DEPARTMENT OF COUNSELING AND SPECIAL EDUCATION

Fall 2013 – CED 608 Understanding and Working with Couples and Families
9/6, 9/7, 9/20, 9/21, 10/4, 10/5/2013

Dr. LaShonda B. Fuller, LPC, SCL
Contact: mslfuller@gmail.com

Bulletin Description:
Introduction to theories and skills for working with couples and families and understanding how relationships influence individual behavior.

Prerequisites:
None

Required Texts:

Course Objectives:
C – Concept and knowledge-driven: A professional educational practice that is concept-and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research.

LEA – LEArner-centered: A professional educational practice that is learner-centered focuses on the cognitive, affective, and physical needs and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all learners can learn.

R – Reflective practice relevant to diverse settings and roles: Educators will work in diverse settings—from the large, urban high school to the small, rural school. Communities and schools are comprised of diverse people from a wide variety of cultural, ethnic, racial and socioeconomic backgrounds. Best educational practice requires recognition of and provisions for these differences.

The course is intended as a general introduction to concepts and theories of marriage dynamics, family systems and dysfunctional families.
After completing this course, the student will be able to:

1. Analyze marriage selection, patterns, development and dynamics. (C, LEA, R)
2. Differentiate between healthy and unhealthy families. (C, LEA, R)
3. Examine characteristics, belief systems and various roles within dysfunctional families. (C, R)
4. Discuss principles and differences on how people experience love. (C, LEA, R)
5. Utilize methods for addressing and resolving conflict. (C, LEA, R)
6. Synthesize characteristics of effective parenting. (C, LEA, R)
7. Articulate own family values, background and their influence. (LEA, R)
8. Examine diverse families in the context of various issues that impact the system. (R)
Methodology:
Teaching methods: This course is a collaborative learning project that will use a variety of learning methods, including lectures, reading assignments, media viewing, group activities, personal research, discussion and writing. The course is intentionally organized to enable the student to discover and synthesize her/his insights into a meaningful learning experience guided by the students’ personal goals and questions. Learning will consist of instructor directed and self-directed approaches.

Reading and Study of Text: Students are expected to be prepared to discuss, summarize, and react to all readings prior to class. Reading and course attendance are not the only criteria for assessment.

Course Participation: This course will be highly interactive. Students will be encouraged to pose questions, seek answers to questions, and contribute to our common learning goals as well as his/her personal learning goals as an active participant.

Class participation will be based on active participation in discussions and activities, demonstrated knowledge of assigned readings, and completion of assignments. Class participation will be computed as part of your final grade.

Writing: There will be a variety of writing opportunities during the course. All writing must adhere to APA format where appropriate and required. All written work must be typed in times new roman font, 12pt, and punctual on due dates except in class assignments.

Course Outline:
Week 1 Introduction, conceptualizing couples and family systems, theories of marriage, attachment, and parenting
Readings Due: LY Chps. 1-4; Parenting handout posted to Blackboard
Assignments Due Saturday: Genogram/Family of Origin Description Paper

Week 2 Assessing couples’ problems, treatment planning, preparing for the first session
Readings Due: LY Chps. 5-7; BR Chps. 1-5
Assignments Saturday: Mid-term Exam

Week 3 The therapy process: Working with couples and common issues
Readings Due: LY Chps. 8-15; BR Chps. 7-20
Assignments Due Saturday: Video/Case Treatment Presentations

Evaluation:
Students will be evaluated on the following assignments:
Genogram/Family of Origin Description Paper 30 pts.
Exam 20 pts.
Video Presentation Facilitating Couples Counseling 15 pts.
Case Treatment Presentation 25 pts.
Participation 10 pts.
100 pts.

GRADING SCALE:
A = 94 – 100      A- = 90 – 93      B+ = 87 – 89      B = 84 – 86      B- = 80 – 83
C+ = 77 – 79      C = 74 – 76      F = 73 and below
Genogram/Family of Origin Description Paper
Students will be expected to complete a genogram representing at least four generations of their family background and history. The family of origin description paper should be an addition to your genogram which explains your genogram in further details. Points will be deducted from your paper if not written in appropriate APA writing; however, you do not have to include a cover page for your paper but please do include headings if necessary.

Exam
Students will be expected to test on reading material to the date of the exam. Any reading assignment due after the second week of class will not be on the exam.

Case Study Treatment Presentation
The case study treatment presentation is a major engagement activity and assignment designed to help students create a plan for moving a counselor from awareness of couple/family issues within a cultural context to a competent counselor serving clients that identify amongst a range of conflicts and common concerns as a member of one of the American communities (ethnicity, gender, sexuality, social class, religion, and communities with special abilities) that are relevant to current topics and issues. Each team of counselors must conduct counseling skills within a culturally appropriate context and research the core cultural values, worldviews, and life experiences of the community they have been assigned. The presentation must: (a) identify a couple/family counseling problem through a created case study (b) analyze and diagnose the problem within the cultural context of the clients/family and (c) develop a sample treatment plan using a theory studied this semester. Each presentation must be divided into sections corresponding to each phase as illustrated on the assessment sheet. Finally, each case presentation should follow a recording of the counselor facilitating a session with a couple. Have fun and be creative!
# CASE STUDY TREATMENT ASSESSMENT SHEET:
## THE INITIAL INTERVIEW TO TERMINATION

<table>
<thead>
<tr>
<th>ITEM</th>
<th>POSSIBLE POINTS</th>
<th>EARNED POINTS</th>
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<tbody>
<tr>
<td><strong>Phase One: Initial Interview - Obtaining Information and Promoting Awareness</strong></td>
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<td>10</td>
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<tr>
<td>- Case study</td>
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<td>- Additional information obtained</td>
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<td>- Who should come to therapy</td>
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<td>- Developing a connection</td>
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<td>- Defining client’s expectations for therapy</td>
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<td><strong>Phase Two: Developing a Treatment Focus - Cultural Implications</strong></td>
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<td>- Variables that impact treatment</td>
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<tr>
<td>*Cultural values</td>
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<td>*Value differences/behaviors/conflicts</td>
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<td>- Worldviews: counselor and each client</td>
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<td>- Compare and contrast racial identity status of the counselor and clients</td>
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<td><strong>Phase Three: Treatment Skills and Interventions</strong></td>
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<tr>
<td>- Sample treatment plan</td>
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<td>- Theory of counseling within a cultural and social justice context</td>
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<td>- Theory assessment for cultural bias</td>
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<td>- Mission of advocacy</td>
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<td><strong>Phase Four: Awareness to Action</strong></td>
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<td>- PowerPoint presentation</td>
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<td>- Intervention demonstration and practice</td>
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<td>- Handouts</td>
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***Note: Study guides for exams will not be distributed; opportunities for extra credit are left up to the instructor’s discretion; 1 point will be deducted for each hour missed from class; ALL late work will be deducted by half of the points received on the assignment. Also, all assignments are to be physically submitted on due date; however, it is the professor's discretion when necessary to accept work through electronic mail.***

**As adult learners, it is understood that your schedule may not fit with the instructor’s regular office hours. Due to the instructor’s traveling, there may be a delay in voicemail messages responses or call backs; therefore, email is the most efficient method to reach me to schedule a personal or virtual appointment.**
Academic Integrity:
Plagiarism, cheating and other forms of academic dishonesty are prohibited. In the academic community the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of his/her own efforts. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at www.academicsenate.cmich.edu/noncurric.htm.

American Disability Act:
CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disability Service at (989)774-3018, Park Library 120.

Classroom Civility:
Each CMU student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, interrupt class by coming in late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others will be asked to leave the class and may be subjected to disciplinary action under the Code of Student Rights, Responsibilities and Disciplinary Procedures.

Diversity Statement:
Multiculturalism is a prominent component of life; therefore, it is inevitable that cultural differences among the instructor and students are acknowledged and cultural sensitivity is embraced in order to support the learning process we will experience together while applying learned concepts to current and futuristic situations and circumstances.

Disruption of Learning Clause:
In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning.

Bibliography:


