**Marriage and Family Counseling for Professional Counselors**

**EPCE 5367**

**3 Credit Hours**

**Summer 1 2020**

**Instructor:** Dr. Ian Lértora

**Office Address:** 209

**Phone:** (806) 834-8049

**Email Address:** ian.lertora@ttu.edu

**Office Hours: Friday 12:30-3:30pm;** I am available at other times as well, but it will be by appointment only and I cannot guarantee availability

**Meeting Time/Place:** Online

1. **Course Goals**:
* Increase the knowledge of the history of couples and family counseling including the etiological premises that define the practice of marital, couple and family counseling.
* Understand the ethical and legal considerations specifically related to the practice of marriage, couple and family counseling
* Provide information on the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relations other helping professionals
* Know about the organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling
* Understands a variety of models and theories of marriage, couple and family counseling
* Understand the family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence and related family concerns
* Understand the impact of crises, disasters and other trauma causing events on marriages, couples, families and households

# Conceptual framework

The conceptual framework encompasses the college’s [nine initiatives for change](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley%27s%20022312%20revisions.docx). The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

# A. NCATE Transformation

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
* This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.

Products for both the Master’s degree in School counseling and the Master’s degree in clinical mental health counseling listed as follows:

#  1). Distinctive Products: EPCE: Community and School Counseling Programs

* **MEd – School Counseling**
	+ **Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.**
* **MEd – Community Counseling**
	+ **Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.**

 **B. Trademark Outcomes for this course:**

A basic treatment plan will be developed to provide mental health services to

families. This plan will be expanded and refined in Phase 2 and Phase 3 classes

 **C**. This Course, EPCE 5367, is a phase one course. A phase one course is a course in which students acquire working knowledge of theories related to couples and families and the interventions that address their needs.

**D. Counselor Education Technology Competencies**

 Specific technology courses covered in this course include:

1 Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2 Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

5 Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.

7 Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

1. Be able to access and use counseling-related research databases.

**E. CACREP Standards**

CACREP standards are imbedded within the course and can be viewed at <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf> Specific standards taught in this course are listed as follows:

The standards addressed in this course include the following: IIF1abi; IIF2f; IIF3 af; IIF5abdhjkl

Clinical Mental Health-- VC1b;VC2f ;VC3b

School Counseling-- VG2bij;VG3h

# Course Purpose

The purpose of this course is that students acquire a strong theoretical and methodological knowledge of the field of counseling, specifically couple and family counseling and systemic intervention.

# Course Description

Theory, simulation and practice of techniques used in family counseling applied to school and clinical mental health settings.

# Prerequisites

Admission to the counselor education program

# Methods of Instruction

This course utilizes Blackboard to include posting summaries, responding to the posts of class members, taking exams, and writing a research paper. Students are evaluated through examinations, written papers, and participation in the aforementioned assignments.

# Course Objectives/Learning Outcomes/Assessments

CACREP Standards by Measures appear after references

|  |  |
| --- | --- |
| **Course Objectives/Learning Outcomes** | **Assessments** |
| Students will understand theories of individual and family development across the lifespan. CACREP Section 2.f.3.aCMHC-1.b | Exams, summary posts, and final paper, which will be evaluated by the Family Counseling Case Study Rubric.  |
| Students understand a systems approach to conceptualizing clients CACREP section 2.F.5.b | Exams, summary posts, and final paper, which will be evaluated by the Family Counseling Case Study Rubric. |
| Students will be familiar with codes of ethics as applied to family counselingCACREP Section 2.F.1.iCMHC-2.l  | Exams, summary posts, and final paper, which will be evaluated by the Family Counseling Case Study Rubric. |
| Students will understand how major theories view the process of family counseling. They will also understand theories and models related to clinical mental health counseling.CACREP Section 2.f.1. a & i; Section 2.f.2.a; Section 2.f.5.a & bCHMC-1.b | Exams, summary posts, and final paper, which will be evaluated by the Family Counseling Case Study Rubric. |
|  |  |

# Course Requirements/Methods of Evaluation Employed

**Assignments**

**Policy and Procedures**

**Preface**: This is a **15 week graduate leveled course that is condensed into 4** weeks and a few days. There is an intense amount of work and in a short amount of time. With that in mind, I try to respond to emails quickly (usually within the hour) because I know your time to work on the assignments is limited. However, I will certainly respond within 24 hours. I am checking emails regularly, especially in the evening from 8-ish till about 10 ish when many of you are working on the assignments. Make sure you send messages directly to ian.lertora@ttu.edu and DO NOT send it through the BlackBoard message system because I rarely see those messages because BlackBoard doesn’t work well on my mobile devises.

**Late work**: Late work will be accepted with penalty during this summer semester and they are as follows: **1min-1hour late 10% deduction of the total possible points**

 **1hr 1min- 12hr 20% deduction “ “**

 **12hr 1min-24hr 30% deduction**

 **Over 24hours late 50% deduction**

**LATE SUBMISSION MUST BE EMAILED DIRECTLY TO ian.lertora@ttu.edu**

**Genogram and Reflection-50 Points**

You will need to do a genogram that explores at least 3 generations of your family extending all the way to your grandparents. This means you are covering your generation (siblings), you parents (their siblings), and your grandparents (maternal & paternal). If you have children of your own than that would be an additional generation that needs to be covered. Use the website I provided in the WEEK 1 folder as a guide it has fairly good instructions of how to cover the information needed to flesh out your genogram with depth.

