



Course Syllabus
Family Network Therapy
 COUN F666
 Time and Location TBD

Instructor:
E-mail address:
Telephone:
Office:
Audio Call In:

Course Description: Family and Network Therapy is designed to provide an overview of family therapy, including its history, basic models (including theoretical frameworks and related practices), assessments, and ethical practices. Cultural differences and diversity issues are also part of the readings and the discussions. *The prerequisites for this class are COUN 623 and acceptance to the Counseling Program.*

The course requires participating in a number of self-exploration exercises. In order to master concepts of Family Therapy it is essential for each student to explore his or her family of origin. Like all therapy courses, personal reflection on the topics covered is critical for developing clinical skills. Students are encouraged to explore these issues honestly and with openness. The exercises might initially seem intimidating and intrusive, but they are often the most educational and useful aspects of the course. Students are free to refrain from discussing issues that will cause feelings of being exposed and vulnerable. This is a graduate course and not intended to be a therapy experience.

Course Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following standards, including 2016 CACREP Standards. CACREP standards are each identified by the italics identifier following the standard:

1. Historical development of the marriage and family profession.
2. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (*f.2.a*)
3. Theories of individual and family development across the lifespan (*f.3.a*)
4. Theories and models of counseling (*f.5.a*)
5. A systems approach to conceptualizing clients (*f.5.b*)
6. Family assessment, including how culture and worldview assumptions influence clinical assessment, research strategies, and interpretation of data.
7. Diverse sexual orientation lifestyle perspectives and identity development processes that affect a client's life within a family system.
8. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (*d.4.b*)

9. Family and community strategies for working with and advocating for families from diverse populations.
10. Various counselor roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination into a professional practice framework.
11. Counselor characteristics and behavior that influence the counseling process (f.5.f)
12. Application of family therapy and theoretical principles to expand personal knowledge of the student's family of origin.

Please note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

Required Texts:

- Nichols, M. P. (2012). *Family therapy: Concepts and methods* (10th ed). ISBN : [9780205827190](#)
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed) ISBN : 1593850204
- Payne, M. (2010). *Couple counselling: A practical guide*. ISBN 9781446251553

Recommended Texts:

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) ISBN: 978-1-4338-0561-5
- Gottman, J. M., & Gottman, J. S. (2008). Gottman Method Couple Therapy. In A. S. Gurman (Ed.), *Clinical Handbook of Couple Therapy* (pp. 138-164). New York, NY: Guilford Press.

Required Readings:

- Arnold, C. M., Shephard, J., & Van Sell, S. (2011). The coming of the blessing: A successful cross-cultural collaborative effort for American Indian/Alaska Native families. *Family Community Health*, 34(3), 196-201. doi: JO.1097/FCHOb013e3182196279
- Blaisure, K.R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., & Dombro, A.L. (2012). *Serving military families in the 21st century*. New York, NY: Routledge.
- Blow A, Sprenkle D, Davis S. Is Who Delivers the Treatment More Important than the Treatment Itself? The Role of The Therapist in Common Factors. *Journal of Marital & Family Therapy*. 33, 3, 298-317, July 2007. ISSN: 0194472X.
- Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. *The American Journal of Family Therapy*, 36, 169-180.
- Carr, A. The evidence base for couple therapy, family therapy and systemic interventions for adult-focused problems. *Journal of Family Therapy*. 36, 2, 158-194, May 2014. ISSN: 01634445.
- Cravens, J. D., & Whiting, J. B. (2014). Clinical Implications of Internet Infidelity: Where Facebook Fits In. *American Journal Of Family Therapy*, 42(4), 325-339. doi:10.1080/01926187.2013.874211
<http://search.ebscohost.com.proxy.library.uaf.edu/login.aspx?direct=true&db=aph&AN=96764429&site=ehost-live>
- Dmitrieva, J., Chen, C., Greenberger, E., & Gil-Rivas, V. (2004). Family relationships and adolescent psychosocial outcomes: Converging findings from eastern and western cultures. *Journal of Research on Adolescence*, 14, 425-447.
- Gottman, J. M., Gottman, J. S., & Atkins, C. L. (2011). The Comprehensive Soldier Fitness Program., *Family Skills Component*

