**Community College of Philadelphia**

**BHHS 293 – Family and Relationship Counseling**

**Summer 2014**

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**Classroom: W2-32**

This is the last practice course in the BHHS curriculum. Experience in other courses, field placement and work settings should have enabled you to see how unlikely it is for any given problem to be caused by any one factor alone. When our clients exhibit difficulties, the causes are generally numerous. Helpers must therefore look carefully at an entire system, including our culture at large, to begin to understand the patterns and symptoms clients’ exhibit. Understanding family and couple dynamics is one way of understanding how a system acts upon an individual. Even though you may or may not become a family or relationship counselor, you should be aware of the family/couple dynamics that influence the individual as well as how the individual influences the family/couple system.

You will be able to integrate learning from the Group Dynamics, Helping Skills and Human Development courses and apply this knowledge to this Family and Relationship Counseling course. It is important that you begin to understand and name communication patterns, norms and stages of development for individuals, couples and families. All of these skills are necessary in working with families in professional settings.

# Course Objectives

As a result of participating in this course you will:

1. Increase your understanding of the interactions of the family/couple as a system and the relationships among its members. This includes understanding the characteristics of functional/dysfunctional families, family dynamics, and the expanding family lifecycle.
2. Learn to determine how a family might be influencing an individual even though the family may not be in close proximity or even still living. This includes understanding the systemic influences upon the development of individual problems and symptoms.
3. Gain a broad understanding of theories and schools of family therapy and couples counseling, including an overview of the history of marriage and current trends in the field, including special issues facing families today and treatment approaches.
4. Understand the impact of ethnic, cultural and gender influences on couples and families.
5. Gain a greater awareness of yourself in the context of your own family structure in (hopefully) new, deeper and meaningful ways. This includes a basic understanding of the influences that one’s own family of origin has upon your work (as a human services professional) with troubled families/couples.
6. Develop independent, self-directed learning skills in order to foster opportunities for life-long learning outside of the classroom and beyond.
7. Develop necessary critical thinking skills in order to become a well prepared human service professional.

# How Classes are Conducted

This class will meet at least 1 x per/ week in the classroom, for a 3 hour session and will focus on the student as an **active learner**. ***Of Note: We will be using a “hybrid model” for this course; I will be utilizing Canvas for a number of course modules in which you will be participating solely online, including discussion forums and other assignments.***

 My role as your teacher will be to guide the learning and to provide lectures, educational films as well as to facilitate discussions related to family and relationship interactions. You, the student will be guided in the process of understanding the information through lecture, class participation, group and individual presentations and completion of all assignments.

# Required Texts

Anderson, Stephen A. and Sabetelli, Ronald M. (2007) Family Interaction: A Multigenerational Developmental Perspective, 4th Ed., New York: Pearson/Allyn and Bacon.

Auerbach, Jeff (2002) Irritating the Ones You Love: The Down and Dirty Guide to Better Relationships, Bonneville Books (Imprint of Cedar Fort Inc.). ***NOTE: You can buy this inexpensively on amazon.com or half.com.***

## Course Requirements and Class Policies

1. **MYCCP Access**: Course Information including this syllabus, assignments, message board topics, links to the World Wide Web (WWW), and updates may be obtained by accessing your MYCCP page..
2. **Reading**: It is expected that you will read the required texts and assigned readings **prior** to coming to class.
3. **Late Assignments:** All assignments are due on the date assigned. Book club guided questiions are used as the basis of small group interaction and classroom discussion. Therefore, **no late submission of these assignments will be accepted.** If you are absent on the day that any of these assignments are due it is your responsibility to **email the assignment to me no later than MIDNIGHT on the due date.**

1. **E-mailed Assignments:** When emailing an assignment please use your CCP account only. Make sure you write in the subject line of the e-mail our class name **(BHHS 293),** so I do not mistake your correspondence as spam. Always keep a copy of your e-mailed assignments as occasionally we have computer malfunctions. Please be prepared to demonstrate that you have e-mailed your assignment by always keeping a copy of your e-mailed work in your sent file; so if we do have computer issues; we can determine what went wrong. When you submit an assignment by e-mail, I will make every attempt to e-mail you a reply that I have received your work within 24 hours.
2. **Attendance: Class attendance is important especially in a practice course. One class absence is permitted. Each subsequent absence will result in 5 points deduction per class from your final grade up to 70 points!!! Conversely, *an additional (10) points will be given to students who are on time and have no absences.***
3. **Lateness:** **I take attendance in the beginning of class, per college policy. A late arrival is defined as five (5) minutes after the start of the class period. Leaving early is defined as leaving before the class is dismissed. Late arrivals or early departures will result in a deduction of 2 points per class session off final grade. NO EXCEPTIONS!!!**
4. **College Closing:** In the event of an unscheduled college closing due to inclement weather, listen to KYW (1060) on the radio for announcements or check the college’s website: [www.ccp.edu](http://www.ccp.edu)
5. **Special Needs:** If you are a student with special learning needs and you think you may require a specific accommodation/s; your first step is to register with the Campus Center on Disability located in Room M1-22, phone (215) 751-8050 (voice or TDD). The center will provide you with written confirmation of your verified disability and authorize recommended accommodations. Please then present this recommendation to your instructor and we will discuss and implement it accordingly.
6. **Academic Dishonesty:** Any student who submits another person’s work as their own is guilty of plagiarism. Cutting and pasting of text from web pages or other documents into your writing assignments and submitting it as your own is one example of plagiarism. Not giving credit (citations, bibliography) for another person’s ideas in a paper you write, in-class cheating or cheating outside the classroom is also classified as academic dishonesty. You are expected to adhere to the college’s Code of Conduct, as outlined in the Student Handbook. Any work determined to be plagiarized or attained through cheating will receive an automatic “F” grade. You found guilty of academic dishonesty may be subject to an “F” grade for the course.
7. **Change in Course Schedule:**

I will do my best to adhere to the course schedule. However, a certain degree of flexibility is required in order to adjust the course to meet the needs of all students. I therefore, reserve the right to make changes in the course schedule and assignments at any time. I will inform you of changes in class or via email.

 10. **Final Note:**

If at any time you find you are having a challenge with the course work, assignments, or are in danger of missing an assignment due date, it is important that you communicate with me to discuss the matter immediately. My objective is the same as yours, to help you succeed in this course.

**Course Assignments**

### Four (4) Canvas Discussion Forum Topics:

### Four times during the semester, I will post a topic related to some aspect of Family Interactions that we are learning in class. You are to respond to each topic as well as respond to at least two responses posted by your classmates on the discussion forum in Canvas. When all of the responses are posted other students will have an opportunity to read all of the responses and decide which two to comment on. Please be sure to make appropriate comments to others post. This is not a forum for bashing or making others feel uncomfortable. Be prepared to share your responses in class.

### NOTE\*\*\*To receive full credit for this assignment, you MUST post your response to the topic within a week (by Sunday, midnight after assigned). If you post beyond the due date you will lose up to 1 point each day. You will receive up to a total of ten (10) points for each discussion forum topic as follows: up to (5) points for your response to each post; up to (2.5) points each for comments to the post of others to at least two other classmates.

### 4 @ 10points = 40 pts

1. **Concept Review Group:**

You will review and discuss a key term or concept related to family interactions, family dynamics and family functioning as observed in a documentary film entitled: **Off and Running.**  I will discuss this assignment in detail in class.

This assignment is worth a total of 20 points.

1. **Genogram:**

You will create a pictorial genogram of your family with a 3-4 page typed summary of your findings. This assignment is worth a total of 30 points. **See APPENDIX I for details.**

1. **Book Club:**

During the last 2 weeks of class, we will read Irritating the Ones You Love: *The Down and Dirty Guide to Better Relationships*. Over 2 class sessions, we will host a book club using guided questions (that you will have answered in advance) to better understand relationship theories and our own personal relationships. Your participation in the class book club will be worth 10 points of your grade.

1. **Canvas Assignments:**

In addition to the discussion forum topics, you will have multiple written assignments that are to be submitted via Canvas. **SEE Canvas for those due dates and assignment descriptions (50 pts)**

1. **Participation:** This is a practice course and is designed to give you an opportunity to learn and practice skills as part in groups. Other than being in class there is no substitute for the experience. You will be graded for your participation and must be present in class to receive credit.  **(75pts) *(see Participation Scoring Rubric)***

Confidentiality: As human service professionals, one of our major ethical responsibilities is to preserve confidentiality. Due to the nature of this course, each student is asked to maintain confidentiality concerning any personal material discussed in class.

**Grading Scale**

Discussion Forum Topics **(40 points)**

### Concept Review (20 points)

### Genogram (30 points)

Book Club **(10 points)**

Canvas Assignments  **(50 points)**

Participation  **(75 points)**

 **Total =225 points**

The letter grade assigned to the points earned is as follows:

203– 225 points = **A**

180 – 202 = **B**

158 – 179 = **C**

135 – 157 = **D**

134 and below = **F**

**APPENDIX I**

**GENOGRAM ASSIGNMENT**

It is important for future human service workers to know and understand their family of origin. In this way they can become aware of any emotional ‘baggage’ they might carry when they work with individuals and families. A lack of such awareness may interfere with their ability to work effectively with clients. This assignment is worth 30 points.

**INSTRUCTIONS**

1. You are to prepare a three generation genogram on your family. To do so, you are to go back to your grandparent’s generation, depict the caregivers (parents) and siblings (if you have any) that you lived with as a child and go forward to your children (if you have any).
2. Keep in mind that you are to emphasize the strengths of the past and present generations, especially the themes that motivated family members to reach beyond themselves and overcome adversity, addictions, or issues that may have held them back.
3. In order to obtain the needed information relatives must be contacted. One relative usually functions as the family scribe or historian, keeping track of important family information. Calling or writing the family member who functions in this role is usually the quickest means of completing this assignment.
4. Include a brief explanation of how your genogram is set up (KEY/LEGEND), including any use of pictures, photos, symbols, graphics, choice of colors, etc.

Questions that **must be** included in the narrative:

1. What thoughts/feelings did you have about completing the genogram?
2. What new things did you learn about your family history?
3. What did you learn about yourself from this activity?
4. What was most meaningful for you in completing this assignment?
5. How would you use the genogram as a tool with clients?

You also must integrate **a minimum of five** of these questions in your 4 -5 page narrative:

1. How healthy were family members in your genogram?
	1. What were the most common health problems on each side of your family and in your family of origin?
	2. What did family members do to prevent or treat such problems?
2. What type(s) of family structure (single parent, nuclear, extended) were repeated in your genogram?
3. What family themes have been carried down through the generations?
4. What occupations occur most frequently in your family?
5. What stages of the family life cycle have been easier for your family to cope with? Most difficult?
6. What life events have affected family functioning throughout the generations of your family?
	1. What historical events affected family functioning?
	2. What horizontal and vertical stressors affected family functioning?
7. Where are triangles present in your genogram?
	1. Where are relationships close?
	2. Distant?
	3. Conflicted?
	4. Fused?
	5. Where are there emotional cutoffs?
8. What patterns are repeated, such as educational or work successes, religious commitment, alcohol or drug use, or other behaviors?
9. How large were the families in your genogram?
	1. Do some families stand out as larger or smaller when looking at the genogram?
	2. What stresses might have occurred due to family size or family imbalance?
10. Since you are a dynamic, active organism according to systems theory, what could you do to change any patterns that disturb you?
	1. What would you like to pass on to your children (should you have or want children) some day.

You can learn more about constructing a genogram by reviewing the materials in the Genogram module on Canvas and by visiting the following website: [www.genopro.com/genogram/](http://www.genopro.com/genogram/)

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**BHHS 293 Family and Relationship Counseling**

**Class Schedule – (*Subject to revision*)**

**Summer 2014**

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| --- | --- | --- | --- |
| **Class Date** | **Class Lecture** | **Class Activity** | **Reading & Homework Assignment** |
| 5/12**Class #1** | Course Overview / Review of syllabusWhat is a Family? | * In class exercise
 | * Read Chapter 1; be familiar with key terms at end of chapter.
 |
| 5/14**Class #2** | The Family as a System | * In class exercise
 | * Read Chapter 2 and be familiar with key terms from chapter 2
* Read Chapter 3 and be familiar with key terms from chapter 3
 |
| 5/19**Class #3** | Family Strategies | * **CANVAS ONLINE**
 | * Canvas Assignment related to Chapter 3 Message Board Canvas Discussion Forum Topic #1 (both due by midnight, 5/25)
 |
| 5/21**Class #4** | Structural Model – Minuchin | * In class exercise
 | * Read Chapter 4 and be familiar with select terms from chapter 4
 |
| 5/26 | **Memorial Day – NO CLASS** |  |  |
| 5/28**Class #5** | Intergenerational Model – Bowen | * Assign Concept Review Terms (CR)Review / Demonstration of Genogram
 | * Begin review of assigned concept and questions in preparation for documentary
* Review Genogram Module on Canvas
 |
| 6/2**Class #6** |  | * Documentary Film:

Off and Running | * Work on Concept Review assignment and be prepared to discuss in Class #8
* Read Chapter 5 and be familiar with select terms from chapter 5
* Continue to complete Genogram and written assignment
 |
| 6/4**Class #7** |  | **CANVAS ONLINE** | * Discussion Forum Canvas Discussion Forum Topic #2
* Canvas Assignment related to Chapter 5 (Both due by midnight, 6/8)
* Concept Presentation and Assignment due 6/9
 |
| 6/9**Class #8** | Contextual Models | * Concept Presentations for Off and Running
 | * Genogram and written assignment due 6/16
* Read Chapter 7 in text and be familiar with select terms from chapter 7 and Chapter 1 of Irritating the Ones You Love: The Down and Dirty Guide to Better Relationships (Jeff Auerbach).
 |
| 6/11**Class #9** |  | CANVAS ONLINE | * Canvas Discussion Forum Topic #3 and assignment related to Ch. 7 in text / and Ch. 1 of Auerbach (Both due by midnight, 6/15)
 |
| 6/16**Class # 10** | Mate Selection and Family Development | Genogram Findings and Presentations | * Read Chapter 10 in text and be familiar with select terms from chapter 10 and Chapter 2 of Irritating the Ones You Love
 |
| 6/18**Class #11** | Couples Work | CANVAS ONLINE | * Complete Guided Questions #1 for Book Club for Canvas Discussion Forum (due by midnight, 6/22)
* Read Chapter 3 of “Irritating the Ones You Love”
 |
| 6/23**Class #12** | Couples Work | * BOOK CLUB #2 (questions given in class)
 | * Read Chapter 4 of “Irritating the Ones You Love”
 |
| 6/25 | Final Class – Wrap Up | * BOOK CLUB #3

(questions given in class) |  |