COUN 5365 Socio-cultural Family Issues to Counseling

Spring, 2015

Instructor: Carl L. Gardiner Ed. D.  
Office Hours: By appointment

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Class Time: Wednesdays 5:30pm - 8:15pm

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(2 ed.) Belmont, CA: Books/Cole  
ISBN # 13:978-1-111-84050-1  

| Social Justice Teachings of the Catholic Church | Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced. |

|  | Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision. |

|  | People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations. |

| General Description | COUN 5365 Socio-cultural Family Issues in Counseling concentrates on the major theories of family therapy and their applications to professional counseling. Major themes in counseling as they relate to studies of change, ethnic groups, gender studies, family systems, urban, suburban, and rural societies, population, and cultural |
patterns, are investigated. Substance abuse, especially as it impacts on family and society, is explored. This course is a survey of theories and practices in Family Therapy. It focuses on an integration of personal and professional development as well as a holistic understanding of 11 therapeutic models and effective approaches to parenting. Therapeutic lenses or meta frames are used to provide a basis for integration across models.

**Relationship of Course to College and Program Philosophy and Goals**

This course is directed toward enhancing one's knowledge of humans as parts of larger systems, especially family systems, and how different theorists and clinicians have applied that knowledge to intervening as a counselor with families. The course focuses on content, professional, and process knowledge as well as aspects of caring, reflective practice, and critical thinking.

**Course Objectives**

The course will provide students with:

- An introduction to the history and epistemology of family therapy [COAMFTE Educational Guideline 101.01, 101.02; CACREP II-K-1a; CACREP Marriage and Family Standards (MFS) A1];
- A discussion of the personal development, traits and capacities needed for professional family practice [COAMFTE 104.01, 105.01, 105.03; CACREP II-K-1b/d, 5a/b/d/f, 8a/b/e; MFS A2/A5];
- A delineation of ethical models of practice and the ethical decision-making models that are associated with each model [COAMFTE 104.02, 104.03; CACREP II-K-1h, 2f, 3e; MFS A3/A4];
- An understanding of Object Relations family therapy [COAMFTE 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
- An understanding of Adlerian family therapy [COAMFTE 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
- An understanding of Bowen’s multigenerational family therapy [COAMFTE 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
- An understanding of Satir’s human validation process model [COAMFTE 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
- An understanding of Whitaker’s symbolic-experiential family therapy [COAMFTE 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
- An understanding of structural family therapy [COAMFTE 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
- An understanding of strategic family therapy [COAMFTE 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
- An understanding of solution-focused/solution-oriented family therapy [COAMFTE 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
- An understanding of postmodernism, social construction, and narratives in family therapy [COAMFTE 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
• An understanding of feminist family therapy [COAMFTE 10.01, 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
• An understanding of cognitive-behavioral family therapy [COAMFTE 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
• An understanding of effective parenting practices [COAMFTE 102.03; CACREP II-K-3a/b/d, 5c; MFS A6/C1/C2/C3/C4];
• A critique of family therapy approaches from the perspectives of culture and gender [COAMFTE 10.01, 102.02, CACREP II-K-2a/b/c/d/e; MFS A6]; and
• A model for integration across family therapy approaches using eight therapeutic lenses [COAMFTE 101.03, 103.01; CACREP II-K-7g/h; MFS A6/B1/B3/C1/C2].

