

APCE 665 – FAMILY SYSTEMS
UNIVERSITY OF NORTHERN COLORADO
Colorado Springs

January 9, 10, 11 and 23, 24, 25, 2015

CREDIT HOURS: 3 semester hours.

PROFESSOR: Dr. Softas-Nall, Professor of Counseling Psychology, Director of Training Counseling Psychology.

AAMFT Clinical Member and Approved Supervisor, Licensed Psychologist, and Nationally Certified Counselor.

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

TEXTS:

Goldenberg, I. and Goldenberg, H. (2013) (8th ed.) *Family Therapy: An Overview*. Belmont, CA: Brooks/Cole.

Optional text, highly recommended for those planning to work with families:

Dattilio, A.E. & Jongsma, A.E. (2010). *The Family Therapy Treatment Planner*. New Jersey: Wiley and Sons.

Recommended readings- Chapters and Articles (Referred to in class)

Softas-Nall, L., Cardona, B., & Barritt, J. (in press). 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*.

Ingala, A., Softas, B., & Peters, A. (2013). The role of social support in veterans' college adjustment. *International Journal of Humanities and Social Science*, 3(11), 14-21.

Softas-Nall, L & Hanna, F. (2013). Counseling & psychotherapy with difficult clients/family members: An interview with Fred Hanna. *The Family Journal: Counseling and Therapy for Couples and Families*, 21, 117.

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.

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.

- Petrogiannis, K. & Softas-Nall, L. (2010). The Family of Origin Scale in Greece. *International Journal of Psychological Studies*, 2, 1, 3-11.
- 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.
- 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.
- 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.**
- 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.
- Baldo, T. and Softas-Nall, B. (2002). There's no place like home: Redefining commitment. *The Family Journal: Counseling and Therapy for Couples and Families*, 10(2), 210-212.
- Softas-Nall, B., Baldo T. and Williams, S. (2001). Family-of-origin, personality characteristics, and counselor trainees' effectiveness. *Psychological Reports*, 88(3), 854-856.
- Softas-Nall, B. and Baldo, T. (2001). The unexpected cotherapist. *The Family Journal: Counseling and Therapy for Couples and Families*, 9(2), 191-192.
- Softas-Nall, B. and 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.
- Softas-Nall, B., Baldo, T. and Tiedemann, T. (1999). Gender based solution-focused genogram case: He and she across the generations. *The Family Journal: Counseling and Therapy for Couples and Families*, 7(2), 177-180.
- Baldo, T. and 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.
- Softas-Nall, B. and 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.
- Softas-Nall, B. and 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.
- Softas-Nall, B., Baldo, T., and Jackson, S. (1997). Facilitating the transition from individual sessions to systemic family sessions: Issues of supervision and training. *The Family Journal: Counseling and Therapy for Couples and Families*, 5, 257-262.
- Softas-Nall, B., Baldo, T., and 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.

COURSE CONTENT:

This course was designed to meet the CACREP 2009 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 Theory, Transgenerational Approaches, Symbolic-Experiential, Structural Theory, Strategic Family Therapy, Social Learning Theory, Postmodern & Constructivist Approaches), evidence based interventions, and multicultural and ethical considerations for working with couples and families.

This course also qualifies as a Family Studies course for licensure purposes.

CACREP Standards

For each of the following standards, evaluation for students to ensure that they have gained the specified knowledge is indicated under each standard through the **two exams, paper, or presentation or class discussion and participation.**

Standard G.2: Social and Cultural Diversity

studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

mid-term, final

Standard G.2.d

individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies

interview, mid-term, final

Standard G.3: Human Growth and Development

studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

interview, mid-term, final, or formal paper or genogram project or presentation

Standard G.3.a

theories of individual and family development and transitions across the life span

mid-term, final

Standard G.5: Helping Relationships

studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

Standard G.5.e

a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions

genogram project or presentation, film case conceptualization, mid-term, final

Standard G.8: Research and Program Evaluation

studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

Standard G.8.e

the use of research to inform evidence-based practice mid-term, final

Standard C.8

Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

mid-term, final

Standard A.1

Knows the history, philosophy, and trends in marriage, couple, and family counseling

mid-term, final

Standard A.3

Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.

