

# HUNTINGTON

## — UNIVERSITY —

### **Graduate Counseling Program**

We provide Christ-centered, quality counselor training that promotes both scholarship and service

### **CN640 Foundation of Marriage and Family Counseling Online, Summer 2018 SYLLABUS**

#### **Faculty Information:**

##### Faculty name:

Dr. Tilija Drobnjakovic

##### Campus:

2303 College Ave., Huntington, IN, 46750

##### Office Hours:

Regular office hours 9am-5pm.

Students may contact me via e-mail at [tdrobnjakovic@huntington.edu](mailto:tdrobnjakovic@huntington.edu)

##### Term Dates:

April, 30 – June, 17 2018

##### Class Meeting Times:

Online.

##### Contact Information (email & phone):

Email: [tdrobnjakovic@huntington.edu](mailto:tdrobnjakovic@huntington.edu)

Instructor's General Availability to Students:

I am available most frequently by email. I check my emails regularly and will respond within reasonable time.

Short faculty biography:

Dr. Tilija Drobnjakovic joined Huntington University in spring 2018 as an adjunct professor in Graduate Counseling Program.

She received a Bachelor Degree in Theology (2006) and Master of Arts in Pastoral Care and Counseling (2008) from Sydney College of Divinity, Sydney, Australia. In 2016 she earned a Doctoral degree in Counselor Education and Supervision (CACREP Accredited Program) from Argosy University Nashville.

She has international experience in providing counseling to individuals, couples, refugees and immigrant families. Also, her previous work experience includes serving as a graduate assistant at Argosy University Nashville, working as a CACREP team member, teaching graduate counseling courses etc.

Tilija also participates as a speaker and panel member at professional counseling conferences. Her areas of interests are couple counseling, multiculturalism, ethical issues in counseling, etc.

**Course Information:**

Course Overview

The history and philosophy of the marriage and family therapy movement, including roles and identity of marriage and family therapists, marriage and family systems and practice, ethical considerations and the training and credentialing of marriage and family therapists.

Course Prerequisites:

None

Course Length:

7 Weeks

Contact Hours:

N/A

Credit Hours:

3.0

### Method of Instruction and Course Requirements: Online

This class includes course material supplementing and expanding on textbook knowledge, class discussion, case presentations, skill building exercises, and other teaching methods utilized to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning. Assignments include individual and/or group projects. Students are expected and encouraged to actively participate in this learning experience.

### Discussion Questions (DQ):

Students are expected to engage in graduate level class participation that includes regular online class attendance and involvement with peers through online discussions. Specifics of the week are given which may include questions, articles to read and evaluate, online resources to review and/or videos to view as part of participation in the weekly discussion forum. Follow directions in each weekly discussion forum. Students will write an initial Discussion Question (DQ) due by 11:59pm EST the Thursday of the assigned week and will submit at least one response to classmates by 11:59pm EST on the Sunday of the assigned week. Initial posts should be between 300-400 words. Response posts should be between 200-250 words each. Attachments are not permitted. Responses should include (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration. Note: Out of respect for one another, when a peer responds with a question or prompting further reflection from you, ensure that you "close" the conversation with a response. This may mean that you end up posting more than the minimum requirements. Posts will be evaluated for both content and APA format using the grading rubric below.

### Required Assignments (RA):

Required Assignments (RAs) are substantive assignments intended to measure student performance against selected course objectives and/or program outcomes within a course. RAs are completed by all students across Huntington University. Each RA contributes to a significant portion of the overall course grade and is assessed by faculty using the grading criteria designed for that assignment. These are individual assignments and students earn individual grades.

### LASA:

A LASA is a signature assessment intended to measure student performance against selected course objectives and/or program outcomes within a course. These signature assessments contribute to a significant portion of the overall course grade and is assessed by faculty using the rubric designed for that assessment. These are individual assignments, and students earn individual grades. Both the signature assignments and related rubrics become part of the database and are used in the aggregate to evaluate levels of student learning, as well as the effectiveness of the curriculum, course content, and faculty. The combined results of the signature assessments across an entire academic program provide a comprehensive picture of the students' academic programs. These data drive the continuous improvement cycle as part of comprehensive program reviews conducted by the colleges.

## **Texts and Articles Information:**

### **Required Texts and Readings:**

Goldenberg, H., & Goldenberg, I. (2017). *Family therapy: An overview* (9<sup>th</sup> Ed.). Boston, MA: Cengage Learning. ISBN # 978-1305092969

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3<sup>rd</sup> Ed.). New York, NY: W. W. Norton & Company, Inc. ISBN # 978-0393705096

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: Author. ISBN # 978-1433805615

American Psychiatric Association (2013). *Diagnostic and statistics manual of mental disorders* (5<sup>th</sup> Ed.). Arlington, VA: American Psychiatric Publishing. ISBN # 978-0890425565

### **Required Articles:**

Advocacy Competencies (ACA Website). Retrieved from

<https://www.counseling.org/knowledge-center/competencies>

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Association of Marriage and Family Therapy Code of Ethics (2015). *AAMFT Code of Ethics*. Retrieved from

[http://www.aamft.org/iMIS15/AAMFT/Content/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](http://www.aamft.org/iMIS15/AAMFT/Content/Legal_Ethics/Code_of_Ethics.aspx)

International Association of Marriage and Family Counselors Code of Ethics (2017). *IAMFC Code of Ethics*. Alexandria, Virginia. Retrieved from

<http://www.iamfconline.org/public/department3.cfm>

The American Association of Christian Counselors (2014). *Code of Ethics*. Retrieved from

<http://www.aacc.net/about-us/code-of-ethics/>

- Alderfer, M.A., Navsaria, N., & Kazak, A.E. (2009). Family functioning and Posttraumatic Stress Disorder in adolescents with childhood cancer. *Journal of Family Psychology, 23*(5), 717-725.
- Betz, G. & Thorngren (2006). Ambiguous loss and the family grieving process. *The Family Journal: Counseling and Therapy for Couples and Families, 14*(4), 359-365.
- Crane, D.R., Christenson, J.D., Dobbs, S.M. Schaalje, G.B., Moore, A.M., Pedal, F.F.C., Ballard, J., Marshall, E.S. (2013). Costs of treating depression with individual versus family therapy. *Journal of Marital and Family Therapy, 39*(4), 457-469.
- Dennis, J., Basanez, T., Farahmand, A. (2010). Intergenerational conflicts among Latinos in early adulthood: Separating values conflicts with parents from acculturation conflicts. *Hispanic Journal of Behavioral Sciences, 32*(1), 118-135.
- Hendricks, B.H., Bradley, L. J., Southern, S., Oliver, M., & Birdsall, B. (2011). Ethical code for the International Association of Marriage and Family Counselors. *The Family Journal: Counseling and Therapy for Couples and Family, 19*(2), 217-224.
- Miller, A. L., Perryman, J., Markovitz, L., Frazen, S., Cochran, S. & Brown, S. (2013). Strengthening incarcerated families: Evaluating a pilot programs for children of incarcerated parents and their caregivers. *Family Relations, 62*(4), 584-596.
- McCullough-Chavis, A. (2004). Genograms and African American families: Employing family strengths of spirituality, religion, and extended family network. *Michigan Family Review, 9*(1), 30-36.
- Patterson, J.E., Miller, R.B., Carnes, S., & Wilson, S. (2004). Evidence-based practice for marriage and family therapist. *Journal of Marital and Family Therapy, 30*(2), 183-195.

