

UNIVERSITY OF NORTHERN COLORADO
COURSE OUTLINE
APCE 665 – FAMILY SYSTEMS

APCE 665-701 # 24289
January 19-21, February 2-4
F: 4-10, S: 8-5, N: 8-4
Spring 2024
Loveland Campus

Professor: Dr. Lia Softas-Nall, Professor Emerita
Applied Psychology and Counselor Education
AAMFT Clinical Member
Licensed Psychologist

Contact Information: basilia.softas-nall@unco.edu When you email me, please use your bear account (or I may not receive your email) and write in the subject Family Systems Loveland.

Instructor Qualifications: Dr. Softas is a graduate of the Ball State PhD program in Counseling Psychology. She has taught as a professor for 31 years at UNC and has extensive experience teaching internationally. Her areas of specialization include couples and family therapy. She has numerous publications on diversity and couples/families, gender, and many other topics related to counseling/clinical practice.

Co-Instructor: Reese C. Henderson (They/Them), MA, LPCC
Doctoral Student, Counselor Education and Supervision
Applied Psychology and Counselor Education

Credit Hours: 3 Semester Hours

Course Description: Study general systems theory of family development and interactions. Structural, communication, behavioral and postmodern approaches to family therapy will be examined, as well as ethics, legal issues, and current research.

Required Text: Goldenberg, I., Stanton, M. and Goldenberg, H. (2017). Family Therapy: An Overview. Belmont, CA: Brooks/Cole. This is the 9th Edition. Previous editions (e.g. 7th and 8th) are acceptable.

Assigned readings from the textbook are included in the class schedule at the end of this syllabus. It is important that you review the material prior to class to be prepared for class discussions and leadership activities.

ADA and Title IX Syllabus Statements

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g., inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s). Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. The DRC facilitates the interactive process that establishes reasonable accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center.

Title IX: The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's Office of Institutional Equity and Compliance (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone – students can contact the Assault Survivors Advocacy Program (ASAP) at 970-351-1490 to seek confidential guidance and support.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP)

Office Located: 2nd Floor of Cassidy Hall

Office Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: advocacy@unco.edu

UNC Counseling Center

Office Located: 2nd Floor of Cassidy Hall

Office Phone: 970-351-2496

Web: unco.edu/counseling-center

Hours: M-F, 8am-12pm, 1pm-5pm

Psychological Services

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment

Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who have experienced sexual or interpersonal violence, who are concerned about someone who has, who would like to learn more about sexual or interpersonal violence, or who wish to report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Additional Syllabus Statements

Academic Integrity: Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance: Students are expected to attend all classes. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

In my class, all absences need to be approved prior to class whenever reasonably possible. Being consistently late for class, or late returning to class, may result in an unexcused absence. Each unexcused absence may result in a 1 letter grade deduction for the course.

Career Services: Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career. For more information on student resources, or to schedule an appointment, visit the website: www.unco.edu/career/students or for student events, visit: www.unco.edu/career/events.

Office: University Center 1st Floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

It's never too early to talk about career!

COVID-19: The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion: The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)

924 20th St

Greeley, CO 80639

(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St

Greeley, CO 80639

(970) 351-2424

ChavezCenter@unco.edu

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership Development

1915 10th Ave
Greeley, CO 80639
970-351-1492
cwge@unco.edu

Center for Gender and Sexuality (Resource Center)

2215 10th Ave., Campus Box 42
Greeley, CO 80631
970-353-0191
gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)

928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

Native American Services (Cultural Center)

924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)

1815 8th Ave
Greeley, CO 80631
970-351-1403
LaChaune.DuHart-Wood@unco.edu

Food Insecurity: Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Land Acknowledgment: The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Writing Center: Strong writers seek feedback. The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together! Schedule your in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>.

Name in Use/Pronoun in Use/Name Change: Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here:

<https://www.unco.edu/registrar/name-change.aspx>.