Course competencies: Students will demonstrate an ability to:

• Discuss the history and epistemology of the fields associated with family practice [COAMFTE Educational Guideline 101.01, 101.02; CACREP II-K-1a; CACREP Marriage and Family Standards (MFS) A1];
• Engage in self-examination in relation to professional development in family practice [COAMFTE 104.01, 105.01, 105.03; CACREP II-K-1b/d, 5a/b/d/f, 8a/b/e; MFS A2/A5];
• Consider ethical/legal dilemmas in family practice from three different models and engage in ethical/legal decision-making consultations with colleagues [COAMFTE 104.02, 104.03; CACREP II-K-1h, 2f, 3e; MFS A3/A4];
• Discuss the key points, goals of therapy, roles of the family counselor/therapist, techniques, and culture/gender perspectives associated with 10 models of family practice [COAMFTE 10.01, 101.03, 102.02, 102.03; CACREP II-K-5c; MFS A6/C1/C2/C4];
• Discuss effective ways to parent children and engage in parent consultations based on these approaches [COAMFTE 102.03; CACREP II-K-3a/b/d, 5c; MFS A6/C1/C2/C3/C4];
• Form a therapeutic relationship and conduct a systemic assessment using eight lenses or metaframeworks [COAMFTE 101.03, 103.01; CACREP II-K-7g/h; MFS A6/B1/B3/C1/C2];
• Identify systemic processes in families, hypothesize with family members, and facilitate change [COAMFTE 101.03, 103.01; CACREP II-K-7g/h; MFS A6/B1/B3/C1/C2]; and
• Compare and contrast significant elements of the various models of family practice [COAMFTE 101.03; CACREP II-K-7g/h; MFS A6/B1/B3/C1/C2].
Specific Competencies

Assumptions

Professional Counselors:

1. Know the major theories of family therapy and apply them appropriately in diverse family settings;
2. Know the current literature in family therapy as it relates to social and cultural issues, and in this context, listen with humility and hear the families whom they serve;
3. Are effective in the use of counseling skills by always demonstrating sensitivity to the context in which families find themselves;
4. Know how cross-cultural research affects generalizations made about the principle constructs of the psychology of family therapy;
5. Understand that people think about mental health and demonstrate affect influenced by cultural context and history of oppression or privilege;
6. Know how race, ethnicity, economics, and gender intersect in their own lives and the lives of their clients;
7. Understand issues related to immigration and intervene effectively with families who have come from another country and whose first language may be other than English;
8. Value the ability to communicate in more than one language;
9. Are able to use technology as needed.

Based on these assumptions, students will work successfully:

1. To master the basic theories of family therapy and become familiar with therapeutic skills salient to family therapy;
2. To understand the cultural issues salient to family health and development and the societal forces which contribute to family stress and struggle;
3. To become familiar with the role of the counselor in the prevention and treatment of substance abuse, the models of addiction, employee assistance programs, and ethical issues in the context of family and society;
4. To appreciate the influence of culture on conceptualization of mental health and its manifestations;
5. To be able to demonstrate effective outcomes in regard to issues such as gender, sexual orientation, and other issues of diversity when appropriate in the context of class, gender, race, culture, economics, privilege, oppression, and ethnicity in family therapy;
6. To exhibit an understanding of issues related to immigration and how these issues impact on families who come from another country and whose first language may be other than English;
7. To demonstrate appreciation for the ability to speak in more than one language and to have the ability to use the first language of clients in counseling sessions;
8. To demonstrate the use of the tools of technology.
Pedagogy

COUN 5365 - Socio-Cultural Family Issues to Counseling pedagogy is a course for graduate students interested in the field of family therapy and family counseling. It is designed to accommodate multiple perspective, including those represented by the American Association for Marriage and Family Therapy (AAMFT); The International Association of Marriage and Family Counseling IAMFC; and the fields of counseling, human services, nursing, pastoral counseling, psychiatry, psychology and social work. It serves the major theories and practices of contemporary family systems and seeks to support the development of personal, professional, and ethical family practice. In addition, the professor believes that life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course and in the Counselor Education Program. My role as your professor is to come to class prepared, and facilitate conversation. The role of students is to come to the table having mastered the readings and research in order that they can articulate scholarly conversation with their classmates and their professor in a learning community. A scholarly conversation includes, and is not limited, to integrating the readings with their professional lives.

Student Accommodations

Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should request assistance through UST Counseling Services/Disability Services at 713.525.6983. Please let me know if I can be of any assistance in this regard.

