



CPY 555: Family and Relationship Counseling: Theory and Therapeutic Modalities

Course Description:

This course is designed to develop specific therapeutic competencies regarding inter- and intra-personal dynamics of family systems and relationships. Communication patterns, the role of children, origin of family interaction patterns, conflict resolution styles, impact of treatment issues, and specific modalities of therapeutic intervention are explored. Prerequisite: CPY 550

Course Structure:

The instructional format of this course on theories and therapeutic modalities will include guided discussion, demonstration, and experiential

learning that emphasizes skills training and practice. Case material will be presented to assist students in fine-tuning their skill in theory application and in treatment development. Be sure to complete the assigned reading before each class; otherwise, you will be unable to fully grasp the concepts presented in the demonstrations. Class discussions are an important part of CPY 555. You are encouraged not only to ask questions, but also to add your own experiences and perspectives to the class dialogue. Your class participation will affect your grade. Because of the laboratory nature of this course, it is imperative that students attend every class.

<i>Spring 2015</i> Tuesdays, January 20 – April 28 4:00 to 6:30 pm	
Professor:	Kathryn L Norsworthy, Ph.D., LPY
Office:	Cornell Social Sciences 237
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Office Email:	knorsworthy@rollins.edu
Office Hours:	Tuesdays 1:00 am – 3:00 pm Thursdays 2:00 pm – 5:00 pm or by appointment

Course Goals/Objectives:

At the conclusion of this course, each student will be able to:

1. Apply the theoretical and pragmatic components of the major theories of family and relationship theory to the counseling setting through therapeutic intervention (CACREP Section II K 5 d).
2. Conceptualize therapeutic interventions for a range of family situations (CACREP Section II K 5 d).
3. Demonstrate a variety of methods of family and relationship assessment (CACREP Section II K 5 d).
4. Demonstrate a variety of techniques of family and relationship counseling (CACREP Section II K 5 d).
5. Manage and maintain a comprehensive and accurate case file (CACREP Section II K 5 d, g).
6. Evaluate and apply counseling techniques that are relevant for families and couples with racial/ethnic, cultural, and compositional diversity (CACREP Section II K 5 a).
7. Examine ethical & legal concerns that emerge during family and relationship counseling (CACREP Section II K 5 g).

Required Readings and Videos:

Required Texts

- Dinkmeyer, D., & McKay, G. D. (1997). *The parent's handbook: Systematic Training for Effective Parenting*. STEP Publishers. \$16.99; ISBN: 978-0979554209
- Napier, A. Y., & Whitaker, C. A. (1978). *The family crucible*. New York: Harper & Row. \$14.99; ISBN: 978-0060914899
- Gladding, S. T. (2014). *Family therapy: History, theory, and practice* (6th Ed.). Boston: Pearson Education. \$108.50; ISBN: 978-0-348890 (You used this book fall term for Family I).
- Sheras, P.L. & Koch-Sheras, P.R. (2006). *Couple power therapy: Building commitment, cooperation, communication, and community in relationships*. Washington, D.C.: APA. \$49.95; ISBN: 978-1591472353

****We will also use chapters from Nichols, M., *Essentials of family therapy* (6th ed.), which will be placed on reserve for your use during the Critical Incident module (when you are the therapist).**

Blackboard Required Readings (Use Password MAC)

- Gladding, S. Understanding families and family dynamics
- Homrich, A., Record-keeping packet (Also called "Documentation from a systems perspective")
- Minuchin, S., Joining.
- Seligman, L., Diagnosis and treatment planning for families

Videotapes (Posted on Blackboard)

- Empowering Black Families – Nancy Boyd-Franklin
- Bowenian Couple's Therapy – Monica McGoldrick
- Whitaker & Minuchin and Family (Whitaker and Minuchin work with the same family) – counts as two tapes
- Narrative Family Therapy – Steve Madigan

Optional Readings:

- Dinkmeyer, D., Sr., McKay, G. D., & Dinkmeyer, J. S. (1989). *Parenting young children*. STEP Publishers. \$16.99; ISBN: 978-0979554230
- Dinkmeyer, D., Sr., McKay, G. D., McKay, J. L., & Dinkmeyer, D, Jr. (1998). *Parenting teenagers*. STEP Publishers. \$16.99; ISBN: 978-0-97955-42-1-6
- Gehart, D. R., & Tuttle, A. R. (2003). *Theory-based treatment planning for marriage and family therapists*. Pacific Grove, CA: Brooks/Cole. \$98.75; ISBN: 978-0534536169
- Kabat-Zinn, M. & Kabat-Zinn, J. (1997). *Everyday blessings: The inner work of mindful parenting*. New York: Hyperion. \$14.95; ISBN: 978-0786883141
- Nelson, T. S., & Trepper, T. S. (Eds.). (1993). *101 interventions in family therapy*. New York: The Haworth Press. \$59.95; ISBN: 978-0866569026

