



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5553-103: Marital and Family Assessment

Course Description:

This course will explore various approaches to conceptualizing assessment of families and couples. The course will examine family functioning and assessment using the major models, theories and perspectives of family therapy. The course will apply theories and perspectives to assess families and couples in conjunction with assessment tools such as genograms. Ethical, legal and other professional issues related to family counseling will be covered.

Class Dates, Location and Hours:

Dates: March 2 – 4 & 9 – 11, 2018
Location: 3281 NW Koehler Loop, Fort Sill, Oklahoma.
Hours: Friday 5:30-9:00 p.m., Saturday 9:00 a.m.-5:00 p.m.; Sunday 12:00-4:00 p.m.
Last day to enroll or drop without penalty: February 1, 2018

Site Director:

Email: apftsill@ou.edu. Phone: (580) 355-1974.

Professor Contact Information:

Course Professor: Jolene Ring
Mailing Address: 2505 Halifax Way
Norman, OK 73069
Telephone Number: 405-201-5348 (cell)
E-mail Address: Jerdok@aol.com
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Gladding, S.T. (2015). *Family therapy: History, theory, and practice* (6th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9780133488906

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Optional Reading (not required):

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). New York: W.W. Norton. ISBN 9780393705096.

Course Objectives:

- Articulate definitions and understanding of assessment of couples and families.
- We will co-create theoretical scaffolding for conducting family assessment as well as implications of such a framework for clinical practice with couples and families.
- To gain an understanding of the theoretical bases and some of the principles for some of the models of family therapy.
- Explore the professional issues and ethics related to working with families
- To gain an understanding of one’s own family, as a prerequisite to being able to work with and understand client families, using the tools and theories developed in the class.
- To increase understanding of how ethnic, gender, developmental issues impact family functioning and family therapy work.
- To gain awareness of personal and family of origin issues that could affect the counseling process
- To review current research relating to the nature, well-being and current problems of contemporary families.

Course Outline:

Date	Content
Before the first day of class	Read parts of Prologue, chapters 1, 2, & 3
Day 1	Introduction and overview Assignments and Syllabus Understanding families Healthy and dysfunctional families Models of family interventions/therapy Assignment #1 due Read all 7 and 15 for next class
Day 2	The process of family therapy Professional practice ethics and conduct Exercises and class discussions to include class members sharing their assignment #1. Assessment and models of family therapy Read chapters 9 to 14 for next class
Day 3	Assessment and models of family therapy Introduction to Genograms – Bowen assessment Application and process Class discussion, case studies and exercises Read Chapters 4, 5, & 8 for next class
Day 4	Assessment models of families Application and process Class discussions – exercises/ cases Assignment #2 due Assignment #3 due

Date	Content
Day 5	Genogram Class presentations Couples and marriage Marital assessment – couples in conflict Case studies, class discussions. Completed assessments Read Chapter 6 for next class
Day 6	Class presentations continue, if necessary Legal, Ethical and Professional Issues Summary – wrap up Review and evaluation

Teaching/Learning Methods:

There is an expectation of student initiative in pursuing intellectual inquiry and individual motivation to learn and active participation in class learning activities. I expect that everyone will participate and interact in class discussion. This course involves a variety of teaching techniques, such as lectures, small class discussions, class discussion based on previous readings (from text book and other designated sources), videos and class exercises, student presentations and short written papers.

Assignments, Grading and Due dates:

Assignment 1 - Paper due first day of class

American families are diverse and are represented in a number of ways. From television shows and movies do an annotated bibliography/Summary of how families are depicted. Include at least 4 shows and/or movies. Analyze one family in depth in regard to its health and dysfunctionality, i.e., what interactions in the family over time support your assessment based on the materials in chapters 1 and 2 of the required text. Include your analysis in how these TV shows impact expectations of how a family “should” function. Do you notice any particular underlying themes in these shows? **You will share your paper (which should be between 4 to 6 pages not including cover page and references) with the class on the second day of class.**

Assignment 2– Genogram - Paper due 4th day of class.

Part 1:

Purpose: This exercise introduces the student to one strategy for organizing information about the individual and his/her family and applying theories to offer some possible ways of “understanding” family functioning and family influence. Students will also be given the opportunity to gain **understanding of their own experiences and attitudes** that will influence you as a family therapist. Self-reflection is a personal tool that can be developed throughout a graduate program.

- Create a genogram (on sheets of paper no poster boards) covering 3 generations (this may be your children, you, and your parents; you, your parents, and grandparents; etc.)
- You should note the relationships/interrelationships between people and across generations.
- Note relevant dates: e.g., births, marriage, separations, deaths, and any important external events, like war. This is like a “family timeline of events.”
- Note type of relationships: e.g., strong, weak, conflicted.
- You should note major stories, identifications; secrets/myths

Because this is personal material, you may wish to limit what you share with the class, or, for that matter, with me. Note: You do not have to reveal any information that you choose not to reveal. I consider any information that you disclose to me will be confidential.

Part 2:

After you have completed a family genogram, this section will be in narrative form to explore your family makeup and history. Your paper should be 6-8 pages long. Discuss your family of origin's history and define issues such as disengagement/enmeshment, cutoffs, marriages and separations. Include issues of culture, ethnicity, religion, occupation, education, and transactions between family members (past and present). Describe family values, family rules and problems, and responses to problems. Consider the following areas and discuss how they played out in your family. Include specific examples of events, issues and patterns and how the family reacted to them. How do they affect you now? What are the generational patterns down through the years? How is power used and misused throughout the family patterns? What roles were rigid and reinforced; who were the rebels?

Highlight four issues, positive or negative, arising from your family of origin, which may impact on your work as a family therapist. For positives, how do you see yourself drawing upon this strength in your work? How could it benefit clients? For negatives, how do you see yourself adjusting or accommodating for your own patterns so they will not interfere with your ability to work with families or couples? What do you need to learn, do, or change to remove or diminish this particular weakness? Be sure and include both positive and negative aspects of your family background. This is your story/narrative.

Assignment 3 – Completed Assessments –Due the 4th day of class

You will practice completing 5 assessments on one or more families and/or couples. Discussion of which assessments you will conduct will occur in class and discussion of the results will also be discussed in class so remember to keep the identities of these families and/or couples hidden. Share with these individuals that you are a student learning and practicing in conducting assessments and you will **not** be providing feedback to them on these assessments.

Grading:

This is a letter-graded course: A, B, C, or F

Assignment	Due Dates	Points Value
Class attendance and participation	In class	15 Points
Assignment 1	Due 1st day of class	20 Points
Assignment 2	Due 4th day of class	40 Points
Assignment 3	Due 4th day of class	25 Points

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Jolene Ring, M.Ed.

Education

1980 Master's in Guidance and Counseling Psychology, University of Oklahoma

Current Positions

- Chief Operating Officer for Shadow Mountain Behavioral Health Systems, Tulsa, Oklahoma
- Adjunct Assistant Professor, Department of Human Relations, University of Oklahoma, Norman, OK

Frequently Taught Advanced Programs Courses

- HR 5100 Counseling with Children
- HR 5153 Human Emotions
- HR 5083 Seminar in Group Dynamics
- HR 5113 Child Abuse and Neglect
- HR 5113 Anxiety Disorders
- HR 5113 Sexual Abuse
- HR 5113 Play Therapy
- HR 5100 Group Counseling

Major Areas of Teaching and Research Interest

- Therapeutic Issues with Children
- Attachment
- Clinical Interventions

Major Professional Affiliations

- Oklahoma Psychiatric Hospital Association
- American Business Women's Association
- Association of Play Therapy