

Department of Counseling and Higher Education  
Eastern Illinois University  
**CSD 5960: Introduction to Family Therapy (3 credit hours)**  
Spring 2019 Syllabus

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Instructor: Heidi Larson, Ph.D., LCPC  
Office: 2113 Buzzard Hall  
Office Hours: Mondays from 11am-1pm, Tuesdays from 11am-1pm or by an appointment  
Telephone: 217-581-7236; cell 217-259-9455  
E-mail: [halarson@eiu.edu](mailto:halarson@eiu.edu)

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**Course Description:**

This course is designed to serve as an introduction to theories of family dynamics and interaction and to survey methods of marriage and family counseling. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

**Course Objectives:**

1. Understand family dynamics, including one's own family of origin.
2. Understand systems theories and other major models of family interventions.
3. Apply knowledge of interviewing and intervention procedures in the context of family counseling (CACREP Standard II.G.5.f).
4. Apply knowledge of legal and ethical issues related to family counseling.
5. Analyze procedures for determining goals, solving problems, and communicating information in family counseling situations.
6. Understand the characteristics and needs of diverse families; such as social class, race, lifestyles, and ethnicity (CACREP Standard D.5).
7. Systems perspective that provides an understanding of family and other system theories and major models of family and related interventions (CACREP Standard II.G.5.e and D.5).

**Texts:**

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

Miller, L.D. (2002). *Integrating school and family counseling: Practical solutions*. Alexandria, VA: American Counseling Association.

Satir, V. (1988). *The new peoplemaking*. Mountain View, CA: Science & Behavior Books, Inc.

**Technological Competence:** Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

**Academic Integrity:** Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).

**Questions and Grievances:** Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

**Accommodations for Students:** If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9<sup>th</sup> Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ( [www.eiu.edu/~success](http://www.eiu.edu/~success) ) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

**Grading Scale:** The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

**Class Requirements: (ALL OF THE FOLLOWING ARE REQUIREMENTS)**

1. **Family of Origin Paper.** This is a paper which discusses the dynamics of your family of origin. You will be asked to identify demographic data, communication patterns, role assignments, power issues, as well as sibling relationships and celebrations within your family. You will then decide what you have learned from living with your family. Please see the rubric for more description of this paper at the end of syllabus.

**NOTE: Trust that this assignment will ultimately make you a better family counselor.**

**Occasionally someone finds it too emotionally draining to write this paper. If this is the case, see me and we will find an alternate assignment.**

2. **Family Interview:** This is an opportunity to learn about families by interviewing one. You will not be doing family therapy. You will simply be assuming the role of an interested friend/interviewer of a non-clinical family (i.e. a family that is not in therapy) as you learn about the rules, roles, and relationships --the culture --of a non-help seeking family. You can choose a family of a friend of yours or ask a class member to suggest a family to you. Your choice in families may also be reflective of a variety of diverse types of family forms and structures (i.e. two-parent, single-parent, teen parent, blended/remarried, gay/lesbian, adoptive or foster family, ethnically/racially diverse or mixed families). The interview must be at **least 30 minutes** long, with **two or more individuals present**, and you must not know the individuals personally. See Rubric for details.

3. Family Sculpting Technique. Students will have an opportunity to learn about and experience a powerful technique called family sculpting. See rubric for details.
4. Book Review Paper: During the semester you will be exposed to several basic schools of thought of family therapy. Time limitations prohibit in-depth analyses of these models. Therefore, this book review assignment is designed to encourage you to study a family therapy model or an aspect of relationships (since they are the primary focus of this class) in more depth and to critically examine it. There are many issues that couples, marriages, and families bring into counseling and this will give you an opportunity to learn more independently. See Rubric for details.
5. Group Book Review Presentation: Students who have chosen the same book will present their impressions along with an overview of the book to the class. See rubric.
6. Final Exam (Standard D5). Generally the exams consist of both objective and essay questions. **Material from class discussions, Satir and Goldenberg will be included.**
7. Class Participation: Class attendance and participation is expected. There is a possibility of earning 5 points each week by coming to class, providing a one page self-reflection of the previous week's class or material [hard copy, times new roman 12 font, 1 inch margin] and participating in discussions and activities. The class participation points cannot be made up. **You are allowed ONE excused absence; 10 points will be deducted for each additional absence.**

**Course Requirements:**

Family of Origin Paper	100
Family Sculpting Technique	50
Family Interview	30
Book Review Paper	50
Group Book Review Presentation	50
Final Exam	100
<u>Participation</u>	<u>75</u>
Total Points:	455

**Grading Scale:**

455 – 409.5 = A  
 409 – 364 = B  
 363 – 318.5 = C

**Absences:** For each absence, please complete an additional Family Interview Assignment, which will be due 2 weeks from the day you were absent.