Required Assignments and Learning Experiences: (Possible Points)

1. Couples Therapy Module Demonstration (20) – Every student will serve as a co-therapist for a couple's counseling session. Each student will also prepare assigned written materials for the demonstration and write a self-evaluation of the session using a prearranged format (see explanation in syllabus).
2. Case Documentation (18) – Every student will maintain routine clinical records (intake report, treatment plan, weekly case notes, and a summary of treatment) during the couples' therapy demonstrations.
3. Parenting Session Demonstration (20) – Every student will serve as a co-counselor for one module from the Systematic Training for Effective Parenting (STEP) program. Each student will also prepare assigned written materials for the demonstration and write a self-evaluation of his or her work as a leader (see explanation in the syllabus).
4. Theory-based Critical Incident Demonstration (20) – Every student will develop a critical counseling incident, based on a selected theoretical perspective, illustrating a situation that might arise while counseling a family. The student therapists will arrange a role-play of the critical incident and will demonstrate use of intervention techniques based on the selected theory. Each student will also prepare assigned written materials for the demonstration and write a self-evaluation of her or his work (see explanation in the syllabus).
5. Videotapes and Family Crucible Video Discussion (10) – Every student will view five videotaped sessions (note that the Minuchin/Whitaker tape counts as 2 sessions) on family and relationship therapy and read the book, *The Family Crucible*, and participate in a 60 to 75 minute videotaped group discussion (3 to 4 students per group) of the book and videotapes. Students will take notes on each tape and on the book, bring the notes to the discussion, and turn them in upon completion of the discussion group.
6. Participation (12) - Students will be expected to come to class evidencing that you are prepared by having read the assigned material and are PREPARED for your role-plays. Evidence of participation will also be revealed by your contributions to class discussions and feedback to your peers post-simulation. You will earn 1 point per week for weeks 2–10 & 12-14 (total of 12 points) for engaged participation.

Course Policies and Procedures:

Confidentiality -- In order to provide a safe learning environment for individuals in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and others' personal information, reactions, etc. ONLY while in class or privately with other current class members.

Instructor Availability – If, at anytime, you wish to discuss any issue related to the class with me, particularly those related to your performance in this class please do not hesitate to contact me. I am very willing to set up an appointment with you at a time outside my posted office hours. Please don't wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class.

Attendance Policy – Attendance is required of all students registered and will be monitored. If it is impossible to attend class, notify me as soon as possible. The final grade will be lowered one half of a letter grade for each unarranged absence and it will be lowered one letter grade for two or more absences for any reason. Students are responsible for all assignments, lectures, announcements, and class discussions even when not present. Make-up assignments will not be given.

Class will start on time and time agreements for class breaks will be honored. Tardiness on the part of one person disrupts the flow of learning for fellow students. Please be prepared to begin and/or resume class as agreed.

Penalty for late work: Students will forfeit one letter grade (approximately 10% of the possible points) for any assignments turned in beyond the announced deadline.

Method of Evaluation and Grading – Final grades will be based on a point accumulation basis. Students earn points via exams, class presentations and projects, class participation, and other assignments. Points will be converted into a percentage score. Grades will be assigned as follows:

- | | |
|-----------------------------|-----------------------------|
| A = 94-100% of total points | B- = 80-83% of total points |
| A- = 90-93% of total points | C+ = 77-79% of total points |
| B+ = 87-89% of total points | C = 74-76% of total points |
| B = 84-86% of total points | C- = 70-73% of total points |

The course points are distributed according to the following assignments:

Course Requirement:	Points
Couples Therapy Module Demonstration and Self-Evaluation	20
Case Documentation	18
Parent Training Module Demonstration and Self-Evaluation	20
Theory-based Critical Incident Demo and Self-Evaluation	20
Videotape and Family Crucible Discussion	10
Participation	12
TOTAL	100

The instructor reserves the right to modify the schedule and grading policy as needed.

Incomplete Policy – Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor prior to the end of the term in order to receive an “incomplete.” An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following term, the grade will turn into an “F.”

Respect for Individual Differences – The Department of Graduate Studies in Counseling endorses a learning climate, which represents diversity and individual differences and encourages the open-minded exploration of differences among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while they are students they will be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and world views are different from their own. Your ability to be open to and respectfully discuss values and opinions that are different from you own is a reflection of your development and professionalism as a counselor.

Course Technology –

E-mail – All e-mail communication and dissemination of information from the professors will be via your Rollins e-mail account. Students are responsible for checking this account.