You will also write a reflection about your genogram and post it in a discussion format look in the discussion portion of BB for the details of what the discussion post will address.

**Exams- 200 points (4 tests X 50 points each)**

There are 4 exams to take during the semester. They are open book, meaning you don’t have to take them in a testing center. The exams are also set to where you should be able to stop and start them whenever you like. Some of them are pretty long (i.e. over 40 questions) so they are not easy to do in one sitting and especially if you procrastinate and wait till the last minute to do them. I recommend chipping away 5-10 questions a day as you read/skim. Also, they are all set to be open on the second day of class.

**Discussions-** **150 points (3 discussions X 50 points each)**

There are 1 discussion due in week 2, week 3, and week 4. Your responses to classmates must be substantive and add value to the conversation by being thoughtful, informed, and articulate replies to each discussion post. To clarify further that means replies that only consist of a statement such as “I agree with you” will not receive full credit. Your responses should include vocabulary from your text book and they should be well formulated and reflect graduate leveled writing skills. Replies written that resemble informal text messages (e.g. “I agree w u”) will earn NO CREDIT. I would suggest that you write your posts and replies in word documents first and then transfer them to the discussion thread because BlackBoard’s grammar and spell check function does not work very well.

**The instructions for the posts are as follows:**

Using your own family genogram discuss the patterns you notice in the language and concepts of the theory assigned to you. It is not necessary to provide any explicit details about your family to discuss the patterns you notice. You DO NOT need to disclose past abuse or trauma between family members. For example if your parents were abusive towards each other you do not need to mention that they 'beat each other up all the time'. However, using the language of your assigned theory you could describe that there was a constant power struggle (Adlerian theory) present between your parents or something to that effect. As future counselors you all have to get in the habit of discussing client situations without explicit details, identifying information, and in the language of the theory.

Your last name will be next to the theory you are to cover.

**PLEASE REFER TO THE CLASS SCHEDULE FOR DUE DATES ON DISCUSSIONS**

Below is the rubric for your Initial Discussion Posts and your Replies

Initial Post- 10 points- Content relating to career theory, assessment, ethics, or interventions

 5 points- Vocabulary relating specifically to terminology used in the textbook

10 points- Grammar (e.g. spelling, clarity, organization, punctuation, capitalization etc.)

 5 point- Posting

 **30 Points**

First Reply- 5 point- Content and Vocabulary (as described above)

 5 points- Grammar

 **10 Points**

Second Reply- 5 point- Content and Vocabulary (as described above)

 5 points- Grammar

 **10 Points**

**Total Points: 50 points for each complete post and 2 replies**

 **Final Paper Family Case Study -100 Points (Must be in APA 6th Format)**

A 5-7 page paper conforming to APA style requirements wherein you present a case study of your family. Contents of the paper should address the following areas:

1. The family’s origin and membership (including extended family members as depicted by in your genogram assignment)
2. The family’s structure (boundaries, power issues, etc.),
3. The family’s dynamics (rules, communication patterns, alliances, etc.),
4. the family’s life cycle
5. Family’s strengths and weaknesses.
6. Place yourself in the role of the therapist and describe what your theoretical approach and interventions you would use to help this family.

**To earn an A**- The paper must have five or less grammatical (verb tense, spelling, sentence structure, clarity, organization etc.) errors or mechanical errors (punctuation, capitalization, etc.) and must be APA 6th format. Also, the paper must be at least 5 pages in length. The purpose of this paper is to assess your understanding of career theory. Personal disclosures are not expected or evaluated.

**To earn a B**- The paper must have ten or less grammatical (verb tense, spelling, sentence structure, clarity, organization etc.) errors or mechanical errors (punctuation, capitalization, etc.) and must be APA 6th format. Also, the paper must be at least 4 pages in length. The purpose of this paper is to assess your understanding of career theory. Personal disclosures are not expected or evaluated.

**To earn a C**- The paper must have ten or less grammatical (verb tense, spelling, sentence structure, clarity, organization etc.) errors or mechanical errors (punctuation, capitalization, etc.) and must be APA 6th format. Also, the paper must be at least 4 pages in length. The purpose of this paper is to assess your understanding of career theory. Personal disclosures are not expected or evaluated.

