

# Counseling Program

School of Kinesiology, Counseling, & Rehabilitative Sciences

## COU 642-001: Counseling Families & Couples (3 credits)

Fall 2021

Wednesdays, 6:15-9 p.m.

**CLASS LOCATION: MP 300**

**Instructor:** Gail Rizzo

**Office Address:** MEP 203 (main Counseling suite)

**NKU E-mail:** rizzog1@nku.edu

**Contact Phone:** 513-376-0230

**Office Hours:** Zoom meetings by appointment

### Course Description:

A review of issues related to family and couples and various theories of family counseling; theoretical foundations, ethical, and legal concerns will be addressed. (Prerequisites: Admission to program or consent of program director.)

### Required Materials:

Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview* (9<sup>th</sup> ed.). Boston, MA: Cengage Learning.

**Additional readings will be assigned at the discretion of the instructor.**

### Course Assignments

1. **Syllabus Quiz:** In the "Start Here" introductory module in Canvas, students will need to complete a short 10 item quiz over the syllabus. The syllabus quiz is worth 10 points.
2. **Reflections:** Students will individually compose and submit individual reflections from the assigned chapters (1, 2, 4, 5, 6). Students will be provided guiding questions to which they must reflect upon and respond. Reflection entries should be at least 8 paragraphs (each paragraph approx 5 sentences long) in length and demonstrate depth, as well as quality writing. Each reflection is worth 10 points for a total of 50 points. With the exceptions of the reflections for chapter 1, 2, these will be due the Wednesday, September 15th.
3. **Exams:** Students will complete three (3) exams in this course. All exams will cover material from the textbook chapters and mini-lectures posted to Canvas. Exams will be comprised of true/false, multiple choice, multiple answer, fill-in-the-blank, matching, and short essay items. All exams are closed-book and notes. Students will need to use Respondus Monitor to complete each exam. The instructor will review Respondus Monitor results to evaluate for academic dishonesty. Potential short essay questions will be provided to the students to focus their studies; however, the force-response items may be aligned with any of the learning modules assigned with a specific chapter (see module learning objectives to know what aspects of the chapter to pay particular attention to). **Exam #1 covers chapters 1-6 and will be done in Canvas. Exam #2 covers chapters 7-12 and will be done in Canvas; and Exam #3 covers chapters 13-16 and will be done in Canvas (finals week).** Each exam is worth 100 points.

4. **Genogram Assignment:** Students will create a genogram which consists of at least three generations. Students will also write an 5 page narrative explication and reflection paper in which they discuss and reflect upon the information contained in their genogram. More information for assignment is posted in Canvas within the assignment. This assignment will be time consuming, so students are encouraged to start working on this assignment as soon as they can. This assignment is worth 200 points and is **due by October 13<sup>th</sup> at 11:59pm.**
5. **Chapter Summary Group Presentation:** For chapters 7 through 14—2 assigned to each group, student groups will be responsible for reviewing and presenting information from their assigned chapter. Student groups will read about a classical family counseling theory and then work collaboratively to disseminate the information from their chapter(s) and as well as identify significant themes or concepts. Students will then work together to develop a thorough and organized PowerPoint presentation. The PowerPoint presentation should be uploaded to the designated discussion board prior to the class time that their chapter is assigned. A more detailed assignment description, grading rubric, and schedule for presentations to see which group has been assigned to which chapter, as well as specific due dates will be posted in Canvas. This each chapter presentation is worth 50 points, for a total of 100 points.
6. **Theoretical Application Paper:** Similar to the chapter summary presentation assignment, the nature of the theoretical application paper is collaborative and group-oriented. Student groups will demonstrate their collective knowledge of a chosen theoretical family counseling approach. Each group will need to identify and watch a popular film that centers on a family. The group will choose an established school of family therapy and then evaluate and apply theoretical concepts to the family. This paper should be **written in APA-format** (title page, body with headings, reference page, accurate in-text citations and quotes – remember your group should try NOT to include block quotes, but rather work on phrasing others’ work in your own words). The paper should be approximately **7-10 pages in length** (excluding title and reference pages). The paper should include **numerous citations from the Goldenberg et al. (2017) textbook**. The paper also needs to integrate references from at **least five peer-reviewed journal articles** that support or elaborate on theoretical concepts that are discussed and/or applied in the paper. Your group should **collaboratively write your paper** (I suggest using google docs for this process). Each student **needs to write their portion of the paper in a different color font**. This will allow the instructor to assess an individual's writing abilities, APA mastery, and overall contribution to the group. Your group may submit either a word document of your paper or a link to your literature review in google docs. Also, please submit a separate word document that contains a key (i.e., student’s name and their associated color font). A more detailed assignment description and grading rubric will be posted in Canvas. This assignment is worth 100 points and is **due by the Wednesday of exam week.**

### Submission of Assignments

Unless otherwise noted, all assignments are due **by 6:15 p.m.** on the date listed on the syllabus.

