Purpose
This course is designed to familiarize the student with a family systems framework and a broad range of established family systems models that have shaped the practice of couple and family therapy. Theory and technique will be reviewed to assist the development of process skills necessary for addressing the multiple dynamics associated with counseling couples and families. It will attempt to provide an atmosphere for generating opportunities of increased ownership of counselor-trainees personal and professional growth.

Objectives
As a result of the successful completion of this course, students will:
1. Develop a systemic perspective in understanding and assessing family dynamics.
2. Become familiar with basic concepts and techniques of established models of family therapy.
3. Demonstrate skills pertinent to family counseling.
4. Examine his/her family experience.
5. Feel more confident in his/her ability to identify family dynamics and effectively work with families.

Required Textbooks

Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>8/30</td>
<td>Systems theory and concepts</td>
<td>N. &amp; S., Ch. 1-2; N., Ch. 1</td>
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<td>9/6</td>
<td>The family life cycle</td>
<td>N. &amp; S., Ch. 3-4; N., Ch. 2</td>
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<td>9/13</td>
<td>Bowen family systems theory</td>
<td>N. &amp; S., Ch. 5; N., Ch. 3</td>
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<tr>
<td>9/20</td>
<td>Genogram construction and interpretation</td>
<td>N., Ch. 4-5</td>
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<tr>
<td>9/27</td>
<td>Psychodynamic models</td>
<td>N. &amp; S., Ch. 9; N., Ch. 6</td>
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<td>10/4</td>
<td>Experiential family therapy</td>
<td>N. &amp; S., Ch. 8; N., Ch. 7</td>
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<tr>
<td>10/11</td>
<td>Spring break, no class</td>
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<tr>
<td>10/18</td>
<td>Structural family therapy</td>
<td>N. &amp; S., Ch. 7; N., Ch. 8</td>
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<td>10/25</td>
<td>MRI</td>
<td>N., Ch. 9-10</td>
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<tr>
<td>11/1</td>
<td>Strategic therapy</td>
<td>N. &amp; S., Ch. 6; N., Ch. 11</td>
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<tr>
<td>11/8</td>
<td>Milan/Systemic family therapy</td>
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REQUIREMENTS

1. Finish all assigned reading.

2. Complete your family genogram with interpretative write-up.
   You will receive instructions in class on how to construct your family genogram. What you need to turn in is:
   a. A three-generation genogram of your family constructed either by hand drawing on paper or by computer using the Genogram Maker software. This program is installed on the second computer in the NPCC student office. Use the format and symbols described on pages 191-193 in the text below. (This book is on reserve in the library.)
   b. An interpretative write-up of your family genogram. Use the interpretative format described on pages 195-197 in the text below.


Due date: Oct. 25 at the beginning of class

3. Paper sculpture and presentation.
   The goal of the paper sculpture is to create a picture that encapsulates your feelings about your family at a certain time. Then, it allows you to reflect on the family system’s characteristics and may give you a different perspective on the family as a group and your role in the family. There are no right or wrong ways to do a paper sculpture. Use your imagination.
   a. Decide what family you want to sculpt. You may do your family of origin or procreation.
   b. Make shapes for all persons/things you wish to include. Shapes should be made for all persons and thing which had/have a significant effect on the family. Think in terms of size, color, texture, etc.
   c. Label each shape. A single shape may have one or more names if you see those people/things as a unit.
   d. Arrange the shapes on the paper so that they express the family relationships AS YOU SEE THEM. When you feel comfortable with the arrangement, glue/tape them in place.
   e. Draw any boundary or connecting lines you feel complete the picture. Thick, thin, and dotted lines, arrows, etc. may be used to express your feelings.
   f. This sculpture will not be turned in, but will be presented to the class on Nov. 22 or 29. Explain who the components are (age, sex, relationship to you, why included), why you arranged them as you did, the meaning of any connecting or boundary lines, and any special uses of size, shape, color, texture, proximity. Also, if appropriate, think about any persons you left out or that you logically could have included and discuss why you left them out.
4. In-class techniques
Students will be put into triads. Each triad will be responsible to demonstrate three family therapy techniques that stem from particular models of therapy. Techniques will be demonstrated in class on assigned dates. The books below may be helpful.

5. Complete take home examination. Due date: Dec. 7.

GRADING
Family genogram with interpretative write-up: 100 points
Paper sculpture and presentation: 50 points
In-class technique demonstrations and write ups: 50 points
Take home examination: 80 points
Required reading: 20 points
Total possible points: 300 points

Course grades will be determined by adding points from the family genogram with interpretative write-up, the paper sculpture and presentation, the in-class technique demonstrations, the take home examination, and the required reading. Grades will be based on the following scale:

A = 291-300 points  C+ = 249-257 points
A- = 282-290 points  C = 240-248 points
B+ = 273-281 points  C- = 234-239 points
B = 264-272 points  D = 210-233 points
B- = 258-263 points  F = 209 points and below

ACADEMIC STANDARDS
If you should miss a class, you are expected to contact another student regarding the information covered.

All assignments will be due on the date specified in the syllabus. For each day a take home exam or the clinical assessment paper is late, 10 points will be deducted from the score of the assignment.

Plagiarism/cheating will result in the failure of the course.

Format for paper: APA style