Professional Standards of Behavior

<table>
<thead>
<tr>
<th>Attendance and Punctuality</th>
<th>Attendance at all classes is mandatory. Students are expected to be present for and participate in all class discussions. Three absence can result in administrative withdrawal from the class or may result in failing the course. Be on time for each class period. Late arrival and leaving early is not acceptable and will result in lowering of 2 points from overall grade. In cases where a student may have to leave early due to a family emergency or poor health, permission to leave must be sought. Students are expected to keep the instructor informed via email/phone calls in situations where they are running late or may remain absent.</th>
</tr>
</thead>
</table>


| Make Up Exams and Late Assignments | Complete all assignments by the due date. It is the instructor’s policy that late assignments will not be accepted. Prior permission should be sought from the instructor at least two days in advance in situations where students are unable to turn in the assignments by the due date. Late assignments without prior permission will account for zero on that assignment. There will be no makeup exams for this course. **Make-up exams and submission of late assignments will only be permitted under extenuating circumstances** and will be at the discretion of the instructor. |
| Academic Integrity - Plagiarism | Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference any information, websites, books, etc. that is not your own. **Plagiarism is a serious offense that will cause you, the student to fail the course and can lead to steps being taken for dismissal from the program and UST. Plagiarism is a violation of integrity.** |
| Classroom Behavior | Students are expected to **maintain professional behavior** in the classroom when working in groups with consistent participation, cooperation, sharing responsibilities, and respect for one another during classroom and group discussions. |
| Use of Personal Technology Devices | **Cell phones shall be silent or on vibration during the class.** When necessary, students should step outside the classroom to take a call and return to the classroom as quickly as possible. All laptops, iPads, tablets, and other electronic devices should be on mute unless they are being used for class purposes. |
| Use of UST Email Accounts | All email correspondence will be through the mystthom email system. **Please check your email and Blackboard through your mystthom account daily for correspondence and announcements.** |

**Evaluation and Grade Assignment**

1. **Group (Chapters) PowerPoint Presentation (15%):** Students are required to form six groups of two and compile a power point presentation on one of the following theoretical approach in the assigned chapters. Each presentation must have a minimum of 15 power
point slides and the information presented should be informative, creative, and clearly delineate the therapeutic approach to family therapy that is assigned. A total of 40 minutes will be assigned to each group.

2. **Journal Article Critique (15%):** The critique papers are to be “literature review” type papers. Students will follow the outline below with their narrative.
   
a. Briefly summarize the chosen article (professional marriage and family journals)
b. Analyze the three most significant points the author(s) are making
c. Synthesize the above points to marriage, couples, or family therapy
d. How do you see yourself using any of the significant points
e. What concepts, ideas seemed to be missing in the article (what was left out)? (Compare/contrast to any class text material)
f. Generate your own rating for the article and explain your rationale
g. Attach the actual article to the critique paper as an appendix in a pdf or Word document form

3. **Family Genogram (15%) (Assignment reference Chapter 3 page 50 -53):** The goal of this homework assignment is to develop a family genogram. A family genogram is a diagram of your family’s emotional relationships, with family broadly defined to include parents, siblings, your own children, extended family members, and even non-family members who you consider to be part of your family. Using a diagram, you will represent your view of your family and characterize the relationships between members of your family. You can represent your family as it currently exists or at another point in your development (e.g., when you were a child, when you were a teenager).

Decide who represents your family. You can include multiple sets of parents, siblings, your own children, extended family members, or others who have played an integral role in your family life. Each family member should be represented by a symbol (square, triangle, and circle) or a color on your diagram. There are no restrictions on whom you include or how you symbolize them, but you must explain your use of symbols in a key and in your narrative. The following information should be included about each family member on your diagram: age, sex, and relationship to you (e.g., cousin, sister, grandparent, and godparent). For married couples, you should include years of marriage, and divorce and remarriage information where relevant on your diagram.