- <http://search.ebscohost.com.proxy.library.uaf.edu/login.aspx?direct=true&db=aph&AN=57734679&site=ehost-live>
- Henderson, A., Robey, P. A., Dunham, S. M., & Dermer, S. B. (2013). Change, choice, and home: an integration of the work of Glasser & Gottman. *International Journal Of Choice Theory & Reality Therapy*, 32(2), 36-47.
<http://search.ebscohost.com.proxy.library.uaf.edu/login.aspx?direct=true&db=aph&AN=102235907&site=ehost-live>
- Henggeler, S.W. (2011). Efficacy studies to large-scale transport: The development and validation of multisystemic therapy programs. *Annual Review of Clinical Psychology*, 7, 351-381. doi: 10.1146annurev-clinpsy-032218-104615
- Johnson, S., & Greenman, P. (2006). The path to a secure bond: Emotionally focused couple therapy. *Journal of Clinical Psychology*, 62, 597-609.
- Madden, M., Five Useful Questions in Couples Therapy. *ANZJFT*, 26 (2) 2005, 61-64
https://classes.uaf.edu/bbcswebdav/pid-2467741-dt-content-rid-7074387_1/courses/COUN_F666_ST1_201601/Five%20Useful%20Questions%20in%20Couples%20Therapy.pdf
- Major, D.A., & Lauzun, H.M. (2010). Equipping managers to assist employees in addressing work-family conflict: Applying the research literature toward innovative practice. *The Psychologist-Manager Journal*, 13, 69–85. doi: 10.1080/10887151003761275
- Murray, C.E. Controversy, Constraints, and Context: Understanding Family Violence Through Family Systems Theory *The Family Journal July 2006 14: 234-239*,
doi:10.1177/1066480706287277<http://tfj.sagepub.com.proxy.library.uaf.edu/content/14/3/234.full.pdf+html>
- Noble, A., & Jones, C. (2005). Benefits of narrative therapy: holistic interventions at the end of life. *British Journal of Nursing*, 14, 330-333.
- Pasupathi, M., Carstensen, L. L., Levenson, R. W., & Gottman, J. M. (1999). Responsive Listening in Long-Married Couples: A Psycholinguistic Perspective. *Journal Of Nonverbal Behavior*, 23(2), 173-193.
<http://search.ebscohost.com.proxy.library.uaf.edu/login.aspx?direct=true&db=aph&AN=17143817&site=ehost-live>
- Rojano, R. (2004). Practice of community family therapy. *Family Process*, 43, 59-77.
- Solution-focused therapy. (2006, September). *Harvard Mental Health Letter*, 23, 4-5.
- Sprenkle, D. H., & Blow, A. J. (2007). The role of the therapist as the bridge between common factors and therapeutic change: more complex than congruency with a worldview. *Journal of Family Therapy*, 29(2), 109-113. DOI: 10.1111/j.1467-6427.2007.00375.x.
- Trepper, T., Dolan, Y., McCollum, E., & Nelson, T. (2006). Steve de Shazer and the future of solution-focused therapy. *Journal of Marital & Family Therapy*, 32(2), 133-139.
- Ungar, M. (2016). Varied Patterns of Family Resilience in Challenging Contexts. *Journal Of Marital & Family Therapy*, 42(1), 19-31. doi:10.1111/jmft.12124
<http://tfj.sagepub.com.proxy.library.uaf.edu/content/24/1/85.full.pdf+html>
- Urooj, A., Anis-ul-Haque, & Anjum, G. (2015). Perception of emotional and sexual infidelity among married men and women. *Pakistan Journal of Psychological Research*, 30(2), 423-442. Retrieved from
<http://search.proquest.com.proxy.library.uaf.edu/docview/1780135736?accountid=14470>
- Vess, L., & Lara, T. (2016). Career Counseling and Family Therapy. *Family Journal*, 24(1), 85-94. doi:10.1177/1066480715615822
<http://search.ebscohost.com.proxy.library.uaf.edu/login.aspx?direct=true&db=aph&AN=111287370&site=ehost-live>

Wang, et al. Finding Resilience: The Mediation Effect of Sense of Community on the Psychological Well-Being of Military Spouses. *Journal Of Mental Health Counseling*, 37(2), 164-174.

