focused Therapy & Collaborative Models	Read Chapter 13	Genogram Presentation
Class 12		10	Narrative Therapy	Read Chapter 14	Connect Quiz 3 Genogram Presentation
Class 13		17	Populations-Based/Comparative Microsoft Teams Meeting	Read chapters 15, 16, 17	Genogram Presentation

<i>Class</i>	<i>Month</i>	<i>Date</i>	<i>Assignment</i>	<i>Due</i>
Thanksgiving	No Class			
Class 14	December	1		<i>Genogram Presentation</i> <i>TV Movie Case Study Due by 11:59</i>
Class 15		8		<i>Genogram Presentation</i> <i>Genogram Case Study Due by 11:59</i>
			Microsoft Teams Meeting	

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. Lindsay Shaughnessy, Director of the Panther Academic Center for Excellence (PACE) and Coordinator of Accessibility Services at accessability@lagrange.edu or 706-880-8652.

Family Genogram Presentation

CACREP Standards

Theories of individual and family development across the lifespan (II.F.3.a)

Systemic and environmental factors that affect human development, functioning, and behavior (II.F.3.f)

A systems approach to conceptualizing clients (II.F.5.b)

Biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e)

	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

	20	16	12	0
Detailed Graphical Genogram of family (immediate, extended, previous generations)	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 and transgenerational patterns, tendencies, traits (CACREP STANDARDS: II.F.3.a; II.F.3.f; II.F.5.b)	Presenter thoroughly discussed relationships among family members and transgenerational patterns, tendencies, & traits	Presenter provided some insight on relationships among family members and transgenerational patterns, tendencies, & traits	Presenter vaguely mentioned relationships among family members and transgenerational patterns, tendencies, & traits	Presenter did not discuss relationships among family members and transgenerational patterns, tendencies, & traits
Discussion of cultural background (religion/education/belief systems, geography/SES) CACREP STANDARDS: II.F.3.f; II.F.5.b)	Presenter thoroughly discussed cultural background (religion, education/belief systems/geography/SES)	Presenter somewhat discussed cultural background	Presenter briefly discussed cultural background	Presenter did not discuss cultural background

Discussion of biological, neurological, and physiological factors that affected their development, functioning, and behavior (CACREP Standard 2.F.3.e)	Presenter thoroughly discussed biological, neurological, and physiological factors that affected their development	Presenter somewhat discussed biological, neurological, and physiological factors that affected their development	Presenter briefly discussed biological, neurological, and physiological factors that affected their development	Presenter provided no discussion of biological, neurological, and physiological factors that affected their development
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Family Genogram Case Study

CACREP STANDARDS

Theories of individual and family development across the lifespan (II.F.3.a)

Systemic and environmental factors that affect human development, functioning, and behavior (II.F.3.f)

A systems approach to conceptualizing clients (II.F.5.b)

Biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e) – **Key Performance Indicator**

	10	8	6	0
Description of family (immediate, extended, previous generations (parents/grandparents) (CACREP STANDARDS: II.F.3.a; II.F.3.f; II.F.5.b)	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 (CACREP STANDARDS: II.F.3.a; II.F.3.f; II.F.5.b)	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) (CACREP STANDARDS (II.F.3.f; II.F.5.b)	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 biological, neurological, and physiological factors that affected their development, functioning, and behavior (CACREP Standard 2.F.3.e)	Paper thoroughly discussed biological, neurological, and physiological factors that affected their development	Paper somewhat discussed biological, neurological, and physiological factors that affected their development	Paper briefly discussed biological, neurological, and physiological factors that affected their development	Paper provided no discussion of biological, neurological, and physiological factors that affected their development
Discussion of personal insight gained from completing family	Paper thoroughly discussed the insight gained from completing	Paper somewhat discussed the insight gained	Paper briefly discussed the insight gained	Paper provided no discussion of insight gained

genogram	family genogram	from completing family genogram	from completing family genogram	from completing family genogram.
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Current Course Related Research

- Bauman, M. L., & Belous, C. K. (2016). Using Symbolic-Experiential Family Therapy to treat Adjustment Disorder: A case study. *American Journal of Family Therapy, 44*(5), 285–300. <https://doi.org/10.1080/01926187.2016.1231599>
- Gangamma, R., Bartle, H. S., Holowacz, E., Hartwell, E. E. ., & Glebova, T. (2015). Relational ethics, depressive symptoms, and relationship satisfaction in couples in therapy. *Journal of Marital & Family Therapy, 41*(3), 354-366. <https://doi.org/10.1111/jmft.12070>
- Negash, S., & Morgan, M. L. (2016). A family affair: Examining the impact of parental infidelity on children using a Structural Family Therapy framework. *Contemporary Family Therapy: An International Journal, 38*(2), 198–209. <https://doi.org/10.1007/s10591-015-9364-4>
- Palombi, M. (2016). Separations: A personal account of Bowen Family Systems Theory. *Australian & New Zealand Journal of Family Therapy, 37*(3), 327–339. <https://doi.org/10.1002/anzf.1170>
- Smock Jordan, S., & Turns, B. (2016). Utilizing Solution-Focused Brief Therapy with families living with Autism Spectrum Disorder. *Journal of Family Psychotherapy, 27*(3), 155–170. <https://doi.org/10.1080/08975353.2016.1199766>
- Suddeath, Eric G.; Kerwin, Alexandria K.; Dugger, & Suzanne M. (2017). Narrative family therapy: Practical techniques for more effective work with couples and families. *Journal of Mental Health Counseling, 39*(2), 116-131.