Family members should be arranged in a way that symbolizes their emotional relationship with you and with each other. For example, place the symbols for family members that are distant farther away than for family members that are emotionally close. You should use connecting lines and circles (around groups of symbols) to represent the nature of relationships between individual family members and groups of family members who are particularly close or who are left out of family interactions. Be sure to include a key explaining connecting lines, circles, and other symbols on your diagram.
Be creative in arranging your family diagram and professional in your presentation of this project; your assignment will be graded on both qualities. You can generate your diagram using a computer program (e.g., Microsoft Word, Power Point) or it can be neatly handwritten. (It is preferable that you create a computer generated diagram.) If your diagram is on one sheet of paper, it can be no larger than an 11 x 14 sheet. Alternatively, you can use a single or several 8 x 11 pages to display your diagram. The genogram will be presented by the students on the second last day of the course.

**Narrative:**
You must write a three page narrative describing your family genogram. Three issues should be addressed in this narrative.

- First, you should begin by defining what the term “family” means to you and describing how your definition of family influenced the content of your genogram.
- Second, you should explain how your use of symbols, placement of family members, connecting lines, and boundaries represent the members of your family and particularly the relationships within the family. You should also discuss your reasons for excluding family members that it may have been logical to include.
- The third aspect of your narrative should classify your family as open-type, closed-type, or random-type (based on your book). It is essential that you provide specific examples to explain why you classified your family as one of these three types or to explain why your family does not fit into one of these three classifications.

This narrative must be double-spaced, typed, and written in complete sentences and paragraph form. You should have clear transitions between sentences and paragraphs. Not only will this narrative be graded for content, you will receive points for grammar and writing style. Be sure to carefully proof your assignment for spelling and typographical errors.

1. **Quizzes (30%).** Three (50 questions) multiple choice quizzes will be administered during the semester. These will cover course content as well as information relevant to the License Professional Counselors examination.

2. **Final Examinations (25%)**: Students will take a final examination after the fifteen weeks course period. Examinations will include five essay format questions from the assigned readings materials and subject materials covered in class. Students are allowed to a part of the final examination process by submitting essay question to the professor.
GRADING MATRIX

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Power Points Presentation</td>
<td>15%</td>
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<tr>
<td>Journal Article Critique</td>
<td>15%</td>
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<tr>
<td>Family Genogram Paper</td>
<td>15%</td>
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<tr>
<td>3 quizzes @ 10 points each</td>
<td>30%</td>
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<tr>
<td>Final Examination</td>
<td>25%</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Final Grade Distribution

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<td>D+</td>
<td>68-69%</td>
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<td>D</td>
<td>65-67%</td>
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<td>F</td>
<td>Below 65%</td>
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Criteria for Grading Written Work

- Addresses the topic with accuracy and insight.
- Writing skills are expected to be at a graduate school level.
- Follows directions.
- Presents material in a clear and logical manner.
- Gives evidence of ability to synthesize information from various sources to support the topic.
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.
- Is on time. Late work results in grade reduction.

The following APA guidelines must be used for all written papers

- Times New Roman
- Font 12
- Indent new paragraphs five spaces or tab
- Double space the entire paper
- Margins - 1” top, bottom, left and right
Students are expected to regularly read the assigned readings, participate, and engage in discussion during class. Discussion should be constructive, honest, and informed (based on assigned class readings). Participation includes, but is not limited to, participating in in-class assignments, group discussion & group exercise. Participation is also measured in attendance and punctuality to class. Given that true learning takes place in discussion and interaction with others where students express and articulate ideas, participation is a crucial aspect of this course.