BlackBoard – This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reporting forms, reading materials, course updates and other information and resources

Cell phones – Interns are required to turn off cell phones and all other technology during class. If an emergency situation exists which requires that you available to be contacted immediately, you are expected to discuss the situation with the professor in advance of class.

Laptop Computers – Students are permitted to use laptops in class for note taking purposes only. Use laptop computers in CPY 555 will not be necessary for this experiential course.

Students with Disabilities -- Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 32789.Appointments can be scheduled by calling 407-646-2354 or email: gridgeway@rollins.edu

Academic Honesty and Professional Conduct -- Students are expected to be familiar with comply with the Student Conduct policies of Rollins College, the requirements published in the current Rollins Graduate Studies Catalog, the current Graduate Studies in Counseling Student Handbook, and with the ethical guidelines and practice recommendations of the professional associations of which they are a member (e.g., American Counseling Association). Failure to act professionally in a reliable, competent and ethical manner may necessitate a review by the faculty and may result in student remediation, suspension or dismissal from the Graduate Studies in Counseling program.

The Philosophy of the Rollins Academic Honor Code

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

The Honor Pledge

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. The Rollins College Academic Honor Code is consistent, in philosophy, with the Code of Ethics of the American Counseling Association as well as other expectations of the profession. Therefore, as a student of Rollins College, graduate students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement

***On my honor, I have not given, nor received,
nor witnessed any unauthorized assistance on this work.***

Material submitted electronically should contain the pledge followed by the student's name. Submission implies signing the pledge.

Course Calendar*

#	Date	Topic Area	Reading/Assignments Due
JANUARY			
1	1/20	Course overview and planning Family Assessment Introduction Sign up for all simulation assignments	DUE: Thorough reading of Syllabus
2	1/27	Assessment Continued Carter Video Documentation for Families and Couples	Recordkeeping/Documentation from a Systemic Perspective (BB); Seligman (Diagnosis and Treatment Planning - BB); Gladding (Understanding Families – BB); Minuchin (Joining - BB); Gehart & Tuttle, Ch. 1; Gladding text, Part I (All) & Part 3: Ch. 2
FEBRUARY			
3	2/3	Couples Session 1 (Intake) Couples Session 2	Sheras & Sheras, Chapters 1, 2 & 7 Sheras & Sheras, Chapter 3 DUE Sunday, 2/8: Intake, Do A Client Map Assignment, & Case Note for Session 2
4	2/10	Couples Session 3 & 4	Sheras & Sheras (2006), Chapters 4 & 5 DUE Sunday, 2/15: Case notes Sessions 3 & 4
5	2/17	Couples Session 5 & 6	Sheras & Sheras (2006), Chapters 5 & 6 DUE Sunday, 2/22: Case notes Sessions 5 & 6
6	2/24	Couples Session 7 Debrief couple's work and plan for Parenting Group and Critical Incident sessions	Sheras & Sheras (2006), Chapters 7 & 8 DUE Sunday, 3/1: Case note 7 and Termination Report
MARCH			
	3/03	NO CLASS: Spring Break	
7	3/10	STEP Parenting Session I STEP Parenting Session II	Parent's Handbook, Chapters 1 & 2 Gladding BB Reading (2007)
8	3/17	STEP Parenting Sessions III & IV	Parent's Handbook, Chapters 3 & 4
9	3/24	STEP Parenting Sessions V & VI	Parent's Handbook, Chapters 5, 6, & 7
10	3/31	Video discussions in class Critical Incident 1 Bowenian Family Therapy	DUE: Napier & Whitaker (1978) Whole Book and All Required Videos (Video discussion groups) Gladding text, Ch. 3; Nichols Ch. 5 (On reserve) Gehart & Tuttle, Relevant Chapters Information from relevant videos
APRIL			
11	4/7	Critical Incidents 2 & 3 Structural and Object Relations	Gladding, Ch. 3 & 6; Nichols Ch. 7 & 9 (On reserve) Gehart & Tuttle, Relevant Chapters Information from relevant videos
12	4/14	Critical Incidents 4 & 5 Cognitive Behavioral and Experiential	Gladding, Ch. 4 & 5; Nichols Ch. 8 & 10 (On reserve) Gehart & Tuttle, Relevant Chapters Information from relevant videos
13	4/21	Critical Incidents 6 & 7 Strategic & Solution Focused	Gladding, Ch. 7 & 8; Nichols, Ch. 6 & 12 (On reserve) Gehart & Tuttle, Relevant Chapters
14	4/28	Critical Incident 8 Narrative Course Debrief	Gladding, Ch. 8; Nichols, Ch. 13 (On reserve) Gehart & Tuttle, Relevant Chapter Information from relevant videos

*The schedule is tentative and may be changed by the professor.

Couples Therapy Module Demonstration

Each student will serve as a co-therapist, with a classmate, to conduct one therapy session from **Couple power therapy: Building commitment, cooperation, communication, and community in relationships** by Sheras & Koch-Sheras (2006). The outline for the sessions and content is included below.

- These sessions are to be conducted as counseling sessions not as teaching meetings.
- The first session will be used for an intake/assessment session.
- Each session will last 30 - 40 minutes.
- Class members will take turns playing the role of the couple who is presenting for therapy, adopting a relationship/role/persona agreed upon during the first class that will be maintained throughout the series.

Students Conducting Co-Therapy:

Before your session: Read the assigned chapter and meet with your co-therapist to discuss the content and prepare a targeted intervention for your session. Write a one-page statement that includes: Goals for the session, what you plan to do during the session, including a list of the tenets/concepts/skills described in the assigned chapter you plan to demonstrate, and how you hope to go about accomplishing your goals. **Hand this statement to the professor at the beginning of class. PRIOR TO CLASS,** apprise your clients of what you need them to know to prepare for the session.

During the Session: Co-therapists should plan and conduct the session so that co-therapy responsibilities are balanced. Both co-therapists should audiotape the session in order to write their self-evaluation

After the Session: Individually, co-therapists should review their audiotape and write a self-evaluation of the session using the outline below (please include each question in your self-evaluation paper to make sure you respond fully).

Your self-evaluation is **DUE the class following the session.**

Couples Therapy Demonstration Self-Evaluation

1. What were you (and your co-therapist) trying to accomplish during this counseling session?
2. Describe the specific theoretical principles and tenets/concepts/skills you used from the assigned chapter. What led you to use the techniques you selected?
3. Describe what occurred during the counseling session and your perspective of what you actually did as the therapist in the session: What were the processes, techniques, and skills that you used during the session? How did you facilitate the session?
4. How did you see the client couple respond over the course of the session?
5. What diversity dimensions emerged during the session? How did you handle these dynamics?
6. What did you do that you thought went well? What skills did you demonstrate that you believed were effective with this couple and in this session?
7. What would you have done differently? What would you change to improve the session if you were to do it again?
8. Where is your growth or learning edge? In other words, what skills do you want to expand based on your experience as a co-therapist working with a couple?
9. How will you incorporate the feedback you received during the debriefing period in your future counseling practice?
10. What do you believe are the next steps in therapy for this couple? What techniques would you use to address these therapeutic issues?
11. Do you have any other thoughts, observations, or reflections about your learning experience?

Students Role-Playing Couple:

Students who role-play the couple should:

- A) Maintain your assigned role and continuity of the relationship, issues and dynamics that have been established in the previous therapy session simulations to create stability for the case details.
- B) Carefully review the topic material in Sheras & Sheras (2006) that will be covered by the therapists during the session in which you are role playing so you can gear your presenting issues/concerns for that week to the material under study (e.g., communication). Do not present problems in session that are extremely serious in nature. Please present issues that real couples face in their everyday lives (if you are not sure what those may be, interview a couple you know for background information).

Student Observers/Reflecting Team Members:

Students who are not co-therapists or role-playing the couple should, in advance of the class, read the assigned chapters in Sheras & Sheras (2006) to prepare for the content that will be covered in the session. You will be expected to write case notes for each session. In addition, you will serve as a reflecting team member during the therapy session and will be expected to contribute insights at the appropriate moments during the session.

Additional information about the role of reflecting teams in family therapy will be addressed in class.

Please do not take notes during the therapy session.

Schedule for couple’s sessions and corresponding chapter content to be addressed:

Session #	Topic	Content
		Couple Power
1	Intake: Demographic data, family history, expectations and goals for counseling, conceptualizing a plan for counseling. (Students, be sure to consult the intake report guidelines so necessary questions can be asked during 1 st session)	Chapters 1, 2 & 7 Documentation from a Systemic Perspective
2	Clarifying values, co-constructing and achieving agreement for the direction of counseling. Commitment	Chapter 3
3	Cooperation	Chapter 4
4	Communication	Chapter 5
5	Continue communication and problem solving within the context of the couple’s issues and concerns.	Chapter 5
6	Community	Chapter 6
7	Closing and termination	Chapters 7 & 8

Couples Session Demonstration Grading Rubric

Points for:	Possible	Received
Goals / Action Plan for session (submitted in advance)	3	
Session Demonstration:		
Session structured/planned well, including preparation of client students PRIOR to class	3	
Attention to diversity (ethnicity, class, race, etc.)	1	
Basic skills (i.e., listening, reflecting, acknowledging)	1	
Strategies / techniques demonstrated	1	
Coverage of topics in assigned chapters	1	
Systemic focus throughout session	1	
Professional demeanor throughout session	1	
Self Evaluation Paper (insightful, reflective, addressed all questions)	8	
TOTAL	20	

Case Documentation for Couples Therapy

During the couple's therapy demonstrations, all class members will maintain a routine clinical case file that will include an intake report, a treatment plan, progress notes for each therapy session, and a termination report that includes a summary of treatment. Use the documentation guidelines posted on BlackBoard to write these reports.