Williams, L., & Day, A. (2007). Strategies for dealing with clients we dislike. *The American Journal of Family Therapy*, 35, 83-92.

(All required readings are in the dated File Folders under Session Resources on Blackboard, or available on the web.)

**All assigned readings may not be discussed in class, but students are responsible for having read the material.

Recommended Reading:

Beels, C. (2002). Notes for a cultural history of family therapy. *Family Process*, 41(1), 67-82

Cole, E. (2008). Navigating the dialectic: Following ethical rules versus culturally appropriate practices. *The American Journal of Family Therapy*, 36, 425-436.

Recommended Movies:

Akil, S. (2011). *Jump the broom*. United States: TriStar Pictures. [Two African American families from different socio-economic backgrounds come together for a wedding with family secrets, family shame, and family histories revealed.]

Eyre, C. (Director). (1998). *Smoke signals*. United States: Miramax Films. [The story centers around two young men on the Coeur D'Alene Indian Reservation near Plummer, Idaho.]

Hallstrom, L. (Producer). (1993). *What's eating Gilbert Grape?* United States: Paramount Pictures. [The movies focuses on the Eating Disorder of one family member and the Mental Retardation of another family member.]

Lawrence, R. (Director). (2006). *Jindabyne*. United States: Roadshow Pictures. [Four Australian fishermen find an Aboriginal girl's body. Too late in the day to hike back and report their find, they spend the next day fishing. They become subject to much consternation by their families and the community upon their return.]

Redford, R. (Director). (1980). *Ordinary people*. United States: Paramount Pictures. [The accidental death of the older son of an affluent family deeply strains the relationships among the bitter mother, the good-natured father, and the guilt-ridden younger son.]

Recommended Videos:

Adleman, D., Farwell, L., & Saathoff, A. (2008, November 11). Family systems therapy. [Video file]. Retrieved from <http://www.youtube.com/watch?v=mPW0UZd9gQ4>

Roekema, C.B. (2009, May 3) Narrative family therapy and terminal illness. [Video file]. Retrieved from http://www.youtube.com/watch?v=Ysg5gKKM_rA

New England College. (2009, July 9). The literature review. [Video file]. Retrieved from http://www.youtube.com/watch?v=Rk-ML_fDF9Q&feature=related

Tiller, M.C. (2009, June 17). Triangulation. [Video file]. Retrieved from <http://www.youtube.com/watch?v=RhiipKE4dyw&feature=related>

Instructional Methods: The following methods will be used throughout the course: lecture, case studies, reading, small group discussion, discussion boards, cooperative learning, oral presentations by students, analysis of literature, role-play, use of Blackboard and audio/video conferencing and podcasts.

Course Evaluation: Students will be evaluated based on the following criteria:

Class attendance and class participation: One of the primary goals of the course is for students to be comfortable and confident in their ability to discuss the course topics. Participation makes up a large part of the final grade for this reason. Attending class, reading all required assignments, and participating in class discussions is expected. The quality of involvement in class is worth a maximum of 55 points toward the final grade. Final course grades are affected by both the quality and quantity of in-class participation and attendance. Students' class participation should give evidence of being up to date on assigned readings and demonstrate their ability to integrate information, adequately discuss viewpoints, ask and respond to relevant queries, and appropriately respond to feedback. Students must actively participate in class to receive full participation points – attendance does not equate to participation. Participation points cannot be made up. If students do not speak during class, it is difficult to determine their understanding of course material (which may adversely impact the score). Come to class with questions and be prepared to share thoughts on the topics under discussion for each of the class meetings. Students will be called on to open discussion on assigned readings. The cold-call method will be used so, be prepared to discuss pertinent points related to assignments. Short multiple-choice quizzes may be used for a portion of this grade. Speak out and share perspectives; it enriches the class experience for all. *Be mindful that all personal information shared in class must remain confidential.*

Students are expected to come to class prepared with assignments turned in before arrival. Absence does not relieve the student from responsibility for completing all assignments before the due date or for comprehending the material presented during the class session. If missing class is unavoidable, instructor must be notified before the class session. **It is the student's responsibility to contact the instructor to discuss make up assignments.** At that time, a discussion regarding the assignment of additional work will be addressed to make up for the absence.

