



**P.O. Box 222000**  
**Seattle WA 98122-1090**  
**Department of Counseling and School Psychology**

**The College of Education's Organizing Theme**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program's Mission Statement**

The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

**COURSE INFORMATION**

Course and Credits: COUN 560, 3.0 credits  
Title: Family and Couples Counseling  
Room: TBA  
Day of the week/hours: TBA  
Term: Spring 09

**INSTRUCTOR**

Instructor: Dr. Mary Amanda Graham  
Office: Loyola 218  
Office hours: By Appointment  
Phone: office room phone number  
FAX: fax number  
Email: grahamm@seattleu.edu

**COURSE MATERIALS**

Required Texts and/or Readings:

Nichols, M. P. & Schwartz, R.C. (2006). *Family Therapy: Concepts and Methods*. Boston, Allyn & Bacon. Seventh edition.

Gurman, A.S. & Jacobson, N.S. (2002). *Clinical Handbook of Couple Therapy*. New York, Guilford. Third edition.

Recommended

American Psychological Association. (2001). *Publication Manual of the American Psychological Association (Fifth Edition)*. Washington, DC, American Psychology Association

Required Articles:

TBA

Support Materials:

List support materials here

## **COURSE DESCRIPTION**

### Graduate Bulletin Description

This course provides an introduction to the theoretical and practical applications of systems thinking to work with families and couples.

### Course Purpose

This course is designed to provide students with a theoretical, experiential and practical understanding of family systems theory, a variety of family and couple therapy models, and their own family experience.

## **COURSE OBJECTIVES**

By the end of quarter student will:

1. *Demonstrates culturally appropriate counseling interventions when working with diverse clients*
2. *Demonstrates an understanding of established and emerging individual and systems counseling theories*
3. *Is able to utilize appropriate individual, couple, family, group, and/or systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches*
4. Be able to conceptualize a case in systemic terms
5. Possess a basic understanding of the primary family therapy models
6. Demonstrate the ability to use a variety of therapeutic interventions
7. Experience the role of counselor with families and couples
8. Be able to observe complex interpersonal patterns in a clinically useful manner
9. Build a beginning competence in developing couple and family assessments and treatment plans
10. Understand your own family from a systems perspective
11. Demonstrate in writing a more differentiated understanding of your family experience
12. Demonstrate competence in writing and critical thinking

## **CONTENT AREAS**

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

2. SOCIAL AND CULTURAL DIVERSITY:
  - c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

## 5. HELPING RELATIONSHIPS:

- d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

Standards for Community Counseling Programs:

### C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS

7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

Washington Administrative Code requirements met [WAC 180-78A-165 (4)]

This course meets the WAC 180-78-295 requirement: (1) Knowledge of the field. The candidate has the knowledge and skills in relevant fields of study including: (i) Family dynamics, interaction and parent interaction, (ii) Abusive relationships

### **COURSE INSTRUCTIONAL METHODS**

- Lectures: theory, techniques and illustrations
- Class participation: discussion, role play, in class-reflection
- Writing: case descriptions, integration paper, and family reflection paper.
- Assigned readings

### **STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

Family reflection paper & genogram 30 pts

Submit a 9-11 page (not including title page, genogram and references), double spaced, (APA format) description of your family, including a genogram, from a systemic perspective. The purpose of the paper is to provide the student with an opportunity for rigorous reflection on their own family in order to gain a broader understanding of both themselves and family systems. The paper should cover three generations, including your own and utilize both fundamental family systems concepts and, as appropriate, concepts from specific family therapy models.

Grading criteria:

- Demonstrated understanding of family/systemic concepts & vocabulary
- A systemic, rather than individualistic perspective
- Clarity, organization, and focus
- Professionalism: Grammar, syntax, spelling, appearance, etc.

Case descriptions 35pts (7 @5pts each)

A 2-3 page, double space, case description will be submitted for each theoretical model presented in the course. The purpose of this exercise is to apply and demonstrate an understanding of specific family therapy models. Students will choose a case at the beginning of the term and address the same case for each description.

Grading criteria:

- Demonstrated understanding of the model’s concepts & vocabulary
- Inclusion of all ...
- Clarity, organization, and focus
- Professionalism: Grammar, syntax, spelling, appearance, etc.

Integrative paper 25pts

Submit a 5-6 page (not including title page, and references), double spaced (APA format) paper on your own family therapy orientation. The purpose of this paper is allow students an opportunity to integrate family systems theory and family therapy perspective into their developing clinical orientation.

Grading criteria:

- Demonstrated understanding of family/systemic concepts & vocabulary
- Demonstrated depth of understanding of specific family therapy concepts
- Articulate reflection of student’s own perspective
- Thoughtful integration
- Clarity, organization, and focus
- Professionalism: Grammar, syntax, spelling, appearance, etc.

Class participation 10pts

Your participation in the class is crucial to your education and the learning experience of your peers and instructor. Active class participation includes: asking questions, sharing your perspective and thoughtful reflection. I welcome your questions and comments and, in return, I feel free to ask for your thoughts and opinions. Class will start on time and because arriving late is disruptive, please be on time. Turn off cell phones and pagers.