**NOTE:** Assignments turned in late may not be accepted for credit. Though **highly unlikely**, late assignments **may** be accepted at the instructor’s discretion with accompanying documentation of circumstances. Please communicate with the instructor if you believe an assignment will be late.

### Course Grading

The NKU Counseling Program approaches the construct of professional dispositions as “habits of mind”

that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following *professional performance dispositions*: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

The assessment breakdown is as follows:

|   |                   |
|---|-------------------|
| Syllabus Quiz:                                      | 10 points         |
| Reflections (5-10pts ea):                           | 50 points         |
| Genogram Assignment:                                | 200 points        |
| Chapter Summary Presentation<br>(2-50 points each): | 100 points        |
| Theoretical Application Paper:                      | 100 points        |
| Exams (3-100 pts ea):                               | 300 points        |
| Class exercises 10 points ea                        | 110 points        |
| <b>Total:</b>                                       | <b>870 points</b> |

*The above grading breakdown is subject to change upon notice to the students.*

## Grading Scale

- A: 93.00-100.00
- A-: 90-92.99
- B+: 87-89.99
- B: 83-86.99
- B-: 80-82.99
- C+: 77-79.99
- C: 73-76.99
- F: 0-72.99

## Confidentiality and Ethics

Students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and will be accountable to the Counseling program.

Because personal information may be shared during class sessions, it is understood that all students will adhere to an ethical policy of confidentiality. What others (i.e., students, speakers) share in class is not to be discussed outside of class. Breaking the confidentiality of anyone involved in this course will be considered a serious violation of academic and professional integrity.

## Tentative Course Schedule

### August 25

- **Topic:** What is family therapy and why do we care about it?
- **Readings due:** Goldenberg & Goldenberg, chapters 1 and 2

### September 1

- **Topic:** Diversity and Systems in Family Therapy
- **Readings due:** Goldenberg & Goldenberg, chapters 3 & 4
- **Assignments due:** Group exercise done in class on chapters 3 & 4

### September 8

- **Topic:** Origins/History of Family Therapy
- **Readings due:** Goldenberg & Goldenberg, chapter 5

### September 15—Online assignments—no class meeting--Work on group presentations and paper.

- **Topic:** Ethics and Professional Practice in Family Therapy
- **Readings due:** Goldenberg & Goldenberg (known as G & G from this point on!), Chapter 6; <https://www.aamft.org/>; <https://www.counseling.org/>
- **Assignments due:** Five Ethical principles of note from aamft or aca and 5 interesting facts from each website; Ethics questions and applications; Reflections for Chapters 1, 2, 5 & 6; Exam #1 is due by this date.

### September 22

- **Topic:** Psychodynamic Models of Family Therapy
- **Readings due:** G & G, Chapter 7
- **Assignments due:** Group presentation uploaded prior to class time

### September 29

- **Topic:** Transgenerational Models of Family Therapy
- **Readings due:** G & G, chapter 8
- **Assignments due:** Group presentation uploaded prior to class time

### October 6

- **Topic:** Experiential Models of Family Therapy
- **Readings due:** G & G, chapter 9
- **Assignments due:** Group presentation uploaded before class time

### October 13

- **Topic:** Structural Model of Family Therapy
- **Readings due:** G & G, chapter 10
- **Assignments due:** Genogram; Group presentation uploaded before class time

### October 20

- **Topic:** Strategic Model of Family Therapy
- **Readings due:** G & G, chapter 11
- **Assignments due:** Group presentation uploaded before class time

### October 27

- **Topic:** Behavioral and Cognitive Models of Family Therapy
- **Readings due:** G & G, chapter 12
- **Assignments due:** Exam 2 is due by this date, Group presentation uploaded before class time

### November 3

- **Topic:** Social Construction Models of Family Therapy
- **Readings due:** G & G, chapters 13 & 14
- **Assignments due:** Group presentations uploaded before class time

### November 10

- **Topic:** Population Based Family Treatment
- **Readings due:** G & G, chapter 15

### November 17

- **Topic:** Evidence Based Family Therapies
- **Readings due:** G & G, chapter 16

### November 24

- **NO CLASS: THANKSGIVING HOLIDAY**

### December 1

- **Topic:** Comparative View of Family Theory

- **Readings due:** G & G, chapter 17

### **December 8**

- **Topic:** Review, apply, practice
- **Readings due:** TBD
- **Assignments due:**

### **December 15--Exam week**

- **Readings due:** None
- **Assignments due:** Application paper; Exam 3

*Note: The syllabus is a projection of what I anticipate for the course. I reserve the right to modify the syllabus in order to adjust to changing circumstances, and will notify the class of any modifications.*

## **Course Policies**

### **Accommodations Due to Disability**

Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Office for Student Accessibility (OSA) in SU 303. To receive academic accommodations for this course, please obtain the proper OSA forms and meet with me at the beginning of the semester. More information on OSA can be found at <https://inside.nku.edu/osa.html>.

### **Communication**

Students should check their e-mail inbox/Canvas course sites regularly. It is my hope that if you have concerns regarding the course, you will reach out to me to discuss the issue so we may address it. Should you have any concerns about my responsiveness, you are always welcome to contact the chair of the department/director of the school.

### **Classroom Behavior Policies**

In order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide interactions among students and professors in this class:

- People can differ on any number of perspectives, opinions, and conclusions
- No ideas or opinions are immune from scrutiny and debate, even if they come from someone with more experience or expertise than you
- Treat every member of the class with respect, even if you disagree with their opinion
- You will not be graded on whether your professor or peers agree with your opinions

The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. It is expected you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., social media, shopping, speculating about the next season of *Loki*, managing email, catching up on the hijinks of your favorite TikTok celeb, etc.).

As a courtesy to your classmates, please silence or turn off all electronic communication devices during class. If a call is essential, please leave the classroom.

### **Policy on Missed Exams**

A student will be permitted to complete a missed examination only as a result of extraordinary circumstances (severe illness, death in the family, etc.). The student **must** contact the instructor in advance of the exam to explain their absence and secure permission to take the exam at a later date. The student may be required to provide official documentation to account for their absence. If a student receives permission to complete a make-up examination, it must be completed within one week of the original exam date, and the content of the exam may be different from the exam previously given to the rest of the class.

### **Name/Pronoun**

My gender pronouns are she/her/hers, and I prefer to be addressed as Gail. I will gladly honor your request to address you by an alternate name and/or your preferred honorific, and use your preferred gender pronouns. Please advise me of these early in the semester so that I may make appropriate changes to my records.

### **Credit Hour Policy Statement**

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours. Estimates of the time required for a typical student to complete course expectations are as follows:

|   |                      |
|---|----------------------|
| Mini-Lectures, Supplemental Material Review | = 20.0 Hours         |
| Readings (2.5 hrs/wk x 15 wks)              | = 37.5 Hours         |
| Recorded Group Exercises                    | = 5.0 Hours          |
| Reflections                                 | = 7.0 Hour           |
| Genogram Assignment                         | = 25.0 Hours         |
| Chapter Summary Group Presentation          | = 15.0 Hours         |
| Theoretical Application Paper               | = 15.0 Hours         |
| Exam Prep                                   | = 15.0 Hours         |
| Exams                                       | = 6.0 Hours          |
| <b>Total</b>                                | <b>= 145.5 Hours</b> |

### **Vision**

The College of Health and Human Services will be acclaimed as an inclusive, first-choice destination for the professional development of innovative leaders.

### **Mission**

The College of Health and Human Services provides a professional level of education for students through innovation that transforms the well-being of our people and communities.

## **Kentucky Core Academic Standards (KCAS)**

Preparation of Kentucky's students for the demands of the 21<sup>st</sup> century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Core Academic Standards](#).

## **Other Information**

For information on university-wide policies governing students, please see the University Common Syllabus on your course Canvas site.



# Knowledge & Skill Outcomes

## CACREP 2016 Standards

*Standards evaluated in connection with CACREP Key Objective Assessments are in bold.*