For any missed class, students are expected to post a 250-word response to the discussion question assigned for the week or chapter review (instructor's choice). This assignment is due before the start of the next class session.

Written papers and presentations: Students are expected to complete two papers, a focus paper and a cultural family assessment. Writing should conform to APA style (written in third person), and include citations and references. For this class, where you use **paraphrased information**, you **must include:** author, date and **page number** in the citation. For example, I am not fond of green ovum and pork, I am not fond of them, Sam I be. (Seuss, 1960, pp. 1–2). This will assist the reader in locating the relevant material in the text.

Papers should NOT have a title page, an abstract, or be bound in a binder. Papers need to be in final form when turned in – papers will not be allowed to be re-done. All papers need to be word-processed, double-spaced, and are expected to be well-written, well thought out, grammatically correct and should clearly convey the student's thoughts. All assignments need to be turned in via the Assignments link on Blackboard. Title electronic copies with the course number, assignment name, and your initials in the document title (i.e., F666_FocusPaper_LH.doc). Use this format for the **file name AND the heading** on all assignments. Use this title when creating documents on your computer so that when downloaded that information is the file name. **5-point deduction** if you fail to do this. Local students must **also** turn in a hard copy. According to William Stunk Jr. in *Elements of Style*:

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.

Use quotes *sparingly*; when citing from another source, summarize material unless there is no better way to capture the information. Immediately following paraphrased material cite the author(s), year and page number. APA recommends using no more than 3 tables or figures in a paper, and, for this class, similar guidelines should be followed for the use of quotes. Overuse of quotations and poorly written papers will result in lower grades. Clear, concise, logical, publication-ready papers that fulfill assignment requirements will receive an “A” grade. Papers that omit minor points, need slight revisions, contain some grammatical errors, redundancies and/or are difficult to follow will receive lower grades.

Blackboard Reflections (BR): Reflections on readings assigned each week will be due no later than *Monday evening each week on blackboard discussion board by 11:59PM Alaska time*. For eight classes throughout the term write a brief (two-three paragraphs, bullet points are encouraged) commentary about what you found interesting, surprising, disagreeable, etc. in the readings and post on blackboard This reflection is meant to prompt your discussion in class. The reflections should be a maximum of one page, single-spaced. Reflections will need to be thoughtful and reference material that was covered in the readings assigned for the week of the assignment. Critical reflection and thought on material and in class discussions is required. Discussion board posts must be written in first person and points will be lost for content, page length, grammar/punctuation, and APA style errors. Each person is required to respond to two other posts with a thoughtful critical thinking response of at least one paragraph, by *Sunday evening each week on blackboard discussion board by 11:59PM Alaska time*. Students will not routinely receive feedback on BR, but will receive full points if the assignment is completed as stated.

- **Genogram Assignment:** Using the resources located in Session Resources #4 in Blackboard, each student will create a personal, four-generation family genogram and analytical response paper. Genogram will depict key relational and historical information about the family. When completing the genogram assignment, it is PREFERABLE to use your personal family experience, but a mock family can also be used. We will act as if all genograms are mock to help preserve confidentiality. We will discuss in class.

Each student will submit an 8-10 page paper to accompany the genogram drawing, following APA style. The first section of the paper (4-6 typed pages) will cover the following: family structure, life cycle fit, pattern repetition across the generations (patterns of functioning for both sides of the family, of relationships such as close, conflictual or enmeshed and patterns of structure), life events and family functioning, relationship/attachment patterns and triangles, family balance and imbalance, and therapeutic concerns. The remaining portion of the paper (2-4 pages) will be written as a reflection on your family and your personal response to creating the genogram.