Please do not take any notes during the therapy sessions other than the intake session.

Case Documentation Grading Rubric

Documentation Components	Possible	Received
(Intake) Report	4	
Do A Client Map Assignment	4	
Progress (Note 2) for Session 2	1	
Progress (Note 3) for Session 3	1	
Progress (Note 4) for Session 4	1	
Progress (Note 5) for Session 5	1	
Progress (Note 6) for Session 6	1	
Progress (Note 7) for Session 7	1	
(Termination) Report	4	
TOTAL	18	

Each documentation component is **DUE AT NOON ON SUNDAY following the couples' therapy session.**

Submit all assignments for this course electronically through the BlackBoard Assignments link. Please name your Word document: **555-(see parentheses above)-LastName** before submitting so that your paper will not be saved over another student's (ex: 555-Intake-Smith; 555-Treatment-Smith; 555-Note1-Smith, etc.).

If the professor requests that you revise and resubmit a piece of documentation, the revised documents are due within one week following the time they are originally returned to the student.

A missed class will result in zero points for the documentation required for that session, and cannot be made up.

Parent Training Module Demonstration

Each student will serve as a group co-counselor for one counseling session for a module from the **Systematic Training for Effective Parenting** (STEP) program by Dinkmeyer, McKay, and Dinkmeyer (1997).

- Class members will take turns playing the role of parents who are presenting for parent counseling, adopting a relationship/role/persona agreed upon during the first class that will be maintained throughout the series regardless of who is playing the roles.
- The co-counselors will conduct their selected parent-training module as if they were working with actual clients.
- Each parenting session will last 30 - 40 minutes.
- After the group session, feedback will be provided to the co-counselors by the professor and by peers, including those who played the roles of parents.

Co-Counselors:

As co-counselors, you are to design a parenting session for "parent clients".

Before your session: Thoroughly review the chapter(s) in the **STEP Leader's Guide Notebook** that you have selected for your module (the notebook is available in the Department from Sandy during her regular working hours) and the accompanying chapter(s) in your copy of **The Parent's Handbook**. Meet with your co-counselor to discuss the content and prepare targeted intervention(s) for your session. *Do not try to cover the entire chapter.* Narrow down what you plan to

address during the session so that the session can comfortably conclude within 40 minutes. You must include an experiential component in your work with the parent clients (i.e., do not construct a session that is only educational or didactic). Rely on your counseling skills in focusing on process in addition to content. **PRIOR TO CLASS**, apprise your clients of what you need them to know to prepare for the session.

Write a one-page statement that includes: Goals for the session, what you plan to do during the session, including a list of the tenets/concepts/skills described in the assigned chapter(s) you plan to demonstrate, and how you hope to go about accomplishing your goals.

Hand this statement to the professor at the beginning of class.

During the Session: Co-counselors should plan and conduct the session so that co-counseling responsibilities are balanced. Both co-counselors should audiotape the session in order to write their self-evaluations.

After the Session: Individually, co-counselors should write a self-evaluation of the session using the outline below (please include each question in your self-evaluation paper to make sure you respond fully).

Your required self-evaluation is ***DUE the class following the session.***

Parenting Session Self-Evaluation

1. What were you (and your co-leader) trying to accomplish during this parenting session?
2. Describe the specific theoretical principles and tenets/concepts/skills you used from the assigned chapter(s). What led you to use the techniques you selected? Briefly describe the link between your experiential/process component and the overall goals of the counseling session.
3. Describe the processes that occurred during the group and your perspective of what you actually did as the co-counselor in the session: What were the group dynamics, techniques you applied, and skills that you used during the session? How did you facilitate the session?
4. How did you see the group's parents respond over the course of the session? Describe the leader-member dynamics during the session.
5. What diversity dimensions emerged during the session? How did you handle these dynamics?
6. What did you do that you thought went well? What skills did you demonstrate that you believed were effective?
7. What would you have done differently? What would you do to improve the session if you were to do it again?
8. Where is your growth or learning edge? In other words, what skills do you want to expand based on your experience as a therapist working with families/parents?
9. How will you incorporate the feedback you received during the debriefing period in your counseling your practice?
10. Do you have any other thoughts, observations, or reflections about your learning experience?

Schedule for parenting sessions and corresponding chapter content to be addressed:

Session #	Topic	Content
1	Understanding Yourself and Your Child	Chapter 1
2	Understanding Beliefs and Feelings	Chapter 2
3	Encouraging your Child and Yourself	Chapter 3
4	Listening and Talking to Your Child	Chapter 4
5	Helping Children Cooperate and Discipline	Chapter 5&6
6	Discipline Cont'd, Choosing Your Approach, and Termination	Chapter 6&7

Parenting Session Demonstration Grading Rubric

Points for:	Possible	Received
Written Document with goals / action plan for session (submitted in advance)	3	
Session:		
Session planned well, including preparation of client students PRIOR to class	3	
Attention to diversity (ethnicity, class, race, etc.)	1	
Basic skills (i.e., listening, reflection; acknowledging)	1	
Strategies / techniques demonstrated	1	
Coverage of topics in assigned chapters	1	
Systemic focus	1	
Professional demeanor throughout session	1	
Self-evaluation Paper (insightful, reflective, addressed all questions)	8	
TOTAL	20	

Students Role-Playing Parents:

Students who role-playing a parent should:

- A) Remember that the purpose of playing the role of a parent is solely intended to create a learning experience for all participants to learn about how to address parenting issues and, **primarily**, to provide a forum for the co-counselors to demonstrate their counseling skills and application of content.
- B) Maintain your assigned role and continuity of the problems and family dynamics that have been established in the previous sessions. This role-play is not a stage for the purpose of a performance nor is it intended to be a personal experience. Please take your role as a parent in a parenting session seriously and remain focused on the expectations of the assignment. Your participation grade will be based on this and your participation in the feedback process.
- C) Carefully read the assigned chapter and be familiar with the topic material in Dinkmeyer & McKay (1997) that will be addressed by the co-counselors during the group so that you can gear your presenting issues/concerns for that week to the material. Do not present problems that are extremely serious in nature (ex: drug use by children). Please present problems that real parents face in their everyday lives raising children.

A note on the roles of parenting:

If you are not a parent, it is critical that you locate a family with school age children that you can shadow 2 or 3 times BEFORE this assignment begins. They can be neighbors, friends, the family of a co-worker, part of your extended family.... whatever source works best for you. You will benefit much more significantly from this assignment if you have a sense of family dynamics with children in the early to middle school range, ideally ages 6-12.

Consider having dinner with them, joining them for typical family activities -- such as chores on Saturday, running errands, pick up from school and after school time leading to dinner, etc. There is no need to plan a special event. Just "hang out" with the family on 2 or 3 occasions to observe how the family (parents and children) interacts with each other.

Consider drawing on information from your Human Development text to compare the interests and interactions of the children within the family processes with what you are learning. Engage with the children. Interview family members about what they like and don't like about their family. Watch the parents. Make it fun, casual, and draw out as much information as possible. You might even wish to model your role-play situation after the family dynamics you observe.

IF YOU HAVE BEEN A PARENT FOR MORE THAN TEN YEARS, you are exempt from this assignment.

Theory-Based Critical Incident Demonstration

Every student will pair up with another student to illustrate one theory of family therapy as applied to a “critical incident” - an event or issue that might arise while counseling a family. The students will recruit three peers to participate in an arranged role-play of the critical incident and will demonstrate use of intervention techniques that are representative of the selected theory. The critical incident will be video taped for presentation to the entire class. The family case scenario will be provided.

Before the session:

- A. Thoroughly read the chapters related to your selected theory in your class text, ***Family therapy: History, theory, and practice-6th ed.***; the supplemental text on reserve, ***The essentials of family therapy-6th ed.*** (Nichols, 2014); and ***Theory-based treatment planning for marriage and family therapists.*** (Gehart & Tuttle, 2003). You may wish to go to the library and find other books and journal articles discussing techniques used within the context of your selected theory. Suggested resources include *The Family Journal*, *Journal of Marital and Family Therapy*, *Journal of Marriage and the Family*, *Family Process*, and *Family Relations* among other excellent resources available in our library. You will also find the optional text ***101 Interventions in Family Therapy*** (Nelson & Trepper, 1993) useful for this assignment as well as some of the family therapy videos that are assigned for the course (see Video Tape Reviews assignment).
- B. Using the family case critical incident provided, prepare a “snapshot” of a counseling intervention that will allow you to demonstrate to the class at least three techniques specific to your assigned theory. Recruit 2-3 other class members, peers from other classes, or friends to role-play the family. **PRIOR TO CLASS**, prepare them for their roles by telling them what you want them to do during the session or briefing them about their family “background,” their roles, and general reactions expected in the session. The family members’ participation should not be scripted but guided with suggested responses and behaviors provided by your advanced coaching of the family actors.
- C. **Write a one-page summary that includes:** Description of the presenting complaint (critical counseling incident) that you will be addressing during this session; Goals for the session (what you plan to do during the session) that are based on the tenets/concepts/skills of the theory (i.e., triangulation, boundary setting, enactment); and, Interventions that you plan to use to accomplish your goals. Please distribute this to all class colleagues BEFORE you begin the session.
- D. **Develop a 2 to 3 page handout** for your colleagues summarizing the basic concepts of the theory/basic techniques you are presenting. Plan a 10 minute mini-lecture about your assigned theory to present to your colleagues just prior to your critical incident session.

