



**COUN6350 Clinical Marriage & Family Assessment  
New Orleans Baptist Theological Seminary  
Counseling Division  
Spring 2021 (NOLA2U Live)**

**Professor: Dr. Kathryn Steele**  
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**Office: Leeke Magee Christian Counseling Center 104-B**  
**Tuesday 8:00 a.m-10:50 a.m.**

**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Mission Statement of the Counseling Program**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

**Course Description**

The purpose of this course is to enable students to assess family systems, to develop knowledge of current family life demographics, and to examine various clinical family assessment techniques and tools. Lectures, discussions, assessments and experiential methods are used to help students gain an understanding of marriage and family styles, symptomatology, and interviewing and assessment techniques. COUN6350 is a prerequisite to all other “therapy” courses taught at NOBTS.

**Course Teaching Methodology**

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, class presentations, and written examinations.

**Program Objectives:**

- #1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Train students to have the necessary academic and clinical skills to obtain professional licensure.
- #3. Equip students to develop a deeper understanding of cultural diversity to enhance counseling skills.
- #4. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

**Student Learning Outcomes**

At the conclusion of the course, the student will:

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| <b>Course Objectives</b> | <b>Learning Experiences</b> | <b>Assessments</b> |
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| <p>1. Demonstrate understanding of a Biblical theology of marriage and family, use this understanding in activities of assessment and planning for intervention and possess an enhanced knowledge of family life demographics. (CACREP 2.F. 2.g; 2.F.3.a, e)</p>   | <p><b>Instruction:</b> Lectures: Theology of Marriage and Family; Family in the USA; Thinking Family; Journal 1:Family structure/experience<br/><b>Reading:</b> Ragg: Ch. 1; McGoldrick Ch. 1-2</p>  | <p>Quiz Ch. 1<br/>Journal 1</p>  |
| <p>Be able to perform multi-dimensional family assessments which examine intergenerational issues, life cycle issues, family structure, communication and behavioral patterns of the family, as well as be able to assess risks in families, including the risks of family violence, maltreatment of children, misuse of substances, homelessness and poverty. (CACREP 2.F.1.e; 2.F. a; 2.F. 3. a,d, e, f, l; 2.F.5. b, g, h, l, j; 2.F.7. b, j)</p> | <p><b>Instruction:</b> Lectures: Assessment 1; Assessment 2; Contracting and Plans of Care; Issues Associated with Hard to Serve Families; Working with Multiple Agencies; Programming with Hard to Serve Families; Ragg Exercises 4.1, 4.2, 5.3, 6.1 and 6.2<br/><br/><b>Reading:</b> Ragg Ch. 4-6; Ragg Ch. 13-15; McGoldrick Ch. 5-7, 9</p> | <p>Journal #3-4<br/>Family Culture Assignments<br/>Strategy Case Study<br/>Case Study: Working with Hard to Serve Families</p> |
| <p>Be able to work with diverse family structures in a culturally responsive way, selecting and adapting practice models and intervention strategies which are most effective in the family's cultural context. (CACREP 2.F. 2. a, b, d, f, g, h.)</p>   | <p><b>Instruction:</b> Lecture: Thinking Family in a Cultural Context; Journal #2; Ragg Exercise 2.1,<br/><br/><b>Reading:</b> Ragg Ch. 2-3; McGoldrick 3</p>  | <p>Quiz #3<br/>Quiz #2<br/>Journal #2<br/>Culture Ring Assignment</p>  |
| <p>Be able to develop and contract effective treatment plans which meet the complex needs of families faced with multiple challenges in a manner which empowers families through their involvement in setting goals and making</p>   | <p><b>Instruction:</b> Building Working Alliance; Interactive Engagement; Action System Interventions; Processing System Interventions; Indirect Interventions; Ragg Exercises: 7.3, 8.1, 8.2, 10.3, 11.1, 11.2, 12.1<br/><b>Reading:</b> Ragg Ch. 7-12;</p>   | <p>Journal #5, 6, 7, 8<br/>Assessment Assignment<br/>Engagement Case Study<br/>Positioning Case Study</p>                      |

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| choices, and select and implement intervention strategies appropriate for family needs and treatment goals. (CACREP 2.F. 5. G, h, I, j) | McGoldrick Ch. 4 |  |
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**Textbooks (Required)**

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and Intervention*. N.Y.: W.W. Norton & Co. ISBN: 978-0-393-70509-6

Ragg, D.M. *Building Family Practice Skills: Methods, Strategies, and Tools*. Brooks/Cole ISBN: 978-0-534-55686-0

**Course Teaching Methodology**

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, class presentations, and written examinations.

