Master of Arts in Counseling
Course Syllabus

Course Information
COUN627 - MARRIAGE & FAMILY COUNSELING
Fall 2020
3 Semester Hours

Location/Date/Time
SB003
Tuesday, 12:30 - 3:10 PM

INSTRUCTOR’S INFORMATION:
Jennifer Cline, PhD, LPC
Email: jennifer.cline@emu.edu
Office Phone: 540.432.4213
Office Hours: by appointment

COURSE DESCRIPTION:
This course provides an overview of marital and family counseling from a systems perspective. A survey of the predominant systems theories essential in working with couples and families will be presented. Special emphasis is given to evidence-based treatments and the current research on attachment theory and the role of attachment in couple and family distress. Students will become familiar with attachment issues, working from an emotion focused perspective and gain proficiency in assessment and intervention. Students will engage in learning exercises and role-plays in order to facilitate application of course content. Each student will construct a personal family genogram and engage in analyzing their family using a systems approach and use case conceptualization and treatment planning from various theories.

COURSE GOALS AND OBJECTIVES:

1. Students will demonstrate a knowledge and understanding of a systems perspective as it relates to couple and family therapy (CACREP 2016 F.1.a and b; F.5.a, b, f, and g; C.1; and C.2.f and j).
2. Students will gain awareness of key systems models in marriage and family counseling (CACREP 2016 F.1; C.3; and F.8.b).
3. Students will demonstrate an understanding of the role of attachment theory in couple and family counseling (CACREP 2016 F.2.d; F.3.a; and C.3).
4. Students will engage in experiential learning exercises that apply specific family and couple interventions (CACREP 2016 C.3).
5. Students will learn how to select various theories and interventions when working with couples and families (CACREP 2016 F.C.3.b).
6. Students will address the role of resources including faith and spirituality when working with couples and families (CACREP 2016 F.2.d; and C.2.f and j).
7. Students will become aware of legal and ethical issues that impact therapy with couples and families (CACREP 2016 F.1; C.1; and C.8).
8. Students will construct a personal genogram that applies systems theory to their family of origin (CACREP 2016 F.1.a and b; and C.2.j).
9. Students will address issues of diversity and how these differences impact their work with couple and family issues (CACREP 2016 F.2.d; and C.2.f and j).
10. Students will practice case conceptualization and treatment planning with various theories (CACREP 2016 F.1; and C.1, 2, and 3).
**Course Format:**

Sessions will emphasize lecture, discussion, role-play, and self-exploration exercises. Course evaluation will be based on class participation, readings, and assignments. This class is student-centered, so active participation is crucial, which means **all required reading must be completed before class.**

**Syllabus Disclaimer:**

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

**Technology:**

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

**Prerequisites:**

N/A

**Required Texts and Other Resources:**

Please have all readings completed by the day listed on the syllabus


Movie: *I Like it Like That* (1994) starring Laura Valdez and John Seda; you can rent from Amazon for $3.99.

**Recommended Reading:**


**SCHEDULE AND TOPICS:**

**Course Schedule**

**ND = Nichols & Davis; J = Johnson**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/20</td>
<td>Introduction to course</td>
<td></td>
</tr>
<tr>
<td>9/01/20</td>
<td>Fundamentals of Family Therapy</td>
<td>ND. Ch. 1-3; Moodle: <em>Putting the family back in family therapy</em> article</td>
</tr>
<tr>
<td>9/08/20</td>
<td>Established schools: Transgenerational and Psychodynamic</td>
<td>ND. Ch. 4 &amp; 8; Moodle: <em>Assessing interpersonal fusion</em> article and McGoldrick, Gerson, &amp; Petry, Chapters 2 &amp; 4 Bring to class your completed &quot;Differentiation of Self&quot; Scale</td>
</tr>
<tr>
<td>9/15/20</td>
<td>Established schools: Strategic and Structural</td>
<td>ND. Ch. 5 &amp; 6; Moodle: <em>Interventive interviewing, parts II and III</em> articles</td>
</tr>
<tr>
<td>9/22/20</td>
<td>Established schools: Experiential and Cognitive-Behavioral</td>
<td>ND. Ch. 7 &amp; 9</td>
</tr>
<tr>
<td>9/29/20</td>
<td>Family Therapy in the 21st Century</td>
<td>ND. Ch. 10</td>
</tr>
<tr>
<td>10/06/20</td>
<td>New directions: Solution-focused and Narrative</td>
<td>ND. Ch. 11 &amp; 12; Genogram and Analysis Due</td>
</tr>
<tr>
<td>10/13/20</td>
<td>Evaluation: Comparative Analysis and Research</td>
<td>ND. Ch. 13 &amp; 14; Moodle: <em>The effectiveness and efficacy of marital and family therapy &amp; Research on the treatment of couple distress</em> articles</td>
</tr>
<tr>
<td>10/20/20</td>
<td>Understanding Couples Therapy</td>
<td>J. Ch. 1; Moodle: <em>The new era of couple therapy &amp; A systemically infused integrative model for conceptualizing couple problems</em> articles and Gottman &amp; Gottman, Chapter 1 Video Reviews Due</td>
</tr>
<tr>
<td>10/27/20</td>
<td>Introduction to Emotionally Focused Therapy</td>
<td>J. Ch. 2-3</td>
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<tr>
<td>11/03/20</td>
<td>EFT basics</td>
<td>J. Ch. 4-5</td>
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<tr>
<td>11/10/20</td>
<td>EFT Stage 1: Assessment and de-escalation</td>
<td>J. Ch. 6-7 Case Conceptualizations Due</td>
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<tr>
<td>11/17/20</td>
<td>EFT Stage 2: Engagement</td>
<td>J. Ch. 8-9</td>
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<tr>
<td>11/24/20</td>
<td>Thanksgiving - Off</td>
<td>Final Draft of Case Conceptualizations Due</td>
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<tr>
<td>12/01/20</td>
<td>SYNCHRONOUS ZOOM CLASS: EFT Stage 3: Consolidation; EFT with families</td>
<td>J. Ch. 10-12</td>
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<tr>
<td>12/08/20</td>
<td>SYNCHRONOUS ZOOM CLASS: Review and reflection</td>
<td>J. Ch. 13-15</td>
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</tbody>
</table>
Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

**Grading & Breakdown of Evaluation:**

A = 325-293 points  
B = 260-292 points  
C = 228-259 points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Classroom Participation</td>
<td>50</td>
</tr>
<tr>
<td>Family Genogram &amp; Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Family Case Conceptualization</td>
<td>100</td>
</tr>
<tr>
<td>Video Review</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td>325</td>
</tr>
</tbody>
</table>

**Assignments:**

**Classroom Participation (50 points):** In this class we will learn from one another. It is important that everyone participate meaningfully in all class activities and discussion in order for the class to gain a richer understanding of the diversity of developmental experiences and in order to gain greater insight and perspective. Mutual respect, honesty and authenticity are all highly valued in this course. Part of being respectful to one-another is being on time, attending regularly, and maintaining one another's confidences as we share our own experiences. Please plan to leave your cell phones and your laptops turned off as texting or attending to social media is not conducive to classroom participation. Your full participation is requested. Role-plays and discussion are integral components of this class and require your attention and presence. You are expected to demonstrate a professional attitude and participate in a way that is respectful of yourself and others.

During this course, as a student, a future counselor, and as a person, you will be exposed to various sensitive/challenging topics, discussions, videos and other material that will require you to do some personal exploration/evaluation. You are also encouraged to share your personal views and experiences with class/group members, and disclose some personal information if you wish to do so. Your contributions may involve personal challenge and risk, may create discomfort and a sense of vulnerability. In essence, there is risk involved in being a class/group member. It is the same risk and vulnerability that we as facilitators will embrace as members of this class. I see this personal exploration and process as an essential component of your education and your personal growth and also recognize the potential for others to grow as professionals and as human beings.

I have chosen the materials, speakers, texts, and readings for this course very carefully and professionally. However, we cannot control who will be personally offended or uncomfortable with what is presented. If you feel any discomfort, you may always bring it up to the group to be evaluated or with us outside of class. You may also choose to stay silent or leave the classroom environment. However, I encourage you to evaluate your discomfort and face the challenging issues for your personal and/or professional growth. Practicing being immediate has the potential to enlighten those around you, as well as yourself, in addition to informing your future work as a clinician.

The following rubric will be used to evaluate your class participation:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and empathic comments that contribute significantly to a stimulating learning environment. Welcomes feedback.</td>
<td>Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Is open to feedback and brings a sense of</td>
<td>Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggression, such as eye rolling and dismissive gestures that</td>
</tr>
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</table>
and brings a sense of presence that stimulates productive group dynamics without dominating the process.

Family Genogram and Analysis (100 points): This assignment is your marriage and family competency assignment and should be placed in your competency portfolio; Due 10/06/20: This assignment is aimed at promoting deep insights about your own family system based on learning in the course. This will greatly enhance your capacity for a reflective mental health practice (e.g., managing “triggers” and “countertransference” that often occur in family and couple work). There are three parts to this assignment. First, construct a genogram reflecting at least four generations of your family. We will fully explore use of this intervention in class. Second, use readings, class discussions, and the assignment guide as resources to develop an eight-page-double-spaced essay related to you and your family. The main bulk of this will be your family’s influences on your life. Third, write a one-page reaction paper on doing the assignment, for a total of 10 pages. I am the only person who will read your papers (although you will share your genogram and one salient observation from the assignment with the class on the due date) and I will hold your information in the strictest confidence. We will discuss and practice many elements in class that will help you to complete this assignment. I suggest you wait until we have gone over the main MFT principles before writing your analysis. Do begin now to gather relevant information from family members to construct the genogram. See attached appendix for a guideline regarding “relevant information” to gather.

The Genogram
Construct a genogram reflecting at least four generations of your family of origin, and if relevant, your family of procreation. The genogram should visually document your family constellation and provide some information about family members (CACREP F.1, C.2).

• Clearly identify yourself within the depiction.
• Include some basic demographic information about individuals (e.g., age, ethnic/cultural origin, marriage/divorce, death) and any other information you believe is useful to understanding your family system.
• Use these resources as needed as guides:
  o Genogram class handouts,
  o This electronic source for creating genograms: http://www.genopro.com/. There is a trial offer that might be useful.

Analysis
The paper will focus on the impact of your family of origin and if relevant, your family of procreation. Drawing from the genogram, compose an eight-page summary of your family’s story and its personal impacts on you, historically and presently. The essay should be double-spaced and adhere to APA style. References where appropriate to support information written.

You might address the following in a free-flowing essay, addressing what is most salient in your family story.
• Family roles
• Family rules
• Communication, decision making, problem-solving patterns
• Emotional climate
• Conflicts
• Generational boundaries
• Pattern repetition across generations
• Triangles
• Management of intimacy and separateness
• Family life cycle—developmental processes
• Parental relationships
• Parenting strategies
• Sibling relationships
• Significant transitions or events
• Effects of cultural dynamics (race, gender, religion, and class, etc. on the family system)
• Predominant beliefs, values, and family myths
• Family supports, strengths, and resilience

In addition, consider the following questions:
• How and/or where do you see the influences of your family most in your current lifestyles and choices?
• What would you say are your most impactful family legacies? This may be expressed positively or negatively (or both).
• In clinical work with individuals, couples, or families, what dynamics might trigger your own thoughts and attitudes about your family?
• What, if any, are your unresolved issues concerning your family?
• Identify two to three areas regarding your family that you wish to further explore.

**Family Case Conceptualization and Treatment Plan for a “I Like it Like That” (100 points); Due 11/10/20 with a final draft due on 11/24/20.**

This assignment that is aimed at helping you to apply important concepts of MFT to a hypothetical family case. We will use the family in the movie: *I Like It Like That* as our case example. Note: You will assume that the parents of the preadolescent boy in the family case ("Little C") made an appointment with you to address concerns about behaviors. Assume that you are providing family-based treatment.

To begin, view the movie as often as needed (but at least twice) and pay close attention to the social, emotional, and behavioral dynamics in the immediate and extended family, and also in the couple relationship. Principles we discuss in class, in texts, and other materials will guide your observations.

On the due date, submit one 10-page paper that includes a cover page; the cover page is not included in the page limit. The paper should be double-spaced. APA style is required and references where appropriate.

Please use each underlined terms below as subheadings in writing up the conceptualization, which includes a summary of the family’s clinical history, your hypotheses and diagnoses, and treatment recommendations. Under each subheading your comments should be detailed and informative but succinct.

**Part 1: Clinical History**

• Construct a one-page genogram of the family based on characters/information in the movie. We do not know some names so use “roles” (e.g., grandfather) as a designation.
• List two or more presenting issues that you believe may bring “Little C” to therapy.
• Discuss the influence(s) of intergenerational dynamic(s) on child/family relationships.
• Summarize how Little C’s stage of development may contribute to his conduct and/or influence caregivers.
• Discuss the impact of individual (or intrapsychic) factors in the children, parents, or other family members who may contribute to child or family functioning.
• Discuss how the family’s stage of development may be related to its functioning.
• Discuss the impact on the family’s structure on child/family functioning. (Note: The term structure as used here is based on concepts of structural FT—e.g., hierarchy, subsystems, boundaries, triangles, coalitions, rules). Review class materials on family structure to discuss this aspect.
• Describe core family cognitions (e.g., beliefs and values) that may be related to presenting concerns.
• Describe the nonproductive behavioral patterns in the family and provide one or two examples of such patterns.
• Summarize how the family’s communication, problem solving and conflict resolution patterns may be linked to presenting concerns.
• Discuss the impact of race/ethnicity and socioeconomics on child/family.
• Describe the impact of gender role dynamics on child/family.
• Provide a summary of couple dynamics and discuss how these dynamics may be linked to Little C’s conduct.
• List current stressors in the family, including a pile-up of stressors.
• List larger system or contextual factors that may be affecting the family.
• Identify coping patterns of parents and Little C.
- List the family's strengths and resources focusing both on individuals' strengths/resources and then on the system.
- Discuss the family's sources of social support.

**Part 2: Conceptualization**

- List three hypotheses about how family dynamics (as you describe above) may be contributing to Little C's conduct. Hypotheses must be systemic (i.e., not just individually focused) and based upon one or more specific models of family therapy and focused on any system-level child, couple, extended family, etc.
- Speculate on what diagnosis you might give Little C as the “client.” You might also speculate on whether diagnoses are warranted for any others in the primary family. Do not worry about using DSM diagnostic codes; just use descriptors (e.g., anxiety, depression).

**Part 3: Treatment Recommendations**

- Based on your hypotheses above, formulate two treatment objectives that might inform family-based therapy as well as specific interventions you would use to meet those goals.
- Describe an initial plan for therapy with a theory-based rationale (focus on the first four sessions). For example, will it be home or clinic based? Whom will you see and why? What might you focus on?
- Provide three indicators of change that you will look for to understand how child/family dynamics are improving.

**Video Review (75 points); Due 10/20/20 (can be turned in early):** Select three couple or family videos (suggested list provided below) to watch and analyze; submit a 1-page review of each video highlighting the strengths and challenges inherent in each approach considering therapy effectiveness, use of interventions, and process of change. The review can be informally written without a cover page.


**Professional Behavior:**

**Attendance:** This class will abide by program standards for attendance. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence. More than two absences per semester will result failing the course.

**University and Departmental Policies:**

**Grading Criteria:** The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

**Writing Guidelines:** Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions. It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

**Academic Integrity Policy (AIP):** EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not
common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply EMU’s AIP to any events of academic dishonesty. If you have doubts about what is appropriate, Indiana University’s Plagiarism Tutorials and Tests may be a useful resource.

**Turnitin:** Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system.

**Moodle:** Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

**Technology Requirements and Communication (if joining a class by zoom):** Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

**Graduate Writing Center:** Please utilize the writing program! They offer free individual tutoring from a graduate student tutor. Please visit the website to schedule an appointment.

**Institutional Review Board:** All research conducted by or on EMU faculty, staff, or students must be reviewed by the Institutional Review Board to assure participant safety.

**Library:** The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research.

**Office of Academic Access:** If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

**Course Extensions and Outstanding Grades:** For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an “I” (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. **PLEASE NOTE:** Grades for coursework submitted late may be reduced at the instructor’s discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.

**Inclusive, Community-Creating Language Policy:** Eastern Mennonite University expects its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way
of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

**Classroom Climate:** The free discourse of ideas should be expected in this class. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. As your instructor, I expect you to be open to differences and maintain a willingness to analyze issues from frameworks that may or may not be quite feel comfortable for you. I have opinions, which I may express from time to time. I invite you to respectfully express either agreement or disagreement without fear of consequences. While we in this class may challenge your views, be assured that you will experience no adverse consequences for disagreeing with me as your instructor. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

Similarly, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others’ right to speak and welcome questions from your classmates. My sincere goal is to create a safe space in which everyone feels that they can participate in scholarly dialogue that values thinking, study, and professionalism. *(Adapted from Margaret Sallee and Kathryn Roulston)*

**Title IX:** The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior to your enrollment at EMU.

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution’s Title IX Coordinator Rachel Roth Sawatzky. Rachel can be reached at 540-432-4133 or rachel.roth.sawatzky@emu.edu. You can also report incidents or complaints through the online portal. You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries’ pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources. Please refer to the Student Handbook for additional policies, information, and resources available to you.

**Academic Program Policies:** For EMU graduate program policies, please see the complete graduate catalog.
### Core 6: Group Counseling and Group Work

**Marriage & Family: Family Genogram and Analysis Paper**

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

<table>
<thead>
<tr>
<th>Category</th>
<th>Criterion</th>
<th>1 (needs work)</th>
<th>2 (Meets minimum expectations)</th>
<th>3 (Demonstrates competence)</th>
<th>4 (Demonstrates proficiency)</th>
<th>5 (Illustrates mastery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Content-Genogram</td>
<td>Create a four generation family genogram documenting the relationship patterns family members and family structure</td>
<td>Less than four generation genogram without documentation of relationship patterns and family structure</td>
<td>Four generation genogram minimally documents relationship patterns and family structure</td>
<td>Four generation genogram fully documents relationship patterns and family structure, including life cycle fit, life events, etc.</td>
<td>Four generation genogram fully documents relationship patterns and family structure, including life cycle fit, life events, and also includes therapeutic concerns.</td>
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</tr>
<tr>
<td>Content - Analysis</td>
<td>Gather salient history through family interviews and document review; Analyze history for relationship patterns, family structure, life events, life cycle fit, etc.</td>
<td>Only gathered information on one side of the family and/or the analysis is missing</td>
<td>Gathers information on both sides of the family but has some missing information and/or the analysis is minimal</td>
<td>Gathers information on both sides of the family and gathers enough information to create a genogram and a basic analysis of family patterns and structure</td>
<td>Gathers information on both sides of the family and the analysis elaborates on family patterns, family structure, life cycle fit, and family events.</td>
<td>Gathers information on both sides of the family and creates a through and depthful analysis of family patterns, family structure, life cycle fit, family events, etc. and includes anecdotal stories to exemplify family themes</td>
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<tr>
<td>Content - Reflection</td>
<td>Personal reflection</td>
<td>Shallow reflection</td>
<td>Reflection with minimal insight and depth</td>
<td>Reflection with insight and depth</td>
<td>Reflection with thoughtful insight and depth</td>
<td>Reflection conveys personal meaning, insight and depth.</td>
</tr>
<tr>
<td>3) Synthesis</td>
<td>Makes clear connections across relevant topics</td>
<td>Relationship between ideas is not clearly articulated</td>
<td>While several ideas are connected, other ideas are not well integrated</td>
<td>Ideas and their connections are made clear</td>
<td>Implications of the ideas discussed are made clear</td>
<td>Ideas, their implications and relationship are clearly articulated</td>
</tr>
<tr>
<td>4) Rhetoric</td>
<td>Written with a coherent, clear structure that supported the review</td>
<td>Poorly conceptualized, haphazard</td>
<td>Structure and grammatical errors jeopardize the ideas presented</td>
<td>Some coherent structure; few grammatical errors or spelling flaws</td>
<td>Strong structural outline, free of grammatical errors or spelling flaws</td>
<td>Well developed, coherent and free of grammatical errors or spelling flaws</td>
</tr>
<tr>
<td>Followed APA v. 7</td>
<td>Does not follow APA for citation management,</td>
<td>Conveys a hint of knowledge regarding APA format, makes</td>
<td>Makes a valiant attempt to follow APA for citation</td>
<td>Cites sources for all quotations and usually cites, makes minimal</td>
<td>Makes virtually no errors in APA documentation.</td>
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FAMILY GENOGRAM, “RELEVANT INFORMATION” GUIDELINE
FROM ANNE STEWART’S MARRIAGE AND FAMILY COURSE, JMU, 1999
Hey!

Now before Dad goes and says, "The only time we get a letter from the girl is when she wants something." I will plead guilty. However, I do want to point out that my writing these questions in a letter is easier than me dictating them to you over the phone.

Hopefully, before you get this letter, we will have talked on the phone, and I will have told you that these questions are for my assignment in my Marriage and Family Systems class. I'm going to list a bunch of questions. Some answers I may already know, some only part, and some none at all. Mainly, I want to hear your perspective. Tell me how you saw things, and tell me stories which you don't think I remember or have heard. You don't have to answer all these questions!!! You can pick and choose which ones you want to answer.

The list of questions was put together by someone else—not me. It's kinda formal, so try to ignore the tone. Here goes...

- Any other tidbits from your courtship?
- How did your mother and father meet?
- What roles have outside people played in the family? Who?
- Has anyone else lived with the family? Yours or ours?
- What is the family's relationship to the community?
- How did the various family members react when a particular child was born? Who was named after whom?
- How did the various family members react when a particular family member died? Who took it the hardest? Who took it easiest? Who wasn't there?
- Family moves and migrations. How were they handled by the family?
- When and why did the family migrate to this country? How well did the initial generation fare? Which members of the immigrant generation learned the language?
- Are there any family members who do not speak to each other or who have ever had a period of not speaking? Are there any who were/are in serious conflict?
- Are there any family members who were/are extremely close? Who helps out when help is needed? In whom do family members confide?
- All couples have some sort of marital difficulties. What sorts of problems and conflicts have you encountered? What about your parents' and siblings' marriages?
- How do you get along with each child? Have any family members had particular problems in dealing with their children? What about your parents? What about your siblings?
- Has any family member been focused as the caretaker? The problematic one? The "sick" one? The "bad" one? The "mad" one? What about your parents? What about your siblings?
- Who in the family is seen as the strong one? The weak one? The dominant one? The submissive one? What about your parents? What about your siblings?
- Who in the family is seen as the successful one? The failure? What about your parents? What about your siblings?
- Who is seen as warm? As cold? As caring? As distant? What about your parents? What about your siblings?
- What are some labels or nicknames that you would assign to "us" children? What about your parents? What about your siblings?
- How do you think your brothers/sisters would describe you?
- Has anyone in the family had a serious medical or psychological problem? Been depressed? Had anxieties? Fears? Lost control? What about your relatives?
- Has there been any physical or sexual abuse by any family members? Are there any other problems that worry you?
- Has there been any long term unemployment (hmmm)? How have you liked your jobs? What about your parents? What about your siblings?
- How does the economic situation compare with that of your relatives or family of origin?
- Do any family members routinely use medication?
- Do you think any members drink too much or have a drug problem? Has anyone else ever thought so? What drugs? How does the family handle it?
- Have any family members ever been arrested? For what? What was the result?
- Stories from when Michael and I were younger.
- How do you think your family of origin influenced how you raised your own family? *****

If you only answer one of these questions, I would prefer it be the last one. I realize that we don’t talk about many of these issues—you really don’t have to answer anything you don’t want to. By asking these questions, I just want to understand the family better and how we all got to be how we are. I don’t intend to use your answers to start labeling people or pointing fingers. (even though some of the questions seem that way). Do them separately or collaborate? But let me know who is responding to which ones? The boys are welcome to participate if they are interested.

I also enclosed a letter that I sent to the relatives: Aunt Peggy & Uncle Dwight, Uncle John, Uncle Tom (?), Aunt LaVerne, Aunt Marthanne, and Aunt Peggy Radell.

I can’t think of what else I was going to say to I’ll close. Talk to you soon.
Hi Everyone!

Surprise! A letter from your niece in Virginia... and a form letter to boot. I'm sure most of you are suspicious and figure that I must want something. I'm sorry to say that you are right, so I'll get straight to the point. I DO NEED YOUR HELP.

As most of you know, I am in graduate school at James Madison University pursuing a degree in counseling. This is my second year of coursework and then I have a year-long internship before I graduate. Overall, I like the program, but more than that I LOVE being a student. If I could find a way to finance it, I would definitely become a professional student. Hopefully, this will not be my last degree.

This semester I am working on my thesis which focuses on self-esteem issues with adolescent girls and the impact of gender stereotypes. I am also taking three classes—which brings me to the point. One of these classes is called Marriage and Family Systems. As part of the requirements for this course, I have to write a detailed family autobiography. I have already begun pestering Mom and Dad for stories—so far their memories are barely holding up.

It would be a big help and extremely interesting for me if I could get stories and information from you about the family. Of course, this request is completely optional, and you can provide whatever information you want. I will, however, list some questions and topics that I will be covering in my paper/project.

- Dates of birth, marriage, separation, divorce, illness, and death
- Relationships of siblings, aunts, uncles, grandparents, etc. (birth order)
- Occupations, education, religious background, ethnic heritage, etc.
- Stories you remember about your childhood; stories about your Mom and Dad: stories about your brothers and sisters: stories about my Mom or Dad as kids
- Roles in the family and how people got along: who was the "warm" one, who was the "bossy" one, who was the "black sheep", who was the "distant" one, etc. Please make up your own categories and explain. (These may have just been childhood perceptions or how your still see things.)
- Any pivotal or traumatic events which influenced the family
- Nicknames (please explain)
- Happy memories or special events that stand out
- How you think your family of origin influenced how you raised your own family
- Stories you remember about me and my family

I realize I just threw out a lot of questions—answer whatever you want, tell me something different, or feel free "to pass". I understand that some of this
information may be touchy, and you don't feel like sharing it with me. I will respect people's desire for privacy.

In addition to the paper, I will be trying to put together a four-generation family tree and collecting pictures. If I get enough pictures to work with I may put together a video—of sorts. Everyone is welcome to a copy if I can get it together—time will be the issue with the video. I will return anything you send that you want returned.

If talking on the phone is easier for some of you, I'd be happy to call. You could also put it on tape. I've been thinking about taking a trip out to St. Louis for awhile now, but I'm not sure that I can squeeze it in before this project is due. Hopefully, soon . . . it's been a long, long time.

Thanks, in advance, for your help. Anything you send, I will need before mid-November so that I will have enough time to put it all together.

I look forward to some juicy stories about Mom and Dad. . . .

Thanks a million!