During the Class Demonstration:

- A. Review the theory and the basic concepts in a mini lecture for your colleagues (*about 10 minutes*). **Provide each of them with a 2 to 3 page handout** summarizing the basic concepts of the theory/basic techniques you are presenting to accompany your mini lecture.
- B. Distribute the handout describing the critical incident session.
- C. Enact a *30-40 minute* mini therapy session during which you and a classmate serve as co-therapists and several class members play the family. Demonstrate the techniques you wish to present in the session.
- D. (Be sure to tape the session for later review.)

After the Session: Counselors should individually review their audiotapes and write a self-evaluation of the session using the outline below (please include each question in your self-evaluation paper to make sure you respond fully).

Your self-evaluation is ***DUE the class following the session***

Theory-based Critical Incident Demonstration Self-Evaluation

1. What theory were you demonstrating during this session? Describe your perspective of what you actually did as counselors to demonstrate this theory: What techniques and skills you did you use during the session? What aspects of this theory of counseling families were you trying to demonstrate?
2. What were the counselor-family dynamics during this session?
3. How did you address the diversity dimensions of the family during this session and how did that influence your choice of technique(s)?
4. In what ways did you adequately or effectively illustrate the theory's technique(s) and skills? In what ways were your choices applicable for this family and their concerns and dynamics?
5. How did you see the family respond over the course of the session?
6. From the theoretical perspective of the model you demonstrated, what are the next steps in treatment for this family? What techniques would you use to address these therapeutic issues? Please be thorough and specific in your answer.
7. What did you do that you thought went well? What skills did you demonstrate that you believed were effective?
8. What would you do to improve the critical incident if you were to do it again?
9. Any other thoughts, observations, or reflections about your learning?

Critical Incident Demonstration Grading Rubric

Points for:	Possible	Received
Demonstration/Enactment		
Clearly prepared all materials and client classmates PRIOR to class	2	
Effective introduction to theory tenets and techniques	1	
Session structured/planned well; Good flow	1	
Attention to diversity of family (ethnicity, class, race, etc.)	1	
Coverage of designated family therapy theory strategies / techniques	1	
Systemic focus throughout session	1	
Handouts: Overview of theory (3) and summary of case (2)	5	
Self-evaluation Paper (insightful, reflective, addressed all questions)	8	
TOTAL	20	

Schedule for critical incident sessions:

Session	Topic
(3/31)	Bowenian
(4/7)	Structural
(4/7)	Object-Relations
(4/14)	Cognitive Behavioral
(4/14)	Experiential
(4/21)	Strategic
(4/21)	Solution-Focused
(4/28)	Narrative

Family Crucible and Videotape Group Discussion Assignment

Every student will read *The Family Crucible* and view four videotapes (see below).

Videos can be accessed on the class BlackBoard site so they can be viewed on your personal computer.

During Class 10 (March 31), students will form groups of three or four, and conduct a 60 minute discussion of the videos and the book. Each student will prepare written notes of the videotapes viewed and of the book and bring them to class for the in-class discussion. The videotaped group discussions should focus on (1) the major themes and learnings gleaned from each video and how each learning is applicable in family counseling AND (2) the highlights and key learnings from each chapter of The Family Crucible. Also, discuss how you as a future family and relationship counselor might want to apply what you learned from this book. The videotaped discussion and the notes are turned in during class 11 immediately following the conclusion of the assignment.

Title	Author		Time
1. Empowering Black Families in Therapy	Nancy Boyd Franklin	Required	75
2. Couple's Therapy (Feminist Bowenian)	Monica McGoldrick	Required	120
3. Family Therapy With the Same Case -2 parts	Carl Whitaker & Salvador Minuchin	Required	210
4. Narrative Therapy	Steve Madigan	Required	120

Debriefing/Feedback Model

This course requires an extensive amount of role-playing (clients, parents, therapists, group leaders). At times, this experience can become very intense and feel quite personal to those in role. In addition, it is important for others to respect that students were “playing” a role for the benefit of the learning experience and that the students are not their roles.

For this reason, it is important to give each other a chance to “de-role” after a presentation. This debriefing/feedback format will be followed after every role-play. Please become familiar with this model so we can routinely go through this process.