| <b>Students will be able to:</b>  | <b>CACREP<sup>1</sup></b> | <b>Content Coverage</b>                                     | <b>Class Assignments</b>                                     |
|---|---------------------------|---|--|
| Understand the history and philosophy of the counseling profession and its specialty areas  | 2.F.1.a                   | Goldenberg & Goldenberg, Chapter 5; lecture notes           | Reflection #2, Exam #1                                       |
| Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling | 2.F.1.i                   | Goldenberg & Goldenberg, Chapter 6; lecture notes           | Exam #1, Theoretical Application Paper                       |
| Demonstrate strategies for personal and professional self-evaluation and implications for practice  | 2.F.1.k                   | Goldenberg & Goldenberg, Chapter 6; lecture notes           | Recorded Group Discussions, Reflections, Genogram Assignment |
| Recognize theories of individual and family development across the lifespan   | 2.F.3.a.                  | Goldenberg & Goldenberg, Chapter 2; lecture notes           | Exam #1, Theoretical Application Paper                       |
| Recognize systemic and environmental factors that affect human development, functioning, and behavior   | 2.F.3.f                   | Goldenberg & Goldenberg, Chapters 2-15; lecture notes       | Exam #1, Theoretical Application Paper                       |
| Recognize a general framework for understanding differing abilities and strategies for differentiated interventions   | 2.F.3.h                   | Goldenberg & Goldenberg, Chapters 2-15; lecture notes       | Exams, Theoretical Application Paper                         |
| Identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan   | 2.F.3.i                   | Goldenberg & Goldenberg, Chapter 6-15; lecture notes        | Exams, Theoretical Application Paper                         |
| Recognize a systems approach to conceptualizing clients   | 2.F.5.b                   | Goldenberg & Goldenberg, Chapters 1, 7-15; lecture notes    | Exams, Theoretical Application Paper                         |
| Identify and demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships  | 2.F.5.d.                  | Goldenberg & Goldenberg, Chapters 3, 4, 6-15; lecture notes | Exams, Theoretical Application Paper                         |

|   |          |  |                                      |
|---|----------|--|--------------------------------------|
| Identify and demonstrate the use of counselor characteristics and behaviors that influence the counseling process                     | 2.F.5.f. | Goldenberg & Goldenberg, Chapters 1, 2, 4, 6-15; lecture notes | Exams, Theoretical Application Paper |
| Identify and demonstrate the use of essential interviewing, counseling, and case conceptualization skills                             | 2.F.5.g. | Goldenberg & Goldenberg, Chapters 7-15; lecture notes          | Exams, Theoretical Application Paper |
| Demonstrate understanding of evidence-based counseling strategies and techniques for prevention and intervention                      | 2.F.5.j. | Goldenberg & Goldenberg, Chapters 7-16; lecture notes          | Exams, Theoretical Application Paper |
| Recognize dynamics associated with group process and development  | 2.F.6.b. | Goldenberg & Goldenberg, Chapters 1, 4, 6-16; lecture notes    | Recorded Group Exercises/Discussions |
| Identify and demonstrate multicultural and pluralistic characteristics within and among diverse groups nationally and internationally | 2.F.2.a  | Goldenberg & Goldenberg, Chapter 3; lecture notes              | Exams                                |
| Identify and demonstrate multicultural counseling competencies  | 2.F.2.c  | Goldenberg & Goldenberg, Chapters 3, 7-15; lecture notes       | Exams, Theoretical Application Paper |
| Recognize the effects of power and privilege for counselors and clients   | 2.F.2.e  | Goldenberg & Goldenberg, Chapters 3, 4, 6-15; lecture notes    | Exams, Theoretical Application Paper |
| Identify the help-seeking behaviors of diverse clients  | 2.F.2.f  | Goldenberg & Goldenberg, Chapter 3; lecture notes              | Exams                                |
| Recognize the impact of spiritual beliefs on clients' and counselors' worldviews  | 2.F.2.g  | Goldenberg & Goldenberg, Chapter 3; lecture notes              | Exams, Theoretical Application Paper |
| Demonstrate understanding of methods of effectively preparing for and conducting initial assessment meetings                          | 2.F.7.b  | Goldenberg & Goldenberg, Chapters 4, 16; lecture notes         | Exams, Theoretical Application Paper |
| Identify procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide                             | 2.F.7.c  | Goldenberg & Goldenberg, Chapter 6; lecture notes              | Exams                                |

|   |         |  |  |
|---|---------|--|--|
| Recognize procedures for identifying trauma and abuse and for reporting abuse           | 2.F.7.d | Goldenberg & Goldenberg, Chapter 6; lecture notes            | Exams  |
| Demonstrate the use of environmental assessments and systematic behavioral observations | 2.F.7.j | Goldenberg & Goldenberg, Chapters 7-16; lecture notes        | Exams, Genogram Assignment   |
| Identify evidence-based counseling practices  | 2.F.8.b | Goldenberg & Goldenberg, Chapters 7-16; lecture notes        | Exams, Theoretical Application Paper                               |
| Understand the development of outcome measures for counseling programs                  | 2.F.8.d | Goldenberg & Goldenberg, Chapter 16; lecture notes           | Readings   |
| Understand the history and development of mental health counseling                      | 5.C.1.a | Goldenberg & Goldenberg, Chapters 1, 5; lecture notes        | Readings, Exams  |
| Understand theories and models related to clinical mental health counseling             | 5.C.1.b | Goldenberg & Goldenberg, Chapters 1, 5, 12-15; lecture notes | Readings, Exams, Theoretical Application Paper, Group Presentation |