## Tentative Class Schedule (Subject to Change)

Week	Date	Topic	Readings	CACREP
1	Jan. 7	Introduction to the course Genogram Sociodrama	Goldenberg Ch 8 (p221-232) <b>Reflection Paper</b>	Standard D.5
2	Jan. 14	Family as a System <b>Sculpt:</b> **Check in on Family Paper**	Goldenberg Ch 1 & 4 <b>Family Pics Due</b> <b>Reflection Paper</b>	Standard II.G.5.e, II.G.5.f, and D.5
3	Jan. 21	<b>No Class – MLK’s Birthday</b>	Goldenberg Ch 5	Standard II.G.5.e, II.G.5.f, and D.5
4	Jan. 28	History of Family Therapy <b>Sculpt:</b> *Check in <b>Emotion</b> during Paper**	<b>Family Paper Due</b> <b>Reflection Paper</b>	Standard II.G.5.e and D.5
5	Feb. 4	Basics of Marriage & Couples <b>Sculpt:</b>	Gottman Reading -Pk Goldenberg Ch 15 <b>Gottman Grp Pres</b> <b>Reflection Paper</b>	Standard II.G.5.e and D.5
6	Feb. 11	Parental Divorce <b>Sculpt:</b>	<b>Doherty Grp Pres</b> <b>Reflection Paper</b>	Standard II.G.5.e and D.5
7	Feb. 18	Birth Order <b>Sculpt:</b>	Goldenberg Ch 2 <b>Chapman Grp Pres</b> <b>Reflection Paper</b>	Standard II.G.5.e and D.5
8	Feb. 25	Divorce- Kids <b>Sculpt:</b>	<b>Smalley Grp Pres</b> <b>Reflection Paper</b>	Standard II.G.5.e and D.5
9	March 4	Infidelity <b>Sculpt:</b>	Goldenberg Ch 9 <b>Reflection Paper</b>	Standard II.G.5.e and D.5
	March 11	<b>Spring Recess-ENJOY</b>		
10	March 18	Experiential Therapy <b>Sculpt:</b>	Goldenberg Ch 13 <b>Satir Grp Pres</b> <b>Reflection Paper</b>	Standard II.G.5.e and D.5
11	March 25	Solution Focused Therapy Ecomap Technique <b>Sculpt:</b>	Goldenberg Ch 10 <b>Cloud Grp Pres</b> <b>Reflection Paper</b>	Standard II.G.5.e and D.5
12	April 1	Narrative Therapy <b>Sculpt:</b>	Goldenberg Ch 11 <b>Johnson Grp Pres</b> <b>Reflection Paper</b> <b>Family Intvw Due</b>	Standard II.G.5.e and D.5
13	April 8	Structural Therapy <b>Sculpt:</b>	<b>Reflection Paper</b>	Standard II.G.5.e and D.5
14	April 15	Overview & Metaphor Therapy <b>Sculpt:</b>	<b>Review Final Exam</b> <b>Reflection Paper</b>	Standard II.G.5.e and D.5
15	April 22	<b>Final Exam</b>		Standard D.5
16	April 29	Process & Reflect Final Exam and Family Therapy Course	<b>Reflection Paper</b>	

## Grading Rubrics for Assignments

### Grading criteria for Family of Origin Paper

I. Length of Paper 12-20 pages (excluding title page)- [4 pts.]

II. Writing Mechanics [7 pts.]

III. Draw a Genogram. [7 pts.]

IV. Demographic Data- (1-2 pages) [7 pts.]

Answer the following questions:

- i. Who is in the family? Ages?
- ii. Did anyone else live in the home?
- iii. Has either spouse been divorced? Have children from another marriage?
- iv. When were they married?
- v. What do they do now? Work, organizations, hobbies, etc.