- **Focus Paper & Presentation:** Students will choose a family therapy topic they would like to explore further and write a focused paper and present findings to class. Pick a topic that would be particularly useful for marriage or family therapy (let me know as soon as possible which theme you will address to prevent repetition). Some topic ideas are: same-sex couples, internet relationships and marriage or divorce, infidelity and extra-relationship affairs, domestic violence, gender roles, sexual behaviors, substance abuse, religious choice, cross-cultural couples, family of origin traditions or rituals, separation and divorce, adoption, infertility, abortion, immigration and migration, cohabitation, time, etc. I will announce which themes have been chosen as soon as I know your preferences. The paper should be approximately five to nine (5-9) pages in length. Completed papers are to be typed, double-spaced, follow APA formatting, and include at least 6 references (one web based). Presentation length is 10-15 minutes with a 1-page handout (due 1 day prior to presentation). (75 paper/10 presentation) 85 points total
- **Cultural Family Paper:** Students should familiarize themselves enough with the cultural group they will describe to create a believable family. Students will have the opportunity to practice assessing a family by completing a cultural family assessment on a fictional family created for the purpose of this assignment. The student is to assess the fictional family using the cultural assessment on pages 758-762 of the McGoldrick text. Information must be included under four main headings: Basic Demographic Information; Patterns of Individual, Family, and Social Functioning; Potential Problems for the Therapist, and Suggested Models of Family Therapy. Basic Demographic Information might include: (a) family members, (b) identified problem, (c) time of referral (i.e. why now?), (d) history of the problem, (e) life role and life-cycle stages, (f) health history, (g) socioeconomic information, (h) cultural heritage, (i) belief systems, and (j) language and acculturation. Patterns of Individual, Family, and Social Functioning include: (a) family relationship history, (b) family biological factors, (c) individual factors, (d) immediate family, (e) extended family, (f) work and school, (g) sociocultural factors, (h) connection to the community, (i) migration history, (j) stressors and life cycle issues, (k) family resources and vulnerabilities, and (l) hypotheses about the case. Potential problems for the therapist should include anticipated difficulties to engaging or working with the family members or other institutions associated with the family. Suggested Models of Family Therapy should include the model(s) of family therapy that would work best with this family and why the model(s) are likely to be effective. The paper is to be 15-20 pages in length (not including the reference pages), and include at least ten (10) references.
- **Cultural Family Assessment Outline:** An outline for the paper, including references is part of the final paper assignment and needs to include information to show the student has gathered information for each section and a brief sketch of the demographics and reason(s) family is seeking counseling. 15 points
- **Cultural Family Assessment Presentation:** Prepare a ten minute final paper presentation of the cultural family that includes the following elements: (a) a description of the family, (b) reason this family was selected, and (c) four highlights from the paper that are particularly interesting to the writer. Students should practice their presentation ahead of time. Have fun with this assignment and let creativity reign!

- Final exam:** The final examination may cover all material presented throughout the course. This includes lectures, speakers, videos, presentations, and all readings. The final examination will be a combination of take home and timed examination questions. The main purposes of this exam are to encourage students' emotional/intellectual involvement through the duration of the course and to evaluate students' understanding and mastery of the structures, basic concepts, and key terms of theories and models introduced in this course. The general format includes a combination of multiple choice questions, short answer questions, and/or essays. Please title the take-home portion of the final as COUN666_FinalPart1_LH (but use your own initials at the end of the title). If necessary, students must make arrangements with the instructor to schedule a make-up exam, which must be completed prior to the scheduled final exam.