**TENTATIVE CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
<th>Assignments Due</th>
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</table>
| 1       | Jan 14   | Introduction of Syllabus  
Diagnostic Assessment                          | Readings Chapter 1   
Additional readings assigned by professor                      |
| 2       | Jan 21   | Chapter 1  
Introduction and overview                              | Readings Chapter 2   
Additional readings assigned by professor                      |
| 3       | Jan 28   | Chapter 2  
The Genograms of Family Therapy                       | Readings Chapter 3   
Additional readings assigned by professor                      |
| 4       | Feb 4    | Chapter 3  
The Family Practitioner as a person and professional | Readings Chapter 4   
Additional readings assigned by professor                      |
| 5       | Feb 11   | Chapter 4  
Virtue, Ethics, and Legality in family practice          | Readings Chapter 5   
Additional readings assigned by professor  
**Journal Article due in Blackboard** |
|         | Feb 18   | Chapter 5  
Objective Relation Family Therapy                        | Readings Chapter 6   
Additional readings assigned by professor  
**PowerPoint Presentation Due** |
| 6       | Feb 25   | Chapter 6  
Adlerian Family Therapy                                   | Readings Chapter 7   
Additional readings assigned by professor  
**PowerPoint Presentation Due** |
<table>
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<tr>
<th>Date</th>
<th>Chapter/Note</th>
<th>Readings</th>
<th>Additional Information</th>
</tr>
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<tbody>
<tr>
<td>Mar 4</td>
<td>Chapter 7 Multigenerational Family Therapy</td>
<td>Readings Chapter 8</td>
<td>Additional readings assigned by professor</td>
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<td>PowerPoint Presentation</td>
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<td>Mar 11</td>
<td><strong>Spring Break</strong></td>
<td>No class</td>
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<td>Mar 18</td>
<td>Chapter 8 Human Validation Process Model</td>
<td>Readings Chapter 9</td>
<td>Additional readings assigned by professor</td>
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<td>PowerPoint Presentation</td>
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<td>Mar 25</td>
<td>Chapter 9 Symbolic Experiential Family Therapy</td>
<td>Readings Chapter 10</td>
<td>Additional readings assigned by professor</td>
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<td>PowerPoint Presentation</td>
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<td>Apr 1</td>
<td>Chapter 10 Structural Family Therapy</td>
<td>Readings Chapter 11</td>
<td>Additional readings assigned by professor</td>
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<td>PowerPoint Presentation</td>
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<tr>
<td>Apr 8</td>
<td>Chapter 11 Strategic Family Therapy</td>
<td>Readings Chapter 12</td>
<td>Journal Article Critique due in black board</td>
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<td>Apr 15</td>
<td>Chapter 12 Solution –Focused and Solution orientated Therapy</td>
<td>Readings Chapter 14</td>
<td>Additional readings assigned by professor</td>
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<td>Genogram Paper due in black board</td>
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<td>Apr 22</td>
<td>Chapter 13 Post Modernism, Social Construction and Narratives in Family Therapy</td>
<td>Class room lecture</td>
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<td>Apr 29</td>
<td>Chapter 14 Feminist Therapy</td>
<td>Class room lecture</td>
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<td>May 6</td>
<td>Chapter 15 Cognitive Therapy</td>
<td>Class room lecture</td>
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<tr>
<td>May 13</td>
<td><strong>Comprehensive Narrative</strong></td>
<td>Final Exam</td>
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</tbody>
</table>

Note: The syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check announcements made while you were absent.
Bibliography


*Luepnitz, D. A. (2002). The family interpreted: Psychoanalysis,
(Original work published 1988)


(Eds.), *Family counseling and therapy* (2nd ed.) (pp. 47-75). Itasca, IL: F. E. Peacock.


Counselor Education Department

COUN Theory and Practice of Family Therapy and Counseling
Fall 2015

By virtue of my signature I hereby certify that I have received a copy of the syllabus for COUN 5365. I have also read and fully comprehend my responsibilities and will execute the requirements contained herein.

_______________________________________
Please print your name legibly.

_______________________________________
Carl Gardiner, Ed. D
Professor

_______________________________________
Date