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**COUN 627**

Marriage and Family Counseling  
3 Semester Hours, Fall 2010  
S003

Tuesday 1-3:40  
Office Hours: By appointment

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Couns 028

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**COURSE DESCRIPTION:**

This course provides an overview of marital and family counseling from a systems perspective. A survey of the predominant systems theories essential in working with couples and families will be presented. Special emphasis is given to evidence based treatments and the current research on attachment theory and the role of attachment in couple and family distress. Students will become familiar with attachment issues, working from an emotion focused perspective and gain proficiency in assessment and intervention. Students will engage in learning exercises and role-plays in order to facilitate application of course content. Each student will construct a personal family genogram and engage in analyzing their family using a systems approach.

**COURSE OBJECTIVES:**

1. Students will demonstrate a knowledge and understanding of a systems perspective as it relates to couple and family therapy (g5e).
2. Students will gain awareness of key systems models in marriage and family counseling (g5e)
3. Students will demonstrate an understanding of the role of attachment theory in couple and family counseling. (g5e)
4. Students will engage in experiential learning exercises that apply specific family and couple interventions.(g5d)
5. Students will learn how to select various theories and interventions when working with couples and families (g5e)
6. Students will address the role of faith and spirituality in working with couples and families.
7. Students will become aware of legal and ethical issues that impact therapy with couples and families. (g5e, c.8)
8. Students will construct a personal genogram that applies systems theory to their family of origin (g5e, c.8).
9. Students will address issues of diversity and how these differences impact their work with couple and family issues. (g2d, c.8)

**COURSE FORMAT:**

This course will meet Tuesday from 1-3:40. Sessions will emphasize lecture, discussion, role-play and self-exploration exercises. Course evaluation will be based on class participation, readings and assignments.

**REQUIRED READING:**

Gehart, D. (2010). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. Belmont: Brooks/Cole.  
Hanna, S.M. (2007). *The practice of family therapy: Key elements across models, 4<sup>th</sup> ed.* Belmont: Thomson/Brooks-Cole.

**RECOMMENDED READING:**

- Balswick, J.K. & Balswick, J.O. (1999). *Authentic human sexuality: An integrated Christian approach*. Dowers Grove: IVP Academic.
- Beck, A.T. (1988). *Love is never enough: How couples can overcome misunderstandings, resolve conflicts, and solve relationship problems through cognitive therapy*. New York: Harper Perennial.
- Bradley, Furrow, Lee, Palmer Tilley & Woolley (2005). *Becoming an emotionally focused couple therapist: A workbook*. New York: Routledge.
- Coloroso, B. (1994). *Kids are worth it: Giving your child the gift of inner discipline*. New York: Avon Books.
- Faber, A. & Mazlish, E. (1990). *Liberated parents, liberated children: Your guide to a happier family*. New York: Avon Books.
- Faber, A. & Mazlish, E. (1992). *How to talk so kids will listen and listen so kids will talk*. New York: Avon Books.
- Faber, A. & Mazlish, E. (1998). *Siblings without rivalry: How to help your children live together so you can live too*. New York: Avon Books.
- Gottman (1994). *Why marriages succeed or fail and how you can make yours last*. New York: Simon and Shuster.
- Gottman, J. (1997). *Raising an emotionally intelligent child: The heart of parenting*. New York: Simon and Shuster.
- Gottman, J. (2001). *The relationship cure: A five step guide to strengthening your marriage, family and friendships*. New York: Three Rivers Press.
- Hart, A.D. & Hart Morris, S. (2003). *Safe Haven Marriage: Building a relationship you want to come home to*. Nashville: W Publishing Group.
- Hendrix, H. (1988). *Getting the love you want: A guide for couples*. New York: Henry Holt and Company.
- Johnson, S.M. (2008). *Hold me tight: Seven conversations for a lifetime of love*. New York: Little Brown and Co.
- Markman, H., Stanley, S., & Blumberg, S.L. (1994). *Fighting for your marriage: Positive steps for preventing divorce and preserving a lasting love*. San Francisco: Jossey-Bass.
- Penner, C.L., & Penner, J.J. (2003). *The Gift of Sex: A guide to sexual fulfillment*. Nashville: W Publishing Group.
- Penner, C.L. & Penner, J.J. (1994). *Getting your sex life off to a great start: A guide for engaged and newlywed couples*. Dallas: Word Publishing.
- Penner, C.L. & Penner, J.J. (1993). *Restoring the Pleasure: Complete Step-by-step programs to help couples overcome the most common sexual barriers*. Dallas: Word Publishing.
- Siegel, D. J., & Hartzell, M. H. (2003). *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive*. New York: Penguin.
- Smalley, Trent (1991). *The language of love: A powerful way to maximize insight, intimacy, and understanding*. Colorado Springs: Focus on the Family Publishing.
- Spring, J.A. (1993). *After the affair: Healing the pain and rebuilding trust when a partner has been unfaithful*. New York: Harper Perennial.

## **Course Instructions**

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### **Attendance and Participation**

This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than two absences per semester will result in a reduction in the overall course grade.

A note about technology: Please limit cell phone use to emergencies. It is expected that in-class computer use be for notetaking only. Do not text or use the internet during class.

### **Family Genogram and Analytical Response (30 points)**

Each student will submit a personal, four-generation family genogram and analytical response paper. Students will construct their genogram by gathering family history, interviewing family members and through personal reflection. Each student will draw their genogram accurately and clearly, depicting key relational and historical information about their family. Students may consult genogram resources including, McGoldrick, Gerson and Shellenberger, *Genograms in Family Assessment*, Second Edition, *Ethnicity and Family Therapy*, McGoldrick, Giordan, and Pearce, ed. and class handouts. (g5e, c.8)

Each student will submit a 6-8 double-spaced, typed-written paper to accompany the drawing. (Please follow APA style.) The first section of the paper (4-6 typed pages) will cover: *family structure, life cycle fit, pattern repetition across the generations (patterns of functioning for both sides of the family, patterns of relationships such as close, conflictual or enmeshed and patterns of structure), life events and family functioning, relationship/attachment patterns and triangles, family balance and imbalance, and therapeutic concerns*. The balance of the paper (2-4 pages) will be written as a reflection on your family and your personal response to creating the genogram.

### **Case Conceptualization and Treatment Planning (30 points)**

Each student will choose a real or hypothetical couple or family for this assignment. The student will use the text *Mastering Competencies in Family Therapy* to strengthen their skills in case conceptualization and treatment planning with couples and families using a variety of theoretical orientations. The student will read the text in its entirety and complete the following (g5e, c.8):

1. The student will complete a case conceptualization (p.42-46), clinical assessment (p.63-67) with a genogram, client information form (p.78-82), treatment plan (p.89-92), and an example of a progress note for a session (p.118-119) with general systems theory guiding their conceptualization and treatment plan. A peer will evaluate each assignment using the rubric provided in the text. The student will be allowed to correct their work after receiving feedback (using a different color pen or font) and will turn in the assignment and feedback to the professor on the assigned day. (6 points)
2. The student will complete the same forms as above for each of the theoretical orientations presented in the text (Systemic/Strategic, Structural, Experiential, Intergenerational/ Psychoanalytic, Behavioral/Cognitive-behavioral, Solution-based, Collaborative/Narrative). The student may photocopy any information that will not change due to theoretical orientation. A peer will evaluate each set of forms using the rubric provided and information from the text about each theory. The student may correct their work (using a different color pen or font) and submit all forms to the professor for a grade. (24 points)

### **Student Assessment (10 points)**

1. Each student will be paired with a classmate who will evaluate the corresponding components using the rubric provided in the book- case conceptualization scoring rubric (p. 47-52), clinical assessment rubric (p. 83-86), treatment plan rubric (p. 99-104), progress note rubric (p. 123-125)- providing a score and additional competency comments provided for the student's growth. (4 points)

2. The student will be paired with a different student that will provide feedback using the rubric for each piece of documentation. The student will then assess each theory being used and the relevance of the content provided for each section from this theory. Feedback is expected for each area of growth for the student being assessed. (6 points)

### **Student Presentations (20 points)**

Students will choose a couple or family therapy treatment approach to research and present to the class (EFT for families, IBCT, Gottman, The Incredible Years, Circle of Security, Filial Therapy, Theraplay, Trauma-Focused CBT, Parent - Child Interaction Therapy, Attachment Based Family Therapy, etc.). Students may work alone or in a small group for this assignment. The student/group will provide an overview of the approach including research efficacy, overview of the model and practical strategies and interventions. A power point presentation will be given to the class with accurately referenced slides. Student/groups will engage the class with a role-play or exercise from this model.

### **Readings (10 points)**

It is expected that students will complete all of the required readings for this course and choose one book on each of the following topics (3 recommended): 1. Marriage/couple/relationships, 2. Parenting, and 3. Sexuality. Each student will submit a 3-page report on the three chosen books and verify the percentage of required readings completed.

### **Academic Integrity Policy**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3<sup>rd</sup> floor of the Sadie Hartzler Library.

### **Disability Statement**

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Roselawn Ground Floor, 432-4233.

### **Course Schedule**

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<b>Date</b>	<b>Subject and Reading</b>
<b>8/31</b>	<b>History of Couple and Family Therapy: An Overview of Systems Theory</b> <b>Legal and Professional Issues in Couple and Family Therapy</b>

9/7	<b>Theory Overview (g5e):</b> Bowenian, psychodynamic, cognitive/behavioral, structural, strategic, solution focused and narrative
9/14	<b>Creating a Frame and Treatment Planning (g5e, c.8):</b> Joining, strengths, exceptions, tracking sequences, timelines, genograms. <i>In class/Partner review: Mastering Competencies in Family Therapy #1</i>
9/21	<b>Working with Couples: A Research Based Approach</b> Video: Marital Therapy with John Gottman <i>Due: Mastering Competencies in Family Therapy #1</i>
9/28	<b>Emotionally Focused Therapy:</b> Theory Overview Video: Emotion Focused Therapy with Susan Johnson
10/5	<b>Initial interview- Mapping Dances and Stances (g5e)</b> Role Play demonstration and practice - Kristy
10/12	<b>Practical Skills and Couple Interventions (g5c)</b> Role Play Kristy <i>Due to Partner: Mastering Competencies in Family Therapy #2</i>
10/19	<i>Fall Break- No Class</i>
10/26	<b>Enrichment and Pre-marital Counseling</b> <i>Hold Me Tight- Kristy Koser, M.A.</i> <i>Due: Mastering Competencies in Family Therapy #2</i>
11/2	<b>Families with Young Children (g3a, 5e)</b> <b>Assessment:</b> Sculpting, drawing, family pictures and imaginative play <b>Kinetic Family Drawing</b>
11/9	<b>Families with Adolescents</b> <i>Guest Speaker: Richard Anderson, Ph.D.</i>
11/16	<b>Student Presentations</b>
11/23	<b>Student Presentations</b> <i>Due: Recommended book report</i>
11/30	<b>Student Presentations</b>
12/7	<b>Special Topics</b> <i>Due: Personal genogram</i>
12/14	<b>Personal Genogram Presentations</b>

