



SCHOOL OF COUNSELING

COUN 570 MARRIAGE AND FAMILY SYSTEMS THEORY

Term/Credits

Spring Term 2 / 2023
3 semester hours

Instructor

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Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I. COURSE DESCRIPTION

COUN 570 Marriage and Family Systems Theory introduces students to the history and development of family systems theory and provides a practical foundation for counseling couples and families. The course provides an overview of foundational systems-oriented theories (Bowenian, Strategic, Structural, etc.), and the impact of issues such as gender, culture, and ethnicity on the family system. Students will examine their own assumptions about families and begin to develop increased congruence between their personal assumptions and philosophical/theological presuppositions. Students will analyze the similarities and differences among the various theoretical perspectives on marriage, couple, and family systems and begin to develop their own professional approach to working with families and other systems. (3 credit hrs)

II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcome	SOC Program Objectives and CACREP Standards*
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1.	Differentiate family systems theory from other psychological and counseling theories.	<p>Mod#1 Discussion: Applying a Systems Approach</p> <p>Mod#1 Quiz: Terminology</p> <p>Mod#2 Assignment: Reflection Paper: Bowenian and Structural Approaches</p> <p>Mod#3 Assignment: Reflection Paper: Experiential and Strategic Approaches</p> <p>Mod#7 Discussion: Applying Gottman's Theory</p> <p>Mod#8 Discussion: Emotionally Focused Therapy</p>	<p>SOC: 1, 3</p> <p>CACREP Section #: 5.F.1.a, 5.F.1.b, 5.F.1.c, 2.F.3.a, 2.F.5.a, 2.F.5.b</p>
2.	Evaluate differences in theory and practice between different schools of family system approaches to counseling across the lifespan.	<p>Mod#2 Assignment: Reflection Paper: Bowenian and Structural Approaches</p> <p>Mod#3 Discussion: Systems Theory and the CCMMP</p> <p>Mod#3 Assignment: Reflection Paper: Experiential and Strategic Approaches</p> <p>Mod#7 Discussion: Applying Gottman's Theory</p> <p>Mod#7 Assignment: Family Genogram: Step 3</p> <p>Mod#8 Discussion: Emotionally Focused Therapy</p>	<p>SOC: 1, 3, 4</p> <p>CACREP Section #: 5.F.1.b, 5.F.1.b, 2.F.3.a, 2.F.5.a, 2.F.5.b</p>
3.	Critique how the counselor's family of origin may impact a counselor's understanding of the client and counseling process, especially within the context of various diversity issues.	<p>Mod#3 Assignment: Family Genogram: Step 1</p> <p>Mod#4 Assignment: Reflection Paper: Dealing with Diversity</p> <p>Mod#5 Assignment: Family Genogram: Step 2</p>	<p>SOC: 1, 2, 3, 4</p> <p>CACREP Section #: 5.F.2.m, 2.F.2.c, 2.F.2.h, 5.F.1.e, 5.F.1.f, 5.F.2.c, 5.F.2.d, 2.F.7.e, 5.F.3.a</p>
4.	Conduct family assessments including genograms, family maps,	Mod#2 Discussion: Attachment Styles	<p>SOC: 3, 4</p> <p>CACREP</p>

	and other diagnostic assessments.	<p>Mod#3 Assignment: Family Genogram: Step 1</p> <p>Mod#5 Discussion: Assessing a Family</p> <p>Mod#5 Assignment: Family Genogram: Step 2</p> <p>Mod#7 Assignment: Family Genogram: Step 3</p> <p>Mod#7 Assignment: Final Project: Family Case Conceptualization and Genogram</p>	<p>Section #: 5.F.2.m, 2.F.2.c, 2.F.2.h, 5.F.1.e, 5.F.1.f, 5.F.2.c, 5.F.2.d, 2.F.7.e, 5.F.3.a</p>
5.	Apply family systems theory to cases, attentive to social, cultural, and religious diversity.	<p>Mod#3 Assignment: Family Genogram Step 1</p> <p>Mod#4 Discussion: The Influence of Family Systems Theory in Multicultural Settings</p> <p>Mod#4 Assignment: Reflection Paper: Dealing with Diversity</p> <p>Mod#5 Discussion: Assessing a Family</p> <p>Mod#5 Assignment: Family Genogram: Step 2</p> <p>Mod#7 Assignment: Family Genogram: Step 3</p> <p>Mod#7 Assignment: Final Project: Family Case Conceptualization and Genogram</p> <p>Mod#8 Discussion: Emotionally Focused Therapy</p>	<p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section #: 5.F.2.m, 2.F.2.b, 2.F.2.c, 2.F.2.d, 2.F.3.f, 2.F.5.b</p>
6.	Evaluate how spiritual beliefs and religious practices affect clients' worldviews, family wellness, and flourishing.	<p>Mod#3 Assignment: family Genogram Step 1</p> <p>Mod#4: Assignment: Reflection Paper: Dealing with Diversity</p> <p>Mod#5 Assignment: Family Genogram: Step 2</p> <p>Mod#6 Assignment: Special Topics in Family Systems Theory</p>	<p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section #: 2.F.2.g, 5.F.3.b</p>