Grading criteria:

- Consistent attendance
- Come to class having read the material and prepared to contribute
- Participate in role plays and activities
- Display appropriate attention to and respect for others

**GRADING SCALE**

94 –100%	= A	80-82%	= B-	67-69%	= D+
90-93%	= A-	77-79%	= C+	64-66%	= D
87-89%	= B+	73-76%	= C	60-63%	= D-
83-86%	= B	70-72%	= C-	> 60	= F

## SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1	Introductions, course overview, expectations A family perspective	2 .c 5.d c.7	N & S* : 1, 3 & 4	2 .c 5.d c.7
Class #2	Systems theory	2 .c 5.d c.7	N & S* : 1, 3 & 4	2 .c 5.d C.7
Class #3	Bowen Family Systems	2 .c 5.d c.7	N & S: 5 Transgenerational couple therapy G & J** : 5 <b>Case description 1 due</b>	2 .c 5.d c.7
Class #4	Strategic family therapy Brief strategic couple therapy	2 .c 5.d c.7	N & S: 6 G & J: 1 <b>Case description 2 due</b>	2 .c 5.d c.7
Class #5	Structural family therap    Structural- strategic couple therapy	2 .c 5.d c.7	N & S: 7 G & J: 4 <b>Case description 3 due</b>	2 .c 5.d c.7
Class #6	Experiential family therapy	2 .c 5.d c.7	N & S: 8 <b>Case description 4 due</b>	2 .c 5.d c.7
Class #7	Psychodynamic family therapy Object relations couple therapy	2 .c 5.d c.7	N & S: 9 G & J: 3 <b>Case description 5 due</b>	2 .c 5.d c.7
	Cognitive family therapy	2 .c		2 .c

Class #8	Cognitive-behavioral couple therapy	5.d c.7	N & S: 10 G & J: 2 <b>Case description 6 due</b>	5.d c.7
Class #9	Postmodern family therapy models  Postmodern approaches to couple therapy	2 .c 5.d c.7	N & S: 11, 12 & 13 G & J: 11 & 12 <b>Case description 7 due</b> <b>Integration paper due</b>	2 .c 5.d c.7
Class #10	Wrap up and Closure	2 .c 5.d c.7	<b>Family reflection paper due.</b>	2 .c 5.d c.7

### ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**  
Loyola 100, [www.seattleu.edu/SAS/LA](http://www.seattleu.edu/SAS/LA)  
peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**  
Engineering 307, [www.seattleu.edu/writingcenter/](http://www.seattleu.edu/writingcenter/)  
peer assistance with any phase of a writing project
- **Math Lab**  
Engineering 300, [www.seattleu.edu/scieng/math/mathlab.asp](http://www.seattleu.edu/scieng/math/mathlab.asp)  
Drop-in help with mathematics homework and test preparation
- **Reference librarians**  
Library 2<sup>nd</sup> floor, [www.seattleu.edu/lemlib/AboutLibrary/Reference.htm](http://www.seattleu.edu/lemlib/AboutLibrary/Reference.htm) assistance with locating and evaluating information resources  
These services are offered at no additional cost to Seattle University students.

### NOTICE to STUDENTS concerning DISABILITIES

*If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

### NOTICE to STUDENTS concerning Seattle University’s ACADEMIC HONESTY POLICY that includes the issue of plagiarism.

*The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:*

<http://www.seattleu.edu/studentdevelopment/>

## **NOTICE TO STUDENTS concerning CODES OF ETHICS**

*All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:*

[www.counseling.org/resources/ethics.htm](http://www.counseling.org/resources/ethics.htm)

*School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association*

[www.schoolcounselor.org/library/ethics.pdf](http://www.schoolcounselor.org/library/ethics.pdf)

### **Grading Grievance – Procedure for Challenging Course Grades (REQUIRED)**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

<http://www.seattleu.edu/registrar/page.aspx?ID=194>

### References

Beavers, W. Robert (1985). Successful marriage: a family systems approach to couples therapy. New York: W. W. Norton & Company.

Broderick, Carlfred B. (1981). Couples: how to confront problems and maintain loving relationships. New York: Simon and Schuster.

Broderick, Carlfred B. (1979). Marriage and the family. New York: Prentice-Hall.

Broderick, Carlfred (1983). The therapeutic triangle: a sourcebook on marital therapy. Beverly Hills, CA: Sage Publications.

Bross, Allen (Ed.) (1983). Family therapy: Principles of strategic practice. New York: Guilford Press.

Cristy, Norton F. (1980). Staying in love: Reinventing marriage and other love relationships. New York: Jove Publications.

Karpel, Mark, and Strauss, Eric (1983). Family evaluation. New York: Gardner Press.

Kramer, Jeanette R. (1985). Family interfaces: Transgenerational patterns. New York: Brunner/Mazel.

- Madanes, Cloe (1981). *Strategic family therapy*. San Francisco: Jossey-Bass.
- McGoldrick, Monica, and Gerson, Randy (1985). *Genograms in family assessment*. New York: W. W. Norton and Company.
- Minuchin, Salvador (1967). *Families of the slums*. New York: Basic Books.
- Napier, and Whitaker, Carl (1978). *The family crucible*. New York: Harper and Row.
- Nichols, Michael (1984). *Family therapy: Concepts and methods*. New York: Gardner Press.
- Papp, Peggy (Ed.) (1977). *Family therapy: Full length case studies*. New York: Gardner Press.
- Selvini, Matteo.(1988). *The Work of Mara Selvini Palazzoli*. Northvale, NJ,. Jason Aronson Inc
- Pomery, Claire (1977). *Fight it out, work it out, love it out*. New York: Doubleday and Co.
- Ramey, James (1977). *Intimate Relationships*. New Jersey: Prentice-Hall.
- Sager, Clifford, and Hunt, Bernice (1979). *Intimate partners: Hidden patterns in love relationships*. New York: McGraw-Hill.
- Satir, Virginia *People making and cojoint family therapy*.
- Sherman, Robert, and Fredman, Norman (1986). *Handbook of structured techniques in marriage and family therapy*. New York: Brunner/Mazel.
- Sholevar, G. Pirooz (1981). *The handbook of marriage and family therapy*. New York: Spectrum Publications.