Electronic Devices: All cell phones and pagers are to be turned off during class time. No text messaging during class. If a student has a particular need (is on-call for work or has children at home) they are expected to notify the instructor prior to the beginning of class so that accommodations can be made. Due to numerous student complaints, any student found misusing their computer will be asked to shut it down. Also, because taking pictures of PowerPoints is distracting to other students and possibly the instructor, please take notes rather than pictures. **Taping of the class is not permitted.** Not following any of these instructions may result in a significant drop of participation points.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

Recommended Readings: Chapters and Articles (Referred to in Class and Related to Couples and Families)

Motter, B. & Softas-Nall, L. (2020). Experiences of Transgender Couples Navigating One Partner's Transition: Love is Gender Blind. *The Family Journal: Counseling and Psychotherapy for Couples and Families* <https://doi.org/10.1177%2F1066480720978537>

Gall, R. T., Softas-Nall, L., & Eberle, K. M. (2019). All Families Are Special: Experiences of lesbian-parented families. *Family Journal: Counseling and Psychotherapy for Couples and Families*, 27(1), 58-66. doi:[10.1177/1066480718807409](https://doi.org/10.1177/1066480718807409)

Nyline, B., Softas-Nall, L., Peterson, E., Peake, M., & Jersin Woods, C. (2018). Inaccuracies in Facial Recognition of Fear and Sadness for Male Domestic Violence Offenders. *Journal of Social Sciences*, 6, 37-51. <https://doi.org/10.4236/jss.2018.62004>

Tien, N.G., Softas-Nall, L., & Barritt, J. (2017). Intercultural/Multilingual couples: Implications for Counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 25(2), 156-163. <https://doi.org/10.1177/1066480717697680>

- Bean, H., **Softas-Nall, L.**, Eberle, K., & Paul, J. (2016). Can we talk about stay-at home moms? Empirical findings and implications for counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 1(24), 23-30. <https://doi.org/10.1177/1066480715615631>
- Softas-Nall, L.**, Cardona, B., & Barritt, J. (2015). Challenges and diversity issues working with multilingual and bilingual couples and families: Implications for counseling. *The Family Journal: Counseling and Therapy for Couples and Families*. <https://doi.org/10.1177/1066480714548402>
- Softas-Nall, L.**, & Hanna, F. (2012). Counseling & psychotherapy with difficult clients/family members: An interview with Fred Hanna. *The Family Journal: Counseling and Therapy for Couples and Families*, 20, 1-5. <https://doi.org/10.1177/1066480712456830>
- Woodson, C., **Softas-Nall, L.**, & Johnson, B. (2012). Family Chaos and Readiness to Change Problematic Alcohol Use. *Journal of Human Social Sciences*, 12(2), 19-28. ISSN 2249-460X <https://socialscienceresearch.org/index.php/GJHSS/article/view/275>
- Bean, H., **Softas-Nall, L.**, & Mahoney, M. (2011). Reflections on Mandated Reporting and Challenges in the Therapeutic Relationship: A Case Study with Systemic Implications. *The Family Journal: Counseling and Therapy for Couples and Families*, 19(3), 286-290. <https://doi.org/10.1177/1066480711407444>
- Petrogiannis, K., & **Softas-Nall, L.** (2010). The Family of Origin Scale in Greece. *International Journal of Psychological Studies*, 2(1), 3-11. <https://doi.org/10.5539/ijps.v2n1p3>
- Cardona, B., & **Softas-Nall, L.** (2010). Family Therapy with Latino families: An interview with Patricia Arredondo. *The Family Journal: Counseling and Therapy for Couples and Families*, 18(1), 73-77. <https://doi.org/10.1177/1066480709356543>
- Softas-Nall, B.** (2008). Family Therapy. In Leong, F.T., Altmaier, E.M., & Johnson, B. (Eds). *Encyclopedia of Counseling: Volume 1*. Sage: Thousand Oaks, CA. 1, 203-207.
- Softas-Nall, B.**, Beadle, M. Newell, J., & Helm, H. (2008). Attitudes of family therapists on the disclosure of extramarital affairs. *The Family Journal: Counseling and Therapy for Couples and Families*. 16, (4), 328-337. <https://doi.org/10.1177/1066480708323203>
- Softas-Nall, B.**, & Sukhodolsky, D.H. (2006). Family in the United States: Social context, structure, and roles. In Georgas, J. et al. (Eds.), *Families across Cultures*. Cambridge University Press: Cambridge. **Book received award by APA's Division in International Psychology.** <http://dx.doi.org/10.1017/CBO9780511489822.039>
- Williamson, J., **Softas-Nall, B.**, & Miller, J. (2003). Grandmothers raising grandchildren: An exploration of their experiences and emotions. *The Family Journal: Counseling and Therapy for Couples and Families*, 11(1), 23-32. <https://doi.org/10.1177/1066480702238468>

