



Graduate School of Education

Department of Educational Psychology
COUNSELING PSYCHOLOGY AND SCHOOL COUNSELING PROGRAM
THE GRADUATE SCHOOL OF EDUCATION
RUTGERS UNIVERSITY
COURSE: FAMILY SYSTEMS DEVELOPMENT
(15:297:508:90) - FALL 2021

Time: Asynchronous **Location:** Online (periodic Zoom meetings)
Credits: 3 semester hours

Instructor: Dr. Clewiston D. Challenger, PhD Email: Clewiston.challenger@gse.rutgers.edu Phone: Office Location: 10 Seminary Place- Office # GSE 307	
Office Hours- Mondays 4:00p-4:45p or by appointment	Prerequisites or other limitations: N/A
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

NOTE: This syllabus is subject to change. Any changes and updates to the syllabus, students will be notified and sent the updated version electronically as well as it being posted on Canvas.

***In an effort to help mitigate the spread of the transmission of COVID-19, all students and instructors in classrooms are expected to wear a cloth face covering and practice social distancing of 6 feet between yourself and others. The cloth face covering should cover the mouth and nose at all times. In the interest of everyone's health and safety, if individuals are not complying with these mask and social distancing guidelines, they may be asked to leave class or the class meeting may be cancelled. ***

Course Meets Monthly, Virtually on Zoom

Class meeting Zoom link:

<https://us02web.zoom.us/j/6848576882?pwd=a1hJdUN4R2ZWMnhZemt2VlhHUKdrUT09>

Meeting ID: 684 857 6882

Passcode: 53FAsb

Course Description:

Introduction to family systems theory, family development, family assessment, and contemporary issues in family psychology. "Systems" thinking emphasized. Provides foundation for further study. This course is designed to get students familiar with past and contemporary family development theories as well as learning counseling approaches to working with families. Students will gain an understanding on how families form their core family unit, identities, as well as family traditions, values, racial/cultural/ethnic identities, and beliefs. Consequently, students will gain deeper understanding in how to conceptualize the family unit in addition to gaining skills to best assess family situations and functioning to best develop a treatment plan. Treatment planning is an aspect of this course where students will develop a therapeutic/clinical approach to supporting and collaborating with (diverse) families.

This course examines the influence of cultural and ethnic differences on the delivery of counseling services. Students will explore a variety of topics including culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, values, and socioeconomic status that impacts the family unit, access, and racial, cultural, ethnic identity (RCEID). The focus is to provide students with heightened awareness and appreciation of differences. Students will discuss how differences may impact the counseling relationship. Students will examine their own attitudes, behaviors, perceptions, and biases in order to develop cultural awareness in counseling approaches. Topics include theories, strategies for effective culturally responsive counseling and assessments and ethical delivery of services. This course is designed to develop appropriate skills, competencies, and knowledge of counselors working with diverse populations.

Course Scope:

This course will assist students in developing a better understanding the family core unit as well as family systems and theories as student counselor-trainees (you) develop their culturally sensitive and competent approaches to working with diverse families. This course also helps students develop a better understanding of key cultural and environmental (ecosystems) factors that influence students' school performance and client success as it connects to the family setting and home, school, and community environments. Students will learn to identify factors (culture, ethnicity, race, nationality, age, gender, sexual orientation, personal characteristics, values, socioeconomic status, etc.) that impact inter-familial relationships and the family core's worldview.

Course Objective:

1. Gain knowledge relevant to becoming a culturally competent counselor, i.e., theories, models and concepts pertaining to culturally competent counseling in a family setting.
2. Understand and acknowledge cultural values and its connection to the identity of a family system.
3. Become aware of ethical and legal issues when working with (diverse) families.

4. Gain greater insight and understanding of issues of diversity and inclusion by challenging own attitudes, beliefs through experiential activities to be able to effectively help and counsel families.
5. Practice advocacy, leadership, collaboration to support individuals and their family unit.
6. Develop into a systemic change agent for policies that may impede family access to education, resources, and/or access [to information].
7. Explore issues of stereotypes, micro-aggressions, oppression, discrimination and the and its impacts on diverse families from different cultures and ethnic identities.
8. Use data, best-practices, and apply theoretical methods and skills to assist families in need of counseling services.
9. Understand counseling theories and practices for working with (diverse) families and their immediate environmental systems.
10. Demonstrate, in class exercises and individual sessions, a thorough understanding of effective counseling skills including listening, communication, conflict resolution, and interview skills when working with families.
11. Be able to examine, assess, evaluate, and implement interventions and treatment plans to service families.
12. Effectively apply information and insights gained in readings and class discussion to practical situations.
13. Identify referral situations and know how to refer.
14. Understand and apply professional and ethical standards to issues in counseling.
15. Develop an understanding on how to set attainable goals for families to reach to gain forward progress.
16. Understand how humans develop from childhood to adulthood.

LEARNING GOALS and CACREP STANDARDS

1. To increase your personal self-awareness about your own family and what it means to work systemically (CACREP II.K.1.a; CACREP II.K.1.b; II.K.5.d; II.K.6.a; II.K.6.b; II.K.6.f. standards).
2. To increase your understanding of systemic theoretical orientations to family work and the role of the family therapist (CACREP II.K.5.a; II.K.5.b; II.K.5.c; II.K.5.d; II.K.6.a; II.K.6.c; II.k.6.d. standards).
3. To increase your repertoire of counseling skills in work with families from diverse backgrounds who present a range of issues (CACREP II.K.2.a.; II.K.2.b; II.K.2.c.; II.K.2.d; II.K.2.e.; II.K.2.f. standards).
4. To understand ethical considerations specific to working with families (CACREP II.K.1.h; II.K.3.e; II.K.5.g; II.K.6.g; II.K.8.f. standards).
5. To understand the research literature associated with different family theories and what empirical studies suggest about the effectiveness of family counseling (CACREP II.K.1.c; II.K.8.c.; II.K.8.e. standards).
6. To understand current public policy as it affects families as well as the role of advocacy (CACREP II.K.1.f; II.K.1.g; II.K.2.a; II.K.2.c. standards).
7. To understand family development and transitions through the life cycle (CACREP II.K.3.a; II.K.3.c; II.K.3.d. standards).
8. To assess family functioning from a systemic, multicultural perspective (CACREP II.K.7.f; II.K.7.h. standards).

