



RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Department of Counseling, Educational Leadership and School Psychology
Syllabus of Record – edited November 2010

Course: CEP 544: Family Counseling Theory and Practice
 Prerequisite: CEP 537& CEP 538.
 Text: Goldenberg, H & Goldenberg, I. (2002). Counseling Today’s Families. (4th Ed). Pacific Grove, CA: Brooks/Cole.

Dinkmeyer, D. & McKay G.D. (1997). The parent’s handbook: Systematic training for effective parenting. Circle Pines, MN: American Guidance Services.

CEP 544 – Faculty 2008-2010			
	Rita, Jacqueline	Adjunct	CAGS-Mental Health
	Darcy, Monica	Full time	Ph.D.

Course Description:

Current family counseling theories and methods are introduced. Class instruction includes lectures, demonstrations and family simulations.

Relationship of Course to Professional Program:

This course provides counselors with an appreciation for the shaping power of family systems and its contextual impact on the mental health of families and family members. This additional perspective broadens counselors’ conceptual framework and advances the program’s goal of developing Reflective Practitioners.

Relationship to the FSEHD Conceptual Framework& Reflective Practitioner Model

This course introduces students to the rich world of the family, its function, its impact on its members’ development and some intervention styles to counter dysfunctionality. As Reflective Practitioners, counselors- in-training learn to build a systemic conceptual framework. With this knowledge base in place, counselors can work with families using the Reflective Practitioner model to plan appropriate interventions, carry them out and assess the outcome. This approach requires counselors to learn how to sensitively and ethically enter a family system, be conscious of the family’s history and cultural standards and be professionally prepared as a Reflective Practitioner.

<u>Course Learning Objectives</u>	<u>SPA</u>	<u>Conceptual Framework</u>
1) Identify the basic concepts, assumptions, perspectives and research regarding family systems theory	CACREP 3a NASP 2.7, 2.8, 2.10	Knowledge 1
2) Demonstrate knowledge of family development and transitions across the life span to identify normative issues expressed by families as they progress through the life cycle.	CACREP 3a C9 NASP 2.1, 2.8	Knowledge 2; Practice 1

3) Understand the structure, functions, roles and goals of family influenced by culture, race, ethnicity, gender, age, socioeconomic status, religion and sexual orientation.	CACREP- 2d NASP 2.5, 2.8	Knowledge 1-4
4) Develop basic interviewing, assessment and counseling skills for client's presenting issues from a family systems perspective.	CACREP- 5a NASP 2.8	Practice 3
5) Identify resilience factors for families as well as family issues that affect the development of children, adolescents and adults and may impede optimal social functioning i.e learning disabilities, intellectual disability, abuse or violence, substance abuse, depression, anxiety, eating disorders, etc.	CACREP- 3 d NASP 2.8	Knowledge 3
6) Demonstrate skills in using developmental approaches to assist children, adolescents, parents and adults at points of life challenges.	CACREP- 5e. C3 D4 NSP 2.5, 2.8	Practice 1
7) Apply ethical standards to family counseling situations.	NASP 2.8, 2.10	Practice 4

<u>Course Requirements</u>	Percent of Grade	Course Learning Objectives
<u>Professional Conduct</u> The class format consists of lectures, discussions, group activities, and occasional films to supplement the readings. Regular attendance is expected and class participation is required . The student will prepare for classes by reading assigned materials. You are expected to be an active participant in this class, engaging in lectures, asking questions, and providing feedback to your professor and class mates. Students will experience family therapy "in action" and are expected to take family roles in role plays. You will be asked to complete a self-evaluation at the conclusion of this course.	<u>10%</u>	Practice 4
<u>Journal entries</u> Provide Journal entries on various topics. Journal entries are required for 5 different weeks. These journals are required but not graded. Students will reflect on prompts provided by the instructor.	<u>15%</u>	Knowledge 1; objective 1
<u>Genogram / Family Mapping Project</u> Develop a three generational genogram of your family. Write	<u>25%</u>	Knowledge 3; objectives 1,2,5