**GRADES**

**Grades will be determined by how many points are earned over the semester. The menu of projects and their points appears next:**

 **Nature of Activity Point Potential**

 **Genogram 50**

**Case Study 100**

 **Three Posts (50 points each) 150 four exams (50 points each) 200**

 **Total possible 500**

**Grades**

**A = 450-500 points**

 **B = 400-449 point**

 **C or lower = < 399**

**VII. Class schedule/Content Areas/Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| Weeks | **Readings** | **Activities** | **Due Dates** |
| **WEEK 1****6/2 to 6/9** |  Skim over Chapter 1, 2, & 3Read Chapters 4, 5, & 6 | **1) Construct a Genogram****2) genogram discussion****3) Take Exam 1** | **Genogram discussion due Friday @ 11:59****Exam 1 due Sunday @ 11:59** |
| **WEEK 2****6/10 to 6/16** | Chapters 7, 8, 9, & 10 | **1) Post 1st summary** **2) Take exam 2** | **Week 2 discussion - Wednesday @ 11:59p****Reply 1- THUR 11:59p****Reply 2- FRI 11:59p****Exam 2 due Sunday @ 11:59** |
| **WEEK 3****6/17 to 6/23** | Chapters 11, 12, 13, & 14 | **1) Post second summary** **2) Take exam 3** | **Week 3 discussion - Wednesday @ 11:59p****Reply 1- THUR 11:59p****Reply 2- FRI 11:59p****Exam 3 due Sunday @ 11:59** |
| **WEEK 4****6/24 to 7/3** | Chapters 15, 16, 17, & 18  | **1)  Post 3rd summary** **2) Take exam 4****3) Case study paper** | **Week 4 discussion - Wednesday @ 11:59p****Reply 1- THUR 11:59p****Reply 2- FRI 11:59p****Final Paper- 7/1 11:59p****Exam 4 due 7/3 @ 11:59** |

# Required Text:

**Bitter, James Robert (2014). *Theory and practice of family therapy and counseling* 2nd**

 **Edition, Belmont, CA: Brooks/Cole Cengage**

**VIX. Course Policies**

1. **Attendance and absences in online classes**: Participation in this online course constitutes the participation in discussion groups that occur throughout the weeks. ONE missed discussion is treated as an absence and there is ONE allowed absence. Subsequent absences will result in a 5% reduction of the overall grade for the class.
2. **Late work**: Late work will be accepted with penalty during this summer semester and they are as follows:

1min-1hour late 10% deduction of the total points

 1hr 1min- 12hr 20% deduction “ “

 12hr 1min-24hr 30% deduction

 0ver 24hours late 50% deduction

**LATE SUBMISSION MUST BE EMAILED DIRECTLY TO ian.lertora@ttu.edu**

1. **On-line behavior**: Class discussions on-line are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.

**X. Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

**XI. Handicapping Conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

**XII. Religious Observations**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**XV. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

In addition to above, a rubric to rate civility in the classroom appears at the end of this syllabus. This will be administered at the beginning of the course.

**XVI. Title IX**

 Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](file:///E%3A%5Cclasses%5C5367%5Credir.aspx%3FREF%3DbTp_9LJr7xFeGNTnfbZsiFLD62XhyUk4mHi9lFflE-jlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1Lw) are not tolerated by the University. Report any incidents to the Student Resolution Center, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](file:///E%3A%5Cclasses%5C5367%5Credir.aspx%3FREF%3D2rfq2eOK4Z9BU8eB3jA30G8lPLWGdXOXF0QKDoqldLDlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1L3N0dWRlbnRz). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,** 806-742-3674, [https://www.depts.ttu.edu/scc/](file:///E%3A%5Cclasses%5C5367%5Credir.aspx%3FREF%3DFDlqup5LQd9CICYAHkyU9YyD-1we7mbqQFoA55qFEUjlqQdPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3NjYy8) *(Provides confidential support on campus.)* **TTU Student Counseling Center 24-hour Helpline**,806-742-5555, *(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)* **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, [voiceofhopelubbock.org](file:///E%3A%5Cclasses%5C5367%5Credir.aspx%3FREF%3D8dmhkaR7KbIzWT8TofivOVB25oxnQOXuQn6xzz7yDwhVCwpPK0nTCAFodHRwOi8vdm9pY2VvZmhvcGVsdWJib2NrLm9yZy8) *(24-hour hotline that provides support for survivors of sexual violence.)* **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, [rise.ttu.edu](file:///E%3A%5Cclasses%5C5367%5Credir.aspx%3FREF%3DZYpG27hiA3XvsOzoTF9BgGbs4VXOK51sFCofa-fN8t1VCwpPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3Jpc2Uv) *(Provides a range of resources and support options focused on prevention education and student wellness.)* **Texas Tech Police Department**, 806-742-3931, [http://www.depts.ttu.edu/ttpd/](file:///E%3A%5Cclasses%5C5367%5Credir.aspx%3FREF%3DfwsbQfodctJCW00CCZo8FICU7j3DexyhuAaD30X0bbdVCwpPK0nTCAFodHRwOi8vd3d3LmRlcHRzLnR0dS5lZHUvdHRwZC8) *(To report criminal activity that occurs on or near Texas Tech campus*.)

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

**XVII. References**

Belenky, M. F., Clinchy, B. Mc., Goldberger, N. R., & Tarule, J. M. (1996).

Women's ways of knowing: The development of self, voice, and mind (10th anniv. ed.). New York, NY: Basic Books.

Bitter, J. R. (1987). Communication and meaning: Satir in Adlerian

context. In R. Sherman & D. Dinkmeyer (Eds.), ***Systems of family therapy: An Adlerian integration (***pp. 109-142). New York, NY: Brunner/Mazel.