Order and focus of debriefing:

- 1) “Clients” debrief
Describe the experience of the session from a phenomenological perspective.
- 2) Therapists/Group Leaders debrief
Describe the experience of the session from a phenomenological perspective.
- 3) Reflecting team/Observers offer observations and feedback to therapists/leaders.
 - a) Describe what happened during the session and how it represented the concepts that were intended to be demonstrated, addressed, or practiced. This includes concrete observations of skills practice and/or process events.
(No evaluative language is to be used.)
 - b) Give direct feedback to therapists/leaders of what they did well and what they might consider doing differently in the future.
- 4) When debriefing Critical Incident cases, discuss the future direction of the treatment based on the theoretical approach being applied.

Notes:

- When addressing students who played a role (client/parent), please use their role name and talk “about” them as an observer rather than using the student’s given name and talking “to” them (remember, they were playing the role, they are not that individual!).
- When debriefing as a client or therapist, describe what you “experienced” internally while playing that role (affectively, cognitively, behaviorally). Resist giving an explanation for your actions or defending the reasons you chose to do something while in role.
- Resist the temptation to give feedback about the demonstration before all players have debriefed and observations have been made about the demonstration.

Reflecting Team

Description: A team of people who observe the therapist-client interaction of a session. At some point in the session (based on time or incident) the therapist and client turn to the reflecting team who conducts a discussion about their observations of the process for a few minutes. The session is then turned back over to the therapist and client who continue their own dialogue.

The Reflecting Team idea developed as an outgrowth of strategic therapy that is based in the theory of second order cybernetics and the new epistemology of social constructionism.

Role:

- A reflecting team helps spawn new ways of thinking about old problems by offering observations that include new descriptions of the problem = fresh perspectives.
- The reflecting team holds a “friendly conversation” of observations and reflections.
- Thought processes are made transparent through reflections of the team.
- The team values process over content observed in the therapy session.
- The reflections offered are intended to be just different enough from the therapist's/client's views to facilitate movement, yet not so different as to violate or threaten the cohesiveness of the therapist-client system.
- It is non-hierarchical and preserves a **respectful posture** in the therapeutic system.
- Expert positions are avoided, as are attempts to instruct, diagnose, or influence.
- All reflections are presented in a tentative manner: “I wonder if...” or “Perhaps...” or “I noticed” or “I was struck by...” “Could it be that...” “What I found myself experiencing was...”
- Clients should feel understood and respected as therapy is seen as a collaborative effort.
- There is room for all ideas to be expressed, honoring each perspective as equally valid.
- The team's reflections are also intended to offer a liberating alternative for the temporarily tongue-tied therapist.

The reflecting team approach helps us avoid the dilemma of imposing on people the stories we like to hear and allows us to co-create new, meaningful stories with our clients. The emphasis is on making a variety of different ideas about their situations available to the family and the therapist. The therapist and family are then in a position to adopt any ideas that give them a different perspective on the problem. Their say is final in assessing the reflecting team's observations.

Note: After the conclusion of the reflecting team's observation period, the therapists and clients are at liberty to refer to the observations during the remainder of the session, or not. Typically, there is no direct dialogue between the team and the therapist-client system.

Basic Format for Reflecting Teams

- The therapist/counselor/social worker/ psychologist/case manager etc., is part of the family system (second order cybernetics)
- The clinician meets with family for 30-35 minutes
- The team observes during this time
- The family and the team switch places
- The team members talk with one another for approximately 8-12 minutes
- The family and the clinician observe the team during this time
- The family and the team switch once more
- The family is given a few minutes to reflect (3-5 on average)

Reflecting, Consultation, and Conversational Teams

Rationale

- There exists no objective reality or truth. We each create our own new meaning or “truths” based on the distinctions we draw from our own experiences and beliefs
- In the therapeutic system, the therapist is a participant in the construction of the therapy system’s reality
- Meanings and behaviors interact recursively. Each can change and influence change in the other
- Positive connotation is extremely important. It is difficult for people to “leave the field” or to change under negative connotation
- A stuck system needs new ideas. Thus, our goal is to provide a context where clients can see and hear differently so they can understand their situation differently

Operational Ideas

- We base our comments on what actually happens in the room, wondering about and giving personal responses to what happens in the session
- We situate our ideas in our own experience believing that this invites family members to adapt what we say to fit their personal experience
- We strive to keep our comments non evaluative. We wonder about or focus on differences or new occurrences around which family members may choose to perform meaning
- We have a conversation to develop ideas rather than a competition for the best idea
- We address ourselves to other team members rather than through the mirror to the family
- We try to respond to everyone in the family
- We don’t talk behind the mirror, believing that this keeps our conversations fresher and more multifaceted
- We aim for brevity, especially if there are small children in the family
- We try not to instruct or lead the family, striving instead to bring forth many perceptions and constructions, so that family members can choose what is interesting or helpful to them

-- Bob Bertolino 1/26/01