- Baldo, T., & **Softas-Nall, B.** (2002). There's no place like home: Redefining commitment. *The Family Journal: Counseling and Therapy for Couples and Families*, 10(2), 210-212. <https://doi.org/10.1177/1066480702102013>
- Softas-Nall, B.**, Baldo T., & Williams, S. (2001). Family-of-origin, personality characteristics, and counselor trainees' effectiveness. *Psychological Reports*, 88(3), 854-856. <https://doi.org/10.2466/pr0.2001.88.3.854>
- Softas-Nall, B.**, & Baldo, T. (2001). The unexpected cotherapist. *The Family Journal: Counseling and Therapy for Couples and Families*, 9(2), 191-192. <https://doi.org/10.1177/1066480701092016>
- Softas-Nall, B.**, & Baldo, T. (2000). Dialogues within a Greek family: Multicultural stories of a couple revisited. *The Family Journal: Counseling and Therapy for Couples and Families*, 8(4), 396-398. <https://doi.org/10.1177/1066480700084012>
- Softas-Nall, B.**, Baldo, T., & Tiedemann, T. (1999). Gender based solution-focused genogram case: He and she across the generations. *The Family Journal: Counseling and Therapy for Couples and Families*, 7(2), 177-180. <https://doi.org/10.1177/1066480799072013>
- Baldo, T., & **Softas-Nall, B.** (1998). Family sculpting in supervision of family therapy. *The Family Journal: Counseling and Therapy for Couples and Families*, 6(3), 231-234. <https://doi.org/10.1177/1066480798063012>
- Softas-Nall, B.**, & Francis, P. (1998). A solution-focused approach to a family with a suicidal member. *The Family Journal: Counseling and Therapy for Couples and Families*, 6(3), 227-230. <https://doi.org/10.1177/1066480798061014>
- Softas-Nall, B.**, & Francis P. (1998). A solution-focused approach to suicide assessment and intervention with families. *The Family Journal: Counseling and Therapy for Couples and Families*, 6(1), 64-66. <https://doi.org/10.1177/1066480798061014>
- Softas-Nall, B.**, Baldo, T., & Jackson, S. (1997). Facilitating the transition from individual sessions to systemic family sessions: Issues of supervision and training. *The Family Journal: Counseling and Therapy for Couples and Families*, 5, 257-262. <https://doi.org/10.1177/1066480797053014>
- Softas-Nall, B.**, Baldo, T., & Williams, S. (1997). Counselor trainee perceptions of Hispanic, Black and White teenage expectant mothers and fathers. *Journal for Multicultural Counseling and Development*, 25(4), 234-243. <https://doi.org/10.1002/j.2161-1912.1997.tb00345.x>

Course Content: This course is designed to meet the most recent CACREP Standards for Marriage, Couples, and Family Counseling. This course provides an introduction to general systems theory of family development and interactions, developmental family cycles, as well as providing an overview of the history of family therapy. Students will be introduced to a variety of

family systems theories (i.e. Communications/Human Validation Theory, Transgenerational Approaches, Structural Theory, Solution Focused and Narrative Approaches), evidence-based interventions, and multicultural and ethical considerations for working with systems such as couples and families, and family school intersections. Emphasis will be given to family/children/school systemic interactions. This course also qualifies as a Family Studies course for licensure purposes.

CACREP KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will:

1. Understand family strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
2. Understand theories of family development and transitions across the life span (CACREP II.G.3.a).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
3. Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP II.G.5.e).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
4. Understand the use of research to inform evidence-based practice (CACREP II.G.8.e).
This standard is met through: This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
5. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP CMHC.C.8).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
6. Know the history, philosophy, and trends in marriage, couple, and family counseling (CACREP MCFC.A.1).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
7. Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals (CACREP MCFC.A.3).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
8. Know the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling (CACREP MCFC.A.4).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.

9. Understand a variety of models and theories of marriage, couple, and family counseling (CACREP MCFC.A.5).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
10. Understand family development and the life-cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns (CACREP MCFC.A.6).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
11. Understand the impact of crises, disasters, and other trauma-causing events on marriages, couples, and families (CACREP MCFC.A.7).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
12. Understand issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society (CACREP MCFC.C.1).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
13. Recognize specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning (CACREP MCFC.C.2).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
14. Understand professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice (CACREP MCFC.C.4).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
15. Understand how living in a multicultural society affects couples and families (CACREP MCFC.E.1).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
16. Understand marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society (CACREP MCFC.G.2).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.
17. Understand the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning (CACREP MCFC.G.3).
This Standard is Met Through: Genogram Presentations, Watching of Clinical Cases, Discussing Cases, Lectures, Midterm and Final Exams/Reflections.

Knowledge of all standards is evaluated by the viewing of 6 clinical cases in 6 different approaches, group work, lectures, two exams, presentations, self-reflections, genogram presentations, and class participation.

Methods of Instruction: Methods include and are not limited to readings, lecture, discussion, viewing of cases, presentations, papers, exams, reflections, and group activities. Students will be involved in learning in a variety of ways (lectures and discussion, video/DVD cases, group processing of cases). This course is intended to be comprehensive and is therefore intense and fast-paced.

Students are expected to review book chapters before each weekend. In addition, modules included on CANVAS outline the models and it is required to view 3 cases prior to the first weekend, and 3 cases prior to the second weekend. Summaries of the models/approaches and questions to prepare for the leadership activities are included in the modules.

COURSE REQUIREMENTS AND METHODS OF EVALUATION

Midterm Cases and Self-Reflection (100 points): The midterm reflection will take place at the end of the first weekend and within class time. **I will be emailing and posting on CANVAS the modules which include recorded cases to view and corresponding questions to complete prior to the first weekend.** The reflection is an opportunity to integrate the three assigned cases and application of material in terms of models (Human Validation, Transgenerational/Family Systems, and Emotionally Focused Therapy), family life cycles, and diversity. It is important to be clear about the conceptualization, goals, stages/process, and techniques/interventions of therapy of each of the models within your answers. Be prepared to be concise as there will be a time limit and page limit. In addition, students will have an opportunity to reflect on what has been most useful and meaningful to them in terms of awareness, knowledge, and skills. Other questions could be included.

Final Cases and Self-Reflection (100 points): The final will take place at the end of the second weekend and within class time. **I will be emailing and posting on CANVAS the modules which include recorded cases to view and corresponding questions to complete prior to the second weekend.** The reflection is an opportunity to integrate the three cases and application of material in terms of models (Structural, Solution Focused, and Narrative), family life cycles, and diversity. It is important to be clear about the conceptualization, goals, stages/process, and techniques/interventions of therapy of each of the models within your answers. In addition, students will have an opportunity to reflect on what has been most useful and meaningful to them in terms of awareness, knowledge, and skills. Other questions could be included, such as responding to feedback you received after the midterm.

Participation (25 points x 2 = 50 Points, First Weekend and Second Weekend of Class): Attend class and actively participate in class discussions. Be present when class starts and ends (and for all that happens in between). There is a lot to cover. If you think you must miss *any* of this class, consider taking the class another time. Tardiness in coming back from breaks or any other tardiness will result in a total course grade reduction of at least one letter grade. Missing any part of class will result in grade reduction(s).

It is expected that you participate in a professional manner and that your interpersonal interactions are respectful to others, as well as that you maintain a professional attitude. Self-awareness (e.g. self-assessment, self-care, openness to feedback) will also be needed to actively participate in class. In accordance with the student handbook, the “Professional Counseling program faculty members systematically review the progress of each student each semester” and doctoral students are evaluated every year. You should expect your performance and professional conduct related to this class to be incorporated into the review process.

Class content is expected to be relevant and meaningful to your professional training, which implies your continued active engagement with the material and taking responsibility to fit materials into your area of future expertise.

Additional Instructor Expectations: It is expected that students actively seek and deserve equity of voice by taking risks to be heard. It is expected that students are willing to talk about sensitive issues which at times may be out of their comfort zone. It is expected that students work to appreciate the strengths and contributions of others and bring good energy to class work. It is expected that students listen to understand and respect different perspectives. It is expected that students take responsibility for their learning and are active agents in their personal growth. It is expected that students make wise choices about their class performance. It is expected that students will be open to feedback and shifting their thinking to include systemic thinking.

Spokesperson/Leadership Activity (25 x 2 = 50 Points): In small groups students are expected to discuss in depth cases during class period. There will be several questions asked per case, which are included in the Modules. Be prepared to lead a group discussion and to be the spokesperson for the case and group. It is your responsibility to ensure you have a turn as the spokesperson for your group, keep the group focused on the task, summarize, and present to the larger class the findings and observations of your group. More information will be posted on CANVAS. The leadership and group activity is based on 6 Modules that are posted on CANVAS. The Modules include viewing of sessions within models and group conversations around specific questions pertaining to the cases. Students will take turns that will be determined in class. It is important that you have reviewed the modules, watched the cases in advance, and have reviewed the questions and made notes. Group placements will be announced during class.

Choice of Topic or Genogram Presentation (50 Points)

Presented on Friday of the Second Weekend

Topic Option Presentation: The topic needs to be related to Family Systems and serves as the research component of the class. Topics may include but not be limited to the following: Infertility and Couples, Divorce and Children, Schools and Families, ADHD and Families, Extramarital Affairs, Military Families, Ethnicity and Family Therapy, etc. Topics can use the literature appearing on this syllabus even if it is before the last 3-5 years. The purpose of the topic option is to help you gain more knowledge and awareness on a topic of your interest that can be helpful when working with families and family members in treatment, or individuals in a systemic manner. Topic choice will require approval from the instructor to ensure it is a family systems topic, and it is focused to a realistic degree.

It is important that the topic is based on professional literature. Make sure to check and include literature from the following journals: *The Family Journal* and the *Journal of Marital and Family Therapy*. *The Family Process* is also an excellent journal. Journals are accessible and available online from the UNC library. Please include an overview of the topic, how it relates to family systems, the impact, and implications for counseling within your presentation. Make sure the topic is from a systemic, strength-based perspective and is not pathologizing. Implications are important, that is, the recommendations for counselors who will be working with family systems related to your topic. Use 3 articles from professional journals published within the last 5-7 years, including 2 that must be research-based articles outlining current counseling research in the topic of family systems. If the topic is related to the recommended readings included on this syllabus you may use an article regardless of when it was published.

Students are evaluated based on the degree to which the topic relates to family systems, staying consistent in following the instructions provided above, the depth of information provided in the outline, and the discussion of the topic implications. **Outline Requirements:** The presentation outline must include an overview of the selected topic and literature, the importance and impact of the topic on Family Systems, the implications for counseling, and a short statement of what you learned that was useful and/or eye opening. Presentation PowerPoint slides must be emailed to the professor **two days before the presentation by 5pm**. Students must also provide the 3 top articles you used for your presentation within the same email.

No formal paper required is required with the presentation. The time limit will be 12-15 minutes (final number of minutes TBD depending on number of students) and students must stay within this time limit for full credit. Overview, importance and impact on family systems, implications for counseling and a short statement of what was learned that was useful and eye opening as a future counselor. **PowerPoint Requirements:** The first slide of the presentation needs to include your name, the class title, and the date of the presentation, and the following slides should only highlight the topic information, more like an outline than a narrative. Utilizing bullet points works well and the font size needs to be large, but please note that more than 6-8 slides indicates that you will likely be exceeding the time limit. It is expected that the presentation include references for the information provided within the slides in a smaller font than the main text, as well as a full reference list in APA style on the final slide of the presentation. The presentation will be evaluated based on the degree to which the outline and presentation followed the provided directions and time limit, the depth of the information provided, and presenter eye contact and engagement with the audience rather than reading from notes.

Genogram Presentation Option: The genogram is an option to examine one's family of origin and gain awareness, as well as understand family systems concepts in greater depth. The experience of exploring one's family may enhance your understanding of working with individuals, families and couples, clients with family issues, as well as individuals in counseling who are facing family systems concerns. All self-disclosure in class or in the assigned paper is voluntary and students have the option of choosing the topic presentation instead. Any identifying family information may be disguised or omitted, and students are encouraged to disclose only what they are comfortable disclosing. Please make sure that you understand the implications of disclosing issues related to Title IX within your presentation. Contacting one's family of origin is completely optional in relation to this assignment.

The following outline includes requirements for the paper or presentation and has been prepared by Dr. Softas for training purposes. Ethical considerations can be reviewed in class and are also covered below. The process of constructing a genogram will be presented in class. Please find additional information on the construction of the genogram below.

<https://www.youtube.com/watch?v=qUbfMufq2uo> This link provides instructions on the use of Genopro for constructing a genogram diagram in 4 minutes.

Diagram Requirements: Birth Dates, Occupations, Causes of Death, etc. Students will be given an example model (Strauss Family). Please make your diagram large enough for the class to see if presenting and highlight who you are. For the paper option, the diagram can be one page. The diagram needs to include grandparents, parents, your generation, and any children or grandchildren.