## Web Sources

American Association of Marriage and Family Therapists (AAMFT).

<https://www.aamft.org/iMIS15/AAMFT/>

American Counseling Association (ACA). <https://www.counseling.org/>

International Association of Marriage and Family Counselors (IAMFC).

<http://www.iamfconline.org/>

The American Association of Christian Counselors (AACC). <https://www.aacc.net/>

GenoPro 2016, Trial Version. <https://www.genopro.com/>

The Gottman Institute. <https://www.gottman.com/>

Prepare Enrich. <https://www.prepare-enrich.com>

### **Supplemental Readings:**

#### **(Not required to purchase but may be helpful as references and additional study):**

Worthington, E. L. (2005). *Hope-focused marriage counseling: A guide to brief therapy*.

Downers Grove, IL: Inter Varsity Press.

Ripley, J. S. & Worthington, E. L. (2014). *Couple therapy: A new hope focused approach*.

Downers Grove, IL: Inter Varsity Press.

Gottman, J. M. & Silver, N. (1999). *The seven principles for making marriage work: A practical*

*guide from the country's foremost relationship expert*. New York, NY: Three Rivers Press.

### **Program Learning Outcomes (PLO)**

Upon completion of the M.A. in Counseling, students will have . . .

#### **1. Ethics**

Accurately applied the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.

## **2. Diversity**

Demonstrated proficient cross-cultural counseling skills with diverse clients and in diverse contexts.

## **3. Integration**

Developed an initial, integrated counseling model.

Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.

## **4. Spiritual Formation**

Developed a secure attachment with God.

## **5. Human Development**

Applied selected developmental concepts to diverse counseling scenarios.

## **6. Career Counseling**

Applied career counseling models, skills, and assessment with diverse clients.

## **7. Counseling Models**

Developed a sufficient counseling model for working a broad range of clients.

## **8. Counseling Skills**

Demonstrated proficient counseling skills in working with a broad range of clients.

## **9. Group Work**

Demonstrated proficient leadership skills in the facilitation of a group.

## **10. Assessment**

Designed and conducted several selected assessment processes for counseling scenarios.

## **11. Research**

Designed counseling-oriented research or program evaluation.

### **MACMHC Program Outcomes:**

1. PROFESSIONAL IDENTITY – Students will understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
2. SOCIAL AND CULTURAL DIVERSITY – Students will apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
3. HUMAN GROWTH AND DEVELOPMENT – Students will apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.
4. CAREER DEVELOPMENT – Students will apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.

5. **HELPING RELATIONSHIPS** – Students will exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.
6. **GROUP WORK** – Students will understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.
7. **ASSESSMENT** – Students will understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.
8. **RESEARCH AND PROGRAM EVALUATION** – Students will understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

CACREP Core and CMHC Standards:



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### **Course Objectives:**

Through satisfactory performance on course assignments, class participation and exams, students in this course will be able to understand:

Course Objectives	MA CMHC Program Outcomes	Program Learning Outcomes	CACREP Core Standards	CACREP CMHC Standards
1. Fundamentals of marriage and family therapy.	1, 3	2, 5, 8	2.F1.a; 2.F3.a	5.C1.a
2. The development and practice of family therapy.	1, 3	2, 5, 8	2.F1.a; 2.F3.a	5.C1.b
3. The established schools of family therapy.	1, 5	7	2.F1.a; 2.F5.a; 2.F5.b; 2.F5.c	5.C1.b
4. Areas of similarities and dissimilarities in theory and practice among major schools of family system approaches to psychotherapy across the lifespan.	2, 5	1, 2, 3, 5, 7, 8, 10	2.F2.b; 2.F5.a; 2.F5.b	5.C1.a; 5.C1.b; 5.C2.d
5. The use of genograms as a practical framework for understanding family patterns.	3, 5	8, 10	2.F3.e; 2.F3.f; 2.F5.b	5.C3.a
6. New directions in family therapy.	1, 3	7	2.F1.a; 2.F3.a	5.C1.a
7. Case conceptualization for assessment and treatment and basic couple and family assessment techniques utilizing different therapy assessment tools.	7	10	2.F7.b	5.C1.c; 5.C3.a; 5.C3.b

8. Clinical research in marriage and family therapy: The synergy of science and practice.	8	11	2.F8.a	5.C1.a; 5.C1.b
9. Examine the ACA Code of Ethics, AAMFT Code of Ethics, etc. in its attention to ethical issues in the area of couples and family therapy.	1	1	2.F1.i	5.C2.k; 5.C2.l; 5.C2.m
10. Analyze the integration of couple/family systems thinking with contemporary multicultural scholarship examining the heterogeneity of family structure and functioning as well as the influence of the faith and social-cultural context in families' daily lives, both in and outside of the treatment setting.	2, 5, 7	2, 3, 4, 7, 10	2.F2.a; 2.F2.b; 2.F5.a; 2.F7.b	5.C2.j

### Assignment Table:

Week 1	CO 1: Topics	Academic Resources	Learning Activities and Assessments
<p><b>Date:</b> <b>04/30/18 – 05/06/18</b></p>	<p><b>Adopting a Family Relationship Framework</b></p> <ul style="list-style-type: none"> <li>The diversity of contemporary families</li> <li>The importance of family structure and interactive patterns</li> <li>A resiliency-based understanding of family</li> <li>How gender, race, and ethnicity influence families and family therapy</li> <li>The evolution of family from cybernetics to constructivism</li> </ul> <p><b>Family Development: Continuity and Change</b></p> <ul style="list-style-type: none"> <li>The family lifecycle model</li> <li>How individual family diversity may modify that family's life cycle</li> <li>The stages of the family life cycle</li> </ul> <p><b>Diversity in Family Functioning</b></p>	<p><b>Chapters 1, 2, 3 &amp; 4:</b> Goldenberg, I., Stanton, M. &amp; Goldenberg, H. (2017). <i>Family therapy: An overview.</i> (9<sup>th</sup> Ed.).</p> <p><b>Chapter 1:</b> McGoldrick, M., Gerson, R. &amp; Petry, S. (2008). <i>Genograms: Assessment and intervention.</i> (3<sup>rd</sup> ed.).</p> <p><b>Article:</b> Dennis, J., Basanez, T., Farahmand, A. (2010). Intergenerational conflicts among Latinos in early adulthood: Separating values conflicts with parents from acculturation conflicts. <i>Hispanic Journal of Behavioral Sciences</i>, 32(1), 118-135.</p> <p>McCollugh-Chavis, A. (2004). Genograms and African American families: Employing family strengths of spirituality, religion, and extended family network. <i>Michigan Family Review</i>, 9(1), 30-36.</p>	<p><b>DQ1:</b> How do you define "family"?</p> <p>How are gender roles impacted by family behaviors? Describe gender in family therapy from a feminist perspective.</p> <p>How are cultural, religious, and ethical practices and values communicated through generational systems?</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 05/03/18 by 11:59 PM (EST)</u></b></p> <p><b><u>Respond to one peer by 05/06/18 by 11:59PM (EST)</u></b></p> <p><b>15 pts.</b></p> <p><b>DQ2:</b> Discuss the stages of the family life cycle. Identify and discuss the key principles of emotional process of</p>