ACCREDITATION STATEMENT

This course addresses the following curriculum components stipulated by the Council for the Accreditation of Counseling and other Related Programs (CACREP) Standards.

Class Materials

Class materials will consist of readings and related assignments that will be posted on the online platform. Website links for related readings will also be provided.

Required Reading

Gladding, S.T. (2019). *Family therapy: History, theory, and practice* (7th ed). Upper Saddle River, NJ: Pearson Education, Inc.

Can be accessed through the library or purchased:

McGoldrick, M., Giordano, J., & Pearce, J. (2005). *Ethnicity and family therapy* (3rd ed). New York: Guilford Press.

Note: *Other course readings, video, and content will be provided by instructor in syllabus or on a resource page for students to reference.*

Method of Instruction:

This class is fully online and instruction is 90% done asynchronously, self-directed by the student. In addition, students will meet as a whole-class occasionally to discuss course/text materials as a class and to conduct group presentations. To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include lecture, small group discussions, whole-class discussion, individual projects, cooperative learning groups, case studies lectures, role plays, facilitated reflection, videos, and experiential activities.

Course Structure and Format:

[This course will meet occasionally \(see syllabus for whole-class meeting dates and times\) in a virtual format \(via Zoom\) to discuss the course materials or to conduct class presentations.](#)

The majority of this course is self-directed by the student and asynchronous in format, meeting monthly as a class on Zoom. Students are expected to review the course syllabus and course materials on Canvas and complete all assignments independently or in a group, if specified on the syllabus. Students are also highly encouraged to attend monthly online class meetings though they will not be mandatory for students to attend.

Preparation for Class: Readings/Experiential Activities/Discussions:

Students will be expected to come to class prepared for the topic of the day and will demonstrate knowledge of the subject matter by participating in class discussions and experiential activities such as role plays. *Attendance of each class is expected but not mandatory.*

Technical Assistance:

People in this course will be using different types of computers and software, and

you may experience technical problems from time to time. *If you are having technology problems*, such as linking to email, accessing RutgersOnline.net, problems with buttons on RutgersOnline.net, problems downloading and viewing documents, password problems, or other tech problems, you must first contact the **HELP Desk at 1-877-361-1134**. The Help Desk staff is trained to address many different types of technology problems. *If it turns out that there is a problem that I must correct, The Help Desk staff will contact me.*

Resource Texts (optional, not required):**Recommended Reading (not required): (NOT DONE)****CLASSROOM POLICIES**

Note: This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

Late Assignments Policy

Late assignments will be accepted. Most assignments will be due at 11:59p on a certain date (see course calendar). Assignments should be submitted/uploaded online into Canvas under the correct submission folder.

- **Assignments turned in 24 hours** after the due date/time (i.e. assignment due Monday at 11:59p but turned in Tuesday BEFORE or at 11:59p) will **not** lose points. Full points can be earned if assignment is turned in 24 hrs. late.
- **Assignments that are 25 hours to 48 hours late** (over 1-2 days late) will lose 10 points off the final score earned on the assignment (i.e. if I score the late assignment at 90 points

on a 100pt assignment, I will take off an additional 10 pts from the 90 score to give a final score of 80pts earned on the late assignment). **Example:** If an assignment was due on Monday at 11:59p but student turned it in on Wednesday at 10:00a, that is beyond the 24 hour “grace period” and is not subject to a 10-point deduction on the assignment automatically.

- **Assignments turned in 48 hours (2 days) late or later** (up to the end of the semester before grades are submitted by the course instructor) can only earn half credit (MAX) or less for the assignment based on the quality of the work turned in (i.e. If the assignment was worth 200 pts if turned in on time, it is now going to be graded starting at 100 pts, or half the worth of the assignment. So, the max that can be earned is half credit, or less). **Example:** If the assignment was due on Monday at 11:59p but is turned in on Thursday (anytime on this day), it is not over 48 hours late. Students can earn a maximum of half of what the assignment was originally worth. Depending on the quality of work. The course instructor could award less than half due to content quality.

Electronic Devices

As part of your preparation for the counseling profession, students are expected to give their full engagement to the class along with high involvement and a strong display of participation when in attendance. This means, all mobile devices (i.e. cell phones, tables, laptops, and other electronic devices) must only be used for class purposes only. All electronic devices should be silenced to avoid disrupting the class. Excessive attention to your electronic device will negatively impact your professional demeanor and participation grade.

Note: *If you have to make an emergency call, please excuse yourself from the class to do so.*

Scheduled Class Breaks

Our classes meet for 2 or 3 hours on the scheduled days (See syllabus calendar). **If we meet for 2 hours**, we will have one 15-minute scheduled break during that virtual class. **If we meet for a 3-hour virtual class**, we will have 2 scheduled 10-minute breaks during that class time.

First break is usually after the first hour of class and the second break is after the 2nd hour of class. During the scheduled break students can take that opportunity to use electronic devices for personal reasons. Students are also encouraged to use the restroom, purchase food, stretch and walk-about during the scheduled break.

GRADING

This course emphasizes the importance of both acquired knowledge, awareness (personal, social, cultural, world) and basic counseling skills (practice) and client perspective (worldview). Your final grade is based on the following assignments:

POINTS

Professional Development/ Demeanor/

Class Participation (4 meetings @ 8 pts/class)32

Video Presentation on Your Family System/Culture (50pts each)50

Family Persona w/Partner (700 words; see rubric).....50

Family Treatment Plan w/Partner Paper

and w/References (700 words, see rubric)200

Family Genogram and Summary Video (see rubric)100

“Analyze This”: Application of the Bowen Family Systems Theory

to Analyze a TV Show family w/Reference (1,000 words, see rubric)200

Bonus (TBD)20_____

Total possible points.....632-652 pts

Grading Scale: (Grade = Points Earned)

A = 600-650+	C+ = 300-349
B+ = 500-549	C = 250-299
B = 450-499	F = 249 and below
B = 350-449	

ASSIGNMENTS

1) Professional Demeanor/ Class Participation (4 classes @ 8 pts each= 32 pts)

Class attendance is voluntary. You are graduate students, you can decide on your own if you wish to attend class or not. However, students will receive a grade each class assessing the extent of their behavior that is professional in the classroom and level of participation. Low participation to no participation in each class will result in 2 points out of 8 possible points that can be earned. Students are expected to treat one another with respect and to contribute to the development of a classroom environment that encourages knowledge acquisition and skill application.

Class attendance and constructive participation in all aspects of the course are expected.

Here are some ways you can participate in class to earn your points:

- **Offer your opinion, thought, idea, comment, or feedback to the class**
- **Tactfully and respectfully counter an argument or position held by your classmate**
- **Build on or Add-onto an idea or comment offered by someone in class**
- **Offer feedback, critique, commentary to something stated in class**
- **Volunteer for an activity (i.e. lead a group, role-play, etc.)**
- **Present talking points or initiate a class discussion**

If a student is not present in class (does not attend class at all) they cannot receive a grade for professional demeanor/participation for that day, regardless of the reason for the absence. If you are absent, you will not receive the 6 points for that class, no exceptions. In addition, for every 15 minutes you are late for class, regardless of the reason, the professional demeanor/participation grade for that day will be lowered by 2 points (2/6 points are the least amount of points you can earn for the class if you are extremely late, does not matter the reason why you were late).

Please know that on occasion students may be late, or even miss class. Some students will receive feedback on their participation (e.g., the extent to which they are respectful of their classmates, or if participation is low or not evident).

Note: *Class participation points will be given at the discretion of the course instructor. You can dispute my opinion of your level of participation, I will listen, but your disagreement with my points given does not guarantee that I will give you the additional points after you have stated your point. But, you can try and I will listen. Best way to avoid not gaining all 6 points is a) don't be late to class, b) participate a minimum of 3x in class.*

Whole-Class Zoom Meeting Dates (Fall 2021 Semester), Meets from 5:00p-7:00p

1. September, 7th ... (Week 2)
2. September, 28th ... (Week 5)
3. October, 26th ... (Week 9)
4. November, 30th ... (Week 14)

Zoom link:

<https://us02web.zoom.us/j/6848576882?pwd=a1hJdUN4R2ZWmnhZemt2VlhHUkdrUT09>

Meeting ID: 684 857 6882

Passcode: 53FAsb

2) Video Presentation on Your Family System/Culture (due 9/24: 50 pts)

For this assignment, students are asked to prepare a 5-8-minute video blog briefly discussing *your* family system. Meaning, take time to reflect on your family. You may want to think about what you want to say before recording. That way you know what you wish to say when you record and you are not wasting the limited time you have for this assignment. At the same time, please don't think AND talk, that could lead to rambling.

What you are being asked to do for this assignment is to describe and discuss your upbringing and how your family related to each other and interacted with each other. You can talk about your immediate family (those who grew up in the house with you), as well as your extended family (i.e. cousins, aunt, uncle, abuela, abuelo, etc.), you can also speak about your community and neighborhood that you grew up in and your friends.

In this video, you can freely talk about some issues and challenges that your family faced and dealt with as you were growing up as well as how you celebrated success and progress. In addition, you can discuss family traditions, values, and morals as part of this assignment.

Important Note: *Share details that you are comfortable disclosing. You are not required to share information that is overly sensitive to you or that you are healing from or if there is trauma from a situation or situations that remains unresolved for this assignment. You do not have to share that information and it is recommended that you do not. Only disclose information that you are comfortable having out in the open.*

See rubric for grading requirements in Canvas. Upload video into Canvas.

3) Family Genogram and Summary Video (due:10/22, 100 pts)

Students are asked to create a personal family genogram and offer a video summary presentation of the diagram. First, students should review how to make a genogram video and material embedded in the course calendar in this syllabus found in **Week 7 (scroll down)**. There you will find tutorials and examples of how to create a genogram along with examples of videos on how to present your genogram by video. This assignment has two parts: 1) draft/create a genogram, 2) film yourself presenting a summary of the genogram you created.

If for some reason you have very limited information about your own family and rather choose to fabricate a genogram, then students will also be allowed to submit a fictional genogram for this assignment but **must state** in the video that they created a fictional genogram. It is encouraged that students try to back at least 1-3 generations, but it is discouraged to back beyond that. Created a genogram that is more than 3 generations back takes a lot of time, effort, and materials.

After the genogram is created, you should make a 3-8-minute video summarizing your genogram that will be uploaded into canvas. **Note:** *it is to your benefit to remain within the time constraints. Videos shorter than 3 minutes and longer than 8 will not get full credit no matter the quality of the content delivered.*

See rubric for grading requirements in Canvas. Upload video into Canvas.

4) Family Issues Persona w/Partner (due:11/12, 50 pts)

Students will partner with a classmate for this assignment. For this assignment you are asked to pair up with a classmate and meet with them to create a fictional family with fabricated issues. You will meet with your partner as if you are both professional colleagues who are collaborating to evaluate a family to conceptualize their system and situation. From this meeting you will both create a “fake” family persona (**see example of how to write a persona when you scroll down in this syllabus**) that describes the family makeup and issues they are facing.

As a pair you will draft this persona (a shared draft), only one draft has to be written, but both students must submit one draft each into Canvas for an individual grade. To be clearer, you and your partner will draft one persona but you will both submit the same draft EACH into your Canvas portal so you can be graded. Based on your combined effort and adherence to the rubric for the assignment, you will both receive the same grade since you will equally work on this assignment.

Note: *If there is an unequal number of students in the course, you may make a group (groups) of 3 if necessary.*

This paper should be 700-words in length with a grace of 20 additional words (720) without penalty. It should follow the APA 7th ed. format. The title, abstract, and reference (optional for this assignment) **do not count** towards the word count. Just the “body” of the paper.

For this persona, please document the following in your paper:

1. Family makeup (i.e. who are in the family, gender, race, employment, education, etc.)?
2. What issues are present within this family system (i.e. alcoholism, working parents, divorcing parents, cultural issues, blended family)? Identify at least 3 issues (positive or negative issues).
3. Describe, label, and give examples (like statements the client/s made in session) about how each member of the family felt or feel being in this situation (i.e. Dad stated in the last session that “*Sometimes I feel like I’m failing as a father and I am frustrated that I cannot lead my family*”, so, father is frustrated and feels like a failure).
4. Describe, label, and identify if these issues have existed in the family for a long time. Has it been a generational issue or did these issues occur due to an event (an onset, like change of job, change of school, or moving from one home to the next)

See rubric for grading requirements in Canvas. Upload video into Canvas.

5) Family Treatment Plan w/Partner Paper and w/References Paper (due: 12/3, 200pts)

For this assignment, it builds upon the Family Issues Persona assignment (previous assignment). You are to pair with your partner for this assignment. You are asked to create a treatment plan for this family to help address one or more of their presenting problems (issues). The aim of this assignment is to develop a treatment plan that has clear goals and a treatment approach to how to meet those goals, which may involve certain interventions to accomplish those goals.

Pairs are to write a 700-word paper that outlines the treatment plan for this family addressing the requirements below. Paper will be written in APA format from the APA 7th edition manual. Meaning, 12-point font, double-spaced, 1” margins, Reference Page (as needed), Title Page, Abstract on separate page, New Times Roman. The title, abstract, and reference (optional for this assignment) **do not count** towards the word count. Just the “body” of the paper. Paper under 700 words or over 750 words will be penalized with points lost. I will give a grace of an additional 50 words over the 700 word limit on this assignment without penalty.

Lastly, a **minimum of 3 peer-reviewed articles** should be used and cited in this assignment. You may use as many references as you choose, but this paper/assignment needs to have a **minimum of 3 peer-reviewed journal articles** used in this assignment for full credit. Peer-reviewed articles must be journal articles, **NOT** Wikipedia, blogs, Instagram, or Tweets. If there are not 3 peer reviewed articles in this assignment, points may be lost or not earned.

This paper should clearly address the following:

1. **Patient Information**—Brief background of the family
2. **Summary of Issue**- Recap summary of the one or more presenting issues (up to 3 issues)
3. **Goal Statement**—Clearly outline goal/s you wish this family to accomplish to be “well” of better functioning (i.e. Goal: To increase communication amongst family members)
4. **Treatment Plan**—Clearly define the approach that you plan to use to accomplish these goals (you may reference a theory or therapeutic approach, i.e. Solution-Focused, Bowen Family Systems, etc.)

5. **Intervention**—What are some exercises or activities that you intend to use to accomplish these goals (i.e. have the family schedule time in their day each day to have a sit-down family meal and to try talking to each other during the mealtime)
6. **Timeline**—How long do you wish to continue this intervention and at what points do you check-in to assess if the intervention/s are working or needs to be adjusted or terminated (i.e. we will try the “mealtime-talktime” exercise for 6 weeks and check back in with the family to see if any progress).

See rubric on Canvas for grading requirements. Each student should upload a copy of the completed assignment into Canvas in correct folder for individual grading.

6) “Analyze This”: Application of the Bowen Family Systems Theory to Family w/Reference Paper (due: December 17, 200 pts)

This assignment requires you to apply the Bowen Family Systems theory to a real or fictional family. Meaning, students will have the choice to apply this theoretical model and its components to a fictional family (i.e. Family Guy, The Simpsons, The Cosbys, The Connors, Friends, etc.) **or**, to a mock persona used in the McGoldrick et al. (2005) text (i.e. Asian families, Middle Eastern Families, Slavic Families, etc.), **or**, you can apply the Bowenian approach to a real family (i.e. your roommate’s, spouse, cousin’s, colleague’s, best friend’s) family, even YOUR family could be used for this assignment.

Directions: For this assignment, students have to establish context for the family core by providing background information about the family (i.e. racial/cultural/ethnic identity, traditions, make up, geographic location) and well as discuss any issues (current or past issues) that exists within this family system.

Students will write a 1,000-word paper that infuses the **Bowen Family Systems Theory** to describe this example family’s dynamics and makeup. ***This paper should adhere to the APA 7th edition manual standards and should include: a title page, running head, abstract on a separate page, keywords, headings (and subheadings if necessary), a reference page (with doi), and should be written in 12-point font, Times-New Roman font, page numbers, 1-inch margins all around.*** In addition, please do not use contractions in formal academic writing (i.e. I’m = I am; didn’t = did not). Not adhering to these expectations will result in points lost throughout your document where applicable.

The title, abstract, and reference pages **do not count** towards the overall word count of this assignment. Only the “body” of the paper counts towards the word count. Students are allowed 200 additional words over the 1,000-word limit (1,200) **without** grading penalty. However, if less than 1,000 or over 1,200, points will be lost.

Lastly, this paper must include a **minimum of 5 peer reviewed journal article** references to support your arguments. Meaning, students must cite a minimum of 5 journal articles found through the Rutgers Libraries or other search software (i.e. Google Scholar, PsyNet, etc.) that must be included in your paper. You can site as many articles as you like (i.e. more than 5, up to 15 if you wish), but you must have a minimum of 5 peer reviewed journal articles cited in your paper and in your reference page. **Note:** After you have met the minimum requirement of 5- peer reviewed articles, at that point you can use other sources that you may cite in your paper (i.e. podcasts, newspaper, magazine articles, blogs, other media).

Please understand, if I see less than 5 peer review articles in your paper, even if you have 10 sources but 3 of those 10 are not peer-reviewed journal articles, you will not get full credit for your paper and points will be lost/not earned.

Students should address the following in their paper:

- 1. Clearly identify the family that will be analyzed in the paper (i.e. The Simpsons, Your family).**
- 2. Brief background of the family system of the identified family (i.e. family makeup, race, social environment, employment, etc.).**
- 3. Identify issues the family struggles with (i.e. divorce, dysfunction, religious identity, addiction, business owners, etc.).**
- 4. Application of the Bowen Systems Theory to identified family (i.e. identify triangulated relationships in the family dynamic, such as Mother-Daughter-Son).**
- 5. Provide examples from this family dynamic of where the Bowen theory applies and why this theory applies in those situations.**

****Submit all papers in Word.doc form****

See rubric on Canvas for grading requirements, submit completed assignment on Canvas as well.

Course Calendar & Outline:

NOTE: This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

Week / Date	Topics	Reading/Classroom Work	Assignments Due
<p>Week 1 SEPT 1-3</p>	<ul style="list-style-type: none"> • Welcome and introduction to course • Review of Syllabus • <i>History of Family Therapy (Gladding)</i> • <i>The Meaning of Ethnicity (McGoldrick et al.)</i> 	<ul style="list-style-type: none"> • Review course syllabus (Canvas) • <u>Gladding text (2019):</u> Chapter 1: <i>The History of Family Therapy: Evolution and Revolution (p. 2)</i> • <u>Recommended Reading:</u> McGoldrick et al. (2004): <i>Overview: Ethnicity and Family Therapy</i> 	<ul style="list-style-type: none"> • <u>Due Today:</u> <i>Informed Consent and “Getting to Know Me” Form (upload on Canvas)</i>
<p>Week 2 SEPT 7-10</p> <p><u>Tuesday September 7th: Whole-Class Meeting on Zoom</u> (see syllabus for meeting link)</p> <p>Meeting time: 5:00p-7:00p</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • Family Systems and Family Theory • What is family? • What is a system? • Systems theory <p><u>(McGoldrick et al. text)</u></p> <ul style="list-style-type: none"> • American Indian and Pacific Islander Families <p><u>Other topics:</u></p> <ul style="list-style-type: none"> • Bronfenbrenner’s Ecological Model 	<ul style="list-style-type: none"> • Review course syllabus (Canvas) • <u>Gladding text (2019):</u> Chapter 2: <i>The Theoretical Context of Family Therapy (p. 27)</i> • <u>Recommended Reading:</u> McGoldrick et al. (2004): <i>Chapter 1: American Indian and Pacific Islander Families</i> <p><u>Resourced Readings:</u></p>	

		<ul style="list-style-type: none"> • Bronfenbrenner’s Ecological Systems Theory video 	
<p>Week 3 SEPT 13-17</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • Types of families • Healthy and Dysfunctional families • Family life stressors • Family Structure and Functionality • Coping Strategies of Families <p><u>(McGoldrick et al. text)</u></p> <ul style="list-style-type: none"> • Families of African Origin 	<ul style="list-style-type: none"> • <u>Gladding text (2019):</u> Chapter 3: <i>Types and Functionality of Families (p. 56)</i> • <u>Recommended Reading:</u> McGoldrick et al. (2004): <i>Chapter 2: Families of African Origin</i> <p><u>Due Next Week:</u></p> <p><u>Video Presentation on Your Family System/Culture (50pts)</u></p>	
<p>Week 4 SEPT 20-24</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • Single-Parent families • Strengths and challenges connected to single-parent families • Blended Families • Forming Blended families • Strength and Challenges Blended families face <p><u>(McGoldrick et al. text)</u></p> <ul style="list-style-type: none"> • Latino Families <p><u>Mock Session of Family Therapy Skills and Techniques</u></p> <ul style="list-style-type: none"> • Family Therapy Skills and Techniques in Action - Film 2 	<ul style="list-style-type: none"> • <u>Gladding text (2019):</u> Chapter 4: <i>Working with Single-Parent and Blended Families (p. 80)</i> • <u>Recommended Reading:</u> McGoldrick et al. (2004): <i>Chapter 3: Latino Families</i> 	<ul style="list-style-type: none"> • <u>DUE TODAY:</u> <i>Video Presentation on Your Family System/Culture (50 pts, Canvas)</i>

	<p>Integrative Model-- https://youtu.be/ohTm_YQ1zx4</p>		
<p>Week 5 SEPT 27- OCT 1</p> <p>Tuesday September 28th: Whole- Class Meeting on Zoom (see syllabus for meeting link) Meeting time: 5:00p- 7:00p</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • What is culture and why is it important? • Dynamics associated with culturally diverse families • Issues with culturally diverse families • Working with culturally diverse families (i.e. LGBTQ, African American, Latino, Asian, etc.) <p><u>(McGoldrick et al. text)</u></p> <ul style="list-style-type: none"> • Asian Families 	<ul style="list-style-type: none"> • <u>Gladding text</u> (2019): Chapter 5: <i>Working with Culturally Diverse Families (p. 105)</i> • <u>Recommended Reading:</u> McGoldrick et al. (2004): <i>Chapter 4: Asian Families</i> 	
<p>Week 6 OCT 4-8</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • Overview of Family Ethics and Family Therapy • Guidelines for Making Ethical Decisions • Common ethical concerns • Addressing ethical behavior • Legal issues in family therapy <p><u>(McGoldrick et al. text)</u></p> <ul style="list-style-type: none"> • Asian Indian Families 	<ul style="list-style-type: none"> • <u>Gladding text</u> (2019): Chapter 6: <i>Ethical, Legal, and Professional Issues in Family Therapy (p. 127)</i> • <u>Recommended Reading:</u> McGoldrick et al. (2004): <i>Chapter 4: Asian Indian Families</i> 	<ul style="list-style-type: none"> • <u>Start thinking about...</u> • <i>Your family genogram project, due in 2 weeks. Read ahead in the course calendar for genogram information and YouTube links!!</i>
<p>Week 7 OCT 11-15</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • The process of family therapy • Common problems beginning family therapist face • Appropriate process <p><u>(McGoldrick et al. text)</u></p>	<ul style="list-style-type: none"> • <u>Gladding text</u> (2019): Chapter 7: <i>Working with Culturally Diverse Families (p. 154)</i> 	

	<ul style="list-style-type: none"> • Middle Eastern Families <p><u>Family Genogram: How to Make a Genogram</u></p> <ul style="list-style-type: none"> • <i>How to Make a Genogram--</i> https://youtu.be/KM7gLOrF8TQ • <i>Paulena's Genogram--</i> https://youtu.be/8pBHbgtFU-I • <i>How to Draw a Genogram--</i> https://youtu.be/kj2Lvp-Y6qo • <i>Dealing with Your Past/Family Genogram--</i> https://youtu.be/Zn_jfTImacM • <i>Dealing with Your Past/Relational Patterns--</i> https://youtu.be/ka6vHP_cczs 	<ul style="list-style-type: none"> • <u>Recommended Reading:</u> McGoldrick et al. (2004): Chapter 6: Middle Eastern Families <p><u>DUE NEXT WEEK:</u> <i>Family Genogram Presentation Video (100 pts)</i></p>	
<p>Week 8 OCT 18-22</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • Types of couples and marriage treatments • Preventative approaches to working with couples • Major threats in a marriage • Marriage enrichment • Marriage and couples' therapy • Infidelity • Divorce therapy, mediation, and collaboration <p><u>(McGoldrick et al. text)</u></p> <ul style="list-style-type: none"> • Jewish Families 	<ul style="list-style-type: none"> • <u>Gladding text (2019):</u> Chapter 8: <i>Couples and Marriage Therapy and Enrichment (p. 181)</i> • <u>Recommended Reading:</u> McGoldrick et al. (2004): Chapter 8: Jewish Families • <i>Factors contributing to divorce among young couples in Lebowakgomo link</i> 	<p><u>DUE TODAY:</u> <i>Family Genogram Presentation Video (100 pts, upload in Canvas)</i></p>
<p>Week 9 OCT 25-29</p> <p><u>Tuesday October 26th:</u> <u>Whole-Class Meeting on Zoom</u> (see</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • Psychodynamic family theory • Treatment techniques of the psychodynamic approach • Role of the therapist in the psychodynamic approach <p><u>(McGoldrick et al. text)</u></p>	<ul style="list-style-type: none"> • <u>Gladding text (2019):</u> Chapter 9: <i>Psychodynamic Family Theory (p. 211)</i> • <u>Recommended Reading:</u> McGoldrick et al. 	

<p>syllabus for meeting link) Meeting time: 5:00p-7:00p</p>	<ul style="list-style-type: none"> Slavic Families 	<p>(2004): <i>Chapter 9: Slavic Families</i></p>	
<p>Week 10 NOV 1-5</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> Bowen Family Systems Theory Bowen theoretical approach Treatment techniques Role of the therapist with Bowenian approach <p><u>Bowen Family Systems Resources</u></p> <ul style="list-style-type: none"> <i>What is Bowen Family Systems Model?</i> MFT Model Reviews-- https://youtu.be/nFS5f0_NJPo <i>Bowen Family Systems Theory</i>-- https://youtu.be/-GK7LaT5rxY <i>Bowen Family Systems Therapy: Short Explanation</i>-- https://youtu.be/dSBOpQpkD9o <p><u>Mock Examples of Bowenian Therapy in Action</u></p> <ul style="list-style-type: none"> <i>Family Systems Therapy with Monica McGoldrick Video</i>-- https://youtu.be/zzY-njtfX-U <i>Dr. Todd Grande--Family Counseling Role-Play - Relational Problems with Couple and Daughter - Part 1</i>-- https://youtu.be/VV7Ztzqy28U 	<ul style="list-style-type: none"> <u>Gladding text (2019):</u> Chapter 10: <i>Bowen Family Systems Theory</i> (p. 226) <u>Resource Reading</u> <ul style="list-style-type: none"> <i>What is Human Development and Why do We Study It?</i>—Maryville University link <p><u>Due next week:</u></p> <p><i>Family Persona w/Partner (50pts)</i></p>	
<p>Week 11 NOV 8-12</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> Behavioral theory Cognitive Behavioral Theory components Types of behavioral theories Techniques for using behavioral therapy 	<ul style="list-style-type: none"> <u>Gladding text (2019):</u> Chapter 11: <i>Behavioral and Cognitive-Behavioral Family Therapies</i> (p. 243) 	<ul style="list-style-type: none"> <u>DUE TODAY:</u> <i>Family Issues Persona w/Partner (50pts, Canvas)</i>

	<ul style="list-style-type: none"> • Role of the therapist in behavior therapy <p>Resourced Readings:</p> <ul style="list-style-type: none"> • Erick Erickson Psychosocial Stages of Development • Jean Piaget’s Four Stages of Cognitive Development 	<ul style="list-style-type: none"> • Resource Reading • Jean Piaget’s Four Stages of Cognitive Development link • Erik Erikson’s Psychosocial Stages link 	
<p>Week 12 NOV 15-19</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • Solution-Focused Brief Therapy (SFBT) components • SFBT treatment approaches and techniques • Role of the therapist • Outcomes from use of SFBT <p>Resourced Readings:</p> <ul style="list-style-type: none"> • <i>Components of Attachment Theory?</i> 	<ul style="list-style-type: none"> • Gladding text (2019): Chapter 15: <i>Solution-Focused Brief Therapy (p. 330)</i> • Resource Reading/Viewing: • What is Attachment Theory link. • The Attachment Theory: How Childhood Affects Life <p>Due in 2 weeks:</p> <p><i>Family Treatment Plan w/Partner Paper and w/References (200 pts)</i></p>	
<p>Week 13 November 25-28</p>	<p>Thanksgiving Break</p> <p>Enjoy your break!!</p>	<p>NO CLASS</p> <p>Be safe.</p>	
<p>Week 14 NOV 29- DEC 3</p> <p><u>Tuesday</u> <u>November</u> <u>30th:</u></p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • What is substance-related disorders in families • Understanding domestic violence in families • Child abuse and neglect in families 	<ul style="list-style-type: none"> • Gladding text (2019): Chapter 18: <i>Working with Substance-Related Disorders, Domestic Violence, and</i> 	<p><u>DUE TODAY:</u> <i>Family Treatment Plan w/Partner Paper and w/References (200 pts, upload in Canvas)</i></p>

<p>Whole-Class Meeting on Zoom (see syllabus for meeting link) Meeting time: 5:00p-7:00p</p>	<p><u>Resourced Readings:</u></p> <ul style="list-style-type: none"> • 	<p><i>Child Abuse (p. 380)</i></p> <ul style="list-style-type: none"> • <u>Resource Reading/Viewing:</u> 	
<p>Week 15 DEC 6-10</p>	<p><u>(Gladding text)</u></p> <ul style="list-style-type: none"> • What is substance-related disorders in families • Understanding domestic violence in families • Child abuse and neglect in families <p><u>Resourced Readings:</u></p> <ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • <u>Gladding text (2019):</u> Chapter 18: <i>Working with Substance-Related Disorders, Domestic Violence, and Child Abuse (p. 380)</i> <p><u>Resource Reading/Viewing:</u></p> <ul style="list-style-type: none"> • TBD <p><u>DUE NEDXT WEEK:</u></p> <p><i>“Analyze This”: Application of the Bowen Family Systems Theory to Analyze a TV Show family w/Reference (200 pts)</i></p>	
<p>Week 16 DEC 13-17</p>	<p><u>No Class (Reading Days)</u></p>		<ul style="list-style-type: none"> • <u>DUE TODAY:</u> <i>“Analyze This”: Application of the Bowen Family Systems Theory to Analyze a TV Show family w/Reference (200 pts, Canvas)</i>

UNIVERSITY POLICIES AND RESOURCES

Class Learning Resources:

As learners, students often have varying ways that they best process information. Rutgers Office of Information Technology provides SensusAccess, a self-service tool, for processing alternate media options. SensusAccess allows students, faculty, staff and alumni to automatically convert documents into a range of alternate media including audio books (MP3 and DAISY), e-books (EPUB, EPUB3 and Mobi) and digital Braille. The service can also be used to convert inaccessible documents such as image-only PDF files, JPG pictures and Microsoft PowerPoint presentations into more accessible and less tricky formats.

If you prefer your class readings in another format, feel free to convert course documents into a format that best suits your learning preferences. You may access SensusAccess through our Canvas site or at <https://oit.rutgers.edu/accessibility/sensusaccess>

Inclement Weather Policy:

Since class is online, we will continue to meet synchronously unless there is a significant power outage. Should this occur, as soon as possible the professor will post a recorded session or other materials to make up the content. Students will be asked to set up a time with their recording partner outside of class time to make up their session.

Writing:

Assignments are to be written according to the American Psychological Association (APA) 7th edition style. The purpose of writing in this style is to orient students to a professional writing format, to develop familiarity with the written style of professional publications, and to create a consistent and professional style to one's own writing. Cover page, abstract, references, and guidelines for writing in the body of the paper are to be properly formatted. APA style and grammar are factored into course assignment evaluations.

Minimum requirements expected of student papers (consult APA publication manual for more extensive explanations):

- a. Evidence of scholarship.** Whereas intuitive knowledge (opinions, personal experience) is valid and acceptable, papers submitted for grading must show evidence of reading on the subject

supported with references from published materials. Such materials must be identified and properly cited using APA format as presented in the *APA Publication Manual*.

- b. Unbiased language.** Use accurate, unbiased language, it denotes respect for diversity. The *Publication Manual* contains specific guidelines regarding this topic.
- c. Presentation of work.** All work must be graduate school quality from a professional counseling perspective. Papers must not contain report covers, tears, folds wrinkles, pages should be stapled together.
- d. Plagiarism.** is a serious academic concern that must be reported, whether intentional or inadvertent.
- e. Writing Assistance.** It helps strengthen your writing if you have a friend or colleague read a draft of your paper. Proofreading is a must before you turn in a paper. It will impact your grade. For additional help, use the Writing Support tab in Modules on Canvas. There are numerous online resources and links to Rutgers Writing Centers.

Submission of Assignments: Except where noted, all assignments are due by the start of the class period indicated. Assignments submitted late are subject to a 20% deduction per day. Requests for extensions are generally granted only in extenuating circumstances and with advance approval. Canvas is the expected submission format unless otherwise noted in the syllabus or by the instructor. Be sure to upload a .doc or .docx document, as the instructor uses Canvas tools to provide feedback. All written work must be prepared according to the *Publication Manual of the American Psychological Association* (APA 7th ed.) unless otherwise specified. Please note that if you use a Google document, it does not usually correctly format APA when uploaded to Canvas. It is your responsibility to be sure that the document you upload remains in appropriate APA (7th ed.) style to avoid point reductions.

Professional Ethics and Behavior: Students are expected to apply knowledge of ethics and good judgment in all assignments and interactions with classmates. Students are expected to demonstrate deep respect, tolerance, and an open, non-judgmental attitude toward differences in race, ethnicity, gender, sexual orientation, gender identity/gender fluidity and other population differences. Students are expected to work toward greater understanding of themselves and to integrate this ongoing growth into practice. Please see Canvas for the ACA Code of Ethics, the ASCA Code of Ethics, and the [Multicultural & Social Justice Competencies](#). Failure to adhere to these may result in a failing grade and a recommendation for removal from program.

Expectations of Professionalism / Student Rights and Responsibilities:

1. Ask for clarification at any time.
2. All assignments will be turned in through Canvas, unless otherwise specified.
3. Frequently check Canvas and your email.
4. Attend class on time; late arrivals disrupt the learning environment.
5. Have access to all required textbooks and assigned articles.
6. Have access to and utilize the internet.
7. Turn-off cell phones or change setting to vibrate. If you have an occasional on-duty assignment, please inform the instructor before class
8. Be courteous and treat all persons in the classroom with respect; different opinions will be shared/expressed to the extent that not everyone will be in agreement (i.e., cultural, environmental differences).

9. Students have the right to express opinions in a respectful and timely manner.
10. Confrontations will be presented professionally; remember that counselors are advocates for conflict resolution and that growth often occur once one recognizes limiting thoughts and/or behaviors.
11. Students with known physical/mental limitations must contact Disability Services (see details below) and the instructor at the beginning of the semester so that accommodations can be arranged.
12. Personal stressors can interfere with your academic performance and/or negatively impact your daily life. Based on the course content and process, a student may experience heightening of personal issues. CAPS, is a University mental health support service, provides counseling services for students (see details below). CAPS may be accessed through the web at www.rhscaps.rutgers.edu/, by phone at (848) 932-7884 or in person at 17 Senior Street, New Brunswick, NJ 08901

Confidentiality: All personal material shared both verbally and in writing will be treated confidentially by both faculty and students. Students MAY NOT discuss the content of material that emerges in the role-play or in class discussion outside of class. Because of the nature of this class, students may engage in some self-disclosure. You are expected to set appropriate boundaries regarding personal information you share with the class. In this course students will learn to express themselves openly (disclosure) and trust the counseling process, therefore, maintaining confidentiality is required. If you wish to share with others outside of the classroom, you may reveal only your own experience and information, but not information or reactions shared by your classmates. This is an important aspect of shared-responsibility and professional ethics that will help us to maximize our learning experience and process. Each of you is considered to be a developing trainee in the counseling professional.

Rutgers Policies and Services:

Academic Integrity:

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred. See <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/> for detailed specifications.

Attendance:

As per Rutgers policy, students are expected to attend all classes; if you expect to miss one or two classes or a period of time in an online class, you are to use the University absence reporting website - <https://sims.rutgers.edu/ssra/> - to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. Note that if you must miss classes for longer than one week, you are to contact a dean of students to verify your circumstances. It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Students are required to provide timely (e.g., prior to the class and assignment and quiz due dates) notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Student Success Statement:

Rutgers is committed to your success and offers free academic services to all students. The Learning Centers provide tutoring, study groups, and review sessions for your courses. They also host workshops and provide individual academic coaching to help you further develop your study strategies and self-management skills. To learn more about how the LCs can help you succeed, visit rlc.rutgers.edu.

Student Wellness Services:

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing challenges to mental or physical health or well-being, you can access helpful information and resources. If you or a friend is experiencing a mental health crisis, you can easily contact CAPS or RUPD on your smartphone or tablet. In a crisis situation, or after hours, contact RUPD at (732) 932-7211 or the Police at 911. The National Suicide Prevention hotline also offers a 24-hour hotline at 800-273-8255.

Violence Prevention & Victim Assistance (VPVA):

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

Counseling, ADAP & Psychiatric Services (CAPS):

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners. (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

Scarlet Listeners:

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. (732) 247-5555 / <http://www.scarletlisteners.com/>

How to Write a Family Issues Persona

Page 1

INSTRUCTIONS:

Students must write a one- to two-page narrative for each persona. Persona client issues are NOT to be overly complex or complicated. This **Page 1** is only to serve to help you brainstorm and frame out your family system and what context you would like them to exist in. **Page 2** serves as an example of how to draft a fabricated persona for your fake family with false issues. You do not have to submit as part of your assignment, an outline like you see here on Page 1. **Do not submit this outline as part of your paper submission.** This is merely here (Page 1) to help you frame your persona. You are expected to take a tone and a voice as demonstrated on Page 2, for your Family Issues Persona that you will be submitting.

Write a brief paragraph describing the family's background.

Example:

- **Members of the Family:** Father, mother, son, daughter
- **Ages:** 45, 43, 12, 9
- **Sex and/or gender of each member:** Male, Female, non-binary, cis-gender girl
- **Sexual orientation:** Heterosexual, etc.
- **Race/ethnicity:** White, etc.
- **Socioeconomic status:** Upper middle class
- **Level of completed education:** Both parents are college educated, children?...
- **Employment:** Parents profession
- **Geographic region (urban, rural):** Suburb
- **Any existing disabling conditions or health status:** None
- **Employment or profession:** Student

Write a brief paragraph defining the family's key concerns (NO MORE THAN 3 ISSUES) and reason for seeking counseling.

Example: The Johnson family just relocated from Arizona to New York City area because the father took a job in a new law firm on 5th avenue. The family is struggling to adjust to city life and have been having more arguments between each other. Mom and Dad seem to run out of patience with each other and with the kids. Dad works too much with his new role and is unable to spend quality time with the kids and the family overall, which puts more pressure on Mom, who is a pediatric doctor at a local practice.

List 3 key thoughts family will convey about their situation in session

Example:

- Dad: “I would like to spend more time with the kids/my family”
- Kids: “I/we are having a hard time making friends here”
- Mom: “I always seem to have to give up my professional identity and make more sacrifices at work due to my husband’s long hours at work”

List 3 key feelings family will express in session

Example:

- I feel worried that our family is falling apart.
- I feel frustrated at work.
- I feel scared that we may be missing our kids grow up.

List 2 key behaviors of family

Example:

- At home we are spending a lot of time in our independent rooms and on our digital devices (i.e. laptop, tablet, phones) and not enough time talking to each other.
- I feel as if we don’t talk about our feelings and that we have to act tough around each other.

Persona Description (EXAMPLE)

Page 2

Sara is a white, heterosexual, 18-year-old female. She grew up in an affluent suburb, but her family is currently struggling financially as her father recently lost his job. She just started at PSU and she is not sure what her major will be, though she knows she likes history. Sara is in good physical condition and played for her high school soccer team and on a travel team for four years.

Sara is experiencing a considerable amount of social anxiety. Sara has always had a boyfriend (two long-term relationships in high school), but isn't currently in a relationship. Though she has always been friendly with other girls and had an active social life in high school, she was always closest to the boy she was dating. Sara is clear that she is not currently interested in dating again for a while, mostly because she thinks it's important to try to establish friendships with other girls.

Sara's mother was in a sorority and loved it. Sara has decided that she too wants to be in a sorority. She is though very apprehensive about rush, given that she has not had very many close female friends. Sara's roommate (whom she just met at Rutgers) is very anti-Greek. Sara feels sad and worried about not getting along with her roommate and wonders whether she'll ever have a "best friend." She wonders how she'll cope if she doesn't get selected for a sorority she really likes and she is particularly worried that her mother might be disappointed if she doesn't get into a "good" sorority.

Sara is also worried about her family. In particular, she's worried about their financial situation and whether she can stay at Rutgers. Though her parents have been reassuring about their ability to pay for her to college, she's concerned about whether they're trying to protect her from the truth. Sara is concerned about whether a sorority will further burden them financially and though she knows it's not her dad's fault that he was laid off, she is angry that she might not have enough money to be a part of the social scene. She also feels guilty about being at Rutgers because she isn't sure what she wants to do with her life. She's considered getting a part-time job, but is somewhat apprehensive about doing that her first semester in school. Her parents are adamant that they do not want her to get a job. Sara is finding it difficult to sleep and/or concentrate on her homework. She states that she is close to tears all the time and as a result, she is spending more and more time alone in her room.

Consent Form for Student in

Family Systems Development Course (15:297:508:90)

As part of this class, you will engage in discussions and the sharing and exchanging of information that may be personal and private in nature. Students are strongly encouraged to fully participate in the course and the activities provided by the instructor (i.e. in the syllabus, lecture, group work, etc.). At times, you will be asked to participate in a group setting which could be in groups of 2 or more, or as a whole class. It is mandated that all information gathered in this course through these various processes is strictly CONFIDENTIAL and CANNOT be shared with members of your family, colleagues, coworkers, and even other peers (graduate students) who are in the program and those who are not a member of our class.

Learning to do counseling is a personal journey, which includes introspection that brings about increased self-awareness. Sometimes through this journey, you may find that personal issues interfere with your graduate study or ability to counsel clients. *It is the professional responsibility of your instructor, faculty members, and fellow students to indicate to you that they believe your personal issues are interfering with your growth, development, knowledge gain, skill acquisition, and exposure to other points of views which could impair your learning.*

I understand and agree to these conditions.

Print Name (Student Counselor-trainee/You) –Typed name is also accepted.

Signature (electronic or “wet” signature accepted, upload to Canvas)

Date