- Give an overview of the family and highlight who you are.
- Cover gender, race, ethnicity, socioeconomic status, family development stage (please cover your stage or any other pertinent family cycle to your genogram), sexual orientation, religious/spiritual identities, and disability issues/patterns.
- Significant Family Events (3 to 4)
- Three Family Themes/Issues
- Psychological Impact of Significant Family Events and/or Themes
- What would you keep the same in your family?
- Reframe an Experience
- What would you change in your family? What would you want different?
- What from this family information may impact you as a counselor/therapist/psychologist both in terms of vulnerability and strength?
- What have you learned that is useful to your future career?
- Presentation must remain within the time limit of about 12-15 minutes (TBD depending on number of students).

Note: Students may ask the professor to further review the Ethical Considerations of conducting the Family Genogram as a class project. Please decide how much you want to disclose considering that sensitive topics include: Substance Abuse, Incest, Sexual Abuse, AIDS, and Domestic Violence. Use your judgment in protecting your privacy and of those close to you. Please be sure to understand Title IX information included in this syllabus.

Evaluation is based upon answering all of the required questions, providing a visible diagram, highlighting who you are, and adherence to the presentation time limit. Student answers to questions are expected to be meaningful, sensitive, and respectful. The diagram can be on a large enough poster or on a PowerPoint slide that is projected via share screen.

Please remember that you have a choice to complete either a genogram or a topic presentation, how much you disclose within the genogram presentation, and that it is not required for you to contact family members for information. There will be group processing at the end of all genogram presentations (not processing of individual ones).

SUMMARY OF POINTS VALUE

Midterm Cases and Reflection (100 Points)

Final Cases and Reflection (100 Points)

Topic Presentation or Genogram Presentation (50 Points)

Participation (25 x 2 = 50 Points)

Spokesperson/Leadership Activity (25 x 2 = 50 Points)

TOTAL POSSIBLE POINTS: 350

EVALUATION GRADING SCALE

A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%

****SAVE A COPY OF ALL SYLLABI FOR YOUR RECORDS AND FOR POSSIBLE
FUTURE SUBMISSION TO LICENSURE BOARDS****

COURSE CONTENT AND DEADLINES

It is expected that students will review the chapters assigned (especially the chapters pertaining to models) and the material posted on CANVAS **before** each weekend. **Students are also expected to watch the first three assigned cases before the first weekend and the last three assigned cases before the second weekend.** Student performance in the class and making it useful for one's future as a professional counselor depends on coming prepared to class. **The first set of modules with the assigned cases and questions will be emailed to all students two weeks prior to the start of class. It is expected that the cases will be watched, and the questions will be worked on prior to the start of class.**

FIRST WEEKEND (January 19th – 21st)

Part 1: Introductions

Questions Pertaining to the Syllabus and Expectations

Demonstration and Training on Genogram Construction

Part 2: Lecture and Discussions (I will provide an overview of the first chapters on Friday evening)

Fundamentals of Family Systems (9th Edition Book Chapters)

Adopting a Family Relationship Framework (Ch. 1)

Family Development: Continuity and Change (Ch. 2)

Diversity in Family Functioning (Ch. 3)

Systems Theory and Systemic Thinking (Ch. 4)

The Development and Practice of Family Therapy

Origins and Growth of Family Therapy (Ch. 5)

Professional Issues and Ethical Practices (Ch. 6)

Part 3: Models – Group Work and Discussions/Leadership Activities

Human Validation Process Model – Virginia Satir (Ch. 9, pp. 240-248)

Emotionally Focused Therapy – Susan Johnson (Ch. 9, pp. 248-251)

Transgenerational/Family Systems Approach – Monica McGoldrick (Ch. 8)

Part 4: Sunday Afternoon, Midterm Models/Cases and Self-Reflection

SECOND WEEKEND (February 2nd – 4th)

Part 1: Friday Genogram/Topic Presentations (12-15 Minutes* Per Student)

*Professor will announce how many minutes depending on number of students in class.

Part 2: Models – Group Work and Discussions/Leadership Activities

Structural Family Therapy – Aponte (Ch. 10)

Social Construction, Solution-Focused Brief Therapy – Insoo Kim Berg (Ch. 13)

Social Construction Models, Narrative Therapy – Madigan (Ch. 14)

Part 3: Sunday Afternoon, Final Models/Cases and Self-Reflection

Professor may make changes to the schedule depending on circumstances.