	<ul style="list-style-type: none"> <li>• How ethnicity and culture impact family life</li> <li>• Gender in family therapy from a feminist perspective</li> <li>• How men's studies have contributed to gender role awareness</li> <li>• The characteristics of a gender-sensitive family therapist</li> <li>• The effects of socioeconomic status and poverty on family functioning</li> </ul> <p><b>Systems Theory and Systemic Thinking</b></p> <ul style="list-style-type: none"> <li>• Potential problems with using only the scientific method to explain family functioning</li> <li>• Explain systemic functioning using a paradigm or descriptive model</li> <li>• Some characteristics of a family system</li> <li>• Apply systemic thinking to family therapy</li> </ul>		<p>transition. What are the second-order changes in family status required to proceed developmentally?</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 05/03/18 by 11:59 PM (EST)</u></b></p> <p><b><u>Respond to one peer by 05/06/18 by 11:59PM (EST)</u></b></p> <p><b>15 pts.</b></p> <p><b>DQ3:</b> Discuss some characteristics of a family system.</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 05/03/18 by 11:59 PM (EST)</u></b></p> <p><b><u>Respond to one peer by 05/06/18 by 11:59PM (EST)</u></b></p> <p><b>15 pts.</b></p>
<b>Week 2</b>	<b>COs 2; 4; 5; 9 &amp; 10: Topics</b>	<b>Academic Resources</b>	<b>Learning Activities and Assessments</b>
<b>Date:</b> <b>05/07/18-05/13/18</b>	<p><b>Origins and Growth of Family Therapy</b></p> <ul style="list-style-type: none"> <li>• Key developments in the historical roots of family therapy</li> <li>• A role of marital and sex played in the origins of family therapy</li> <li>• How the child guidance movement and group therapy influenced the emergence of family therapy</li> <li>• Trends in each decade of the progressive</li> </ul>	<p><b>Chapters 5 and 6:</b> Goldenberg, I., Stanton, M. &amp; Goldenberg, H. (2017). <i>Family therapy: An overview</i>. (9th ed.).</p> <p><b>Chapter 2:</b> McGoldrick, M., Gerson, R. &amp; Petry, S. (2008). <i>Genograms: Assessment and intervention</i>. (3rd ed.).</p> <p><b>Video clip</b> presentation: GenoPro Tutorial 2016</p> <p>American Counseling Association. (2014). <i>ACA Code of Ethics</i>.</p>	<p><b>DQ4:</b> Discuss historical background of family therapy. Identify, and discuss who the researchers who considered the role a pathogenic family environment plays in the development of schizophrenia are?</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 05/10/18 by 11:59 PM (EST)</u></b></p>

	<p>development of family therapy</p> <p><b>Professional Issues and Ethical Practice</b></p> <ul style="list-style-type: none"> <li>• Preparation for licensure and the importance of licensure for those who practice family therapy</li> <li>• Describe the managed-care system and how it influences the provision of family therapy</li> <li>• Define malpractice and discuss specific types of malpractice in family therapy</li> <li>• The purpose of professional organization ethics codes and ethical issues common in family therapy</li> </ul> <p><b>Creating Genogram</b></p> <ul style="list-style-type: none"> <li>• Mapping the Family Structure</li> <li>• Mapping Couple relationships with Multiple Partners</li> <li>• Tracking Family Patterns</li> <li>• Cultural genograms: Incorporating ethnicity, race, religion, spirituality, and migration</li> </ul>	<p>American Association of Marriage and Family Therapy Code of Ethics (2015). <i>AAMFT Code of Ethics</i>.</p> <p><b>Article:</b> Hendricks, B.H., Bradley, L. J., Southern, S., Oliver, M., &amp; Birdsall, B. (2011). Ethical code for the International Association of Marriage and Family Counselors. <i>The Family Journal: Counseling and Therapy for Couples and Family</i>, 19(2), 217-224.</p>	<p><b><u>Respond to one peer by 05/13/18 by 11:59PM (EST)</u></b></p> <p><b>15 pts.</b></p> <p><b>DQ5:</b> Discuss the most important components in creating cultural genograms. What is the role of Christian faith (if applicable) in your family back in three generations?</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 05/10/18 by 11:59 PM (EST)</u></b></p> <p><b><u>Respond to one peer by 05/13/18 by 11:59PM (EST)</u></b></p> <p><b>15 pts.</b></p> <p><b><u>Required Assignment 1 (RA1):</u></b></p> <p><b>System Models: Ethics, Assessment, and Cultural/Community Context</b></p> <p><b>100 pts.</b></p> <p><b><u>Due date: 05/13/18 by 11:59PM (EST)</u></b></p>
<b>Week 3</b>	<b>COs 3 &amp; 4: Topics</b>	<b>Academic Resources</b>	<b>Learning Activities and Assessments</b>
<p><b>Date:</b> <b>05/14/18 – 05/20/18</b></p>	<p><b><i>The Established Schools of Family Therapy</i></b></p> <ul style="list-style-type: none"> <li>• Psychodynamic Model</li> <li>• Transgenerational Model</li> <li>• Experiential Model</li> </ul> <p><b><i>Tracking Family Patterns Through Time and Space</i></b></p> <ul style="list-style-type: none"> <li>• Critical Life Events</li> <li>• Family Chronologies</li> </ul>	<p><b>Chapters 7, 8 &amp; 9:</b> Goldenberg, I., Stanton, M. &amp; Goldenberg, H. (2017). <i>Family therapy: An overview</i>. (9th ed.).</p> <p><b>Chapters 4 and 5:</b> McGoldrick, M., Gerson, R. &amp; Petry, S. (2008). <i>Genograms: Assessment and intervention</i>. (3rd ed.).</p>	<p><b>DQ6:</b> Explain the role of theory as the foundation for various approaches to family therapy.</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 05/17/18 by 11:59 PM (EST)</u></b></p>

	<ul style="list-style-type: none"> <li>Critical Life Changes, Transitions and Traumas</li> </ul> <p><b>Interpreting Family Structure</b></p> <ul style="list-style-type: none"> <li>Household composition</li> <li>Sibling Constellation</li> <li>Unusual Family Configurations</li> <li>Children growing up in Multiple Families</li> </ul>		<p><u>Respond to one peer by 05/20/18 by 11:59PM (EST)</u></p> <p>15 pts.</p> <p><b>DQ7:</b> Discuss two key concepts from Ackerman’s model.</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><u>Due date: 05/17/18 by 11:59 PM (EST)</u></p> <p><u>Respond to one peer by 05/20/18 by 11:59PM (EST)</u></p> <p>15 pts.</p>
<b>Week 4</b>	<b>COs 4 &amp; 5: Topics</b>	<b>Academic Resources</b>	<b>Learning Activities and Assessments</b>
<p><b>Date:</b> <b>05/21/18 – 05/27/18</b></p>	<p><b>The Established Schools of Family Therapy cont...</b></p> <ul style="list-style-type: none"> <li>The Structural Model</li> <li>Strategic Models</li> <li>Behavioral and Cognitive behavioral Models</li> </ul> <p><b>Assessing Family Patterns and Functioning</b></p> <ul style="list-style-type: none"> <li>The family structure</li> <li>Roles</li> <li>Level and style of functioning</li> <li>Tracking resilience</li> <li>Family Resources</li> </ul> <p><b>Relational Patterns and Triangles</b></p> <ul style="list-style-type: none"> <li>Triangles</li> <li>Parent-child triangles</li> <li>Common Couple triangles</li> <li>Triangles in divorced and remarried families</li> <li>Triangles in families with foster or adopted children</li> </ul>	<p><b>Chapters 10, 11 &amp; 12</b> Goldenberg, I., Stanton, M. &amp; Goldenberg, H. (2017). <i>Family therapy: An overview</i>. (9th Ed.).</p> <p><b>Chapters 6 &amp; 7:</b> McGoldrick, M., Gerson, R. &amp; Petry, S. (2008). <i>Genograms: Assessment and intervention</i>. (3rd ed.).</p>	<p><b>DQ8:</b> What are the primary similarities and differences among the diverse theoretical models we are studying? Which of them do you find yourself drawn toward, and why?</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><u>Due date: 05/24/18 by 11:59 PM (EST)</u></p> <p><u>Respond to one peer by 05/27/18 by 11:59PM (EST)</u></p> <p>15 pts.</p> <p><u>Required Assignment 2 (RA2):</u></p> <p><b>Assessment in the Bowen Model and in the Structural Model</b></p>

	<ul style="list-style-type: none"> <li>• Multigenerational triangles</li> <li>• Relationships outside the family</li> <li>• Triangles over time</li> </ul>		<p><b><u>Due date: 05/22/18 by 11:59PM (EST)</u></b></p> <p>200 pts.</p>
<b>Week 5</b>	<b>COs 5 &amp; 6: Topics</b>	<b>Academic Resources</b>	<b>Learning Activities and Assessments</b>
<p><b>Date:</b> <b>05/28/18-06/03/18</b></p>	<p><i>New Directions in Family Therapy Social Construction Models I:</i></p> <ul style="list-style-type: none"> <li>• Solution Focused Therapy and Collaborative therapy</li> </ul> <p><u>Social Construction Models II:</u></p> <ul style="list-style-type: none"> <li>• Narrative Therapy</li> </ul> <p><i>Clinical Use of the Genogram</i></p> <ul style="list-style-type: none"> <li>• Genogram Interviewing to Engage Families</li> <li>• Dealing with the resistance in Family Interviewing</li> <li>• Clarifying Family Patterns</li> <li>• Reframing and Detoxifying Family Issues</li> <li>• Using Genograms to Design Intervention</li> </ul>	<p><b>Chapters 13, &amp; 14:</b> Goldenberg, I., Stanton, M. &amp; Goldenberg, H. (2017). <i>Family therapy: An overview.</i> (9<sup>th</sup> Ed.).</p> <p><b>Chapter 9:</b> McGoldrick, M., Gerson, R. &amp; Petry, S. (2008). <i>Genograms: Assessment and intervention.</i> (3rd Ed.).</p>	<p><b>DQ9:</b> Compare and contrast modernist versus postmodernist perspectives.</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 05/31/18 by 11:59 PM (EST)</u></b></p> <p><b><u>Respond to one peer by 06/03/18 by 11:59PM (EST)</u></b></p> <p>15 pts.</p> <p><b>DQ10:</b> How would you use genograms to design interventions?</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 05/31/18 by 11:59 PM (EST)</u></b></p> <p><b><u>Respond to one peer by 06/03/18 by 11:59PM (EST)</u></b></p> <p>15 pts.</p> <p><b>Begin working on your final LASA assignment. Please, open WORD document and read instructions for Week 5.</b></p>
<b>Week 6</b>	<b>COs 7 &amp; 8: Topics</b>	<b>Academic Resources</b>	<b>Learning Activities and Assessments</b>
<p><b>Date:</b> <b>06/04/18 – 06/10/18</b></p>	<p><i>Population-Based family Treatments</i></p>	<p><b>Chapters 15 &amp; 16:</b> Goldenberg, I., Stanton, M. &amp; Goldenberg, H.</p>	<p><b>DQ11:</b> Discuss the importance of Case Conceptualization for</p>

	<ul style="list-style-type: none"> <li>• The use of family therapy in the treatment of severe mental disorders</li> <li>• Example of multiple family therapy</li> <li>• Medical family therapy</li> <li>• Family adaptations to chronic illness</li> <li>• Main characteristics of psychoeducational family therapy</li> </ul> <p><b>Evidence Based Family Therapy</b></p> <ul style="list-style-type: none"> <li>• Why research should be integrated into the clinical training for students</li> <li>• Compare and contrast qualitative and quantitative research</li> <li>• Different models to assess and classify families</li> <li>• Aspects of process and outcome research in family therapy</li> </ul> <p><b>Family Play Genogram</b></p> <ul style="list-style-type: none"> <li>• Using Play Genogram to Invite, Engage, and Enliven</li> </ul>	<p>(2017). <i>Family therapy: An overview</i>. (9th Ed.).</p> <p><b>Chapter 10:</b> McGoldrick, M., Gerson, R. &amp; Petry, S. (2008). <i>Genograms: Assessment and intervention</i>. (3rd Ed.).</p> <p><b>Web sources:</b> Prepare/Enrich <a href="https://www.prepare-enrich.com">https://www.prepare-enrich.com</a> Gottman Institute <a href="https://www.gottman.com/">https://www.gottman.com/</a></p> <p><b>Article:</b> Patterson, J.E., Miller, R.B., Carnes, S., &amp; Wilson, S. (2004). Evidence-based practice for marriage and family therapist. <i>Journal of Marital and Family Therapy</i>, 30(2), 183-195.</p>	<p>assessment and treatment.</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 06/07/18 by 11:59 PM (EST)</u></b></p> <p><b><u>Respond to one peer by 06/10/18 by 11:59PM (EST)</u></b></p> <p style="text-align: right;"><b>15 pts.</b></p> <p><b>DQ12:</b> Discuss why research should be integrated into the clinical training to students? Compare and contrast qualitative and quantitative research.</p> <p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 06/07/18 by 11:59 PM (EST)</u></b></p> <p><b><u>Respond to one peer by 06/10/18 by 11:59PM (EST)</u></b></p> <p style="text-align: right;"><b>15 pts.</b></p> <p><b>Keep working on your final LASA assignment. Please, open WORD document and read instructions for Week 6.</b></p>
<b>Week 7</b>	<b>CO 10: Topics</b>	<b>Academic Resources</b>	<b>Learning Activities and Assessments</b>
<b>Date:</b> <b>06/11/18 – 06/17/18</b>	<p><b>Comparative View of Family Theories and Therapies</b></p> <ul style="list-style-type: none"> <li>• Unites of study: Monads, Dyads, and Triads</li> <li>• Time frame</li> </ul>	<p><b>Chapter 17:</b> Goldenberg, I., Stanton, M. &amp; Goldenberg, H. (2017). <i>Family therapy: An overview</i>. (9th Ed.).</p> <p><b>Article:</b> Alderfer, M.A., Navsaria, N., &amp; Kazak, A.E. (2009). Family functioning and</p>	<p><b>DQ 13:</b> From your Christian viewpoint (if applicable), discuss your approach on functional and dysfunctional families. What would be your Christian approach in terms of assessment procedures?</p>

	<ul style="list-style-type: none"> <li>• Functional and dysfunctional families</li> <li>• The role of the therapists</li> <li>• Assessment procedures</li> <li>• Key methods of intervention</li> <li>• Crisis, brief, and long term therapy</li> </ul>	<p>Posttraumatic Stress Disorder in adolescents with childhood cancer. <i>Journal of Family Psychology</i>, 23(5), 717-725.</p> <p>Betz, G. &amp; Thorngren (2006). Ambiguous loss and the family grieving process. <i>The Family Journal: Counseling and Therapy for Couples and Families</i>, 14(4), 359-365.</p>	<p>(300-400 words)</p> <p>Utilize at least two to three scholarly sources.</p> <p><b><u>Due date: 06/14/18 by 11:59 PM (EST)</u></b></p> <p><b><u>Respond to one peer by 06/17/18 by 11:59PM (EST)</u></b></p> <p style="text-align: right;"><b>15 pts.</b></p> <p><b>LASA: Charting Family Map and Reflection Paper</b></p> <p><b><u>Due date: 06/17/18 by 11:59 PM (EST)</u></b></p> <p style="text-align: right;"><b>300 pts.</b></p>
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**Week 1:**

**DQ1:** How do you define “family”? How are gender roles impacted by family behaviors? Describe gender in family therapy from a feminist perspective. How are cultural, religious, and ethical practices and values communicated through generational systems?

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

**Due date: 05/03/18 by 11:59 PM (EST)**

**Respond to one peer by 05/06/18 by 11:59PM (EST)**

**DQ2:** Discuss the stages of the family life cycle. Identify and discuss the key principles of emotional process of transition. What are the second-order changes in family status required to proceed developmentally?

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

**Due date: 05/03/18 by 11:59 PM (EST)**

**Respond to one peer by 05/06/18 by 11:59PM (EST)**

**DQ3:** Discuss some characteristics of a family system.

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

**Due date: 05/03/18 by 11:59 PM (EST)**

**Respond to one peer by 05/06/18 by 11:59PM (EST)**

**Please, read Late DO(s) Policy on page 28 in this Syllabus.**

**Discussion Board Initial and Response Posting Participation Rubric**

<b>Criteria</b>	<b>0 Non- Performance</b>	<b>1 Basic</b>	<b>2 Proficient</b>	<b>3 Distinguished</b>	
Quantity and Timeliness.  (3 points)	Does not submit at least one initial post or responses by deadline.	Posts responses on time but does not submit at least one <u>initial</u> post by deadline.	Submits at least one initial post but not the response posts by deadline.	Submits at least one initial post and all responses by deadline.	___/3
Relate to key ideas in a meaningful manner.  (3 points)	Response contains no reference to key ideas.	Key ideas are present, but there is no evidence the learner understood ideas.	Makes reference to key ideas, but in a superficial manner.	Relates to key ideas in a meaningful manner.	___/3
Demonstrates knowledge and understanding of content and applicability to professional practice  (3 points)	No evidence of integration of course content.	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community.	___/3
Write in a clear, concise, and organized manner using APA style including references, and citations; demonstrated ethical scholarship in accurate representation and attribution of sources, displayed accurate spelling, grammar,	Submits posts that are poorly written, and may use some terms incorrectly. APA style.	Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors. APA style.	Submits posts that have one or more grammatically incorrect sentences and two spelling errors. APA style.	Submits posts that contain grammatically correct sentences without any spelling errors. Proper use of APA style.	___/3

mechanics, and punctuation.  (3 points)					
Engage in scholarly discussion with peers when prompted with replies that are topic relevant, meaningful, and include correctly cited references.  (3 points)	Does not engage in meaningful discussion with peers when prompted.	Engages in discussion with peers when prompted, but replies are not relevant to the topic and non-meaningful.	Engages in discussion with peers when prompted and replies are topic relevant and meaningful.	Engages in scholarly discussion with peers when prompted with replies that are topic relevant, meaningful, and include references to the literature.	___/3
<b>Total</b>					___/15

***Week 2:***

**DQ4:** Discuss historical background of family therapy. Identify, and discuss who the researchers who considered the role a pathogenic family environment plays in the development of schizophrenia are?

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

***Due date: 05/10/18 by 11:59 PM (EST)***

***Respond to one peer by 05/13/18 by 11:59PM (EST)***

**DQ5:** Discuss the most important components in creating cultural genograms. What is the role of Christian faith (if applicable) in your family back in three generations?

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

***Due date: Post your discussion in Moodle by Thursday 05/10/18 by 11:59 PM (EST)***

***Respond to one peer by Sunday 05/13/18 by 11:59PM (EST)***

***Please, read Late DO(s) Policy on page 28 in this Syllabus.***

***Required Assignment 1 (RA1):***

**System Models: Ethics, Assessment, and Cultural/Community Context**

**(100 pts.)**

## **RA1 Guidelines:**

In this assignment, you will be required to discuss differences between systems vs. individual paradigms regarding the informed consent processes/ethical considerations. In addition, you will be required to discuss differences between systems vs. individual paradigms regarding the assessment strategies.

Provide three areas of differences for the informed consent processes/ethical considerations and three areas of differences for assessment strategies. As a final point, identify and briefly discuss three reasons why it is important to understand couples/families in cultural and community/church contexts.

Your final assignment will be a Word document, approximately 3-5 pages in length (plus title page and references page), applying a minimum of four scholarly references (the textbook may be utilized as one of these references). Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation following current APA requirements. Title page and reference page are required. Students are also encouraged to review and follow APA guidelines for use of unbiased language.

- For the scholarly references, please visit Huntington University online library.
- For the APA style, see APA Format Template in the Moodle Portal.

***Due date: Upload RA1 in Moodle by Sunday 05/13/18 by 11:59PM (EST)***

***Please, read Late Assignments(s) Policy on page 28 in this Syllabus.***

## **RA 1 Grading Criteria:**

CO: 4, 9, 10

MACMHC Program Outcomes: 1, 2, 7

PLO: 1, 2, 4, 10

CACREP Core: 2.F1.i; 2.F2.a; 2.F2.b; 2.F2.d; 2.F2.g; 2.F7.e

CACREP CMHC Standards: 5.C2.l; 5.C3.a; 5.C3.b

<b>Assignment Components</b>	<b>Proficient</b>	<b>Max Points</b>
Discuss three areas of differences between <u>systems</u> vs. <u>individual</u> paradigms regarding the informed consent processes/ethical considerations.	Description includes a minimum three areas of differences between <u>systems</u> vs. <u>individual</u> paradigms regarding the informed consent processes/ethical considerations.	<b>/28 pts.</b>
Discuss three arears of differences between <u>systems</u>	Description includes a minimum three areas of	<b>/28 pts.</b>

vs. <u>individual</u> paradigms regarding the assessment strategies.	differences between <u>systems</u> vs. <u>individual</u> paradigms regarding the assessment strategies.	
Identify and briefly discuss three reasons why it is important to understand couples/families in cultural and community/church contexts.	Discussion includes a minimum three reasons why it is important to understand couples/families in cultural and community contexts.	<b>/28 pts.</b>
<b>Academic Writing</b>		
Write in clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i. e. APA); and display accurate spelling, grammar, and punctuation. Includes four scholarly sources.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of three scholarly sources aligns with specified assignment requirements and APA guidelines for use of unbiased language are followed.	<b>/16 pts.</b>
<b>Total:</b>		<b>/100 pts.</b>

**Week 3:**

**DQ6:** Explain the role of theory as the foundation for various approaches to family therapy.

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

***Due date: Post your discussion in Moodle by Thursday 05/17/18 by 11:59 PM (EST)***

***Respond to one peer by Sunday 05/20/18 by 11:59PM (EST)***

**DQ7:** Discuss two key concepts from Ackerman’s model.

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

*Due date: 05/17/18 by 11:59 PM (EST)*

*Respond to one peer by 05/20/18 by 11:59PM (EST)*

*Please, read Late DO(s) Policy on page 28 in this Syllabus.*

**Week 4:**

**DQ8:** What are the primary similarities and differences among the diverse theoretical models we are studying? Which of them do you find yourself drawn toward, and why?