**Course Requirements/Assignments**

| Assignment/Requirements & Description  | Percent age | Due Date |
|--|-------------|----------|
| <p><b>Family Culture Assignments:</b> Students will select a cultural group that is different from the culture in which they have been raised. After selecting a cultural group, the student will read and explore the cultural impact on families in that culture utilizing the categories in the cultural ring presented in class. (There is digital copy of the Culture Ring on Blackboard for your use in the assignment). A great resource is McGoldrick, M., (2005). <i>Ethnicity and Family Therapy</i>.</p> <ol style="list-style-type: none"> <li><b>Application of the Culture Ring using a Digital Copy of the Culture Ring.</b> Digital copy to be turned in on Blackboard/Assignments before class on due date (60 points of this assignment.)</li> <li><b>Critical Differences Chart:</b> In considering <b>parenting patterns common within the Conservative Religious Groups (chart, p. 82 in Ragg), are there any differences between these practices and the practices of the dominant culture?</b> Please prepare a chart similar to the chart on p. 82 for the culture group you studied. Include a bullet point list at bottom of chart page listing the differences. Post this chart on Blackboard/Assignments/Cultural Ring Assignment. (25 points of this assignment).</li> <li><b>Describe formal and informal supports available</b> for families within this culture <b>here in New Orleans</b> (15 points of this assignment.). Include any websites or group contact information. This should be at the bottom of Culture Ring</li> </ol> | 15%         | Feb 11   |

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| page. (15 points of this assignment)   |  |   |
| <p><b><u>Family Assessment Assignment (Sections A, B, &amp; C)</u></b><br/> This assignment has three components each due on different dates. Each component builds on the previous work. The first paper requires one to complete a genogram of their family, the second selects a couple from the larger family to perform an assessment, the last element completes a treatment plan (contract) complete with goals and objectives. All of the content will be drawn from the class materials and your family. The papers are self-reflective but must apply the course concepts.</p> <p><b>A. Genogram (15%) – 1 large page--</b><br/> The genogram assignment builds the skills associated with tracking family patterns. This is a critical skill for family work. While some students may have completed similar assignments in the past, it is important to complete this assignment as it provides a foundation for future assignments in this course. Make sure you have the following three sections on your genogram.</p> <ol style="list-style-type: none"> <li>1. Draw a three-generational genogram. Make sure you include your parents’ parents, your parents, and yourself. If you are married do the same for your partner. What you want to have is a clear genogram of who has been influential in the family system over three generations. (25 points)</li> <li>2. Identify intergenerational patterns (interaction, roles). On your genogram, use a legend and lines to identify the relationships among the members. Be sure to identify very close, conflicted, and tenuous relationships as they occurred in the family systems. Also include notes to identify critical roles (e.g., family hero, scapegoat, peacemaker, rescuer, clown) played by the different members and content to reflect the themes associated with the different members. These notations should be brief and included in the genogram. Be sure to refer to the document “Break the Power of the Past” on Blackboard/Documents. (37.5 points)</li> <li>3. Identify triangles and coalitions. On the genogram, review the patterns outlined in section 2 and identify critical triangles and coalitions. Use a highlighter to illustrate the triangles/coalitions and at the bottom of the genogram, briefly describe how they operated in the family system. (37.5 points)</li> </ol> | <p><b>45%<br/>Total for<br/>3 parts</b></p> <p><b>A. = 15%</b></p> | <p><b>Feb. 18<br/>Draft Due</b></p> <p><b>Mar 3<br/>Assignm<br/>ent Due</b></p> |
| <p><b>B. Assessment Assignment</b></p> <ol style="list-style-type: none"> <li>1. If you are in a marital relationship base this assignment on yourself. If not, try to use your family of origin. (See Black</li> </ol>  | <p><b>15%</b></p>  | <p><b>Mar 10</b></p>  |

