

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

COUN 575 Foundations of Marital, Couple, and Family Therapy

Instructor: Susan E. Halverson-Westerberg, Ph.D.
Office: ED 504A
Phone: 503-725-8106
E-mail: halversons@pdx.edu

Term: Winter Wed.'s 2012
Location: Neuberger H. 241
Time: 4:00 – 6:30
Office hours: 503-725-4619

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

PROGRAM POLICY STATEMENT

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm>
 Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Services (725-4005) to document their disability and to provide support services when appropriate.

COURSE OBJECTIVES:

This course constitutes an introduction to the history, theory and methodology of marriage and family counseling. Attention will be given to the major family interactional patterns that lead to family system breakdowns as well as the development of some skills in the identification and evaluation of interactional patterns in families.

Counselors will gain exposure to a number of primary marriage and family counseling approaches, those upon which the marriage and family field was built, including those in use today in this rapidly expanding field. Counseling or therapeutic considerations in dealing with family problems will be covered in some depth. The course will overview family process assessment techniques, beginning work with families, multi-cultural, gender and other unique considerations in working with families, dealing with resistance in family therapy, the "use of self" in family counseling, demonstrations of specific skills in marriage and family counseling, termination of counseling, the use of co-therapists in family work and the family life cycle concept.

Course materials will sometimes be presented through an experiential format (which will include a number of exercises, role playing situations and several simulated family interviews). Additional instructional modalities will include lecture, discussion, films, videotapes, or CD's.

ESSENTIAL PRACTICES ADDRESSED IN THIS COURSE:

- Gain knowledge of family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems), and individuals
- Develop the ability to assess family dynamics including rules, interactional styles, coalitions
- Begin learning skills for conducting family therapy/ counseling sessions.
- Gain insight into the incorporation of systemic thinking into assessment and treatment planning with families.
- Begin using therapeutic approaches/ models as conceptual frameworks for working with families.

- Use information relating to inter-generational transmission patterns while working with families
- Gain working knowledge of ethical and legal considerations specifically related to the practice of marital, couple, and family counseling/therapy
- Examine the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy.

SPECIFIC COURSE OBJECTIVES AND REQUIREMENTS:

- A. Each counselor will demonstrate ability to understand the dynamics of the family system **(30 points)**.

Evaluation: Each student will complete a personalized family autobiography which will include a **three generation** genogram, an analysis of the **rules and interactional styles** learned in the family of origin and pertinent to current relationships, details of family **myths and secrets** and an analysis of **medical, emotional and behavioral** functioning of each person identified in the three generational genogram. Pay attention to boundaries, alliances, feedback loops, adaptability, cohesion, power, attachment styles, cutoffs, significant losses, communication patterns, triangles, homeostatic regulation, inclusion and intimacy. Emphasis throughout the write-up must be upon **personal insights** and how these insights must be taken into consideration in the context of the marriage and family counseling you offer clients.

NOTE: Page limit - 10 pages + genogram

- B. The first night of class you will be assigned to a group and a theory. The group will present a 10 minute segment from a popular (or unpopular) movie displaying a couples or family issue to the class. Then the members of the group will be the therapists and family members for the family therapy role-play. The idea is to use the techniques of the assigned theory when presenting the family role-play. Classmates will identify these techniques and a discussion about them will be conducted. This group of students will turn in a paper describing the family, the individuals, the history of the problem, and a brief genogram as well as a brief synopsis of what you are trying to accomplish in your counseling session. Please inform me two weeks ahead of time what movie you will be using. **Papers are due on the date of your presentation. (40 Points)**
- C. Students will post a weekly one-page double-spaced reaction paper to **each** theory (chapter) in Goldenberg and Goldenberg on the *tk20* page. On the night that you are presenting, just post a note that you are presenting that night and you do not need to write a reaction paper. **(30 Points)**

REQUIRED TEXT:

Goldenberg, I. & Goldenberg, H. (2013). Family Therapy: An overview, 8th ed. CA:Brooks/Cole

Recommended

McGoldrick, M. (2011). The Genogram Journey: Reconnecting with your family. NY:W.W. Norton & Company.