Grading: Course grade will be determined on a point system as follows:

Your course grade will be determined by the following point system:

Class Attendance/Participation	55 points
Weekly Reflections (8 at 5 points)	40 points
Genogram Assignment	80 points
Focus Paper/Presentation	85 points
Cultural Family Assessment Outline	15 points
Cultural Family Assessment Paper	100 points
Cultural Family Assessment Presentation	25 Points
Final Exam	100 points
Total	500 points

Grading Scale	
465 points and up (93%)	A
450-464.9 points (90-92.9%)	A-
440-449.9 points (88-89.8%)	B+
415-439.9 points (83-87.9%)	B
400-414.9 points (80-82.9%)	B-
390-399.9 points (78-79.9%)	C+
365-389.9 points (73-77.9%)	C
340-359.9 points (68-69.9%)	D+
315-339.9 points (63-67.9%)	D
300-314.4 points (60-62.9%)	D-
Less than 300 points	F

Course Policies:

Instructor reserves the right to revise this syllabus as required by sound judgment or circumstance. Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not the student's primary email address, the student will need to insure all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly (minimally 24 hrs prior to class) for announcements, documents, and other postings.

Students should practice thoughtful and considerate communication in all interactions with their fellow students and faculty members. It is expected that differences of opinion between individuals will occur; all disagreements expressed should be respectful in nature. **All personal information shared in class, or within the course Blackboard site, should be kept confidential** (Refrain from using names and other identifying information during class discussions). Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary, or may have access to student work for evaluation purposes.

The quality standard for assignments is expected to be appropriate for a graduate-level class. These expectations include proper grammar and spelling, clear organizational structure, coherent paragraphs, and APA style.

Late assignments will not be accepted without prior approval from the instructor, and if accepted will reflect an automatic minimum 10% decrease in grade, which will increase to 50% if the paper is not turned in by the agreed upon date (emergency situations will be considered). Assignments turned in after the **start** of the class, on the due date, will be considered late. Excessive absences may result in the student receiving a grade of “Incomplete” for the course.

Missing more than three classes may result in the student being required to repeat the course.

Students will be held accountable for the assigned material whether it is discussed in class or not. At times, students will be asked to participate in Blackboard discussions. Students must answer all required Blackboard posts with a minimum of a paragraph of directly related content.

Students are expected to be fully present during class, just as they would be fully present for their clients in the future. Please reserve the sending and receiving of information through texting, e-mailing, etc. for break time or before and after class. Students who need to have their phone on during class should use the vibrate setting.

If necessary, students must make arrangements with the instructor to schedule a make-up exam, which must be completed prior to the scheduled final exam. An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

Students must abide by academic integrity standards as outlined in the Student Code of Conduct found in the UAF Catalog: Academic and Regulations Chapter. The UAF Code of Conduct is located online at <http://www.uaf.edu/catalog/current/academics/regs3.html> - Student Conduct. In this course, if it is found that a student has knowingly plagiarized they may receive a failing grade for the course. Remember to use proper citation to avoid plagiarism. One of the best ways to avoid copying another's work is for the student to read the material, remove it from view, and write a summary using the student's own words.

Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As they prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. (Capella University Learner Handbook, 2006, p. 14)

Disability Services: *Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is*

located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.

Plagiarism. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

¹ Knight KL, Ingersoll C. Optimizing scholarly communication: 30 tips for Writing Clearly. *J Athl Train.* 1996;31:201-206

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements. Calendar is dynamic and may change to suit class.

Class Week/ Date	Class Content	Readings	Assignments Due by class start	CACREP 2016 Standards
1	Course Overview This Course as a Learning Community http://www.youtube.com/watch?v=tBf62ZkiuuU Evolution of Family Therapy	Nichols: Introduction Foundations of Family Therapy & Ch. 1 Evolution of Family Therapy Family Exploration: Exercise: 3 Payne: Ch 1 McGoldrick et al.: Ch. 1 Ethnicity & Family Therapy Ungar, M. (2016). Varied Patterns of Family Resilience in Challenging Contexts.		<i>d.4.b.; f.2.a, f.5.f;</i>
2	Basic Techniques of Family Therapy Domestic violence	Nichols: Ch. 2 Payne: Ch 13 Family Exploration: Exercise: 57 McGoldrick et al.: pp757-763 Major & Lauzun. (2010). Equipping managers... Rojano. (2004). Practice of community... Madden.M., (2005) Five Useful Questions in Couples Therapy. Truitt (1926). The role of the child guidance clinic...	BR	<i>d.4.b, f.2.a; f.3.a; f.5.a</i>
3	Family as a Psychosocial System http://front.moveon.org/two-lesbians-raised-a-baby-and-this-is-what-they-got/	Nichols: Ch. 3 pp 54-68 Family Exploration: Exercise: 105 Butler. (2008). The family diagram and geno... Dmitrieva et al. (2004). Family... Eastern/Western McGoldrick et al.: Ch 2 Optional: Ordinary People	BR	<i>f.2.a</i>
4	Bowen Family systems therapy http://portal.sliderocket.com/app/FullPlayer.aspx?id=2f3c1af9-a181-4913-81d1-79d2547eb3f0	Nichols: pp. 69-73, Ch. 4 Payne Cpt 3 Family Exploration: Exercise: 163 McGoldrick et al.: Ch. 3,12,13 Arnold et al. (2011). The coming of... Alaska Native Pasupathi, et.al (1999). Responsive Listening in Long-Married Couples: Optional: Smoke Signals	Genogram Paper	<i>f.2.a; f.3.a;</i>
5	Experiential Models Structural Models	Nichols: Ch. 6 & 7 Family Exploration: Exercise: 198 McGoldrick et al.: Ch. 7,8 Johnson & Greenman. (2006). The path to a secure bond...EFT	BR	<i>f.2.a; f.5.a</i>
6	Strategic Models	Nichols Ch. 5 Family Exploration: Exercise: 232 McGoldrick et al.: Ch. 5, 9 & 10	Focus Paper	<i>f.2.a; f.5.a</i>
7	Psychoanalytic Models Behavioral and Cognitive Behavioral Models <i>Focus Paper presentations</i>	Nichols: Ch. 8 & 9 Family Exploration: Exercise: 235 McGoldrick et al.: Ch. 11,14,16 Henderson et.al (2013). Change, choice, and home: an integration of the work of Glasser & Gottman.	Focus Paper presentations BR	<i>d.4.d; f.2.a; f.5.a</i>
8	Family Therapy in the 21 st Century Solution-Focused Therapy	Nichols: Ch. 10 & 11 Family Exploration: Exercise: 264 Murray (2006) Controversy...: Understanding Family Violence Through Family Systems Theory Trepper et al. (2006). Steven de Shazer...SFT McGoldrick et al. 19,20,21,22	BR	<i>f.2.a, f.5.b</i>
9	Narrative Therapy	Nichols: Ch. 12 Payne: Ch.2 Family Exploration: Exercise: 271 McGoldrick et al.: Ch. 24,26,27 Noble & Jones. (2005). Benefits of Narrative... Vess & Lara (2016). Career Counseling and Family Therapy.	Cultural Paper Outline and & Reference List BR	<i>d.4.b; f.2.a; f.3.a, f.5.a</i>
10	Psychoeducational Models	Nichols: Ch. 13 & 14 Payne: Ch.4 Family Exploration: Exercise: 298 McGoldrick et al.: Ch. 28,29,31,32 Optional: Gilbert Grape? Carr (2014) Evidence based couple, family therapy and systemic interventions... Hennegeler (2011). Efficacy studies MST	BR	<i>f.2.; f.5.b, f.5.f</i>