		Mod#7 Assignment: Final Project: Family Case Conceptualization and Genogram	
7.	Appraise specific professional ethical considerations for clinical mental health counselors when working with couples and families.	<p>Mod#4 Discussion: The Influence of Family Systems Theory in Multicultural Settings</p> <p>Mod#4 Assignment: Reflection Paper: Dealing with Diversity</p> <p>Mod#5 Discussion: Assessing a Family</p> <p>Mod#6 Assignment: Special Topics in Family Systems Theory</p> <p>Mod#7 Assignment: Final Project: Family Case Conceptualization and Genogram</p>	<p>SOC: 1, 3, 4</p> <p>CACREP Section #: 5.F.2.n, 5.F.2.o, 2.F.1.f, 2.F.1.g</p>
8.	Explore specific topics that impact the practice of marriage, couple, and family counseling including human sexuality, aging, crisis and trauma, addiction, interpersonal violence, socio-economics, and career in light of the Catholic-Christian model of the person (CCMMP).	<p>Mod#4 Assignment: Reflection Paper: Dealing with Diversity</p> <p>Mod#5 Assignment: Family Genogram: Step2</p> <p>Mod#6 Assignment: Special Topics in Family Systems Theory</p> <p>Mod#7 Discussion: Applying Gottman's Theory</p>	<p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section #: 5.F.2.e, 5.F.2.f, 5.F.2.g, 5.F.2.h, 5.F.2.i, 5.F.2.j, 5.F.2.k, 5.F.2.l, 2.F.3.d, 2.F.3.g, 2.F.4.b</p>

*SOC = School of Counseling Program Objectives, listed below; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

Program Objectives

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview* (9th ed.) Belmont, CA: Cengage

Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work: A practical guide from the country's foremost relationship expert*. New York, NY: Harmony Books

Johnson, PhD, S. (2013). *Love sense: The revolutionary new science of romantic relationships*. New York, NY: Little Brown, and Company, Hachette Book Group

Johnson, PhD, S. (2008) *Hold me tight: Seven conversations for a lifetime of love*. New York, NY: Little Brown, and Company, Hachette Book Group

Required readings will be assigned in each module / week and are listed in the Class Schedule and Assignments and Reference List.

B. Recommended

There are no recommended textbooks for this course.

IV. COURSE REQUIREMENTS

A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be given out in class to be read for the next class.

C. Discussions

1. Participation in asynchronous discussions with your course colleagues is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues' posting. Each discussion assignment is worth 40 points.
 - i. 16 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the

discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.

- ii. 12 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal reaction or analysis of the topic being discussed. Personal application is reflective and substantive.
- iii. 8 points Responses to Colleagues' Posts (Mastery) – Responses show a strong understanding of colleagues' posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.
- iv. 4 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

D. **Reflection Essay Assignments** are assigned in Module 2, Module 3, and in Module 4. In Module 2, students reflect on a case study and determine the best family systems theory to apply choosing from Bowenian and structural. In Module 3, students reflect on the same case study and this time apply either an experimental or strategic systems approach. Finally, in Module 4 students reflect on their own personal privileges and biases. Each reflection essay is worth 40 points.

Module 2:

- i. 20 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the questions presented in the assignment from either a structural model or from a Bowenian model; Clearly ties the reflection to the concepts presented in the course' Well thought out explanation of how the selected model helps the student understand the case that is clearly articulated and supported; Reflection demonstrates deep thinking on the topic
- ii. 16 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection on the application of either a structural model or a Bowenian model to the work of the counselor; Personal application is substantive.
- iii. 4 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

Module 3:

- i. 20 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the questions presented in the assignment from either a structural model or from a Bowenian model; Clearly ties the reflection to the concepts presented in the course' Well thought out explanation of how the selected model helps the student understand the case that is clearly articulated and supported; Reflection demonstrates deep thinking on the topic
- ii. 16 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection on the application of either a structural model or a Bowenian model to the work of the counselor; Personal application is substantive.

- iii. 4 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

Module 4:

- i. Provides a thoughtful and thorough reflection addressing all of the questions presented in the assignment from either an experiential model or from a strategic model; Clearly ties the reflection to the concepts presented in the course; Well thought out explanation of how the selected model helps the student understand the case that is clearly articulated and supported; Reflection demonstrates deep thinking on the topic.
- ii. Reflective essay demonstrates a superior introspection on the application of either an experiential model or a strategic model to the work of the counselor; Personal application is substantive.
- iii. 4 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

E. **Family Genogram Assignments** are assigned in Modules 1 through 5. Students create a family genogram that they refine and build upon in each module. Their genogram consists of diagrams that delineate their family relationships and dynamics and should represent their family tree including at a minimum their grandparents, if not earlier generations. The family genogram is submitted in two steps: Step 1 is due in Module 3 and Step 2 is due in Module 5. Each genogram submission is worth 75 points.

Module 3: Step 1

- i. 37.5 points Main Idea (Mastery) - Develops a detailed genogram that includes extended family, triangles, sibling position, and family subsystems; Genogram clearly demonstrates the emotional relationships between family members; Provides a thoughtful and thorough narrative reflection addressing all of the questions presented in the assignment; Clearly ties the reflection to the concepts presented in the course; Reflection demonstrates deep thinking and new, original insights on the topic.
- ii. 30 points Personal Application (Mastery) - Genogram and narrative reflective essay demonstrate a superior introspection on family dynamics, emotional relationships, intergenerational patterns and any multi-generational issues, family boundaries, how their family of origin compares with their current family situation; Personal application is substantive.
- iii. 7.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

Module 5: Step 2

- i. 37.5 points Main Idea (Mastery) - Develops an in-depth case conceptualization addressing all of the questions presented in the assignment; Case conceptualization demonstrates a sophisticated application of the circumplex model; Provides a thoughtful and thorough possible treatment plan with

- interventions; Clearly ties the case conceptualization to the concepts presented in the course; Case conceptualization demonstrates deep thinking and new, original insights into their family of origin; Updated genogram and narrative are well-developed with additional information clearly articulated; Updated genogram clearly demonstrates the application of the circumplex model.
- ii. 30 points Personal Application (Mastery) - Case conceptualization demonstrates a superior introspection on: possible interventions that might be appropriate, the application of systems theory, and the influence of family biases; Updated genogram and narrative demonstrate superior introspection; Personal application is substantive.
- iii. 7.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

F. **Special Topics in Family Systems Theory** is introduced in Module 1 and due in Module 7. For this project, students will choose from ten possible topics and develop a 10-minute narrated PowerPoint presentation and one-page handout. Students will imagine they are delivering the presentation at a counseling center to inform the counselors about current research on their selected topic. They will apply the lens of family systems theory to their topic. Students will review the Special Topic in Family Systems Theory Project Guidelines located in the resources to get an overview and detailed instructions for completing this project. This assignment has two submissions: in Module 4 students submit their selected topic for approval along with references to two scholarly articles that will support their topic. This submission is worth 25 points. The completed presentation and one-page handout is due in Module 6 and is worth 125 points.

Completed Presentation and Handout: 125 points

- i. 62.5 points Main Idea (Mastery) –Thorough and rich description of the application of the selected theory to the topic or issue; Goes beyond what is required in some meaningful way (e.g., ideas demonstrate a new understanding of the topic and treatment options by applying the selected systems theory); Provides a substantive and scholarly discussion about the professional and ethical considerations associated with using the theory and treatment for the selected issue; Description of how to affect change on a system level regarding the issue and implementation of the intervention demonstrate critical thinking in a professionally meaningful way; One-page handout is well developed, visually appealing, clearly and succinctly shares information from the presentation.
- ii. 50 points Personal Application (Mastery) –In-depth observations about how an issue can be addressed through the application of a systems theory; Clearly demonstrates substantive insight into professional and ethical considerations in using a theory and treatment for addressing a client’s issue; Presentation and narration clearly demonstrate an advanced application of systems theory which will support the student’s role of a professional.
- iii. 12.5 points Grammar (Mastery) - Proper length (8 -12 slides) and time (approximately 10 minutes); No grammar errors (spelling, punctuation, etc.); At least five scholarly and current (within the last 10 years) resources on the topic

were used.

G. Final Project: Family Case Conceptualization and Genogram is introduced in Module 1 and due in Module 7. Students will watch a popular film that includes a family (one of three options provided). As they view the film, they create a genogram and take notes about the family. Students apply a systems perspective and develop an 8- to 10-page case conceptualization responding to the following:

- Identify two to three presenting issues that this family might bring to counseling.
- Choose one of the presenting issues and identify and briefly describe what the literature says about that issue (two to three articles).
- Which family systems model would you choose to use with this family? Explain why.
- Identify the family's values, worldview, and belief system.
- Include any religious and spiritual practices you observe. If none are evident, what beliefs and practices might make a difference?
- Using marriage and family counseling terminology, describe the relationship patterns of the characters in the film. Include a description of the boundaries in the relationships, triangulation, patterns, subsystems, etc.
- Identify specific techniques from the model that you would use with this family.
- Describe how you would implement these techniques and what you would expect to happen.
- Identify any potential ethical problems you would have to consider.
- Identify if you would have any personal countertransference or personal struggles with working with this family.
- Are there any multicultural considerations you would have to understand with your family and how would you address those?
- Identify how one change in this family system has had an effect on multiple people.

Final Project: Family Case Conceptualization and Genogram: 250 points

- i. 125 points Main Idea (Mastery) –Genogram is thorough and well-developed displaying the family relationships, emotional connections, and any historical events of significance; Thorough response to the assigned prompts regarding assessment of the selected family and systems theory. Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the family); Is substantive and scholarly (makes connections to the literature) and includes a thorough discussion of the multiple dimensions that influence the family (e.g., multicultural considerations, religious and spiritual, etc.); Substantive and well-developed discussion on one change that could be made in the identified family's system that could have a significant positive impact on different family members.
- ii. 100 points Personal Application (Mastery) - Essay demonstrates a superior introspection on the student's objective, cognitive, and professional growth as a clinical mental health counselor; Personal application is substantive.

- iii. 25 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

V. GRADING

The following scale is used by the School of Counseling as the established criteria for grading assignments.

Final course grade for passing is 86%, B.

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

Requirement	Items	Item Points	Total Points	Hours
Assigned Readings				51.21
1	Goldenberg, Stanton, & Goldenberg			14.13
2	Gottman & Silver			1.1
3	Johnson, S. (a)			1.31
4	Johnson, S. (b)			1.9
5	Other Readings (see Class Schedule)			9.17
6	Viewing course media	16		23.6
Written Assignments			1000	93.17
1	Discussions	8	40	34.17
2	Quiz	1	10	1.00

	Requirement	Items	Item Points	Total Points	Hours
3	Reflection Papers	3	40	120	10.00
4	Family Genogram	2	75	150	19.00
5	Special Topics Project	2	25 / 125	150	13.00
6	Final Project: Case Conceptualization and Genogram	1		250	21.00
			Totals	1000	144.38

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an 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, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

LATE ASSIGNMENT ACCEPTANCE POLICY

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercury.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview* (9th ed.) Belmont, CA: Cengage

Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work: A practical guide from the country's foremost relationship expert*. New York, NY: Harmony Books

Johnson, PhD, S. (2013). *Love sense: The revolutionary new science of romantic relationships*. New York, NY: Little Brown, and Company, Hachette Book Group

Johnson, PhD, S. (2008) *Hold me tight: Seven conversations for a lifetime of love*. New York, NY: Little Brown, and Company, Hachette Book Group

Module / Week	Topic	Author	Reading	Graded Assignments
1	"That's the Way We All Became the Brady Bunch"	<p>SOC</p> <p>Goldenberg, I., Stanton, M., & Goldenberg, H. (2017).</p> <p>Crete, G. (2017).</p> <p>The Center for Family Systems Theory of Western New York, Inc. (2015).</p> <p>GenoPro (n.d.).</p> <p>Benton, L. (2017).</p>	<p>Syllabus</p> <p><i>Family therapy: An overview</i> (9th ed.)</p> <ul style="list-style-type: none"> ● Chapter 1, "Adopting a Family Relationship Framework," (pp. 1-28) ● Chapter 2, "Family Development: Continuity and Change" (pp. 29-59) ● Chapter 4, "Systems Theory and Systemic Thinking," (pp. 84-107) ● Chapter 5, "Origins and Growth of Family Therapy" (pp. 108-116) <p>Terminology Handout</p> <p>Glossary of terms. Retrieved from http://familysystemstheory.org/glossary.html</p> <p>Genogram examples. Retrieved from https://www.genopro.com/genogram/examples/</p> <p>Bush family genogram [PPT]. Originally retrieved from https://www.genopro.com</p>	<p>Discussion: Applying a Systems Approach</p> <p>Quiz: Terminology</p> <p>Looking Ahead: Family Genogram (due in Module 3 and Module 5)</p> <p>Looking Ahead: Final Project: Family Case Conceptualization with a Genogram (due in Module 7)</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Lee, N. (2017).	om/articles/death-distance-dynamics-bush-family.aspx Our pastimes: How to create a printable genogram. Retrieved from https://ourpastimes.com/create-printable-genogram-5535003.html	
		Crete, G. (2017).	<i>Guide to the Family Genogram Assignment</i>	
		SOC	<i>Welcome to the Course</i>	
		Crete, G. (2017).	<i>Understanding the Family in the Context of Attachment and Systems Theory</i>	
		Freilich, J., & Aniston, J. (Producers), & Dern L., Howard, B. D., Hunt, B., Judd, A., & Maguire, S. (2013).	<i>Call Me Crazy: A Five Film.</i>	
		Psychotherapy.net (Producer). (2008).	<i>Family Systems Therapy with Kenneth V. Hardy, PhD [Video file].</i>	
		Microtraining Associates (Producer). (2012).	<i>Family Therapy: Universal and Unique Approaches to Solving Problems. [Video file].</i>	

Module / Week	Topic	Author	Reading	Graded Assignments
		Microtraining Associates (Producer). (2002).	<i>Family and community genograms in multicultural counseling: Psychotherapy as liberation presented by Allen Ivey and Patricia Taimanglo Pier.</i> [Video file].	

Module / Week	Topic	Author	Reading	Graded Assignments
2	Emotions, Boundaries, and Triangles [Bowenian, Structural]	<p>Goldenberg, I., Stanton, M., & Goldenberg, H. (2017).</p> <p>Johnson, S., M., Making, J. A., & Milikin, J.W. (2001).</p> <p>Martin, P. Dr. (2017).</p>	<p><i>Family therapy: An overview</i> (9th ed.)</p> <ul style="list-style-type: none"> Chapter 7, “Psychodynamic Models” (pp. 186-187) Chapter 8, “Transgenerational Models” (pp. 190-223) Chapter 10, “The Structural Model” (pp. 254-282) <p>Attachment injuries in couple relationships: A new perspective on impasses in couples therapy. <i>Journal of Marital and Family Therapy</i>, 27(2), 145–155.</p> <p>Attachment theory: A critical component in effective marriage preparation.</p>	<p>Discussion: Attachment Styles</p> <p>Reflection Paper: Bowenian and Structural Approaches</p> <p>Looking Ahead: Family Genogram: Step 1 (due in Module 3)</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Stein, S. J., Mozdzierz, A. B., &Mozdzierz, G. J. (1998).</p> <p>van Ecke, Y., Chope, R. C., &Emmelkamp, P. M. (2006).</p> <p>Vitz, P.C. & Lynch, C. P. (2007).</p> <p>(2017).</p>	<p>The kinship of Adlerian family counseling and Minuchin's structural family therapy. <i>Journal of Individual Psychology</i>, 54(1), 90.</p> <p>Bowlby and Bowen: Attachment theory and family therapy. <i>Counseling & Clinical Psychology Journal</i>, 3(2), 81-108.</p> <p>Therese of Lisieux from the perspective of attachment theory and separation anxiety. <i>The International Journal for the Psychology of Religion</i>, 17(1), 61-80.</p> <p>Attachment Styles and Close Relationships. What is your attachment style? Retrieved from http://www.web- research- design.net/cgi- bin/crq/crq.pl</p> <ul style="list-style-type: none"> ● Complete Survey Option A <p>The Bowen Center for the Study of the Family. Retrieved from http://thebowncenter. org/</p>	

Module / Week	Topic	Author	Reading	Graded Assignments
		(2017). Crete, G. (2017). Psychotherapy.net (Producer). (2010). Psychotherapy.net (Producer). (2011).	The Minuchin Center for the Family. Retrieved from http://www.minuchincenter.org <i>Bowenian and Structural Systems</i> [Video file]. <i>Bowenian family therapy with Philip Guerin, MD.</i> [Video file]. <i>Salvado Minuchin on family therapy</i> [Video file].	

Module / Week	Topic	Author	Reading	Graded Assignments
3	Paradoxes, Double-Binds, and Family Sculptures	Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). Banmen, J. (1986).	<i>Family therapy: An overview</i> (9th ed.) <ul style="list-style-type: none"> Chapter 9, Experiential Models (pp. 224-253) Chapter 11, Strategic Models (pp. 283-313) Virginia Satir's family therapy model. <i>Individual Psychology: The Journal of Adlerian Theory, Research & Practice</i> , 42(4), 480.	Discussion: Systems Theory and the CCMMP Assignment: Family Genogram: Step 1 Reflection Paper: Experiential and Strategic Approaches Looking Ahead: Special Topics in Family Systems Theory (due in Module 4 and Module 6)

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Gardner, B., Burr, B., & Wiedower, S. (2006).</p> <p>Family Therapy Training Institute of Miami (n.d.).</p> <p>McWhorter, M., & Titus, C. S. (2017).</p> <p>Catholic Psychotherapy Association. (2013).</p> <p>Psychotherapy.net (Producer). (2010).</p> <p>Psychotherapy.net (Producer). (1998).</p> <p>Whitaker, C. (1990), Milton H. Erickson Foundation (Producer). (1990).</p>	<p>Reconceptualizing strategic family therapy: Insights from a dynamic systems perspective. <i>Contemporary Family Therapy: An International Journal</i>, 28(3), 339-352.</p> <p>Brief strategic family therapy. Retrieved from http://brief-strategic-family-therapy.com/</p> <p><i>Catholic-Christian Meta-Model of the Person Premises – Sample Analysis.</i></p> <p><i>Conference in Dallas [Family Sculpting Demonstration] [Video]</i></p> <p><i>Satir family therapy with Jean McLendon, LCSW, LMFT. [Video].</i></p> <p><i>Strategic couples therapy with James Coyne, PhD. [Video].</i></p> <p><i>Therapeutic three generation family reunion. [Video].</i></p>	<p>Looking Ahead: Final Project: Family Case Conceptualization with a Genogram</p>

Module / Week	Topic	Author	Reading	Graded Assignments
4	"My Big Fat Greek Wedding"	<p>Goldenberg, I., Stanton, M., & Goldenberg, H. (2017).</p> <p>Navarre, S. E. (1998).</p> <p>Rober, P., Walravens, G., & Versteynen, L. (2012).</p> <p>Walsh, F. (2010).</p> <p>Psychotherapy.net (Producer). (2012).</p>	<p><i>Family therapy: An overview</i> (9th ed.)</p> <ul style="list-style-type: none"> Chapter 3, "Diversity in Family Functioning" (pp. 60-83) Chapter 6, "Professional Issues and Ethical Practices" (pp. 136-156) <p>Salvador Minuchin's structural family therapy and its application to multicultural family systems. <i>Issues In Mental Health Nursing</i>, 19(6), 557-570.</p> <p>'In search of a tale they can live with': About loss, family secrets, and selective disclosure. <i>Journal Of Marital & Family Therapy</i>, 38(3), 529-541 13p.</p> <p>Spiritual Diversity: Multifaith Perspectives in Family Therapy. <i>Family Process</i>, 49(3), 330-348.</p> <p><i>Harnessing the power of genograms in psychotherapy with</i></p>	<p>Discussion: The Influence of Family Systems Theory in Multicultural</p> <p>Reflection Paper: Dealing with Diversity</p> <p>Assignment: Special Topics in Family Systems Theory</p> <ul style="list-style-type: none"> Topic selection and minimum of two references due <p>Looking Ahead: Family Genogram: Step 2</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Microtraining Associates. (2005).	Monica McGoldrick, LCSW [Video]. <i>Cultural competency in the treatment of African-American couples</i> [Video file].	
		Microtraining Associates (Producer). (2012).	<i>5 "forces" of counseling and psychotherapy, 5, fifth force: The social justice counseling session.</i> [Video].	

Module / Week	Topic	Author	Reading	Graded Assignments
5	A Picture is Worth A Thousand Words	Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). Eppler, C., & Weir, S. (2009). Gardner, D. L., Huber, C. c., Steiner, R., Vazquez, L. A., & Savage, T. A. (2008).	<i>Family therapy: An overview</i> (9th ed.) <ul style="list-style-type: none"> Chapter 16, "Couple and Family Assessment" (pp. 421-433) Family assessment in K-12 settings: Understanding family systems to provide effective, collaborative services. <i>Psychology In The Schools</i> , 46(6), 501-514. The development and validation of the Inventory of family protective factors: A brief assessment for family counseling.	Discussions: Assessing a Family Assignment: Family Genogram: Step 2 Looking Ahead: Special Topics in Family Systems Theory (due in Module 6) Looking Ahead: Final Project: Family Case Conceptualization with a Genogram(due in Module 7)

Module / Week	Topic	Author	Reading	Graded Assignments
		Sporakowski, M. J. (1995).	<i>Family Journal, 16(2), 107-117.</i> Assessment and diagnosis in marriage and family counseling. <i>Journal of Counseling & Development, 74(1), 60-64.</i>	
		Psychotherapy.net (Producer). (2017).	<i>Assessment and engagement in family therapy with Monica McGoldrick, LCSW [Video].</i>	

Module / Week	Topic	Author	Reading	Graded Assignments
6	“31 Flavors”	Farineau, H. M. (2016).	During this module, you will select and research a special topic of interest to you. Below are examples of articles on special topics. You may use these as a starting point. An ecological approach to understanding delinquency of youths in foster care. <i>Deviant Behavior, 37(2), 139-150.</i>	Discussion: Special Topics in Family Systems Theory Assignment: Special Topics in Family Systems Theory Looking Ahead: Final Project: Family Case Conceptualization with a Genogram(due in Module 7)
		Sprenkle, D. H., & Blow, A. J. (2004).	Common factors and our sacred models. <i>Journal of Marital &</i>	

Module / Week	Topic	Author	Reading	Graded Assignments
		Crete, G. K. & Singh, A. (2015, Oct.).	<i>Family Therapy, 30(2), 113-129.</i> Resilience strategies of male survivors of childhood sexual abuse and their female partners: A phenomenological inquiry. <i>Journal of Mental Health Counseling, 37(4), 341-354.</i>	
		Rober, P., Walravens, G., &Versteynen, L. (2012).	'In search of a tale they can live with': About loss, family secrets, and selective disclosure. <i>Journal Of Marital & Family Therapy, 38(3), 529-541 13p.</i>	
		Charles, L. L., Thomas, D., & Thornton, M. L. (2005).	Overcoming bias toward same-sex couples: A case study from inside an MFT ethics classroom. <i>Journal of Marital and Family Therapy, 31(3), 239-249.</i>	
		O'Farrell, T. J., & Clements, K. (2012).	Review of outcome research on marital and family therapy in treatment for alcoholism. <i>Journal of Marital and Family Therapy, 38(1), 122-144.</i>	

Module / Week	Topic	Author	Reading	Graded Assignments
		Witting, A. B., Jensen, J., & Brown, M. (2016).	Evaluating the utility of MFT models in the treatment of trauma: Implications for affect regulation. <i>Contemporary Family Therapy: An International Journal</i> , 38(3), 262-271.	
		Substance Abuse and Mental Health Services Administration (SAMHSA). (2017).	Veterans and military families. Retrieved from https://www.samhsa.gov/veterans-military-families	
		Payne, H. (2017).	<i>Common Factors for Positive Outcomes in Family Therapy, Part 1.</i> [Video].	
		Payne, H. (2017).	<i>Common Factors for Positive Outcomes in Family Therapy, Part 1.</i> [Video].	
		Microtraining Associates (Producer). (2013).	<i>Abuse in Families.</i> [Video].	
		Microtraining Associates (Producer). (2013).	<i>Toward the couples' treatment of infidelity: A Gottman method therapy.</i> [Video].	
		Psychotherapy.net (Producer). (2006).	<i>The legacy of unresolved loss: A family systems approach with Monica McGoldrick, LCSW, PhD.</i> [Video].	

Module / Week	Topic	Author	Reading	Graded Assignments
7	The House That John Gottman Built	<p>Goldenberg, I., Stanton, M., & Goldenberg, H. (2017).</p> <p>Gottman, J. M., & Silver, N. (2015).</p> <p>Butler, K. (2006, Sep).</p> <p>Tell, S. J., Pavkov, T., Hecker, L., & Fontaine, K. L. (2006).</p>	<p><i>Family therapy: An overview</i> (9th ed.)</p> <ul style="list-style-type: none"> ● Chapter 12, “Behavioral and Cognitive-Behavioral Models” (pp. 314-344) <p><i>The seven principles for making marriage work: A practical guide from the country’s foremost relationship expert.</i> New York, NY: Harmony Books</p> <ul style="list-style-type: none"> ● Chapter 1, “Inside the Seattle Love Lab: The Truth About Happy Marriages” (pp. 1–19) ● Chapter 2, “What Does Make Marriage Work?” (pp. 20–29) ● Chapter 3, “How I Predict Divorce” (pp. 30–52) <p>The art and science of love. <i>Psychotherapy Networker</i>, 30</p> <p>Adult survivors of child abuse: An application of John Gottman’s sound marital house theory. <i>Contemporary Family Therapy: An</i></p>	<p>Discussion: Applying Gottman’s Theory</p> <p>Final Project: Family Case Conceptualization with a Genogram</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Psychotherapy.net (Producer). (2009).	<i>International Journal</i> , 28(2), 225-238. <i>Internal family systems therapy with Richard Schwartz, PhD.</i> [Video].	

Module / Week	Topic	Author	Reading	Graded Assignments
8	Dancing with Sue Johnson	Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). Johnson, PhD, S. (2008). Johnson, PhD, S. (2013).	<i>Family therapy: An overview</i> (9th ed.) <ul style="list-style-type: none"> Review Chapter 9, “Experiential Models” <i>Hold me tight: Seven conversations for a lifetime of love.</i> New York, NY: Little Brown, and Company, Hachette Book Group <ul style="list-style-type: none"> Introduction (pp. 1–9) Part One, “A New light on Love” (pp. 11–61) Introduction (pp. 1–9) Part One, “A New light on Love” (pp. 11–61) <i>Love sense: The revolutionary new science of romantic relationships.</i> New York, NY: Little	Discussion: Emotionally Focused Therapy

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Johnson, S., M., & Brubacher, L. L. (2016).</p> <p>Psychotherapy.net. (2011).</p>	<p>Brown, and Company, Hachette Book Group</p> <ul style="list-style-type: none"> ● Introduction (pp. 1–7) ● Part One, “The Relationship Revelation” <ul style="list-style-type: none"> ▪ Chapter 1, “Love: A Paradigm Shift” (pp. 11–31) ● Part Four, “The New Science Applied” (pp. 241–300) <p>Emotionally focused couple therapy: Empiricism and art. In T. L. Sexton and J. Lebow (Eds.), <i>Handbook of family therapy</i> (326-348). New York, NY: Routledge.</p> <p><i>Emotionally focused therapy in action with Sue Johnson, Ed.D</i> [Video].</p>	

VIII. REFERENCE LIST

Required Reading:

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Butler, K. (2006, Sep). The art and science of love. *Psychotherapy Networker*, 30

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- Tell, S. J., Pavkov, T., Hecker, L., & Fontaine, K. L. (2006). Adult survivors of child abuse: An application of John Gottman's sound marital house theory. *Contemporary Family Therapy: An International Journal*, 28(2), 225-238.
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