mid-term, final

Standard A.4

Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.

mid-term, final

Standard A.5

Understanding a variety of models and theories of marriage, couple, and family counseling.

genogram project or presentation, mid-term, final

Standard A.6

Understanding 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

mid-term, final

Standard A.7

Understands the impact of crises, disasters, and other-trauma-causing events on marriages, couples, families, and households.

mid-term, final

Standard C.1

Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in multicultural society.

genogram project or presentation, mid-term, final

Standard C.2

Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.

Standard C.4

Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.
mid-term, final

Standard E.1

Understands how living in a multicultural society affects couples and families.
interview, or formal paper, or genogram project or presentation, mid-term, final

Standard G.2

Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society.
genogram project or presentation, mid-term, final

Standard G.3

Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.
genogram project or presentation, film conceptualization, mid-term, final

METHODS OF INSTRUCTION: This class is taught in a lecture/discussion/activity format. Students will be involved in learning in a variety of ways (lectures and discussion, video/DVD-cases and group processing of cases). This course is intended to be comprehensive and is therefore intense and fast-paced. Students are informed of deadlines in advance and are expected to adhere to them.

COURSE REQUIREMENTS: Two exams (25% each) mid-term and final, family life cycles paper (20%), presentation or paper (with permission) (20%), and attendance and active participation (10%). Please note active participation is expected throughout the course and needs to be meaningful in relation to your professional development as a counselor in training and your future career.

EXAMS: Multiple choice, the attached questions in the end of the syllabus are a guideline to assist you in preparing for the mid term. The midterm is at the end of the first weekend and the final at the end of the second weekend.

PRESENTATION or PAPER (with permission):

15-20 minutes, depending on how many students are in class. Students may present their genogram or a topic on a current issue in Family Systems/Counseling/Therapy. Decisions will be made the first weekend of class. All presentations will take place the Friday of the second weekend. Students may write a paper instead of presentation.

Choose a **topic** impacting family systems and make a presentation with a minimum of three references. Topics may include but not be limited to the following: Infertility and couples, Divorce and children, Schools and families, ADHD and families, Extramarital affairs, Military families, Ethnicity and family therapy, can be book chapters not covered in class ie Psychoeducational Family Therapy, Research or training or professional issues, Becoming a Family Therapist: Training and Supervision, Professional Issues and Ethical Practices. Include an informal statement in the end of the presentation and describe what has

been useful in relation to career/training. What was challenging about the material? Topics must be pre approved by instructor and need to be declared by afternoon on the first Saturday. Topics not coming from textbook chapters need a title and at least three articles for instructor approval by first Saturday. Have a handout for the class with the outline and the three references. You are advised to use journals such as *The Family Journal*, *Journal of Marital and Family Therapy*.

Students who choose the paper option need to write a 5 page paper, regular font, double spaced. If it is a topic paper references in APA style.

Genogram, a self-awareness project, based on the idea of solution focused genograms and family narratives.

Diagram: dates, occupations, causes of death, etc. You will be given a model (Strauss Family). Make it large enough for class to see, highlight who you are. (For paper option can be one page.)

1. Significant family events (3 to 4)
2. Related age, gender, race, ethnicity, socioeconomic, family development stage issues, sexual orientation, religious/spiritual, and disability issues-patterns.
3. Three Family Themes/Issues
4. Psychological impact of 2 and 3
5. What would you keep the same in your family?
6. Reframe an experience
7. What would you change in your family? What would you want different?
8. What from this family information may impact you as a counselor/therapist, both in terms of vulnerability and strength? What have you learned that is useful to your future career?
9. What have I learned from this project?

