

REGIS 
UNIVERSITY
School for Professional Studies
GRADUATE PROGRAMS
Counseling Program

MCPY 664
Family Origins and Life Cycles
3 Credits

Course Description: An in-depth study of family life cycle including adult development. The impact of transitions such as career, marriage, divorce, and death at different stages of the family life cycle as guides to therapeutic understanding.

Prerequisites: Admission to MACP program and completion of MCPY 635 or equivalent.

Course Outcomes: At the conclusion of the course students will be able to demonstrate:

- An understanding of the family life cycle.
- An understanding of the impact that gender and sexuality have on the family life cycle.
- An understanding of the impact of divorce and death on families.
- An understanding of the impact of poverty, culture, and ethnicity on families.
- An awareness of fit between the therapist and client(s) with respect to life cycle transitions.
- An understanding of the therapeutic usage of genograms, rituals, ceremonies with families in transition.

Course Format/Method of Instruction: Lecture & experiential land based

Course Texts:

Required:

Carter, B., & McGoldrick, M. (2004). The expanded family life cycle: Individual, family, and social perspectives. Allyn & Bacon (Pearson Education). ISBN: 0-205-40981-4 hard. ©2005.

McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). Genograms: Assessment and intervention (2nd ed.). New York: W. W. Norton. ISBN: 0-393-70294-4 soft.

Journal Articles as assigned.

Optional:

Haley, J. (1993). Uncommon therapy: The psychiatric techniques of Milton H. Erickson, M.D. (reissue ed.). New York: W. W. Norton. ISBN: 0-393-31031-0 soft

Course Requirements:

1) Family Case Study (30% of grade)

The purpose of this assignment is for each student to interview a MACP student colleague and assess their family according to their life cycle situation. The interview should last at least two hours. This project will include:

- a. Video taping the interview.
- b. A genogram of the family that shows three generations drawn according to the Genograms textbook.
- c. A brief paper discussing the transitions that this family has managed. Explain how the family handled the transitions, including a discussion of rituals, ceremonies, values, beliefs, culture, or patterns of coping. Also, discuss any potential obstacles that you anticipate in this family's future.

2) Family transitions journal article presentation (15% of grade)

The purpose of this assignment is for each student to investigate current research about family life cycle transitions and present the research article to the class. The assignment includes:

- a. Bringing a copy of the research article to class.
- b. Writing a brief synopsis of the article
- c. Presenting the article and synopsis to the class and discussing with the class the implications of this research for counselors today.

3) Research Paper (25% of grade)

The purpose of this assignment is for each student to delve deeply into a topic related to divorce, remarriage, or domestic violence. You will propose a specific topic within these guidelines by the second weekend. The paper will be graded based on the following:

- a. Conforms to APA style 10 points
- b. Clear communication of content 20 points
- c. Grammar / Spelling / Syntax 15 points
- d. Demonstration of knowledge related to topic 45 points
- e. At least 7 scholarly references 10 points

4) Family Treatment Planning (10% of grade)

The purpose of this assignment is for each student to develop an evidence based treatment plan for a family case that is provided in class. The treatment plan must include DSM-IV diagnoses, goals of treatment, and methods you would propose to use to meet the goals. Treatments must be based on theory or research.

5) Active participation in in-class activities (10% of grade)

6) Final exam (10% of grade)

Course Calendar:

- Weekend 1 Before Class: Read chapters 1, 3, 13-18 in McGoldrick
Introduction to the Course
Family Life Cycle
Genograms
Gender
- Weekend 2 Before Class: Read McGoldrick chapters 4, 5, 8, 14, 19, 20
Sexuality
GLBT
Culture
Social Class
DUE: Family Transitions Journal Article Presentation
- Weekend 3 Before Class: Read McGoldrick chapters 14-15, 22-23, 25, 28
Divorce
Marriage
Remarriage
Domestic Violence
DUE: Research Paper
DUE: Family Treatment Plan
- Weekend 4 Before Class: Read McGoldrick chapters 11-12, 21, 24
Single Parenting
Single Adult
Death
Rituals
Wrap Up
DUE: Family Case Study Videotape and Paper
IN CLASS: Final Exam

Reading List

Divorce

Wallerstein, J. S. (2005). Growing up in the divorced family. *Clinical Social Work Journal*, 33(4), 401-418.

Joanning, H., & Keoughan, P. (2006). The divorce process and therapeutic interventions. *Family Therapy Magazine*, 5(3), 14-16.

Ahrons, C. R. (2006). Long-term effects of divorce on children. *Family Therapy Magazine*, 5(3), 24-27.

Boyan, S. M. (2006). The marriage and family therapist as parent coordinator. (2006). *Family Therapy Magazine*, 5(3), 28-30.

Baum, N. (2006). Postdivorce paternal disengagement: Failed mourning and role fusion. *Journal of Marital and Family Therapy*, 32(2), 245-254

Remarriage

Papernow, P. L. (2006). Clinical update: Therapy for people who live in stepfamilies. *Family Therapy Magazine*, 5(3), 34-42.

Portrie, T. & Hill, N. R. (2005). Blended families: A critical review of the current research. *The Family Journal*, 13(4), 445-451.

Gender

Knudson-Martin, C., & Mahoney, A. R. (2005). Moving beyond gender: Processes that create relationship equality. *Journal of Marital and Family Therapy*, 31(2), 235-246.

Haddock, S. A., Zimmerman, T. S., Ziemba, S. J., & Current, L. R. (2001). Ten adaptive strategies for work and family balance: Advice from successful families. *Journal of Marital and Family Therapy*, 27, 445-458.

Saginak, K. A., & Saginak, M. A. (2005). Balancing work and family: Equity, gender, and marital satisfaction. *The Family Journal*, 13(2), 162-166.

Parenting

Eaves, S. H., Sheperis, C. J., Blanchard, T., Baylot, L., & Doggett, R. A. (2005). Teaching time-out and job card grounding procedures to parents: A primer for family counselors. *The Family Journal*, 13(3), 252-258.

Lassiter, P. S., Dew, B. J., Newton, K., Hays, D. G., & Yarbrough, B. (2006). Self-defined empowerment for gay and lesbian parents: A qualitative examination. *The Family Journal, 14*(3), 245-252.

Ethics

International Association of Marriage and Family Counseling. (2006). Ethical code for the International Association of Marriage and Family Counseling. *The Family Journal, 14*(1), 92-98.

American Association for Marriage and Family Therapy. (2001). AAMFT Code of Ethics. Retrieved from <http://www.aamft.org/resources/LRMPlan/Ethics/ethicscode2001.asp>.

Domestic Violence

Hardesty, J. L., & Chung, G. H. (2006). Intimate partner violence, parental divorce, and child custody: Directions for intervention and future research. *Family Relations, 55*, 200-210.

Hage, S. (2006). Profiles of women survivors: The development of agency in abusive relationships. *Journal of Counseling and Development, 84*, 83-94.

Murray, C. E. (2006). Controversy, constraints, and context: Understanding family violence through family systems theory. *The Family Journal, 14*(3), 234-239.

Sexuality

Millner, V. S. (2005). Female sexual arousal disorder and counseling deliberations. *The Family Journal, 13*(1), 95-100.

Joanning, H. & Keoughan, P. (2005). Enhancing marital sexuality. *The Family Journal, 13*(3), 351-355.

McCarthy, B. W., Ginsberg, R. L., & Fucito, L. M. (2006). Resilient sexual desire in heterosexual couples. *The Family Journal, 14*(1), 59-64.

Meana, M., & Nunnink, S. E. (2006). Gender differences in the content of cognitive distraction during sex. *The Journal of Sex Research, 43*(1), 59-67.

Wiederman, M. W. (2005). The gendered nature of sexual scripts. *The Family Journal, 13*(4), 496-502.

Renshaw, D. C. (2005). Premature ejaculation revisited – 2005. *The Family Journal, 13*(2), 150-152.

GRADING CRITERIA

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

A-: Also displays outstanding scholarship

1. May contain few minor errors in writing, documentation, or reasoning.

B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

B: Satisfactory

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

STUDENT RESOURCES

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Writing Assistance – Smarthinking

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through TMSMARTHINKING. The tutoring year begins on March 8 of the current year. To register for TMSMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select TMSMARTHINKING.

Equal Access & Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities.

An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with the ODS prior to approval of the accommodation.

It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University.
Draft 1/26/04

Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at:
<http://www.rc.net/rcchurch/vatstmts/index.html>

STUDENT RESPONSIBILITIES

Ethics and Confidentiality

An integral component of Regis Counseling Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Student Conduct

Regis Graduate Programs' students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

COUNSELING FACULTY RESPONSIBILITIES

Student Performance Evaluations

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques courses, and supervised experience courses to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

Student Performance Evaluation (Page 1)

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

Rating Scale N - No Opportunity to observe 1 - Meets criteria minimally or inconsistently for program level 0 - Does not meet criteria for program level 2 - Meets criteria consistently at this program level				
Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in an empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy – communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

Student Performance Evaluation (page 2)

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2

ACADEMIC

1. The student writes with good grammar, form and organization	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic	N	0	1	2
7. The student participates in class and interacts appropriately	N	0	1	2
8. The student submits written work in a timely fashion	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

_____ Student _____ Faculty _____ Date

White: Permanent Student File

Yellow: Course Instructor Pink: Student

Fall 2004