COURSE CONTENT:

DATE	TOPIC	READ CHAPTER
Wed. January 11, 2012	Course Overview Genogram	Read Chapter 1 2&3 Chose team
Wed. January 18	History and Process Work as a team	Chapter 4, 5 & 6
Wed. January 25	Psychodynamic Models	Read Chapter 7
Wed. February 1	Transgenerational Models	Read Chapter 8
Wed. February 8	Experiential Models	Read Chapter 9
Wed. February 15	Structural Models	Read Chapter 10
Wed. February 22	Strategic Models and Milan Systemic Model	Read Chapter 11
Wed. February 29	Behavioral/Cognitive Models ***Genogram Due	Read Chapter 12
Wed. March 7	Social Constructionist Models I Solution Focused Therapy and Collaborative Therapy	Read Chapter 13
Wed. March 14	Social Constructionist Models II Narrative Therapy	Read Chapter 14
Wed. March 21	Final overview	

A link for you to watch videos of counseling sessions, often by the therapists in our text is: <http://library.pdx.edu/dofd/resources.php?category=57> and choose Counseling and Therapy in video. It is an amazing resource.

FAMILY AUTOBIOGRAPHY GUIDELINES

The personal development of counselor candidates has long been an issue in counselor education. Commitment to enhancing counselor self-awareness is predicated upon the belief that counselor effectiveness is significantly increased by ability to deal effectively with personal and interpersonal issues that might otherwise inhibit counselor effectiveness. Some research shows that clients cannot progress to levels of psychological and emotional health that are higher than those of their counselors. Currently, greater emphasis is being placed on counselors' relationships to their families of origin as critical elements in their personal development.

The purpose of doing a family autobiography is to examine the influence of your family of origin on the way you function now and the relationships these insights may have to influence the kind of help you can provide to couples and families.

Your autobiography should include the following:

1. Interviews with your parents, siblings, grandparents and great grandparents. Note: interviews with grandparents about their parents and siblings will be the "rule" rather than the exception. These interviews can be done face to face, by telephone or by letter.
2. A three-generation genogram must be constructed. The genogram should depict births, deaths, marriages, divorces, educational achievement and occupations at a minimum. You can include or note other information also (e.g., medical conditions, sexual orientation, and mental health information). It is better to focus more on the insights you are gaining about yourself than on the technicalities of creating the genogram. Genopro is a web-based site that can help with this construction if you desire.
3. Details of family myths, secrets and rules and how these affect you now. (Make questions in advance that you ask each person interviewed).
4. An analysis of what you might need to understand better about yourself and what you might need to change in order to maximize your effectiveness with couples and families.
5. Family pictures, excerpts from diaries, copies of pages from family bibles or other memorabilia as appropriate for you.
6. Some discussion of how your family of origin experience currently affects you and your spouse/partner/children as appropriate for you.

NOTE: These family autobiographies should be **10 pages** typed and double-spaced and do not need to cite any of the "literature" on couples and family counseling unless that is something you want to do. Please view this as a therapeutic experience focused on personal insight. If you are concerned about what I might think about something you describe please talk with me privately and try to avoid consuming any energy in a way that might prevent you from maximizing the benefit of this assignment.

Role play groups

Psychodynamic Models

1. —
2. —
3. —
4. —

Transgenerational Models

1. —
2. —
3. —
4. —

Experiential Models

1. —
2. —
3. —
4. —

The Structural Models

1. —
2. —
3. —
4. —

Strategic Models

1. —
2. —
3. —
4. —

Behavioral/Cognitive Models

1. —
2. —
3. —
4. —

Solution Focused Therapy Models

1. —
2. —
3. —
4. —

Narrative Therapy Models

1. —
2. —
3. —
4. —

(3 groups of 5 and 5 groups of 4) = 35