Note: Students may ask professor to review an article on the Ethical Considerations of conducting the Family Genogram as a class project. Review the article and decide for yourself how much you want to disclose; sensitive topics include: Substance abuse, incest, sexual abuse, AIDS, and domestic violence. Protect your privacy and of those close to you. Evaluation is contingent upon all questions answered, visible diagram and adherence to timeline. Other outlines for presentations will be given in class, ie gender genograms, cultural/ethnic genogram, spiritual genogram etc.

FAMILY LIFE CYCLES PAPER: to be discussed in class

PARTICIPATION: 10 points. Attend class and actively participate in course discussions. Please be present when class starts and ends (and for all that happens in between). There is a lot to cover. Repeated tardiness or unexcused absences will result in a total course grade reduction of at least one letter grade. 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.

EVALUATION-GRADING SCALE:

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

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

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

Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Diversity Statement:

The College of Education and Behavioral Sciences (CEBS) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, CEBS seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. CEBS prohibits discrimination against any member of the College’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, political affiliation or veteran status.

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).

TEXTBOOK COURSE CONTENT:

It is expected you have read the chapters assigned before each weekend and worked on review questions.

First weekend of class:

Part 1: Fundamentals of Family Psychology

Adopting a Family Relationship framework Ch-1

Family Development: Continuity and Change Ch-2

Gender, Culture, and Ethnicity Factors in Family Functioning. Ch-3

Interlocking Systems: the individual the family and the community Ch-4

Part 2: The Development and Practice of Family Therapy

Growth of Family Therapy Ch-5

Professional issues and Ethical Practices Ch-6

Human Validation Process Model. Ch-9, pp. 257-266

Emotionally Focused Therapy Ch-9, pp267-271

Symbolic-Experiential. Ch-9- pp. 240-248

Psychodynamic Approaches. Ch-7 especially Objects Relations

Transgenerational Approach. Ch-8

Sunday afternoon Midterm

Second weekend of class:

Genogram and other topic presentations and all papers due

Structural Family Therapy. Ch-10

Strategic Family Therapy. Ch-11

Behavioral/Cognitive. Ch-12

Solution-Focused Brief Therapy Ch-13

Narrative Therapy Ch-14

Overview

Evaluations

Sunday afternoon Final

PLEASE READ and PRINT THIS SYLLABUS and BRING TO CLASS THE FIRST DAY.SAVE A COPY OF ALL SYLLABI FOR YOUR RECORDS AND FOR POSSIBLE FUTURE SUBMISSION TO LICENSURE BOARDS**

665 Review Questions Mid term, Dr. Softas

This is a guide to help you focus your studying. It is not required to complete, it is optional if you think it can be helpful to prepare for the midterm. If you choose to work on the questions please remember this is homework and **not to be filled out during class. I am kindly requesting that you put away during class time. It will be noted if you work on it during class and participation points will be taken off.**

Make sure you have read the material before answering the questions. It is expected you have read the assigned chapters the first weekend and worked on answering the mid term review questions. The day of the exam you will be given the questions and several answers to choose the best answer. If you feel that the mid term questions do not help you in preparing for the exam you may choose to only review the material. It is expected during group review sessions outside of class that you have read, and prepared answers if you are to discuss them with classmates. It is an individual responsibility to prepare for answers.

APCE 665 Family Systems Midterm Review Questions

- _____ 1. Family narratives:
- _____ 2. Clinical theories that focus on the individual probably emphasize:
- _____ 3. From a family systems perspective, the appearance of symptoms in a family member represents the manifestation of:
- _____ 4. "So-called objectivity does not exist, since each member has his or her legitimate viewpoint regarding family reality." This statement is likely to be made by an adherent of:
- _____ 5. Developmental tasks and the family life cycle:
- _____ 6. Family stage markers are events in a family's life that:
- _____ 7. Which group of family therapists is most apt to study family transitions?
- _____ 8. The Women's Project in Family Therapy:
- _____ 9. A systems perspective:
- _____ 10. Most family rules are:
- _____ 11. The home heating system analogy illustrated in the text is used to help explain:
- _____ 12. Returned information regarding the consequences of an event is called:
- _____ 13. Which of the following is not considered by the authors as a root of family therapy?