Bitter, J. R. (1988). Family mapping and family constellation: Satir in

Adlerian context. ***Individual Psychology, 44***(1), 106-111.

Bitter, J. R. (1989). The mistaken goals of adults with children. In B. L.

Bettner (Ed.), ***An Adlerian resource book*** (pp. 54-55). Chicago, IL: NASAP.

Bitter, J. R. (Speaker). (1991a). ***Adlerian family mapping*** (Video VHS

Cassette Recording #TRT:105:00). Villa Park, IL: Copymaster Video Inc.

Bitter, J. R. (1991b). Conscious motivations: An enhancement to Dreikurs’

goals of children’s misbehavior. ***Individual Psychology, 47***(2), 210-221.

Bitter, J. R. (1993). Satir's parts party with couples. In T. S. Nelson & T. S.

Trepper (Eds.), ***101 interventions in family therapy*** (pp. 132-136). New York, NY: Haworth Press.

Bitter, J. R. (2011). ***Contributions to Adlerian psychology***. Bloomington, IN: Xlibris.

Bitter, J. R., Christensen, O. C., Hawes, C., & Nicoll, W. G. (1998).

Adlerian brief therapy with individuals, couples, and families. ***Directions in Clinical and Counseling Psychology, 8(***8), 95-112.

Bowen, M. (1966). The use of family theory in clinical practice.

***Comprehensive Psychiatry, 7***, 345-374.

\*Bowen, M. (1972). On the differentiation of self. In J. Framo (Ed.),

***Family interaction: A dialogue between family researchers and family therapists*** (pp. 111-173). New York, NY: Springer.

\*Bowen, M. (1976). Theory in the practice of psychotherapy. In P. J.

Guerin, Jr. (Ed.), ***Family Therapy: Theory and practice*** (pp.42-90). New York, NY: Gardner Press.

\*Bowen, M. (1978). ***Family therapy in clinical practice***. New York, NY:

Aronson.

Breunlin, D. C., Schwartz, R. C., & MacKune-Karrer, B. (1997).

*Metaframeworks: Transcending the models of family therapy* (rev. ed.). San Francisco, CA: Jossey-Bass. (Original work published 1992)

Brown, J. H., & Christensen, D. N. (2007). ***Family therapy: Theory and***

***practice*** (2nd ed). Pacific Grove, CA: Brooks/Cole.

Carlson, J., & Kjos, D. (2002). ***Theories and strategies of family therapy***. Boston, MA: Allyn & Bacon.

Carlson, J., Sperry, L., & Lewis, J. A. (2005). ***Family therapy techniques:***

***Integrating and tailoring treatment***. New York, NY: Routledge.

McGoldrick, M., Carter, B., & Garcia-Preto, N. (Eds.). (2011). ***The expanded family life cycle: Individual, family, and social perspectives*** (4th ed.). Boston, MA: Allyn & Bacon.

Chaney, R. (1991). Evolving Milan approaches to family therapy. In A.

M. Horne & J. L. Passmore (Eds.), ***Family counseling and therapy*** (2nd ed.) (pp.235-261). Itasca, IL: F. E. Peacock.

Christensen, O. C. (Ed.). (2004). ***Adlerian family counseling*** (3rd. ed.).

Minneapolis, MN: Educational Media Corp.

Colapinto, J. (1991). Structural family therapy. In A. M. Horne & J. L.

Passmore (Eds.), ***Family counseling and therapy*** (2nd ed.) (pp. 77-106). Itasca, IL: F. E. Peacock.

de Shazer, S. (1985). ***Keys to solutions in brief therapy***. New York, NY:

Norton.

de Shazer, S. (1988). ***Clues: Investigating solutions in brief therapy***. New

York, NY: Norton.

de Shazer, S. (1990). Brief therapy. In J. K. Zeig & W. M. Munion (Eds.),

***What is psychotherapy? Contemporary perspectives*** (pp. 278-282). San Francisco, CA: Jossey-Bass.

de Shazer, S. (1991). ***Putting difference to work***. New York, NY: Norton.

Dinkmeyer, D. C., Dinkmeyer, D. C., & Sperry, L. (1987). ***Adlerian***

***counseling and psychotherapy*** (2nd ed.). Columbus, OH: Merrill.

Dinkmeyer, D. C., McKay, G. D., & Dinkmeyer, D. C. (1997). ***STEP:***

***Systematic training for effective parenting*** (rev. ed.). Circle Pines, MN: American Guidance Service.

Dreikurs, R. (1940a, November). The importance of group life. ***Camping***

***Magazine,*** 3-4, 27.

Dreikurs, R. (1940b, December). The child in the group. *Camping*

*Magazine*, 7-9.

Dreikurs, R. (1948). ***The challenge of parenthood***. New York, NY: Duell, Sloan & Pearce.

Dreikurs, R. (1950). The immediate purpose of children’s misbehavior, its

recognition and correction. ***Internationale Zeitschrift fur Individual-psychologie, 19***, 70-87.