a paper demonstrating understanding of the family structure and development. Discuss your findings in relation to concepts discussed in class readings, lectures, and discussions. Outside reading for support information strongly recommended.		CACREP 3a C9 NASP 2.1, 2.8
Parenting Skills Presentation You will study the STEP Program (for children & teens) and lead or co-lead a selected topic with the “family members” of your class	<u>25%</u>	Practice 3,4; objectives 3,4,6,7) CACREP- 2d,5a,e C3 D4 NASP 2.5, 2.8
Research Review Project Review the empirical research literature on a chosen topic related to issues in family counseling. Choose a family based issue that you will work with in your future discipline. Suggested topics will be distributed. Write 6-10 page (APA style) summary paper focusing briefly on summary of findings (Lit Review). Delineate implications and recommendations for practitioners regarding assessment, treatment and/or prevention. Evaluation based on thoroughness and quality of research, recommendations on family counseling implications. Please limit your website references, there must be at least five book or journal references listed in your References. Proposals/ rough drafts to be submitted 5 weeks prior to due date.	<u>25%</u>	(Knowledge1; Practice 1 objectives 1,3,5) CACREP 3a,d NASP 2.7, 2.8, 2.10

Evaluation and Grades:

A= Successful high-level completion of assignments

B= Moderate level completion of assignments.

C= Below graduate level expectations and standards for the course.

Note:

- *Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.*
- *Academic dishonesty, including plagiarism and/or the use of other students' work, will not be tolerated and will result in a failure for the class grade.*

Suggested Readings:

Bagarozzi, D. A. & Anderson, S.A. (1989) Personal, Marital, and Family Myths: Theoretical Formulations and Clinical Strategies. New York, W.W. Norton & Company.

- Becvar, D. & Becvar, R. (2006) *Family Therapy, A System Integration, 6th Ed.* Boston, Allyn & Bacon.
- Bobes, T. & Rothman, B. (1998) *The Crowded Bed: An Effective Framework for Doing Couple Therapy.* New York, W.W. Norton & Company, Inc.
- Gehart, D. & Tuttle, A. (2003) *TheoryBased Treatment Planning for Marriage and Family Therapists,* Pacific Grove, CA., Thomson
- Carter, B. & McGoldrick, M. (2005) *The Expanded Life Cycle, 4th Ed.* Boston, Allyn & Bacon.
- Gladding, S. (2002) *Family Therapy, History, Theory and Practice, 3rd Ed.* Upper Saddle River, N.J. Merrill Prentice-Hall.
- Goldenberg, H. & Goldenberg, I. (2002) *Counseling Today's Families, 4th Ed.,* Pacific Grove, CA, Brooks/Cole.
- Golden, L. (2004) *Case Studies in Marriage and Family Therapy,* Upper Saddle River, N.J. Pearson Merrill Prentice-Hall.
- Kaufmann, E. & Kaufmann, P. (1992) *Family Therapy of Drug and Alcohol Abuse, 2nd Ed* Boston, Allyn & Bacon.
- Kilpatrick, A. & Holland, T. (2006) 4th Ed. *Working with Families,* Boston, Allyn & Bacon.
- McGoldrick, M., Giordano, J. & Garcia-Preto, N. (Eds.) (2005) *Ethnicity and Family Therapy,* New York, The Guilford Press.
- Napoli, M. (2007) *A Family Casebook, Problem-Based Learning and Mindful Self-Reflection,* Boston, Allyn & Bacon.
- Nichols, M. & Schwartz, R. (2006) *Family Therapy Concepts and Methods, 7th Ed.* Boston, Allyn & Bacon.
- Nichols, M. & Schwartz, R. (2007) *The Essentials of Family Therapy, 3rd Ed.* Boston, Allyn & Bacon.
- O'Hanlon, W. H. & Weiner-Davis, M. (1989) *In Search of Solutions: A New Direction in Psychotherapy.* New York, W.W. Norton & Company.
- Schafer, C. E., Briesmeister, J.M., & Fitton, M. E. (1984) *Family Therapy Techniques for Problem Behaviors of Children and Teenagers, 1st Ed.* San Francisco, Jossey-Bass Limited.

Walsh, F. (2006) *Strengthening Family Resilience*, 2nd Ed. New York, The Guilford Press.