

**University of Washington
School of Education
Department of Educational Psychology
Winter 2005**

EDPSY 550 Family Counseling
Wednesdays, 11:00 am- 1:20 pm
Class Location: Miller 402P

Professor:

Janine Jones, Ph.D., NCSP

Office: Miller 402L

Office Hours: During class break and by appointment

Phone: (206) 725-1820 (office) *Email:* jjones2@u.washington.edu

Course Description:

This class is a one quarter course that includes learning experiences related to counseling families. The course includes an introduction to family counseling theory and practice with emphasis on family dynamics and communication analysis. The course is designed to cover the major psychotherapeutic orientations and techniques related to family systems, marital relationships, and communication theory. Prerequisite: permission of instructor.

Course Objectives:

1. The student will learn to use genograms as a form of assessment of family functioning and as a guide for clinical treatment.
2. The student will become familiar with a variety of traditional family therapy models.
3. The student will work collaboratively with a small group to present the implementation of an additional model of family therapy.
4. Each student will develop an acute understanding of at least one family therapy model and apply its use in a case study.

Text/Readings:

Nichols, M.P. & Schwartz, R.C. (2004). Family therapy: concepts and methods (6th ed.).
Needham Heights, MA: Allyn and Bacon.

Assorted articles: provided by professor

Course Format

The course material will be presented in a seminar format. Lectures as well as interactive exercises and case discussion will occur each week.

Course Requirements and Grading:

- 1. Attendance and participation:** Attendance and participation are required each week. Any student who has three or more absences will not receive credit for the course. Additionally, tardiness will not be tolerated. Four or more late arrivals to class will also result in loss of credit for the course. Participation includes discussion with the group as well as being a part of group exercises. The class structure relies on discussion of the readings as well as the course lectures.

Completion of assigned readings is also included in this requirement. If it becomes apparent that students are not completing their assigned readings and are not prepared for course discussions, *a final exam will be added to the course requirements.*

- 2. Genogram #1:** The first assignment due is a simple genogram. This genogram should be a self analysis of family interactions. Each student should take the time to trace their family back a minimum of two generations (grandparents), but no more than three generations (great grandparents). Use all the symbols that were covered in class to do an analysis of interaction patterns, stressors, and communication systems. No write up is necessary, although color coding and detail is required. Overly simplistic genograms will be returned and the student will be asked to add more detail before credit will be given.
- 3. Presentation/Case Study:** Each student will be assigned a partner for this assignment. The pair will select a case family or relationship system from film or television. This family will be described using video clips, a genogram, and a formal report that describes a proposed therapeutic approach to treatment. Pairs should begin considering families from television or film for their case study immediately since it may take some time to analyze the family dynamics and interactions.

The Case Study will include a 10-12 page paper that is due the day of the case presentation. This paper should describe the family using a genogram to supplement the description of boundaries, hierarchies, roles, myths, etc. (The genogram should be attached as Appendix A). The pair should explain who the identified patient is and why they came to you for services. This part of the paper should be no more than five pages. Once the history is written, the pair should choose a family systems theory and use this theory to describe the dynamics that are going on within the family. Using this theory, discuss the goals that you have for the family and how you might go about reaching those goals. Be sure to address the techniques and perspectives within your chosen theory. The format of the paper should follow APA guidelines using the APA Style Manual (Fifth Edition). The reference page should include at least seven references (two of these references can include your textbook and the video you have chosen).

Each student pair will provide a 20-minute presentation to the class on an assigned day. The presentation should include a summary of the paper content (including the history, analysis, theoretical model chosen, and treatment plan). To make the presentation more interesting, prepare one or two short video clips for the class. These video clips should give

examples of interaction patterns that you have analyzed. In addition, bring a copy of the genogram for each student in the class so they may follow along as you present the family and your treatment plan. The paper is due to the professor at the time of the presentation.

4. Group Project/ Family Therapy Simulation:

The group project is the final activity of the class. This project should be enjoyable and interesting for all the students involved. This is an opportunity for creativity where the group members will design a family therapy session and use of therapeutic techniques within a given model of family therapy. The group should select the theoretical model assignment by the third week of class. Each group member will be responsible for rating the level of participation of their fellow group members. The average of these ratings will determine the student's grade on the group presentation. The group presentations will occur on the last day of class.

Evaluation:

Your grade in the course will be based on the following:

- Attendance and participation (3 absences or 4 tardies= NC)
- Genogram
- Presentation/case study report
- Group project (group member evaluation)
- Final Exam (if necessary)

If you would like to request academic accommodations due to a disability, please contact Disabled Students Services, 448 Schmitz, (206) 543-8924. If you have a letter from Disabled Student Services indicating that you have a disability that requires accommodations, please present this letter to Kent Jewell, Area Secretary, to discuss the accommodation you might need for class.

COURSE SCHEDULE AND ASSIGNMENTS
Winter 2005

Date	Topic	Assignment (<i>due</i>)
January 5	Introduction to course Introduction to family therapy	Chapter 1
January 12	Genograms and family assessment	Chapter 4
January 19	Fundamental concepts of family therapy	<i>(Genogram #1 (self))</i> Chapter 5
January 26	Bowen family systems therapy	Chapter 7
February 2	Structural Family Therapy	Chapter 9
February 9	Psychoanalytic Family Therapy	Chapter 8
February 16	Experiential Family Therapy	Chapter 10
February 23	Cognitive Behavioral Family Therapy <i>Case Study presentations</i>	<i>(Paper due)</i> Chapter 12
March 2	Solution Focused Family Therapy <i>Case study presentations</i>	<i>(Paper due)</i>
March 9*	<i>Group Presentations (Simulation)</i>	<i>Group member evaluations</i>

**If the professor needs to add a final exam to the end of the course due to inadequate weekly preparation by students, the examination will occur during finals week at the appointed time.*

Case Study Presentation Assignments

February 23

12:20-12:40

12:40-1:00

1:00-1:20

March 2

12:20-12:40

12:40-1:00