Dreikurs, R. (1957). Our child guidance clinics in Chicago. ***Collected***

***papers of Rudolf Dreikurs***. Eugene, OR: University of Oregon Press.

Dreikurs, R. (1971). ***Social equality: The challenge of today***. Chicago, IL:

Regnery.

Dreikurs, R., Corsini, R., Lowe, R., & Sonstegard, M. (1959). ***Adlerian***

***family counseling***. Eugene, OR: University of Oregon Press.

Dreikurs, R., & Soltz, V. (1964). ***Children: The challenge***. New York, NY:

Hawthorn.

Elizur, J., & Minuchin, S. (1989). ***Institutionalizing madness: families,***

***therapy, and society***. New York, NY: Basic Books.

 Epston, D., & White, M. (1992). Consulting your consultants: The

documentation of alternative knowledges. In ***Experience, contradiction, narrative and imagination: selected papers of David Epston and Michael White, 1989-1991*** (pp. 11-26). Adelaide, South Australia: Dulwich Centre Publications.

Epston, D., White, M., & Murray, K. (1992). A proposal for reauthoring

therapy: Rose's revisioning of her life and a commentary. In S. McNamee & K. J. Gergen (Eds.), ***Therapy as social construction*** (pp. 96-115). Newbury Park, CA: Sage.

Fishman, H. C. (1993). ***Intensive structural therapy: Treating families in***

***their social context***. New York, NY: Basic Books.

Foucault, M. (1970). ***The order of things: An archaeology of the human***

***sciences***. New York, NY: Random House.

Foucault, M. (1979). ***Discipline and punishment: The birth of the prison***.

Middlesex, England: Peregrine Books.

Foucault, M. (1980). ***Power/knowledge: Selected interviews and other***

***writings***. New York, NY: Pantheon Books.

Freedman, J., & Combs, G. (1996). ***Narrative therapy: The social***

***construction of preferred realities***. New York, NY: Norton.

Framo, J. L. (1990). Intergenerational family therapy. In J. K. Zeig & W.

M. Munion (Eds.), ***What is psychotherapy? Contemporary Perspectives*** (pp. 253-261). San Francisco, CA: Jossey-Bass.

\*Framo, J. L. (1992). ***Family-of-origin therapy: An intergenerational***

***approach***. New York, NY: Brunner/Mazel.

Gergen, K. (1985). The social constructionist movement in modern

psychology. ***American Psychologist, 40***, 266-275.

Gergen, K. (1991). ***The saturated self***. New York, NY: Basic Books.

Gergen, K. (2009). *Relational being*. New York, NY: Oxford University Press.

Goldenberg, H., & Goldenberg, I. (2003). ***Counseling today's families*** (4th

ed.). Pacific Grove, CA: Brooks/Cole-Wadsworth.

\*Guerin, P. J., & Chabot, D. R. (1992). Development of family systems

theory. In D. K. Freedheim (Ed.), ***History of psychotherapy: A century of change*** (pp. 225-260). Washington, DC: American Psychological Association.

Gurman, A. S., & Kniskern, D. P. (1981). ***Handbook of family therapy***.

New York, NY: Brunner/Mazel.

Gurman, A. S. & Kniskern, D. P. (1992). The future of marital and family

therapy. ***Psychotherapy, 29***(1), 65-71.

Haley, J. (1963). ***Strategies of psychotherapy***. New York. NY: Grune &

Stratton.

Haley, J. (1973). ***Uncommon therapy: The psychiatric techniques of***

***Milton H. Erickson, M.D.*** New York, NY: Norton.

\*Haley, J. (1976). ***Problem-solving therapy: New strategies for effective***

***family therapy***. San Francisco, CA: Jossey-Bass.

\*Haley, J. (1984). ***Ordeal therapy: Unusual ways to change behavior***. San

Francisco, CA: Jossey-Bass.

\*Hanna, S. M., & Brown, J. H. (2006). ***The practice of family therapy: Key***

***elements across models*** (4th ed.). Belmont, CA: Brooks/Cole-Wadsworth.

\*Horne, A. M. (2000). ***Family counseling and therapy*** (3rd ed.). Itasca, IL:

F.E. Peacock.

Huddleston, J. E., & Endels, D.W. (1986). Issues related to the use of

paradoxical techniques in counseling. ***Journal of Counseling and Human Service Professions***, *1*(1), 127-133.

Kefir, N. (1981). Impasse/priority therapy. In R. J. Corsini (Ed.),

***Handbook of innovative psychotherapies*** (pp. 401-415). New York, NY: Wiley.

\*Keith, D. V., & Whitaker, C. A. (1991). Experiential/symbolic family

therapy. In A. M. Horne & J. Passmore (Eds.), ***Family counseling and therapy*** (2nd. Ed.) (pp. 107-140). Itasca, IL: F. E. Peacock.

\*Kerr, M. E., & Bowen, M. (1988). ***Family evaluation***. New York, NY:

 Norton.

Lawson, D. M., & Gaushell, H. (1991). Intergenerational family

characteristics of counselor trainees. ***Counselor Education and Supervision, 30***(4), 309-321.