V. Communication Patterns (1-2 pages) [7 pts.]

Answer the following questions:

- i. How was it done? Quietly? Loudly? Blaming? Guessing?
- ii. Who did most of the talking?
- iii. Who did the children go to when upset? To get needs met? To play with?
- iv. Who did the spouses talk about problems with?
- v. Who did family members approach in time of stress?
- vi. When did family members talk to each other?
- vii. Discuss family celebrations and how you felt about them?

Provide a brief example of communication patterns at work within your family.

VI. Role Assignments (1-2 pages) [7 pts.]

Answer the following questions:

- i. Who cared for the children?
- ii. Who did the housework? Cooking? Car repair? Yard work? Etc.
- iii. Who made special contacts and arranged activities?
- iv. Who made major decisions? Minor ones?
- v. Who disciplined the children?
- vi. Who played with the children?
- vii. What kinds of work/chores did the children do?
- viii. What was your role assignment within your family?

Provide a brief example of role assignments at work within your family.

VII. Authority and Power Issues (1-2 pages) [7 pts.]

Answer the following questions:

- i. Did any one person usually win an argument?
- ii. Who got his/her way most often?
- iii. How was money spent? Who decided?
- iv. Were vacations taken? Who decided where and when?
- v. How was major conflict resolved?
- vi. Who handled crises?

Provide a brief example of authority and power issues at work within your family.

VIII. Change/Crisis (1-2 pages) [7 pts.]

Answer the following questions:

- A. If there was a change – was it easy or hard?
- B. How was it for the children?
- C. How much time did it take to readjust?
- D. What were the coping mechanisms used?
- E. How was the change remembered? Positively? Negatively?

Provide a brief example of a change experienced in your family of origin.

IX. Defining Moments (1-2 pages) [7 pts.]

- A. Was there anything specific that was life changing that occurred in your childhood?
- B. Is there a critical point that you can identify that took place?

X. Discuss: (4-5 pages) [40 pts.]

- A. How is your family background affecting the present?
- B. What do you want to keep/change from your family of origin?
- C. What have you learned from living in this family?
- D. How does your family background impact your counseling?

**Total:** 100 pts.

### **Grading Criteria for Family Sculpting Technique - SEE RUBRIC**

- a. Sculpt your immediate family in class- 10 pts.
- b. Length of Reflection Paper is 5 pages (excluding title page) - 3 pts.
- c. Writing mechanics - 2 pts.
- d. What did you personally learn from this assignment? – 20 pts.
- e. What were the Challenges - 5 pts.
- f. What would change - 5 pts.
- g. Describe the value of this technique for clients? - 5 pts.

**Total:** 50 pts.

### **Grading Criteria for Family Interview - SEE RUBRIC**

- a. Length 4-5 pages (excluding title page) - 3 pts.
- b. Writing mechanics - 2 pts.
- c. How you ended up selecting the family - 2 pts.
- d. Describe the composition of family you interviewed (keep identities in confidence) - 3 pts.
- e. Discuss some of the highlights of the interview- 7 pts.
- f. Describe how this experience was for you (i.e. ideas, thoughts, reactions, etc.) - 7 pts.
- g. Impact on you as a developing counselor – 6pts.

**Total:** 30 pts.

**Grading Criteria for Book Review Paper - SEE RUBRIC**

- a. Length of paper 5 pages – 2 pts.
- b. Writing mechanics -3 pts.
- c. Brief Summary [1-1.5 pages ONLY] – 10 pts.
- d. What did you learn? - 10 pts.
- e. Things you didn't like - 5 pts.
- f. Client benefits - 10 pts.
- g. Impact on you as a developing counselor – 10 pts.

**Total:** 50 pts.

**Rubric for Group Book Review Presentation- SEE RUBRIC**

- a. Copy of PPP (HO version) provided for the class- HO – 2 pts.
- b. Maximum of 5 slides (excluding title & reference slide) – 2pts.
- c. Professionalism/Presentation Style –2pts.
- d. Brochure/HO for class – 2pts.
- e. What did you learn? – 10pts.
- f. Group Activity relating to the topic- 10pts.
- g. Client Benefits – 10pts.
- h. Impact on you as a developing Counselor – 10pts.
- i. Time limits (20-30 mins.) – 2pts.

**Total:** 50 pts.