- ___ 14. Bowen studied families with schizophrenic members, especially their:
- ___ 15. The authors consider all but one of the following to be the major founders of family therapy:
- ___ 16. Family Sculpting is a:
- ___ 17. In Whitaker's view of psychotherapy, both therapist and client(s):
- ___ 18. For symbolic-experiential therapists, the focus of therapy is:
- ___ 19. Humanistically-oriented therapists view dysfunctional behavior as:
- ___ 20. Satir called her approach:
- ___ 21. The Family Life Chronology is essentially:
- ___ 22. Bowen's approach may be considered a bridge between what views?
- ___ 23. Which of the following is not one of Bowen's concepts?
- ___ 24. In Bowen's system, a family evaluation interview:
- ___ 25. Genograms helps shed light on:
- ___ 26. The major professional organization of family therapists, with the largest number of members is:
- ___ 27. During the New Couple stage, a major task for the couple is:
- ___ 28. In couples who have adolescents and their aging parents to take care of and who feel squeezed psychologically and physically, their generation is called:
- ___ 29. The only woman pioneer in the early days of family therapy was:
- ___ 30. Family therapy focuses on the _____ rather than the _____, which creates new and unique ways of resolving problems.
- ___ 31. The result of successful separation from your family of origin and distinguishing your rational and emotional selves is:
- ___ 32. A genogram is a visual representation of a person's family tree, going back at least three generations. It is useful in all the following ways:

- _____ 33. _____ is a frequent way of dealing with anxiety in which tension between two persons is projected onto another object.
- _____ 34. In Bowen Family Therapy, the term for patterns and strategies of coping with stress that are passed down from generation to generation is called:
- _____ 35. The major emphasis of experiential family therapy is:
- _____ 36. Experiential family therapy is interested in exploring:
- _____ 37. A technique is experiential family therapy in which family members are physically placed into positions symbolizing actual relationships as seen by one or more members is called:
- _____ 38. Whitaker supported the idea that the _____ must be won by the therapist, while the _____ must be won by the family.
- _____ 39. Although their methods were different, Satir and Whitaker agreed that the primary goal of experiential family therapy is:
- _____ 40. The leading proponent of the intergenerational approach to family therapy:
- _____ 41. The central goal of intergenerational family therapy focuses on:
- _____ 42. The person who continued Bowen's work and added gender and ethnicity is:
- _____ 43. Increased interest in cultural factors in family functioning has led to renewed interest in:
- _____ 44. A central idea in family psychology is:
- _____ 45. Systems oriented clinicians are most interested in:
- _____ 46. The "identified patient" is the person in the family who:
- _____ 47. From a family life cycle perspective, psychiatric symptoms in a family member represent:
- _____ 48. The major transition to be achieved before launching children involves:
- _____ 49. A common impact of migration in families is:
- _____ 50. A young adult's primary developmental task is:
- _____ 51. According to the authors, the most significant milestone in a family's life cycle is usually:

- ___ 52. Families with an adolescent frequently must deal with:
- ___ 53. In a joint legal custody arrangement, both parents:
- ___ 54. Stepfamilies typically:
- ___ 55. Lesbian parents:
- ___ 56. Ethnicity and cultural tradition:
- ___ 57. Satir helped families:
- ___ 58. Outcome research in family therapy is in the direction of:
- ___ 59. In the case of child abuse, the therapist should:
- ___ 60. The newest form of experiential family therapy is:
- ___ 61. Humanistically oriented therapists view dysfunctional behavior as:
- ___ 62. In Satir's view symptoms: