

UNIVERSITY OF NORTHERN COLORADO
APCE 665 – FAMILY SYSTEMS
Loveland Campus
SPRING 2025

INSTRUCTOR: Betty Cardona Ph.D., LPC

OFFICE HOURS: By Appointment

E-MAIL: betty.cardona@unco.edu

CREDIT HOURS: 3 semester hours

Dates: February 21-23 and March 7-9

Friday: 4 pm to 10 pm

Saturday: 8:00 to 5:00

Sunday: 8:00 to 4:00

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

REQUIRED TEXT:

Gladding, S. (2021). *Family Therapy, History, Theory, and Practice*. 7th Edition.
New York: Pearson Education.

Recommended Peer-Reviewed Journal Articles:

Cardona, B., Bedi, R., Crookston, B. (2019). Choosing Love over Tradition: Lived Experiences of Asian Indian Marriages. *The Family Journal*. Vol 27(3) 278-286. DOI: 10.1177/1066-480719852994

Killian, T., **Cardona, B.,** Hudspeth, E. (2017). Culturally Responsive Play Therapy with Somali Refugees. *International Journal of Play Therapy*, 26, 23-32. DOI: 10.1037/pla000040

Branson, A., **Cardona, B.** Ng, K., Killian, T. (2016). Internationalized Intersectional Experiential Learning Environments That Go Beyond U.S. Contexts: Malaysia as a Case Example. *The Family Journal*, 1-10. DOI: 10.1177/1066480716648675.

Branson, A., **Cardona, B.,** Thomas, C. (2015). Supporting Couples, Marriage, and Family Therapy Trainees in Need of Performance Improvement: Implications for Counselor Educators and Supervisors. *The Family Journal*, 23(4) 309-319.

Softas-Nall, B., **Cardona, B.,** Barritt, J. (2015). Challenges and Diversity Issues Working with Multilingual and Bilingual Couples and Families. *The Family Journal*, 23(1) 13-17.

Cardona, B., Breseke, S., Nelson, N., Mack, J., & Johns, R, D. (2013). A Couple in Crisis: A Case Study with Implications for Counseling. *The Family Journal*, 21(2) 217-222.

Cardona, B., Jain, S., & Canfield-Davis, K. (2012). Home-school Relationships: Qualitative Study With Diverse Families. *The Qualitative Report, 17*(70), 1-20.

Cardona, B., Softas-Nall, B. (2010). Family therapy with Latino Families: An Interview with Patricia Arredondo. *The Family Journal, 18,* 73-77.

SUGGESTED TEXTS:

Hughes, D., Golding., K., Hudson, J. (2019). *Healing Relational Trauma with Attachment-Focused Interventions. Dyadic Developmental Psychotherapy with Children and Families.* New York: W.W. Norton & Company.

Johnson, S. (2019). *Attachment Theory in Practice. Emotionally Focused Therapy (EFT) with Individuals, Couples, and Families.* New York: The Guilford Press.

O'Leary, K.D., Hayman, R., Jongsma, A. (2014) *Couples Psychotherapy Treatment Planner.* New York: Wiley

COURSE CONTENT:

This course was designed to meet the CACREP 2016 Standards for Marriage, Couples, and Family Counseling. This course introduces 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 Theory, Trans-generational Approaches, Symbolic-Experiential, Structural Theory, Strategic Family Therapy, Social Learning Theory, Postmodern & Constructivist Approaches, Gottman Couples Therapy, Attachment-Based Family Therapy, Emotionally Focus Couples Therapy, Solution Focused Therapy), evidence-based interventions, and multicultural and ethical considerations for working with couples and families.

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).
2. Understand theories of family development and transitions across the life span (CACREP II.G.3.a).
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).
4. Understand the use of research to inform evidence-based practice (CACREP II.G.8.e).
5. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP CMHC.C.8).
6. Know the history, philosophy, and trends in marriage, couple, and family counseling (CACREP MCFC.A.1).

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).
8. Know the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling (CACREP MCFC.A.4).
9. Understand a variety of models and theories of marriage, couple, and family counseling (CACREP MCFC.A.5).
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).
11. Understand the impact of crises, disasters, and other trauma-causing events on marriages, couples, and families (CACREP MCFC.A.7).
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).
13. Recognize specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning (CACREP MCFC.C.2).
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).
15. Understand how living in a multicultural society affects couples and families (CACREP MCFC.E.1).
16. Understand marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society (CACREP MCFC.G.2).
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).

CACREP Standard	Student Learning Outcomes Assessment
CACREP II.G.2.d. Understand family strategies for working with and advocating for diverse populations, including multicultural competencies.	Family of Origin Paper Theoretical Case Application
CACREP II.G.3.a. Understand theories of family development and transitions across the	Family of Origin Paper Theoretical Case Application

life span.	
CACREP II.G.5.e. Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.	Family of Origin Paper Theoretical Case Application
CACREP II.G.8.e. Understand the use of research to inform evidence-based practice.	Family of Origin Paper Theoretical Case Application
CACREP CMHC.C.8. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Family of Origin Paper Theoretical Case Application

Research is infused into multiple assignments (Family of Origin paper, Genogram) throughout the semester. The Family of Origin paper will be completed consulting directly from systemic counseling literature, as well as the Genogram construction and presentation, current peer-reviewed sources. Students will utilize available resources to critically consume research that informs the content and experiences of this course and will integrate relevant research into class discussions and presentations. In addition to utilizing available research and databases, students will utilize APA format.

METHODS OF INSTRUCTION:

This class is taught in a lecture/discussion/activity format. Students will be involved in learning in a variety of ways (lectures and discussion, stream video, case studies and group processing. Students are informed of deadlines in advance and are expected to adhere to them. APCE 665 provides graduate students with the opportunity to study the dynamics of family therapy and to gain an understanding into their own families of origin. Satisfactory completion of this course provides students a foundational understanding of systems theory and its application in the counseling process.

COURSE REQUIREMENTS:

1. Family of Origin Paper (Genogram)	30% pts
2. Case Conceptualization Paper	30% pts
3. Class active engagement/professionalism	40% pts
Maximum Total	100 pts

REQUIRED READING PRIOR TO CLASS

Prior to each session, read and be prepared to discuss:

*****All assigned readings will not be discussed in class, and you are responsible for having read the material.***

First weekend of class:

Readings:

Part I Foundations of Family Therapy

Chapters 1 through 6 Pages 2-127

Second weekend of class:

Readings

Part II & III

Chapters 7 through 18 Pages 154-380

- 1. Family of Origin Genogram & Reaction Paper: 30% Due: March 6th, 2025 at 11:59 pm.**

This assignment is intended to be a self-awareness project. The project will include the following: A three generation diagram that includes date of birth, occupation, causes of death, illness, talents, marriages, divorce, adoption, etc. The genogram needs to encompass at least three generations within your family of origin (this could be parents, yourselves, and your own children, or your grandparents, your parents, and yourselves).

1. One paragraph on gained awareness regarding race/ethnicity, socioeconomic status and how these experiences inform your life today.
2. One paragraph on gained awareness on gender, sexual/affectional orientation, religious/spiritual, and disability identities in your family, and how these experiences inform your life today.
3. What would you change if any and what would you keep the same in your family of origin?
4. What have you learned from this assignment for your future career as a counselor?

Anticipated length of this paper is 3-4 pages APA format.

- 2. Case Conceptualization paper: 30% Due Thursday Due April 10th, 2025.**

A case will be provided in class after the first weekend, you will choose a partner and together using a consultation model you will choose a systems theory or combine two, to conceptualize the family in the case provided. *A template will be provided in class.*

Late Paper Policy

Students who turn in late papers will lose 10 points for every 24 hours the assignment is late (e.g. a paper that would have merited an “90” will received a “80”, if submitted within 24 hours after the due date). Any paper submitted after the due date and time (11:59pm of due date), will receive a ten-point deduction. Students may request an extension for a paper/assignment during the course of the semester, for emergencies only. An extension of a paper/assignment will only be granted at the discretion of Dr. Cardona.

Attendance Policy:

Attend and actively participate in all course sessions. Absences should be in case of emergencies and need documentation.

- If a student is not present during a lecture by instructors or student’s presentation, the student will need to demonstrate review of the information and provide a brief paper addressing the specific content missed in class due the following session.
- A student who misses more than four hours (consecutive or otherwise) including coming late to class or retuning to the classroom after a break, will automatically receive a full letter grade reduction on their final grade and/or may receive an incomplete for this course.
- Incomplete is given only in cases of illness, death in family, or other extreme circumstances. Proper documentation is required for an incomplete grade.
- You are expected to notify your instructor (not your peers) **PRIOR TO CLASS** via email, if you need to be absent from class. In case of emergency email your instructor as soon as possible.
- If an emergency occurs while in class, talk with instructor before leaving class.

3. Professionalism:

Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This encompasses confidentiality and respect in your presentations and management of clinical material; professional dress, respect for colleagues, clients, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities (including clinical documentation); timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness and other appropriate activities. In addition, please note that feedback, both providing and receiving, are imperative to your professional development. Feedback is an investment in yourself and your colleagues. As such, you will be responsible for delivering face-to-face thoughtful, meaningful feedback to your peers; you will also be responsible for remaining open to receiving feedback. Please maintain professionalism and respect throughout this process.

4. Participation: 40%

Attend class and actively participate in course discussions. Please be present when class starts and ends (and for all that happens in between). Students who miss a total of four hours of class

will need to be drop the course. Class content is expected to be relevant and meaningful to your professional training, which implies your continued active engagement with the material.

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%
F	Below 60%

REQUIRED READING PRIOR TO CLASS

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Readings:

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Chapters 1 through 6 Pages 2-127

Second weekend of class:

Readings

Part II & III

Chapters 7 through 18 Pages 154-380

University Regulations Absence Policy

3-2-109(2) Absence Policy. Regular attendance in all classes is assumed. Each instructor determines the relationship between class attendance, the objectives of the class and the student's grade. The instructor is responsible for informing students of attendance policies and the effect of attendance on their grade. The student is responsible for knowing the policy of each course in which he or she enrolls. Only the instructor can approve a student request to be absent from class. The student is responsible for requesting such approval when absence is unavoidable. Students involved in university-sponsored activities, including intercollegiate athletics, may need to be excused from a class, lab, or studio meeting. In all instances it is the student's responsibility to present a written request for permission for the absence from the instructor. The student must also discuss how the absence will affect his/her ability to meet the course requirements. Students should do this as early in the semester as possible. While instructors should seek to the greatest extent possible, consistent with course requirements, to make reasonable accommodations for a student University of Northern Colorado Student Affairs 6 University Regulations involved in university-sponsored activities, students should recognize

that not every course can accommodate absences and neither the absence (nor the notification of an absence) relieves them from meeting the course requirements. In recognition of the diversity of the student body, the University provides that a student may request an excused absence from class for participation in religious observances. In all such instances, it is the student's responsibility to request, in writing, that the instructor permit the absence. The student must also discuss how the absence will affect the student's ability to meet the course requirements. A student should make any such requests before the course drop deadline for the semester. Attendance during the first two class sessions is required. The instructor has the option to drop a student from class if they do not attend the first two hours during which the class meets, in order to allow other students to enroll.

ACADEMIC CONDUCT: Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.

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.

DISABILITY ACCESS CENTER: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

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) he or she is expected to notify the instructor prior to the beginning of class so that accommodations can be made. Computers are welcomed as long as students are using them ONLY for note taking; no surfing the web or e-mailing will be allowed.

DIVERSITY STATEMENT: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, "The University will not engage in unlawful discrimination in educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in educational services based on sexual orientation or political affiliation."

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class

assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

PLEASE READ and PRINT THIS SYLLABUS and BRING TO CLASS THE FIRST DAY OF CLASS.

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