Lewis, J. M., Beaver, W. R., Gossett, J. T., & Phillips, V. A. (1976). ***No***

***single thread: Psychological health in family systems***. New York, NY: Brunner/Mazel.

\*Luepnitz, D. A. ( 2002). ***The family interpreted: Psychoanalysis,***

 ***Feminism, and family practice***. New York: Basic Books.

 (Original work published 1988)

\*Madanes, C. (1981). ***Strategic family therapy***. San Francisco, CA: Jossey-

Bass.

\*Madanes, C. (1984). ***Behind the one-way mirror: Advances in the***

***practice of strategic therapy***. San Francisco, CA: Jossey-Bass.

Madanes, C. (1991). ***Sex, love, and violence: Strategies for***

***transformation***. New York, NY: Norton.

Main, F. (1986). ***Perfect parenting & other myths***. Vermillion, SD:

The Main Press.

\*McGoldrick, M., Gerson, R., Petry, S. (2008). ***Genograms:***

***Assessment and interventions*** (3rd ed.). New York, NY: Norton.

\*McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005 ). Overview:

 Ethnicity and family therapy. In M. McGoldrick, J. Giordano, & Garcia-Preto, N. (Eds.), ***Ethnicity and family therapy*** (3rd ed.) (pp. 1-40). New York, NY: Guilford Press.

\*McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.).

 (2005 ). ***Ethnicity and family therapy*** (3rd ed.). New York, NY: Guilford Press.

\*McNamee, S., & Gergen, K. J. (Eds.). (1992). ***Therapy as social***

***construction***. Newbury Park, CA: Sage Publications.

\*Minuchin, S. (1974). ***Families and family therapy***. Cambridge, MA:

Harvard University Press.

\*Minuchin, S. & Fishman, H. C. (1981). ***Family therapy techniques***.

Cambridge, MA: Harvard University Press.

\*Napier, A.Y., & Whitaker, C. A. (1978). ***The family crucible***. New York, NY:

Harper & Row.

O’Hanlon, W. H. (1994). The third wave: The promise of narrative. ***The***

***Family Therapy Networker, 18***(6), 18-29.

O’Hanlon, W. H., & Weiner-Davis, M. (2003). ***In search of solutions: A***

***new direction in psychotherapy*** (rev. ed.). New York, NY: Norton.

Papero, D. V. (1991). The Bowen theory. In A. M. Horne & J. L. Passmore

(Eds.), ***Family counseling and therapy*** (2nd ed.) (pp. 47-75). Itasca, IL: F. E. Peacock.

Popkin, M. (1993). ***Active parenting today***. Atlanta, GA: Active

Parenting Publications.

\*Satir, V. (1983). ***Conjoint family therapy*** (3rd ed.). Palo Alto, CA:

Science and Behavior Books.

\*Satir, V. (1988). ***The new peoplemaking***. Palo Alto, CA: Science and

Behavior Books.

Satir, V., & Baldwin, M. (1983). ***Satir: Step by step***. Palo Alto, CA:

Science and Behavior Books.

Satir, V. M., & Bitter, J. R. (1999). The therapist and the family therapy:

Satir’s human validation process model. In A. M. Horne (Ed.), ***Family counseling and therapy*** (3rd ed.) (pp. 59-101). Itasca, IL: F. E. Peacock.

Satir, V., Bitter, J. R., & Krestensen, K. K. (1988). Family reconstruction:

The family within-a group experience. ***Journal for specialists in group work, 13***(4), 200-208.

Schilson, L. (1991). Strategic therapy. In A. M. Horne & J. L. Passmore

(Eds.), ***Family counseling and therapy*** (2nd ed.) (pp. 141-178). Itasca, IL: F. E. Peacock.

Segal, L. (1991). Brief family therapy. In A. M. Horne & J. L. Passmore

(Eds.), ***Family counseling and therapy*** (2nd ed.) (pp. 179-205). Itasca, IL: F. E. Peacock.

Selvini Palazzoli, M., Boscolo, L., Cecchin, F. G., Prata, G. (1980).

Hypothesizing-circularity-neutrality: Three guidelines for the conductor of the session. ***Family Process, 19***(1), 3-12.

Sherman, R., & Dinkmeyer, D. C. (Eds.). (1987). ***Systems of family***

***therapy: An Adlerian integration***. New York, NY: Brunner/Mazel.

Sue, D., & Sue, D.W. (1991). Counseling strategies for Chinese

Americans. In C. C. Lee & B. L. Richardson (Eds.), ***Multicultural issues in counseling: New approaches to diversity*** (pp. 79-90). Alexandria, VA: American Counseling Association.

Terner, J., & Pew, W. L. (1978). ***The courage to be imperfect: The life and***

***work of Rudolf Dreikurs***. New York, NY: Hawthorn Books.

Toman, W. (1994). ***Family constellation: Its effects on personality and***

***social behavior*** (4th ed.). Northvale, NJ: Aronson.

Walsh, F. (2012). ***Normal family processes*** (4th ed.). New York, NY:

 Basic Books.

Watzlawick, P. (1978). ***The language of change***. New York, NY: Basic Books.