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| <p>Board for more instructions, forms, and <b>grading rubric</b>.<br/>Post on Blackboard/Assignments)</p> <ol style="list-style-type: none"> <li>2. Using a four-cell model (p. 137 Ragg), extract from your genogram your biological and environmental influences. You will need to create the 4 cell diagram in MSWord, and include the titles of each cell. Type the critical themes in the boxes on the four-cell model. (10 points)</li> <li>3. From these themes, identify the belief systems and affective processing that emerged from living in your family structure. (10 points)</li> <li>4. For each processing/belief system, identify in the behavior cell the corresponding action/interactions. (10 points)</li> <li>5. Repeat steps 1 – 3 for your partner (or other parent if parents are used) (20 points)</li> <li>6. Using a split model (split into beliefs and behaviors) identify the similarities and differences between partners. (20 points)</li> <li>7. Write an assessment statement (sample begins page 179) outlining the challenges that emerge through the two models as they combine. Outline how each model has similarities or differences that contribute to different types of challenges in the relationship (30 points).</li> </ol>             |                   |                        |
| <p><b>C. Treatment Plan</b></p> <p>This assignment builds on the previous assignments. In this assignment, one assumes that engagement has occurred and you are proceeding with counseling. This assignment is to develop a treatment plan. <i>The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric.</i> (See Blackboard for more instructions and a form. Post your treatment plan on Blackboard/Assignments)</p> <ul style="list-style-type: none"> <li>● Identify one or two goals that would help the family members from the engagement assignment resolve their situation. (see Ragg 192 and following) (20 points)</li> <li>● For the goals, identify objectives that would need to be met to achieve those goals. (20 points)</li> <li>● Identify how goal achievement would be measured and integrate the measures into a contract by outlining an evaluation plan. (20 points)</li> <li>● Identify the types of service activities that you would use to achieve each goal and objective. (20 points)</li> <li>● Identify other people or supports that you would try to include. Make sure you identify the roles that each would play and how they would fit into the goals. (20 points).</li> </ul> | <p><b>15%</b></p> | <p>March<br/>31</p>    |
| <p><b>Participation</b></p> <p>This course is a combined seminar and lecture, which will require</p>   | <p><b>5%</b></p>  | <p>End of<br/>Term</p> |

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| <p>active participation. Active participation involves: 1) being in class on time, 2) being prepared for discussion by completing the assigned readings, 3) talking during discussions, 4) applying the readings during the discussion, 5) staying on topic and focused during discussions, and 6) Students are expected to attend all classes.</p> <p>Attendance also involves being in class on time and ready to work. NOBTS regulations declare class failure if a student misses <u>more</u> than 9 hours in a 3 credit course (3 class periods). However, part of your participation grade will be based on how many absences the student has. The following guidelines are used to help calculate the class attendance part of the grade for participation: 0-absences -5 pts/ 1 absences -4 pts/2 absences -3 pts. 3 absences-2 pts. 3 tardies are equal to one absence. 3+ absences = F in the course (per NOBTS policy.)</p> |                   |   |
| <p><b>Quizzes and Family Skills Case Studies</b></p> <p>Quizzes: There will be multiple-choice quizzes over chapters 1-3 in our text by Ragg.</p> <p>You may complete these quizzes open-book (on Blackboard); the quizzes must be completed before class the day they are due. (5% of this assignment grade)</p> <p>Family Skills Case Studies: These case studies must be completed before class the day they are due. (10% of this assignment grade)</p> <p>Case Study #1—chapter 9: Engagement Case Study—30 pts</p> <p>Case study #2—chapter 11: Positioning for Change Case Study—25 pts</p> <p>Case Study #3—chapter 13: Strategies of Intervention Case Study—25 pts</p> <p>Case Study #4—chapter 15: Working with Hard to Serve Families—20 pts.</p>  | <p><b>15%</b></p> | <p><b>Quiz 1</b><br/>Jan 26<br/><b>Quiz 2</b><br/>Feb 2<br/><b>Quiz 3</b><br/>Feb 9</p> <p>#1 Mar 23</p> <p>#2 April 6</p> <p>#3 April 20</p> <p>#4 May 4</p> |
| <p><b>Chapter Exercises</b></p> <p>Eleven chapter exercises will be used as part of class discussions. Students will receive 9.09 points for completing each of the chapter exercises assigned and submitting them the day of class. The exercises must be completed before class. Exercises need to be typewritten on a separate sheet of paper, with questions included, submitted on Blackboard. Have your exercises available for class discussion.</p>  | <p><b>10%</b></p> | <p>See Class Schedule</p>   |
| <p><b>Course Journal (10%)</b></p> <p>The student will keep a journal throughout this course. There are 8</p>  | <p><b>10%</b></p> | <p>See Class Schedule</p>   |

entries assigned, but students are encouraged to make more entries if they desire. Each entry is worth 12.5 points for a total of 100 points in the assignment.

As you complete the journal assignments, you should continually be assessing your interactions, thoughts, emotions that reflect your understanding of the strengths and resilience in your family and reflecting on how these observations and experiences help your personal and professional development. The Journal assignments are listed after the Reading and Writing Assignments. These Journal Assignments can also be accessed by downloading the syllabus from Blackboard.

Journal Entries may be posted in the Journal Entry Section of the blackboard shell for this course. These are private entries and are not accessible by other students.

### **Evaluation of Grade**

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| Family Culture Assignments             | 15% |
| Quizzes and Family Skills Case Studies | 15% |
| Genogram                               | 15% |
| Assessment Assignment                  | 15% |
| Treatment Plan                         | 15% |
| Participation                          | 5%  |
| Chapter Exercises                      | 10% |
| Course Journal                         | 10% |

The following grading scale is used at NOBTS:

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below 70

**If you are taking this course as a NOLA2U Live student, please note the following attendance policies:**

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See page 184 in the graduate catalog: <https://www.nobts.edu/resources/pdf/academics/GraduateCatalog.pdf> ).
3. Technical issues will not be considered a valid reason for missing a class session.





## **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

## **Disabilities and Accommodations**

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of the curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

## **Diversity**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.



### Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for a response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through Self Serve. This service is used only in emergencies and will allow the seminary to deliver urgent information to you as needed.

### Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

**Papers & Assignments:** All assignments are to be typed in either Times New Roman 12 or Courier 10. All counseling students will write papers in accordance to standards set in the APA Publication Manual. All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 8 points per class period.

### Help for Writing Papers at "The Write Stuff"

"The Write Stuff" is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for APA style help and guidelines.

### Plagiarism on Written Assignments

NOBTS has a no-tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### Course Schedule

| Week                               | Content/Objectives  | Reading / Class Assignments Due For This Week                                       |
|------------------------------------|---|---|
| <b>Week 1<br/>Tuesday<br/>1/19</b> | Introduction/ Review of Syllabus/<br>Theology of Marriage and Family<br>(Review)<br>Family In the USA   |   |
| <b>Week 2<br/>Tuesday<br/>1/26</b> | <b>Thinking Family: Theories &amp; Frameworks</b> <ul style="list-style-type: none"><li>Establish the context for family-based practice:</li><li>introducing variations in family</li></ul> | <b>Readings Due:</b><br>Ragg: Ch 1<br>McGoldrick: Ch 1 & 2<br><br><b>Journal #1</b> |

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|   | <p>structure</p> <ul style="list-style-type: none"> <li>• introducing trends in family intervention</li> <li>• introducing the basic functions of the family</li> </ul> <p>Highlight the differences between individual to systemic thinking concepts</p>  | <p><b>Quiz Ch. 1 (on Blackboard)</b></p>  |
| <p><b>Week 3<br/>Tuesday<br/>2/2</b></p>  | <p><b>Thinking Family in a Cultural Context</b></p> <ul style="list-style-type: none"> <li>• Review different approaches to thinking family including parental functions</li> <li>• Explore diverse systems of achieving functions</li> </ul> <p>Explore diversity in family boundaries</p>                                      | <p><b>Readings Due:</b><br/>Ragg: Chapter 2 &amp; 3<br/>McGoldrick: Ch. 3<br/><b>Exercise Due:</b> 2.1<br/><b>Quiz Ch. 2 (On Blackboard)</b><br/><b>Journal #2</b></p>  |
| <p><b>Week 4<br/>Tuesday<br/>2/9</b></p>  | <p><b>Assessment 1: Conducting the Assessment/Exploration</b><br/>Explore and apply family-based exploratory questioning strategies<br/>Explore the use of sculpting and expressive methods of assessment.</p>   | <p><b>Quiz Ch. 3 (on Blackboard)</b><br/><b>Readings Due:</b><br/>Ragg: Ch 4<br/>McGoldrick: Ch. 5<br/><b>Exercises: 4.1 &amp; 4.2</b><br/><b>Journal #3</b><br/><b>Culture Ring</b><br/><b>Assignments Due</b></p> |
| <p><b>Week 5<br/>Tuesday<br/>2/16</b></p> | <p><b>Mardi Gras Day –No Class</b></p>   | <p><b>Readings Due:</b><br/>McGoldrick: Ch 6, 7, 9<br/><b>Due: Family Genogram Draft—bring to class.</b><br/><b>Journal #4</b></p>  |
| <p><b>Week 6<br/>Tuesday<br/>2/23</b></p> | <p><b>Genograms</b></p>  | <p><b>Readings Due:</b><br/>McGoldrick: Ch 6, 7, 9<br/><b>Due: Family Genogram Draft—bring to class.</b><br/><b>Journal #4</b></p>  |
| <p><b>Week 7<br/>Tuesday<br/>3/2</b></p>  | <p><b>Assessment 2: Structuring The Assessment</b><br/>Explore assessment frameworks including genograms, the four-cell model, parental functions and risk assessment<br/><b>Contracting and Plans of Care</b><br/>Explore family contracting and goal setting<br/>Be prepared to discuss in class<br/>Exercise 6.1 &amp;6.2</p> | <p><b>Readings Due:</b><br/>Ragg: 5-6</p> <p><b>Written Work Due: 5.3</b><br/><b>Final Family Genogram</b></p>  |

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| <b>Week 8</b><br><b>Tuesday</b><br><b>3/9</b>   | <b>Building Working Alliance:<br/> Preliminary Engagement</b> <ul style="list-style-type: none"> <li>Identify problem perspectives and the need for consensus</li> </ul> Explore decisions about who to include and how to provide counseling.            | <b>Readings Due:</b><br>Ragg: Chapter 7<br><b>Exercise: 7.3</b><br><b>Written Work Due:</b><br><b>Assessment<br/> Assignment<br/> Journal #5</b> |
| <b>Week 9</b><br><b>Tuesday</b><br><b>3/16</b>  | <b>Spring Break</b>   |  |
| <b>Week 10</b><br><b>Tuesday</b><br><b>3/23</b> | <b>Interactive Engagement</b> <ul style="list-style-type: none"> <li>Practice framing the problem in a full family context</li> </ul> Practice inclusion strategies<br>Positioning Families for Change  | <b>Readings Due:</b><br>Ragg: Chapter 8 and 9<br><b>Exercise 8.1 &amp; 8.2</b><br><b>Engagement Case<br/> Study<br/> Journal #6</b>              |
| <b>Week 11</b><br><b>Tuesday</b><br><b>3/30</b> | <b>Action System Interventions</b> <ul style="list-style-type: none"> <li>Parental empowerment interventions</li> <li>Working with child behavior within the family context</li> </ul> Enhancing parental functioning                                     | <b>Readings Due:</b><br>Ragg: Chapter 10<br><b>Exercise: 10.3</b><br><b>Treatment Plan Due</b>   |
| <b>Week 12</b><br><b>Tuesday</b><br><b>4/6</b>  | <b>Processing System Interventions</b><br>Explore application and adjustment of strategies with economically vulnerable and intellectually impaired parents.  | <b>Readings Due:</b><br>Ragg: Chapter 11<br><b>Exercise: 11.1 &amp; 11.2</b><br><b>Positioning Case Study</b>                                    |
| <b>Week 13</b><br><b>Tuesday</b><br><b>4/13</b> | <b>Indirect Interventions</b> <ul style="list-style-type: none"> <li>Explore methods for enhancing emotional individuation with parent-child systems.</li> </ul> Discuss strategies for challenging inherited belief systems and changing family stories. | <b>Readings Due:</b><br>Ragg: Chapter 12<br>McGoldrick: Ch. 4<br><b>Exercise: 12.1</b><br><b>Journal #7</b>                                      |
| <b>Week 14</b><br><b>Tuesday</b><br><b>4/20</b> | <b>Issues Associated with Hard-to-Serve Families</b> <ul style="list-style-type: none"> <li>Dealing with issues of abuse and violence</li> <li>Risk assessment and responses</li> </ul> Promising Interventions with violent family members               | <b>Readings Due:</b><br>Ragg: Chapter 13<br><b>Strategy Case Study</b>   |
| <b>Week 15</b><br><b>Tuesday</b>                | <b>Working with Multiple Agencies</b><br>Explore mandate-based conflicts  | <b>Readings Due:</b><br>Ragg: Chapter 14   |

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| <b>4/27</b>                            | and problems achieving a family focus<br>Explore methods of negotiating multiples systems  | <b>Journal #8</b>  |
| <b>Week 16<br/>Tuesday<br/>5/4</b>     | <b>Programming with Hard to Serve Families</b><br><ul style="list-style-type: none"> <li>• Maximizing informal supports</li> </ul> Multiple family group methods | <b>Readings Due:</b><br>Ragg: Chapter 15<br><b>Case Study: Working with Hard to Serve Families</b> |
| <b>Final Exam<br/>Tuesday<br/>5/11</b> | <b>Final Exam: 9:00-11:00</b><br><b>No Exam—replaced by the 3 part assessment project.</b>   |  |

Journal Assignments:

#1: Spiritual Assessment (Week 1)

- A. My Family Experience—Beliefs and Preferences  
Self-awareness is important in working with other families. Reflect on your family experiences and how these will impact practice. You draw your values and ethical stances from the context of family experiences. Identify 5 things you learned from your family that will make you a good practitioner and how these can influence you in helping families.
- B. Assess the degree of commitment, grace, empowerment, and intimacy that existed in your family of origin. (Review Balswick and Balswick—summary available on Blackboard/)  
Discuss the changes that you would like to make in your family/future family related to commitment, grace, empowerment, intimacy, and the exercise of faith.

#2: Your Understanding of Gender, Culture, and Ethnicity

1. Draw a three-generation family genogram depicting culture and ethnicity.  
To understand the role of uniqueness and culture in the formation and development of the family system, place cultural symbols on the genogram.
2. Include any information you have about your family's cultural background.
3. Include what messages did your family express about people who are different from the racial or ethnic orientation of your family or of different sexual orientation, or different in social class? About the roles of men and women? About the place of children? Who is defined as an outsider and insider and how are they treated? What impact have these messages had on how your view of yourself and others?
4. Identify some of the biases, prejudices, and stereotypes you learned from your family of origin about socioeconomics, ethnicity, types of work, handling money, and education.

#3. Family of Origin Structure, Roles, and Expectations.

Identify themes, patterns, and self-understanding and the impact your family has had on your own development. Use the following questions to stimulate your thinking.

1. Describe your family system by examining the family structure, roles, and expectations of the membership of your family. Include your family of origin experience of marriage, separation, divorce, and multi-generational family connection.
2. What expectations do you have about your family structure for the future? Describe your thoughts about marriage, separation, divorce, and multi-generational families.
3. Write about a special situation or event that impacted your family structure, role(s) or expectations that occurred during your childhood.
4. What do you consider unique about your family or characteristics about your family?
5. What do you think was the most meaningful influence from your family?
6. What roles did you play growing up in your family? What role do you currently play in your family? Is there another role you would prefer? Why?

#### #4. Messages/Rituals/Traditions

Identify themes, patterns, and self-understanding and the impact your family has had on your own development. Use the following questions to stimulate your thinking.

1. What messages did you receive from family members about the importance or role of children?
2. Identify examples and the sources of the following family traditions:
  - a. A ritual of emotional connection
  - b. A ritual of cultural belonging
  - c. A dilemma that has affected more than one generation of your family
  - d. A tradition that has been changed, altered or corrected.
3. What is the importance of identifying traditions in your life? How do these traditions work for you and support the ways you cope with everyday life? How do these traditions work against you?
4. Design a new ritual to change the family pattern of behavior. How would you initiate or assist a family in developing a ritual?

#### #5. Family Connections

Identify themes, patterns, and self-understanding and the impact your family has had on your own development. Use the following questions to stimulate your thinking.

Think about your family relationships and the significance of these relationships.

1. Who in your family had a strong influence on your development?
2. How did you feel about being cared for by people other than your parents?
3. What was your relationship with extended family members such as aunts, uncles, and cousins?
4. What role did your grandparents play in your life?
5. Did your family have a problem (such as mental illness, unemployment, or poverty?) How was that understood in your family?
6. What rules and expectations were present for boys and girls? What form of discipline was used in your family most often? Was the discipline the same for girls and boys?
7. Who participated in the decision-making process?
8. What types of rewards were given for family and individual successes?
9. Describe what you hope may be the same or different in your future family compared to your family of origin.

#### #6. Personal Engagement Qualities

Describe what you have experienced in your family, done in the past, inherited, or learned from reading about families that will make you a good family practitioner. What unique characteristics do you bring to this process that facilitate family engagement? How did you learn this about yourself?

#### #7. Life Course Perspective

Learn about applying the life course perspective to family assessment by first exploring your own life course in a Web-based activity. Paste the following Web tool into your Internet browser to explore your own life course:

[www.OurTimeLines.com](http://www.OurTimeLines.com).

Enter your birth year to see a comprehensive list of important historical events that have occurred during your lifetime.

Enter specific important events or transitions you have made. These might be choices you made related to when to get married, how long to remain employed, or at what age to become a parent. They might also be unexpected events like illness, death, surrendering to the ministry, etc.

Now enter specific events or transitions made by your significant others. How have you altered your timeline to adjust to their choices?

How do your individual choices promote or constrain opportunities for your significant other?

How do large societal historical events, technological changes, disasters, and such impact your timeline?

What kinds of transitions caused the most disruption to your timeline?

#8. Your final entry is to evaluate what, in this course material, has brought the greatest change (a) to your thinking about yourself and your family, and (b) to your thinking about counseling families. This final entry should consist of an integration of yourself and the insights that you discovered, as well as your understanding of how this impacts your professional family counseling practice.

### **FAMILY BASED PRACTICE TREATMENT PLAN RUBRIC**

#### **STUDENT:**

1. \_\_\_/20 Family treatment goals – 1 or 2 goals provide a general statement to guide intervention, goals are appropriate for the family described, goals indicate a direction for change, goals fit a family-based context, goals are specific to behaviors or dynamics, goals fit criterion for goals.

\_\_\_/10 The underlined area is weak.

\_\_\_/5 The underlined areas are weak or missing.

\_\_\_/ The underlined areas have problems, lets talk.

2. \_\_\_/20 The contract provides objectives for each goal, the objects clearly operationalize the goal, objectives will accomplish the goal if all are completed, objectives contain clear tasks to be accomplished, tasks have logical link to the goal, objectives lead one to know what will be done about the problems

\_\_\_/10 The underlined area is weak.

\_\_\_/5 The underlined areas are weak or missing.

\_\_\_/ The underlined areas have problems, lets talk.

3. \_\_\_/20 Measurement – each goal is framed so it can be measured, the measures are described, the measures are appropriate for the goal, goal accomplishment will be evident using the measures, steps or objectives are evident, the measures clearly will document goal accomplishment.



- \_\_\_/10 The underlined area is weak.  
 \_\_\_/5 The underlined areas are weak or missing.  
 \_\_\_/ The underlined areas have problems, lets talk.
4. \_\_\_/20 Methods – each goal includes a procedure to achieve the goals, the procedure is achievable, the procedure is appropriate to the goal, the procedure involves family involvement or action, the procedure will promote goal achievement.  
 \_\_\_/10 The underlined area is weak.  
 \_\_\_/5 The underlined areas are weak or missing.  
 \_\_\_/ The underlined areas have problems, lets talk.
5. \_\_\_/20 Other people/support to be used -- the student indicates others that will be engaged in helping this family, the supports fit with the goal, the supports maintain (vs. fragment) the family focus, the supports complement the methods, the supports are consistent with family realities.  
 \_\_\_/10 The underlined area is weak.  
 \_\_\_/5 The underlined areas are weak or missing.  
 \_\_\_/ The underlined areas have problems, lets talk.

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**Key Performance Indicators**

| Key Performance Indicator | Learning Experiences | Assessments |
|---------------------------|----------------------|-------------|
| N/A                       |                      |             |