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

*Due date: Post your discussion in Moodle by Thursday 05/24/18 by 11:59 PM (EST)*

*Respond to one peer by Sunday 05/27/18 by 11:59PM (EST)*

*Please, read Late DO(s) Policy on page 28 in this Syllabus.*

**Required Assignment 2 (RA 2): Assessment in the Bowen Model and in the Structural Model (200 pts.)**

*Due date: Upload RA 2 in Moodle by Sunday 05/27/18 by 11:59PM (EST)*

*Please, read Late Assignments(s) Policy on page 28 in this Syllabus.*

**RA 2 Guidelines:**

The Bowen and Structural family models share a considerable focus on the significance of assessment yet the models are relatively different in assessment approaches. In this assignment, you will be required to answer the following questions:

1. Identify and briefly discuss two areas of assessment focus in the Bowen model and two assessment techniques utilized in the Bowen model. *Suggestion: In the Bowen model, what relationship qualities are assessed and what techniques are applied for the assessment?*
2. Identify and briefly discuss two areas of assessment focus in the Structural model and two assessment techniques utilized in the Structural model. *Suggestion: In the Structural model, what relationship qualities are assessed and what techniques are applied for the assessment?*
3. Identify and briefly discuss four differences in the stance of the Bowen therapist vs. the Structural therapies (e.g., degree of directiveness in the session; reliance on family

members' statements vs. live observation of the family; the focus on the past vs. the present in assessment; and assumptions about the length of treatment).

Your final assignment will be a Word document, approximately 5-7 pages in length, utilizing a minimum of four (4) scholarly references (the textbook may be utilized as one of these references). Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation following current APA requirements. Title page and reference page are required. Students are also encouraged to review and follow APA guidelines for use of unbiased language.

- For the scholarly references, please visit Huntington University online library.
- For the APA style, see APA Format Template in the Moodle Portal.

**RA 2 Grading Criteria:**

CO: 4, 7

MACMHC Program Outcomes: 7

PLO: 7, 10

CACREP Core: 2.F7.e

CACREP CMHC Standards: 5.C1.b; 5.C3.b

<b>Assignment Components</b>	<b>Proficient</b>	<b>Max Points</b>
Identify and briefly discuss two areas of assessment focus in the Bowen model and two assessment techniques utilized in the Bowen model.	Description includes at least two areas of assessment focus in the Bowen model and two assessment techniques in the Bowen model.	<b>/56</b>
Identify and briefly discuss two areas of assessment focus in the Structural model and two assessment techniques utilized in the Structural model.	Description includes at least two areas of assessment focus in the Structural model and two assessment techniques in the Structural model.	<b>/56</b>
Identify and briefly discuss four differences in the stance of the Bowen therapies vs. the Structural therapist.	Description includes at least four differences in the stance of the Bowen therapist vs. the Structural therapist.	<b>/56</b>
<b>Academic Writing</b>		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling,	<b>/32</b>

display accurate spelling grammar, and punctuation.	grammar, and punctuation. Use of the scholarly sources aligns with specified assignment requirements. Follows APA guidelines for use of unbiased language.	
<b>Total</b>		<b>/200pts.</b>

**Week 5:**

**DQ9:** Compare and contrast modernist versus postmodernist perspectives.

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

**Due date: 05/31/18 by 11:59 PM (EST)**

**Respond to one peer by 06/03/18 by 11:59PM (EST)**

**DQ10:** How would you use genograms to design interventions?

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

**Due date: Post your discussion in Moodle by Thursday 05/31/18 by 11:59 PM (EST)**

**Respond to one peer by Sunday 06/03/18 by 11:59PM (EST)**

**Please, read Late DO(s) Policy on page 28 in this Syllabus.**

**Begin working on your final LASA assignment: Please, open WORD document and read instructions for week 5.**

**Week 6:**

**DQ11:** Discuss the importance of Case Conceptualization for assessment and treatment.

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

**Due date: 06/07/18 by 11:59 PM (EST)**

**Respond to one peer by 06/10/18 by 11:59PM (EST)**

**DQ12:** Discuss why research should be integrated into the clinical training to students? Compare and contrast qualitative and quantitative research.

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

***Due date: Post your discussion in Moodle by Thursday 06/07/18 by 11:59 PM (EST)***

***Respond to one peer by Sunday 06/10/18 by 11:59PM (EST)***

***Please, read Late DO(s) Policy on page 28 in this Syllabus.***

**Keep working on your final LASA assignment: Please, open WORD document and read instructions for week 6.**

**Week 7:**

**DQ 13:** From your Christian viewpoint (if applicable), discuss your approach on functional and dysfunctional families. What would be your Christian approach in terms of assessment procedures?

(300-400 words) **15 pts.**

Utilize at least two to three scholarly sources.

***Due date: Post your discussion in Moodle by Thursday 06/14/18 by 11:59 PM (EST)***

***Respond to one peer by Sunday 06/17/18 by 11:59PM (EST)***

***Please, read Late DO(s) Policy on page 28 in this Syllabus.***

**LASA: Genogram: Charting the Family Map (300 pts.)**

***Due date: Upload LASA in Moodle by Sunday 06/17/18 by 11:59 PM (EST)***

***Please, read Late Assignments(s) Policy on page 28 in this Syllabus.***

**Genogram and Reflection Paper Guidelines:**

The *first* purpose of this assignment is to increase students' knowledge and understanding of their family of origin relationship patterns, specifically related to the Bowen and Structural system theories.

The *second* purpose of this assignment is to rise students' awareness and knowledge regarding key cultural and community variables that influence, and are influenced by, their family of origin perspectives, beliefs, and values.

The *final* purpose of this assignment is for students to become more aware of how family of origin and community cultures of origin may prevent or facilitate treatment with couples and families.

Keep in mind that family relation patterns exist all times. In order to effectively conduct this assignment, reflect on your family of origin from the perspective of a *family theorist*, not as a clinician.

The genogram is a graphic representation of a family's intergenerational system of such things as family rules, myths, roles, experiences, and events. A genogram is a map that provides a graphic picture of family structure and emotional process over time. It was developed by Murray Bowen, as part of his family systems theory, and it has become a standard form among clinicians for describing families. A genogram **is not** the same thing as a **genealogy**. A genealogy is a "family tree," primarily used to indicate legal family connections from generation to generation.

**IMPORTANT:** Remember that this is to be a representation of your experience of family and of the influence that family has had on you. It is not a family history. **PLEASE NOTE:** avoid any hurtful or blaming discussions about family members.

**Content:** This is **two part** assignment.

### **Part One: Creating Genogram**

- You may download a **free trial version** of GenoPro 2016, Trial Version from <https://www.genopro.com/> View a short video clip presentation about genogram in your Moodle portal – Week Two (2).
- You will be the "**index**" person," (indicate with a doubly outlined circle or square).