\*Watzlawick, P., Weakland, J. H., & Fisch, R. (1974). ***Change: Principles***

***of problem formation and problem resolution***. New York, NY: Norton.

Weeks, G. R., & L’Abate, L. (1982). ***Paradoxical psychotherapy: Theory***

***and practice with individuals, couples, and families***. New York, NY: Brunner/Mazel.

West, J. D., Bubenzer, D. L., & Bitter, J. R. (Eds.). (1998). ***Social***

***construction in couple and family counseling***. Alexandria, VA: ACA/IAMFC.

Whitaker, C. A. (1976). The hindrance of theory in clinical work. In P. J.

Guerin, Jr. (Ed.), ***Family therapy: Theory and practice***. New York, NY: Gardner Press.

Whitaker, C. A., & Malone, T. P. (1981). ***The roots of psychotherapy***.

New York, NY: Brunner/Mazel.

White, M. (1992). Deconstruction and therapy. In ***Experience,***

***contradiction, narrative, and imagination: Selected papers of David Epston and Michael White***, 1989-1991 (pp. 109-151). Adelaide, South Australia: Dulwich Centre Publications.

White, M. (2007). ***Maps of narrative practice***. New York, NY: Norton.

 White, M. (2011). ***Narrative practice: Continuing the conversations***. New York,

 NY: Norton.

\*White, M., & Epston, D. (1990). ***Narrative means to therapeutic ends***.

New York: Norton. (Original title *Linguistic means to therapeutic ends*)

Worden, M. (2002). ***Family therapy basics*** ( 3rd ed.). Belmont, CA: Brooks/Cole.

**XIX Reform Syllabus Supplement**

**Family Counseling Applied to School Settings**

**EPCE 5367**

**Phase 1**

**A. Conceptual Framework**

The conceptual framework encompasses the college’s nine initiatives for change. The essence of the framework is captured by the challenge “Leading a Revolution in American Education.” This initiative has four major components: (1) transforming educator/counselor preparation, (2) transforming client/university partnerships, (3) transforming educational research, and (4) transforming the reward system. These components are interrelated.

**B. Course Phase**

The courses in the Counselor Education program are divided into three phases. A Phase 1 course is a course in which the focus is on the acquisition of knowledge and skills. Essentially Phase 1 courses are designed to provide the students with the knowledge base and the foundation for Phase 2 and Phase 3 courses. Phase 2 courses are designed to incorporate the knowledge and skills from the Phase 1 courses and assimilate them into practice in a classroom setting. Essentially Phase 2 classes focus on application within the classroom. In contrast, Phase 3 classes incorporate the knowledge and skills from Phase 1 classes and the simulated application from Phase 2 classes and implements them in an actual counseling setting.

Family Counseling Applied to School Settings is a Phase 1 class. Accordingly, students in this class will successfully:

* Identify characteristics and dynamics of families and couples and will articulate how this knowledge informs intervention and treatment planning

**C. Trademark Outcomes & Distinctive Skills**

This course serves both the Community Counseling program and the School Counseling program and will contribute to students’ achievement of program goals in the following manner.

***Trademark Outcomes for Community Counseling***

The Trademark Outcomes (TOs) for the Community Counseling program are:

Students will create and implement treatment plans and programs to serve the needs of clients, communities, and agencies.

*Distinctive Skills*

The distinctive skills for the Community Counseling program are:

* Students will develop and conduct a needs assessment (pre and post measures of mental health gains) to identify programs needed for their work settings.
* Students will develop and deliver treatment plans that address clients’ individual needs.
* Students will apply effective use of appropriate counseling techniques in congruence with client needs.

*Course Alignment with Skills & Outcome*

The Community Counseling program has been designed to accomplish the above three interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* Students will write a case study wherein the characteristics and dynamics of a family/couple will be identified
* Students will articulate in their case study a treatment plan for this family/couple
* Students will articulate in their case study what techniques/interventions with this family/couple would be relevant and effective

***Trademark Outcome for School Counseling***

The Trademark Outcome (TO) for the School Counseling program is: students will implement the American School Counselor Association (ASCA) National Model.

*Distinctive Skills*

The distinctive skills are:

* Students apply effective use of counseling techniques per the “Responsive Services” component of the ASCA National Model.
* Students demonstrate effective interaction skills to stakeholders in schools and disseminate information to stakeholders in schools while implementing components of the ASCA National Model.

*Course Alignment with Skills & Outcome*

The School Counseling program has been designed to accomplish the above two interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* Students will write a case study wherein the characteristics and dynamics of a family/couple/children will be identified
* Students will address in their case study how counselors could intervene with effective techniques to collaborate with families to help children be successful in school

**D. Alignment of Course Assessment with End-of-Phase Assessment**

This course’s assessment is based on use of the approved rubric to assess case studies.

**E. Activity and Evaluation (A & E)**

The case study assignment requires students to identify, discuss, and draw inferences regarding salient dimensions of families and couples as those impact intervention strategies. This aligns with the MEd – School Counseling Product whereby school counselors must use counseling techniques per the “responsive services” component of the *ASCA National Model*. Given the dependence of school children on their caretakers, working with their caretakers is often needed for services to be truly responsive. Inasmuch as family/couples counseling is often a critical component in a client’s treatment plan, this A & E also aligns with the MEd- Mental Health Counseling Product. Evaluation of this activity will be use of the Family Counseling Competencies rubric.