11	Military Families Infidelity	Payne: 9, 10, 11 & 12 Family Exploration: Exercise: 127 McGoldrick et al.: Ch. 33,34,35,36 Gottman, et al. (2011). Comprehensive Soldier Fitness Program, <i>Family Skills Component</i> Blaisure et al. (2012). Serving military families... Urooj, A., Anis-ul-Haque, & Anjum, (2015). Perception of emotional and sexual infidelity among married men and women. Cravens, J. D., & Whiting, J. B. (2014). Clinical Implications of Internet Infidelity...	BR	<i>d.4.b; f.2.a</i>
12	Professional Issues and Ethical Practices Students-Cultural Paper Presentations (10 mins)	Payne: Ch 5,6,7 & 8 Family Exploration Exercise: 316 McGoldrick et al.: Ch. 41,44,48,50 Williams & Day. (2007). Strategies...clients we dislike	Cultural Paper Due Cultural Paper Presentations	<i>d.4.d; f.2.a; f.3.a; f.5.a; f.5.f</i>
13	Comparative Analysis Research in Family Therapy Course Review Students-Cultural Paper Presentations (10 mins)	Family Exploration: Exercise: 319 McGoldrick et al.: Ch. 52 & 54 Blow A, Sprenkle D, Davis S. Is Who Delivers the Treatment More Important than the Treatment Itself? The Role of The Therapist Sprenkle, D. H., & Blow, A. J. (2007). The role of the therapist as the bridge between common factors...	Cultural Paper Presentations	<i>f.5.f</i>
14	Final Exam	Ungar, M. (2016). Varied Patterns of Family Resilience in Challenging Contexts.		<i>f.2.a; f.3.a; d.4.d; f.5.a; f.5.b; f.5.f</i>

Evaluation Component	CACREP 2016 Standard Assessed
Weekly Reflection Boards	<i>f.2.a; f.3.a; d.4.d; f.5.a; f.5.b; f.5.f</i>
Genogram Assignment	<i>f.3.a; f.2.a; d.4.d</i>
Focus Paper/Presentation	<i>d.4.d</i>
Cultural Family Assessment Paper and Presentation	<i>f.2.a; f.5.f; d.4.d; f.5.a; f.3.a</i>
Final Exam	<i>f.2.a; f.3.a; d.4.d; f.5.a; f.5.b; f.5.f</i>

Family Exploration Exercises

The following questions come from Goldenberg and Goldenberg (2008). When assigned to do so (according to the syllabus), write at least two paragraphs to answer each question and be prepared to discuss in class.

3. In what type of family structure did you grow up – intact, one led by a single parent, stepfamily? Has divorce or a family member or family members played a significant role in your life?
57. How was the power distributed in your family? Who was in charge of what? What role did gender play in that assignment?
105. Assume there is a symptomatic member of your family, who everyone agrees is the identified patient. You all decide to attend a therapy session if it would help that person. However, in the session, it soon becomes clear that the therapist is focusing on family interactions, rather than that individual's problems. How would you react? What would it take to persuade you to participate in further sessions?
163. Make a genogram of your family, covering at least three generations. What have you learned about relationships within your family from the genogram?
198. Some feminists take exception to Minuchin's insistence that a well functioning family requires a hierarchy, arguing that this view runs the risk of maintaining sexual stereotypes. How was your family organized? Was there a rigid or flexible organization? Did it promote sexual stereotyping?
232. Rituals often play a central role in family life, marking passages and changes. Prescribing rituals may help a family restructure how its members perceive events. In your family, describe a ritual (wedding, birthday party, graduation, or funeral) that helped your family negotiate a change.
235. Select a family problem you discussed earlier in class and restate it in cognitive-behavioral terms.
264. Answer this version of the "miracle question" for yourself: Suppose that one night there is a miracle and while you were asleep, the problem you have been worrying about is solved. How would you know? What would be different? What would you notice the next morning that would tell you a miracle had occurred? What would your best friend notice?
271. What has been the "dominant story" in your life?
298. According to the text, "no biomedical event occurs without psychosocial consequences". Discuss this statement in reference to an experience in your family.
127. What strong religious, political, or philosophical attitudes or values do you hold that might affect your functioning as a family therapist?
316. What do you believe are the three most important mechanisms that occur within a therapy session that stimulate change? Explain.
319. What have been the most important things you have learned about yourself and your family from class readings or these exercises?

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.

Papers and Critiques

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
ORGANIZATION	Difficult to follow/understand presentation due to lack of sequence of information.	Some difficulty following presentation because of poor sequence of information.	Information is presented in a logical sequence and is easy to follow.	Information is presented in logical, interesting sequence. Presentation appeared well-planned and seamless.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.
PRESENTER PARTICIPATION (group presentations only)	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.