Course Information:

COUN 5313.569 Family Therapy
Summer 2019
Location: Online Asynchronous via Canvas

Instructor Information:

Christine D. McNichols Ph.D., LPC-S, NCC
Office Hours: If you would like to make an appointment with me please email me to arrange a phone conversation or a face to face meeting via Zoom.
Telephone: 903-566-7130 (office)
Email: cmcnichols@uttyler.edu
(Note: Email is the best way to contact the instructor. Please include your name, the class you are in, and the subject of the email in the subject line)

Course Catalogue Description

Instruction in theoretical approaches and interventions in family therapy, grounded in human systems theory. Includes process of family therapy and special aspects of family therapy.
Prerequisite: PSYC 5312 & CI.

Student Learning Outcomes and Assessments

Upon completing this course, students will be able to do the following:
1. Articulate a fundamental understanding of family systems theory.
2. Describe assessment, treatment planning, intervention, and outcome evaluation in family therapy.
3. Describe, compare, and contrast two or more approaches in family therapy.
4. Describe family developmental processes as they relate to the family lifecycle.
5. Describe how problems develop, are maintained, and are resolved within a family system.
6. Apply basic family therapy skills to facilitate a focused conversation with a family.
7. Describe family as a distinct cultural system, embedded in and reciprocally influenced by other sociocultural systems.

CACREP Core Objectives:

1. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications; (II.G.1.b)
2. self-care strategies appropriate to the counselor role; (II.G.1.d)
3. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (II.G.1.j)
4. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; (II.G.2.d)
5. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students understanding of self and culturally diverse clients (II.G.2.b)
6. theories and models of individual, cultural, couple, family, and community resilience; (II.G.3.b)
7. an orientation to wellness and prevention as desired counseling goals; (II.G.5.a)
8. counselor characteristics and behaviors that influence helping processes; (II.G.5.b)
9. essential interviewing and counseling skills; (II.G.5.c)
10. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; (II.G.5.e)

Clinical Mental Health Counseling Standards

1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (III.A.2)
2. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (III.A.3)
3. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. (III.E.2)
4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (III.F.3)
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (II.D.5)
6. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. (II.E.5)

Major Student Activities

1. **Participation**
   Participate fully in all class assignments and activities. Participation includes reading assigned materials due on each class period, listening to online lectures and supportive media (instructor will use data tracking), and taking part in online class discussion. All these components will be housed in weekly learning modules which are due each week on Friday by midnight.

2. **Discussions**
   Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students. A series of discussion questions and/or case studies pertaining to assigned chapters or topics will be posted on Canvas. Post at least two significant responses to each discussion question, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues’ reflections or comments. All
discussion posts must be submitted by midnight on Friday. Please see schedule for specific due dates. Points will be given for:

- Timely contributions
- Correct English usage, grammar, and spelling
- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining and supporting positions on ideas
- Citing relevant resources to validate points
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

3. **Quizzes**

Each week you will complete quizzes from the Gladding textbook. You are expected to complete each quiz as you finish reading a chapter. The quizzes are located within each learning module. The modules, including the quizzes, must be done on the due dates by midnight. The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. Because you have at least a week to complete each quiz, I will not re-open quizzes after the due date has passed.

The quizzes are open-book. You are allowed two untimed attempts, and I will take the highest of the two scores. This system is meant to reward reading and to diminish the stress often associated with exams.

4. **Creative Project**

Complete the creative project which includes constructing a family shadow box and a written reflection paper. Please see attached handout for more details.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Discussion Posts (2.0 each week)</td>
<td>20</td>
</tr>
<tr>
<td>10 Weekly Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Family Shadow Box and Reflection Paper</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

You will be evaluated on a 100-point scale. The total number of points you earn will determine your grade.

90-100 points= A  
80-89 points= B  
70-79 points=C  
60-69 69 points=D  
Below 60 points=F

**Teaching Strategies**

Online Lecture and Powerpoint
Online Class Discussion
Media (music, poetry, video, film)
Reading from the text and articles
Weekly reading check quizzes

**Required Text:**


**NOTE:** A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Highly Recommended Texts:**


**COURSE POLICIES**

**Attendance and Participation**

Students are expected to attend class by checking in online at least once a week to listen to lectures, complete assigned quizzes, and participate in class discussion. Be aware that participation in this class is much more than simply responding to a discussion question. You will be expected to post thoughtful questions and responses and interact with your classmates.

**Assignments**

All written assignments must reflect graduate level presentation, including APA format, correct spelling and appropriate punctuation and grammar. Point deductions will be taken for errors in writing skills and APA style.

The Purdue University OWL writing lab located at [http://owl.english.purdue.edu](http://owl.english.purdue.edu) is a useful resource for writing help and APA formatting.

Please talk with the professor if you are having problems (sooner rather than later).

Notes on APA formatting:

1 inch margins
Late Policy

Written work will be considered late if not submitted via Canvas on the date specified. Late work will result in a reduction of points received (10% per day past the due date). **Late work will not be accepted after 48 hours past the due date.**

Cheating/ Plagiarism

Students are strongly recommended to read the *Manual of Student Policies and Procedures for Student Affairs: Chapter 8- Student Conduct and Discipline* especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the manual will be strictly enforced.

Technology Requirements

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments please contact the Canvas helpdesk at *(903)566-7439* or email them at itsupport@patriots.uttler.edu. You can also receive help by using the Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at *(844)214-6949*. If you are having technical difficulties please alert the professor as soon as possible. Assignments will be accepted through email only if there are difficulties with Canvas. Word of advice when taking an online course: **Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy’s law).**

Diversity

Case studies and other examples inherent in this course will approach counseling from a diverse cultural perspective. Sensitivity to gender/race/ethnicity/differing-abilities/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

Online Communication

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional matter. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. (:- / ,’:-) ) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Be aware that using capital letters to express yourself is considered SHOUTING.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

DEPARTMENTAL POLICIES

Informed Consent Statement for Counseling Courses
Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.

- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.

- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.

- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).

- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.

- It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

**Psychology and Counseling Retention Policy**
Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee’s knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems).

[Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004. (2012-2014 Graduate Catalog)]

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student’s fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor’s observations of course
performance, evaluations of students’ performances in simulated practice situations, supervisors’
evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics.
Students are formally evaluated at least annually by the program faculty. Detailed information about
procedures for student evaluations, progress review, retention, and for addressing concerns about
student progress are available at the department website: http://www.othyler.edu/psychology/. Students
who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.othyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.othyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions. Student Accessibility and Resources
with Section 504 of the Rehabilitation Act, Americans

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as
class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by Turnitin, available on Canvas.

**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyle.edu/wellness/rightsresponsibilities.php](http://www.uttyle.edu/wellness/rightsresponsibilities.php)

**Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at [http://www.uttyle.edu/about/campus-carry/index.php](http://www.uttyle.edu/about/campus-carry/index.php)

**UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit
smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

College of Education and Psychology Mission Statement: Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.
Class Outline COUN 5313.569 Family Therapy

(Note: Each week you will complete all assignments in your Canvas module. Weekly modules will be uploaded the week prior to when assignments are due; therefore you will have a full week to complete the module. This outline shows the topics that will be discussed in each module as well as when readings are due. Modules are due on the dates listed (Fridays) by midnight.

May

20  Class opens

24  Watch Review of Course Syllabus and Review of Canvas videos; Read course requirements in syllabus

31  The History of Family Therapy
    Reading: Chapter 1
    Module 1 Due

June

7   Systems Theory, Family Life Cycle, and Family Development/ Family Health, Life Stressors, and Coping
    Reading: Chapters 2 and 3
    Module 2 Due

14  Working with Single-Parent and Blended Families/ Dynamics, Strengths, and Challenges/ Working with Culturally Diverse Families
    Readings: Chapters 4 and 5
    Module 3 Due

21  Ethical, Legal, and Professional Issues in Family Therapy
    Reading: Chapter 6
    Module 4 Due

28  The Process of Family Therapy: Planning, Implementation, and Termination/ Couple and Marriage Therapy and Enrichment/ Prevention, Intervention, and Mediation
    Reading: Chapters 7 and 8
    Module 5 Due

July

5   Psychodynamic and Bowen Family Therapies/ Experiential Family Therapy
    Reading: Chapters 9 and 10
    Module 6 Due

12  Behavioral and Cognitive-Behavioral Family Therapy/ Structural Family Therapy
    Reading: Chapters 11 and 12
    Module 7 Due

19  Strategic Family Therapies/ Theorists, Basic Tenants, and Techniques
    Reading: Chapter 13
Module 8 Due

26  Solution-Focused and Narrative Therapies
    Reading: Chapter 14
Module 9 Due

Aug 2  Working with Substance-Related Disorders/ Domestic Violence/ Child Abuse
    Reading: Chapter 15
    Family Shadow Box/ Reflection Paper Due
    Modules 10 Due

9  Parent Education and Parenting Skills
Module 11 Due
Family Shadow Box (20 points)

In order to best help the individuals, couples and families we serve, we as counselors must first seek to understand how our families of origin have influenced and continue to influence our view of family and relationships. This project is designed to help you reflect on your family of origin.

For this project you will need:

- A shoe box, wooden box, or other 3 dimensional container
- Scissors
- Glue
- Markers, crayons, color pencils
- Pencil or pen
- Paper (construction or copy paper)

You may also wish to use:

- Objects that help you represent each member of your family of origin (i.e. your grandma’s button, father’s keychain, etc.)
- Yarn, pieces of cloth, ribbon
- Magazine/newspaper clippings/ pictures
- Popsicle sticks
- Pipe wire
- Tissue paper
- Clay
- Paint
- Nature items
- Figurines, small sculptures, doll clothes and accessories
- Basically any object or material that helps you express yourself

Inside your shadow box, please use the above mentioned supplies and items to create a scene depicting how you see your family of origin. You will get to choose who to include in your shadow box (i.e. who you consider your family of origin; do not include your current partners and/or children). Please depict the relationships between and among family members in your shadow box, thus your family dynamics. For example, if a brother and sister in your family were very close or closely aligned you may depict them as holding hands or standing close together. If two family members were distant or cut off from each other think of how you could depict their relationship. You may want to also think about how to depict a family member who was not physically present in your family due to death, divorce, separation, imprisonment, etc. yet had an influence on your family. Please also include a depiction or symbol to represent yourself within your box. Your depiction needs to be 3-D. Although you may use some pictures in your shadow box, please do not merely make a picture collage of your family in your shadow box.
Special Note: Please be aware that you are not being graded on your artistic abilities. It should be evident that you put a lot of thought and work into your box. This is an opportunity for self expression and exploration (i.e., ugly is okay).

You will be asked to share your family shadow box with your classmates via an online discussion prompt. Although you will need to describe what you placed in your box and talk about the process of creating the project, you will get to choose and monitor how much personal information you would like to disclose to your classmates.

Your shadow box will be graded based on:

- The amount of detail and creativity shown in your box including the diversity of materials used
- The amount of thought put into the construction of your box (choice of objects, placement of objects, symbolism)
- The way you depict relations between and among family members

Reflection Paper (20 points)

After completion of your shadow box please write a reflection paper considering your family of origin. Start by looking at your shadow box and describing what is in your box. How did you depict your family of origin? Why did you choose to depict your family of origin in this way? You may want to consider:

- Who you chose to represent in the box and who was left out
- How you arranged your family members within the box by describing the relationship between and among family members. For example: Are some members situated closer to together than others? If so, why?
- The items or materials you used to represent members, family dynamics, etc. For example: Do certain items have special symbolism? Do the colors you chose have special meaning?
- Where you placed yourself within the box in relation to other family members and how you chose to depict yourself

After you have described your shadow box please reflect on the following question:

- How do you think your experience with your family of origin will impact/influence your work with couples and families?

You may want to consider:

- Positive and negative influences of your family
- Experiences and influences that might strengthen your couple and family counseling skills/experiences and influences that may hinder your ability
- Bias or prejudices you may have based on your family of origin
- Presenting problems than may be harder for you to work with because of your experiences with your family or origin
- Issues related to your family or origin that you feel are unresolved and that still impact you

Your reflection paper should be a minimum of 6 pages long, type-written, and in APA 6 style. You will be graded on:
• Thoughtfulness of personal reflection
• Description and analysis of your shadow box
• Spelling/grammar and APA 6 style

Please submit pictures of your shadow box and your reflection paper to the instructor through Canvas.