Tips: start with yourself and your parents, add your siblings, your spouse (partner), and children; then your grandparents on both sides, add their siblings, add their parents (your great grandparents) and their siblings. You may change names and/or leave out information if you are feel uncomfortable with this research project.

As you begin information gathering, start with yourself as a primary source of information. Write down everything you already know, such as: family members, ages, place of birth, occupation, education, religion, church affiliation, marital status, children, their gender and ages, death, ethnic background, current geographic location, and etc.

Your genogram drawing should include the following:

- Information on at least three generations (four if you have children).

Names, nicknames, birth dates, birth order, date of death, ages of all family members (deceased as well as presently living). **Please Note:** if you feel uncomfortable to disclose the names of your family, you may change it.

- Personality traits of the members (from your own perspective or from stories and family history). For immediate family members, list personality traits you observed from childhood.
- Dates of marriage, separation, divorce, death, traumas, and other significant life events.
- Occupations, places of residence, reasons for moving, health, and illness' of members.

(For example: How family coped with illness?)

- Educational levels, ethnic/cultural and religious backgrounds and traditions, church affiliation etc.
- Relationships: How did people get along? Who was close to whom, and did anyone not speak to another family member? How were conflicts handled? Who had the power? How was anger handled?
- Identify family members who were addicted to substance abuse; were arrested or had legal problems; had mental health problems (depression, bipolar, anxiety, "nerves"), committed suicide; had financial problems including spending, gambling, filed for bankruptcy; had sexual affairs; had eating disorder (over or under), were controlling etc.
- What were the roles that the members played (responsible, scapegoat, lost, clown) and the rules that held the system together (e. g. rules about the role and rights of children, women, men).

**The genogram you create has to be submitted along with the analysis and reaction paper.**

### **Part Two: Reflection Paper**

1. Evaluate the interpersonal patterns in your family of origin, *not yourself*, in relation to the concept of differentiation. Your evaluation should integrate three other related Bowenian concepts, including emotional triangles, sibling position/birth order, multigenerational transmission process, nuclear family emotional system, family projection process, and emotional cut-off/fusion. Please note that you cannot use the concept of societal emotional process to answer this question. Please, see suggestions below.

*Suggestions: Please note that you are not providing an exhaustive assessment of every Bowenian concept for every generation of your family. For example, a student electing to discuss triangles might identify occurring triangle (e.g., the “perfect” child, the sibling of the “troubled” child, and the father) and provide examples of how this triangle is evident across generations in one’s family.*

2. Evaluate the interpersonal patterns in your family of origin, *not yourself*, according to structural family theory. Your evaluation should incorporate four (4) Structural concepts, including subsystems, boundaries, family structure, or cross-generational coalitions. Please note that you cannot use the concept of societal emotional process to answer this question. Please, see suggestions below.

*Suggestions: Stay aware that Structural theory, as presented in the textbook and for the purpose of this assignment, does not primarily focus on three or more family generations. Instead,*

*Structural theory focuses more on present family structure (usually two generations, such as parent and child generations). Thus, it might be best to describe your family of origin at a particular point in time (e.g. when you were an adolescent or when you were in grades 1-2) to narrow in on the specific Structural concept as applied to your family.*

3. Reflect on your family of origin, *not yourself*, in relation to perspectives, beliefs, and values related to race, ethnicity, gender roles, culture, and religion over two-three generations. This question may include, if applicable, discussion of a) race, b) gender roles and expectations over two-three generations, c) acculturation statuses, d) immigration statuses, and e) refuge statuses of your family of origin. Provide two or three examples from your family of origin to answer this question.

4. Reflect on your family of origin, *not yourself*, in relation to one diversity variable over two-three generations that you have not discussed in the assignment. Examples include spirituality/religion, sexual orientation and gender identity, adoption, military involvement, socioeconomic statuses, formal education, and health, disability or illness (physical or behavioral). Please, see suggestions below.

*Suggestions: To answer this question, you may select a diversity variable with a positive connotation in your family (e.g. “Faith was important in our family”), a diversity variable with a negative connotation in your family (e.g., “We were always told to not join the ....XYZ organization... or the ....XYZ group”), or a diversity variable that was relatively absent from discussions and did not carry a negative or positive connotation (e.g., “Looking back, I see that our family was upper middle class yet we never really discussed socioeconomic status and how that was different in other families”).*

7. Provide a clear and specific discussion linking two (2) family of origin influences with two (2) relational assets you bring to treatment processes and two (2) family of origin influences with two (2) relational challenges you bring to the treatment process. **NOTE:** You must also provide a brief discussion regarding how you will address one family of origin challenge. See suggestions below.

*Suggestions: To answer this question, connect your answers from other parts of the assignment and discuss the implications for being a counselor with couples and families. For example, “In discussing the triangles in my family, I see how I am the “perfect child” and that could impede my work with a family with a “troubled child”. In particular, it could lead me to over identify with the “perfect child” and lose sight of the family system and actually participate with the family in their view of the problem...The way I will be alert to this potential challenge is...”. The question may also be answered with regard to your learning from questions #3 and #4 above. For example, “I realize that my family did not have a positive view of XYZ organization, joining the XYZ group, or planning for a career in law enforcement. I see how I might initially react to a family whose goals are just that-to join the XYZ group – and how I might diminish these deeply held values by a family. In doing so, I stay loyal to my family of origin and might not engage in ethical or effective treatment for the family. Although such career choices are important to examine across generation, it is essential that I was understand and honor a family’s values while assisting them with changes and possible new directions”.*

The final paper will be a Word document, approximately 8-10 pages in length, utilizing a minimum of six (6) scholarly references (the textbook and one article from required class readings may be utilized as two of these references). Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation following current APA requirements. Students are also encouraged to review and follow APA guidelines for use of unbiased language. The use of concise headers that align with APA format are required for this assignment. *Note: As this assignment requires discussion of student’s family of origin/community of origin in all sections, the use of “I” and “my” are acceptable in areas of the assignment clearly related to student’s family of origin/community of origin.*

For the scholarly references, please visit Huntington University online library.

For the APA style, see APA Format Template in the Moodle Portal.

***Due date: Upload LASA in Moodle by Sunday 06/17/18 by 11:59 PM (EST)***

***Please, read Late Assignment(s) Policy on page 28 in this Syllabus.***

**LASA Grading Rubrics:**

CO: 3, 5, 10

CMHC PO: 2, 7

PLO: 2, 3, 4, 7, 10

CACREP Core Standards: 2.F2.a; 2.F2.b; 2.F2.d; 2.F2.g; 2.F7.e; 2.F7.j

CACREP CMHC Standards: 5.C1.b; 5.C2.j; 5.C3.a; 5.C3.b

<b>Assignment Components</b>	<b>Proficient</b>	<b>Max Points</b>
Evaluate the interpersonal patterns in your family of origin, <i>not yourself</i> , in relation to the concept of differentiation. Your evaluation should incorporate three other related Bowenian concepts, including emotional triangles, sibling position/birth order, multigenerational transmission process, nuclear family emotional system, family projection process, and emotional cut-off/fusion.	Description is based on evaluation of student’s family of origin and addresses concept of differentiation and three other related Bowenian concepts.	<b>/36 pts.</b>
Evaluate the interpersonal patterns in your family of	Description is based on evaluation of student’s family	<b>/36 pts.</b>

<p>origin, <i>not yourself</i>, according to structural family theory. Your evaluation should integrate four (4) Structural concepts, such as subsystems, boundaries, family structure, or cross-generational coalitions.</p>	<p>of origin and addresses four (4) Structural components.</p>	
<p>Reflect on your family of origin, <i>not yourself</i>, in relation to perspectives, beliefs, and values related to race, ethnicity, gender roles, culture, and religion over two-three generations. This question may include, if applicable, discussion of a) race, b) gender roles and expectations over two-three generations, c) acculturation statuses, d) immigration statuses, and e) refuge statuses of your family of origin. Provide two or three examples from your family of origin to answer this question.</p>	<p>Description is based on student's family of origin in relation to race, ethnicity, gender roles, culture, and religion over two-three generations</p>	<p><b>/36 pts.</b></p>
<p>Reflect on your family of origin, <i>not yourself</i>, in relation to one diversity variable over two-three generations that you have not discussed in the assignment. Examples include spirituality/religion, sexual orientation and gender identity, adoption, military involvement, socioeconomic statuses, formal education, or health, disability, and illness (physical or behavioral).</p>	<p>Description is based on student's family of origin in relation to one diversity variable over two-three generations, including spirituality/religion, sexual orientation and gender identity, adoption, military involvement, socioeconomic statuses, formal education, or health, disability, and illness (physical or behavioral).</p>	<p><b>/36 pts.</b></p>
<p>Provide a clear and specific discussion linking <u>two</u> family of origin influences with <u>two</u> relational assets you bring to treatment processes and <u>two</u> family of origin influences</p>	<p>Description connects two relational assets and two challenges from student's family of origin to future treatment processes. Remediation plan is discussed</p>	<p><b>/36 pts.</b></p>

with <u>two</u> relational challenges you bring to the treatment process. <b>NOTE:</b> <i>You must also provide a brief discussion regarding how you will address one family of origin challenge.</i>	for one family of origin challenge.	
<b>Genogram</b>		
Information on at least three generations (four if you have a children).	Information on at least three generations (four including children, if applicable) were clearly presented.	<b>/12 pts.</b>
For immediate family members, list personality traits you observed from childhood.	Personality traits of immediate family were listed accurately.	<b>/12 pts.</b>
Dates of marriage, separation, divorce, death, traumas, and other significant life events.	Dates of marriage, separation, divorce, death, traumas, and other significant life events were presented appropriately.	<b>/12 pts.</b>
Occupations, places of residence, reasons for moving, health, and illness' of members.	Occupations, places of residence, reasons for moving, health, and illness' of members were presented appropriately.	<b>/12 pts.</b>
Educational levels, ethnic/cultural and religious backgrounds and traditions, church affiliation etc.	Educational levels, ethnic/cultural and religious backgrounds and traditions, church affiliation etc., were presented appropriately.	<b>/12 pts.</b>
Relationships among the family members. For example, How did people get along? Who was close to whom?	Relationships among the family members were clearly linked.	<b>/12 pts.</b>
Identify family members who were addicted to substance abuse; had legal problems, mental health problems (depression, bipolar, anxiety), committed suicide; had financial problems etc.	Family members who were addicted to substance abuse; had legal problems, mental health problems etc., were identified clearly.	<b>/12 pts.</b>
What were the roles that the members played (responsible, scapegoat, lost, clown) and the rules that held the system	Roles that the family members played; the rules that held the system together were clearly identified.	<b>/12 pts.</b>

together (e. g. rules about the role and rights of children, women, men).		
<b>Academic Writing</b>		
Write in a clear, concise, and organized manner; demonstrated ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation. Include six scholarly references.		/24 pts.
<b>Total</b>		<b>/300 pts.</b>

**LASA Alignment Table:**

Assignment	Course Objectives	CMHC Program Outcomes	PLO	CACREP Core	CACREP CMHC Standards	Assessment Type	Scoring Tool
Genogram and Reflection Paper	3, 5, 10	2, 7	2, 3, 4, 7, 10	2.F2.a; 2.F2.b; 2.F2.d; 2.F2.g; 2.F7.e; 2.F7.j	5.C1.b; 5.C2.j; 5.C3.a; 5.C3.b	Written Analysis	Rubric

**Weekly Modules:** There is a module for each week of the course. Learning activities and assignments need to be completed and posted by midnight Sunday unless otherwise indicated. Each module has 3 or more learning objectives, activities and assignments. You will be assessed points for the quality of your work on each of the assignments.

**Writing Papers:** Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

**Late DQ(s) Policy:** Discussion questions and responses are expected to be submitted by the proposed due date. For every day the discussion question is late after the discussion question is due, 30% will be deducted from the discussion question maximum score. However, your professor reserves the right to exempt this policy due to extenuating circumstances (extenuating circumstances must be documented).

**Late Assignment(s) Policy:** Assignments (RA, LASA, journaling, etc.) are expected to be submitted by the proposed due date. For every day the assignment is late after the assignment is due, 40% will be deducted from the assignment maximum score. However, your professor reserves the right to exempt this policy due to extenuating circumstances (extenuating circumstances must be documented).

**Formatting File Names:** When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: the assignment name followed by one's first and last name. This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

**Email Communication:** Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the professor should include the course number and the name of student (e.g., SUBJECT: CN 609 – Student name: question or comment). Email messages should include students' first and last names in the signature.

**Attendance Policy:** Due to the concentrated scheduling and the emphasis upon participatory learning, students are expected to be in attendance every week. Students who are unable to attend a class or meet a deadline should notify the instructor or the Graduate School office if the instructor isn't available. Assignments should be sent through the Moodle course website. Students should contact their instructor regarding submission of any missed course work. Students participating in an online classroom are expected to participate weekly. Failure to participate in the first 7 days of a course will result in automatic withdrawal from the course. Students missing one additional class session will be withdrawn from the class. Student will retake the course the next time it is offered. Students who do not officially withdraw from a class by the stated deadlines will receive an F for the class. Please refer to the Refunds section for more information please, visit <http://my.huntington.edu>

**Plagiarism and Cheating:** Plagiarism is the use of the ideas; information or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material.

The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

**Technology Support:** If you have any technical questions or concerns with Moodle, Zoom, or other technology, you can email to the HU Helpdesk at [huhelpdesk@huntington.edu](mailto:huhelpdesk@huntington.edu) or 260-359-HELP.

**Library Services:** At your student portal, you will see a Library Guide that will connect you to all the library services available to you from Huntington University. If you have any question about library resources, you may contact the HU Library by phone at 260-359-4060.

**Disability and Accessibility:** In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University.

Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at [kchafin@huntington.edu](mailto:kchafin@huntington.edu) for more information.

**Grading Scale:**

A	95 – 100%	C	75 – 78%
A-	92 – 94%	C-	72 – 74%
B+	89 – 91%	D+	69 – 71%
B	85 – 88%	D	65 – 68%
B-	82 – 84%	D-	62 – 64%
C+	79 – 81%	F	61% and below

Final course grades of C- or lower are not acceptable and the course will need to be repeated.

***LASA Course***

Discussion Questions (13x15)	195 pts	24.5 %
RA 1 System Models: Ethics, Assessment, and Culture/Community Contexts	100 pts	12.6 %
RA 2 Bowen Model and Structural Model	200 pts	25.2 %
LASA	300 pts	37.7 %
Total	795 pts	100%