**Texas Tech University**

**College of Education/Counselor Education**

**Family Counseling (EPCE 5367) Case Study Evaluation**

**Phase 1**

Student Name: Rater:

This form is designed to help students enrolled in Family Counseling, EPCE 5367, receive feedback on their knowledge about family counseling. It is based on a paper they write regarding a family they study as a course requirement. This form will become a part of the student’s record and may be considered in assigning grades. Please use the scale below and enter the number corresponding to your rating of each item on the far right column.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Areas** | Beginning1 | Basic2 | Proficient3 | Advanced4 | Exceptional5 | Rating1,2,3,4 or 5 |
| **Family Life Cycles** | Paper fails to address the family life cycle. | Paper indirectly alluded to the family life cycle. | Paper identifies and describes the family life cycle. | Paper accurately identifies and describes the family life cycle. | Paper richly addressesfamily life cycle and itsimplications on thedynamics and health of the family. |  |
| **Family type (nuclear, single parent, blended, etc.)** | Paper fails to address the specific family type. | Paper indirectly alludes to the specific family type. | Paper identifies and describes the specific family type. | Paper accurately identifies and describes the family type. | Paper accurately and richly addresses the family type describing it in specific detail.  |  |
| **Cultural diversity** | Paper fails to address cultural diversity. | Paper indirectly alludes to cultural diversity. | Paper addresses cultural diversity. | Paper accurately identifies and discusses cultural diversity. | Paper accurately and richly discusses cultural diversity and it implication in and upon the family. |  |
| **Theoretical base** | Paper fails to identify any theoretical base. | Paper indirectly alludes to a theoretical base. | Paper identifies a theoretical base. | Paper accurately identifies and discusses a theoretical base. | Paper accurately and richly discusses a theoretical base applying it correctly to the family’s situation. |  |
| **Healthy qualities of****the family** | Paper fails to identify and discuss the healthy qualities of the family. | Paper indirectly alludes to healthy qualities within the family. | Paper identifies the healthy qualities of the family. | Paper accurately identifies and discusses the healthy qualities of the family. | Paper accurately and richly describes and discusses all of the healthy qualities present in the family. |   |
| **Dysfunctional aspects****of the family** | Paper fails to identify and discuss the dysfunctional aspects of the family. | Paper indirectly alludes to the dysfunctional aspects of the family. | Paper identifies the dysfunctional aspects of the family. | Paper accurately identifies and discusses the dysfunctional aspects of the family. | Paper accurately and richly describes and discusses all of the dysfunctional aspects the family. |  |
| **Stressors on the family** | Paper fails to identify the stressors on the family. | Paper indirectly alludes to the stressors on the family. | Paper identifies the stressors on the family. | Paper describes and discusses the various stressors on the family. | Paper richly and in great detail describes and discusses all of the various stressors on the family and how they each affect the family. |  |
| **Family dynamics** | Paper fails to identify the family dynamics | Paper indirectly alludes to the family dynamics.. | Paper identifies the family dynamics. | Paper describes and discusses the dynamics of the family. | Paper richly and in great detail describes and discusses the various aspects of the family dynamics and how they affect the family. |  |
| **Interventions to help family** | Paper fails to discuss interventions to help the family. | Paper indirectly alludes to interventions that would help the family. | Paper identifies an intervention to help the family. | Paper accurately describes and discusses interventions to help the family. | Paper accurately and richly describes and discusses interventions and how specifically they will help the family. |  |
| **Ethical issues when working****with the family** | Paper fails to identify and discuss ethical issues when working with the family. | Paper indirectly alludes to ethical issues when working with the family. | Paper identifies ethical issues when working with the family. | Paper describes and discusses ethical issues when working with the family. | Paper richly describes and discusses in detail ethical issues when working with the family. |  |
| **Genogram/assessment** | Paper does not include a Genogram and/or fails to discuss assessments to be given to the family. | Paper alludes to a Genogram and/or assessments that are given to the family. | Paper includes a minimal Genogram and/or identifies assessments that are given to the family.  | Paper includes a Genogram and describes and discusses assessments given to the family. | Paper includes a full, rich Genogram and richly describes and discusses in detail assessments given to the family. |  |
| **Relevant research** | Paper fails to address relevant research. | Paper alludes to relevant research without citing the research. | Paper identifies relevant research without citing the research. | Paper includes relevant research with appropriate citations. | Paper includes a thorough discussion of relevant research as it applies to the family situation. Research is appropriately cited. |  |
| **Special problems (substance****abuse, domestic violence,****etc.)** | Paper fails to address special problems that might exist within the family. | Paper alludes to special problems that exist within the family. | Paper identifies special problems that exist within the family. | Paper accurately describes and discusses special problems that exist within the family. | Paper richly and in great detail describes and discusses all of the special problems that exist within the family. |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |