



**COURSE OUTLINE
APCE 665 – FAMILY SYSTEMS**

APCE 665-700 #24303

Spring 2025

Denver Lowry Campus

Feb. 21-23, March 7-9

F 4-10, S 8-5, U 8-4

Professor: Dr. Lia Softas-Nall, Professor Emerita
Applied Psychology and Counselor Education
Clinical Fellow American Association Marriage Family Therapy AAMFT
Licensed Psychologist

Contact information: basilia.softas-nall@unco.edu When you email, make sure to use your bear account or I may not receive your email.

Instructor qualifications: Dr. Softas is a graduate of the Ball State PhD program in Counseling Psychology. She has taught as a professor for 32 years at UNC and has extensive teaching and clinical experience in Colorado and internationally. Her areas of specialization include systemic thinking in counseling, and couples and family therapy. She has numerous publications on diversity, couples/families, gender, and many other topics related to counseling/clinical practice.

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.

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

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

COURSE REQUIREMENTS AND METHODS OF EVALUATION

Midterm cases and self-reflection (100 points): The midterm cases and reflection will take place at the end of the weekend and within class time. It is an opportunity to integrate three assigned clinical cases and application of material in terms of models (human validation, transgenerational/family systems, and emotionally focused therapy), family life cycles, and diversity. Specific questions will be provided, along with instructions on technical matters, such as length, font, etc. The due time will be 5pm. It is important to demonstrate clarity on the conceptualization, goals, stages/process, and techniques of therapy of each of the models. Using the concepts of the model as presented and discussed in class is important to demonstrate a good grasp of the theory. It is a grading criterion to be specific and include examples from the cases to integrate in the reflection. Be prepared to be concise as there will be a time limit (afternoon of first Sunday) and page limit. In addition, it is part of evaluation that students reflect on what has been most useful and meaningful in terms of awareness, knowledge, and skills, as well as to how material may relate to future professional goals. As class moves along make note of what you are learning and its significance as a counselor. You will be asked to state your major and future goals. Integration of personal meaning and importance with clinical cases, and models is an important grading criterion, as well as how it relates to future career goals. Other questions could be included. Following instructions on technical matters such as length, font, including questions, time, etc. are part of the points, not following any of the instructions will result in point's deduction of 10% of total assignment.

Final and self-reflection (100 points): This will take place at the end of the second weekend and within class time. It is an opportunity to integrate three clinical cases and application of material in terms of models (structural, solution focused, and narrative), family life cycles, and diversity. Specific questions will be provided. The due time will be 5pm. It is important to demonstrate clarity about the conceptualization, goals, stages/process, and techniques of therapy of each of the models. Using the concepts of the model as presented and discussed in class it is important to demonstrate a good grasp of the theory; it is an evaluation criterion to be specific, and include examples from the cases to integrate in the reflection. In addition, it is part of evaluation that students reflect on what has been most useful and meaningful in terms of awareness, knowledge, and skills, as well as how the material may relate to future professional goals. Integration of personal meaning and importance, with clinical cases, and models is an important grading criterion. Other questions pertaining to the material could be included. The final may include writing about your response to feedback you received after the midterm. Following instructions on technical matters such as length, font, including questions, time, etc. are part of the points, not following any of the instructions will result in point's deduction of 10% of total grade for assignment.

Participation (25 points x 2=50 points, first half of class and second half). 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. 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 your interpersonal interactions are respectful to others, as well as 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 students actively seek and deserve equity of voice by taking risks to be heard. It is expected students are willing to talk about sensitive issues which at times may be out of their comfort zone.
- It is expected students work to appreciate the strengths and contributions of others and bring good energy to class work.
- It is expected students listen for understanding and respect of different perspectives.
- It is expected students take responsibility for their learning and are active agents in their personal growth.
- It is expected students make wise choices about their class performance. It is expected they will be open to feedback and shifting their thinking to include systemic thinking.

Spokesperson/Leadership activity (50 points-25 per half of semester. In **small groups** students are expected to discuss in depth clinical cases during class period. There will be several questions asked per case included in the Modules. Be prepared to lead a group discussion and to be the spokesperson for the case/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 group** the findings and observations of the small group. More will be posted on CANVAS. The leadership and group activity are based on 6 modules that will be 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 announced 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.

Be prepared to receive feedback. There is a training component to the class to encourage you to use the language of the model and stay consistent within the model while discussing clinical cases. Receiving feedback is part of training. The intention is to have a deeper understanding of one model at a time by using the concepts, techniques, stages, and goals of the model. You will be trained to think more systemically and holistically, and to incorporate family life cycles and diversity. It is encouraged that students remain self-compassionate and other compassionate.

Topic or genogram presentation (50 points)

Decisions on which option students choose will take place about a quarter into the semester and after the construction of a genogram is presented. Depending on the number of students in the class, a paper of the genogram instead of a presentation maybe an option. Professor will explain more in class.

Topic option presentation

The topic needs to be related to Family Systems and this is the conceptual and/or research component of the class. Students can choose an article from the recommended readings on this syllabus, look for more recent publications. Other topic choice will require approval from the instructor to ensure it is a family systems topic, and it is focused to a realistic degree (ie Divorce is a very broad topic).

If choosing another topic related to family systems, one other than the ones on the readings included in this syllabus, 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 on-line from the UNC library.

For topic presentations include an overview of the topic, how it relates to family systems, the methodology if this is an empirical study, the results, and implications for counseling.

Criteria for evaluation include topic is related to family systems, staying consistent with instructions outlined above, depth of information on overview, and implications. The outline is as follows: Title, overview-includes why this topic is important for individuals in couples and family relationships, methodology and results (for empirical research), implications for counseling, and a short statement of what was learned that was useful and eye opening.

No formal paper required, only a hard copy of the slides needs to be turned in to the instructor the day of the presentation. The time limit will be 13-15 minutes, for full credit stay within this time limit. PowerPoint slides need to only outline/highlight information, more like an outline than a narrative. Bullet points work well. More than 8 slides probably indicate you will be exceeding the time limit. Font needs to be large. Evaluation will be based on following the outline and instructions especially on the time limit, depth of material, looking at the audience during the presentation rather than reading from notes. Included on the slides the reference (author and date) the information came from can be in smaller font than the outline. The first slide needs to include your name, class title, instructor name, and date. The last slide includes the reference/s in APA style. Email the instructor at the latest the ppt a day before your presentation by 5pm. Expect to get some feedback that may need to be incorporated to maximize your chances of an excellent presentation.

Genogram presentation option (more will be discussed in class)

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 understanding of working with individuals, families and couples in therapy, 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 a topic as their project. Any identifying family information may be disguised or omitted and disclose only what you are comfortable disclosing. Make sure you understand the implications of disclosing issues related to Title IX. Contacting one's family of origin is completely optional in relation to this assignment.

The following are required for the paper (more will be explained in class) or presentation. The outline has been prepared by Dr. Softas for training purposes. Ethical considerations can be reviewed in class and are also covered below. **Training on the construction of a genogram will take place during class.** Below is information on construction.

<https://www.youtube.com/watch?v=qUbfMufq2uo> Use of Genopro on how to construct a genogram diagram in 4 minutes. It is not required that you have made an electronic version genogram, you can make a poster.

Diagram: dates, occupations, causes of death, etc. You will be given a model on CANVAS. Make it large enough for the class to see, highlight who you are. The diagram needs to include grandparents, parents, your generation, and any children or grandchildren. All the following questions need to be addressed.

- Give an overview of the family, highlight who you are
- Cover gender role considerations, race, ethnicity, socioeconomic, family development stage-please cover your stage or any other pertinent family cycle to your genogram, sexual orientation, religious/spiritual, disability issues-patterns, and any other diversity considerations pertinent to your family.
- 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?
- Within time limit of about 13-15 minutes

Note: Students may ask professor to further review on the Ethical Considerations of conducting the Family Genogram as a class project. Decide how much you want to disclose; 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. Be sure to understand Title IX information included in this syllabus. Evaluation is contingent upon all questions answered, visible diagram, highlighting who you are, and adherence to timeline. Diagram can be on a large enough poster or on a ppt slide which you will have emailed yourself.

You are reminded that you have a choice to do a genogram or a topic presentation, how much to disclose, it is not required that you contact family members for information. There will be a group processing at the end of all genograms (not processing of individual genograms).

The diagram needs to be ready before your presentation and needs to be large enough for the whole class to see, highlighting who you are. Give an overview and answer all questions in 13-15

minutes. Evaluation will be based on answering ALL parts of questions, ready diagram and highlighted who you are, and within time limits. Answers are expected to be meaningful, sensitive, and respectful.

For full credit diagram is ready, highlighted who you are, answered all questions in a sensitive, respectful manner.

SUMMARY POINTS VALUE:

MIDTERM- CASES AND REFLECTION (100 points)

FINAL- CASES AND REFLECTION (100 points)

TOPIC PRESENTATION or GENOGRAM PRESENTATION (50 points)

PARTICIPATION (25 first half of class and 25 second half 25 x 2= 50 points)

SPOKESPERSON/LEADERSHIP ACTIVITY (50 25 points per half of semester)

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****

It is expected that students will review the assigned chapters (especially the chapters pertaining to models-Human Validation, Emotionally Focused Therapy, and Transgenerational/Family Systems) 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 and posted on CANVAS. It is expected that the cases will be viewed, and the questions will be worked on prior to the start of class.**

FIRST WEEKEND

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

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

*Professor will announce in advance 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.

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 accommodation, contact the Disability Resource Center (DRC) as soon as possible. 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 learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (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, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations 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.

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

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

Web: unco.edu/counseling-center

*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 are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or 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 class regularly. 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 to return to class, may result in an unexcused absence. Each unexcused absence may result in a 1 letter grade deduction for the course.

Center for Career Readiness

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.

We are located:

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 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
timothy.nellett@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

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: 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) he or she is 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 his or her 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 the instructions may result in a significant drop of participation points.

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.

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: 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 streamed cases and group processing of cases). Further instructions will be posted on CANVAS.

Recommended readings: Chapters and Articles (referred to in class and related to couples and families. Can be chosen as a topic for presentation)

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>
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- 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>
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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>

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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>