Family of Origin
HDCN 6313

Instructors: John Bradshaw, M.A. and Dr. Tony Picchioni, Ph.D.
JAN Term, 2013: Friday, October 26th, 4:00 – 9:00 pm
Saturday, October 27th, 8:30 – 5:00 pm
Sunday, October 28th, 8:30 – 5:00 pm
Friday, November 30th, 4:00 – 9:00 pm
Saturday, December 1st, 8:30 – 5:00 pm
Sunday, December 2nd, 8:30 – 5:00 pm
Office Hours: by appointment (SMU in Plano - Bldg. 3)
Phone: SMU: 972-473-3408 **Email:** tpicchio@smu.edu **Cell**: [redacted]

(Retain this syllabus for your personal files for future reference if needed)

This course is designed as an in-depth study of the principles of Bowen systems theory, as well as related issues in family systems therapy. Strong emphasis will be placed on theory, on viewing the family as an emotional unit, on understanding the individual client as a continuing presence in his or her family of origin, and on strategies for applying this knowledge in a a clinical setting. Equal attention will be given to the dynamics of each student's own family of origin/extended family with the opportunity to explore, study, and comprehend that family of origin over as least three generations through role play and experiential activities. For family professionals in training, few opportunities exist for a far-reaching examination of families of origin with a focus on professional applicability; the objective of this course is to provide an environment conducive for that very exploration.

Required Texts:

Bradshaw, John. *Bradshaw On: The Family: A New Way of Creating Solid Self-Esteem.* Deerfield Beach: Health Communications, 1990. ISBN: 9781558744271.

Bradshaw, John. *Family Secrets: The Path to Self-Acceptance and Reunion.* New York: Random House, 1996. ISBN: 9780553374988.

Lerner, Harriet. *The Dance of Intimacy.* New York: HarperCollins Publishers, 1990. ISBN: 9780060916466.

Course Requirements:

Class participation: 33% of grade – classroom contribution of a quality that reflects knowledge of readings, texts, reference material, as well as role plays, class discussions, occasional written assignments, and contribution to the genogram presentation process. This includes attendance: final grade will be impacted if more than one absence occurs. Two or more absences or excessive tardiness could lead to failing the course.

Family of Origin Project: 33% of grade – in order to address the concepts of differentiation and congruency as a therapist, each student will make a class presentation of his or her own family of origin utilizing the concepts studied in this course. In addition, a Family of Origin Self-Appraisal paper will be submitted on December 2nd (see Course Outline).

Final Exam: 33% of grade – an exam covering all of the course material, administered the last day of class. Remember that at SMU grades are recorded as A, A-, B+, B, B-, C+, C, C-. (A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80 – 82, and any C is below 79). In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary.

Learning Objective	Measurable Outcome
Articulate a conceptual framework regarding family structure and process through a family of origin model.	Students will demonstrate these skills during their personal family genogram presentation and paper.
Apply the Bowen model of theoretical intervention to problematic family situations.	Students will exhibit these abilities through in class role play and class discussion.
Understand the relationship between the dynamics of differentiation and belonging to a family system, including culture, race, ethnicity, gender, age, sexual orientation, and other diversity issues.	Students will demonstrate their understanding of these concepts through oral discourse, experiential activities, and role play.
Critically assess family functioning from a family of origin perspective.	Students will demonstrate these skills during their personal family genogram presentation and paper, class discussion and evaluation of their classmates' genograms.
Identify and comprehend overt and covert roles, overt and covert rules, the place of family mythology, patterns of loyalties and intimacies, boundary issues, and the dynamics of loss in family systems.	Students will demonstrate their understanding of these concepts through class discussion, experiential activities, and the final exam.
Demonstrate skills and tools for intervention in family counseling settings.	Students will exhibit these abilities through evaluation of their genograms, oral discourse, and through role play in class.
Integrate personal assumptions about families based on personal family of origin realities, and correlate these with the professional role as a marriage and family therapist or other family service professional.	Students will demonstrate these skills through evaluation of their personal genogram, as well as class discussion and evaluation of their classmates' genograms.

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Grade of Incomplete: A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

GRADING SCALE AND COURSE REQUIREMENTS

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

Statement on Confidentiality and Emotional Safety:
In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Statement on Class Decorum:
Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, nor use lap tops for non class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

Statement on Academic Integrity:
Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on APA Guidelines

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:
    - Copy the original material word-for-word (p. 117)
    - If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text (p. 117)
    - Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s) (p. 120)
- When paraphrasing:
    - Restate concepts in *substantially different words* than the original material (p. 349)
    - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
    - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).

- The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Family of Origin Project

HDCN 6313
May Term, 2012

"Does your mother know you're loose?"
Murray Bowen

Bowen says it time and time again: "The therapist's main tool is himself or herself; being as differentiated as possible creates a space, an opening or invitation, for the client to improve his/her level of differentiation." (Titleman, p. 15) With that guiding light in mind, the most important aspect of your family of origin project is that you learn about you. The genogram, of course, is our "royal road" to such comprehension, and so your task is to begin this unending form of self-assessment by completing the following:

1) Construct a poster board size genogram of your own family of origin, including as much detail as possible with additional notes for that material that you cannot place on the drawing. Utilize our textbook, class handouts, and any other material you find enlightening in preparing your genogram.

2) If needed, contact those family members (or people who knew your family) who you think can provide information that would be useful in your self-assessment, and enlist their assistance in collecting information.

3) Using your genogram, present verbally to your group during the last weekend of the class. Use your understanding of the intricacies of your family of origin based on the concepts and constructs as proposed in Bowen theory. The first thirty minutes of your presentation will be designated for the presentation itself; after that your group will interact with you and ask questions, make observations, etc. The approximate time for your presentation will be one hour. Share as much as you can about your family of origin, but know that you may choose to omit those portions that you feel necessary at this time in your life.

(4) As Titleman notes in his book, <u>The Therapist's Own Family</u>, "The therapist's own extended family work is a key way of working toward gaining a better level of neutrality . . . (as opposed to becoming fused, triangled, or induced into the emotional systems of the client families)." With this in mind, at the end of your presentation, explain how you think your work as a therapist might be influenced by your own family of origin. Include this information in your Family Self-Appraisal paper.

(5) Prepare a 6-8 page Self-Appraisal Paper to be turned in at the beginning of class, December 2nd (note bibliography requirement on p. 10). This paper will be an overview of what you present verbally to your group regarding your family genogram. Utilize the concepts we have studied (family systems, Bowen theory, etc.) to review your family of origin. Pay particular attention to <u>your goals for personal growth</u> within your family of origin and your current family situation, including <u>specific behaviors</u> you intend to implement, <u>the time frames</u> within which you expect to work on your goals, <u>the barriers</u> you think you might run into along the way, and the <u>behavioral tactics</u> you may need to employ to deal with the expected barriers.

(6) You may consider the following questions in preparing your personal genogram and related Self-Appraisal Paper (and also use with clients!):

- How did adults/children/males/females handle anger/sexuality/trust/ in your family of origin? What happened when various individuals expressed one of these in your household?
- What happened when adults/children/males/females cried in your household? Were they nurtured or shamed or punished?
- Who was respected by whom in your family-of-origin? Who was not?
- Who was feared by whom in your family-of-origin? Who was not?
- Who was nurtured by whom in your family-of-origin? Who was not?
- Who was loved by whom in your family-of-origin? How was love expressed?
- Who held power and how was power/ authority used in your family-of-origin?
- Was it safe to be vulnerable in your family-of-origin? Did family members communicate at a feeling level? Was it safe to share one's feelings?
- How were the values in your family different from and the same as the list of values subscribed to by the predominant culture in which you grew up?"
- What was your role in your family-of-origin?
- What was your script in your family-of-origin? (What/who were you supposed to grow up to be?)
- Who were the people you looked up to and admired (heroes, heroines, role models) in your family of origin when you were a child and adolescent?
- What scripts, secrets, myths, and/or rules permeated your family of origin and impacted your own development?

"Death ends a life, but it does not end a relationship, which struggles on in the survivor's mind toward some resolution, which it may never find."

"I Never Sang a Song for My Father"

Guidelines for the Genogram Paper

Although this project is highly individualized, there are a few things to keep in mind as you prepare your Self-Appraisal Paper. In addition to the details presented in your syllabus, listed below are some other guidelines which may be of help as you conceptualize your work. Also see the attached rubric.

1. Writing Style:
   a. First of all, clarity is important. Your writing should be worded and phrased clearly, with a variety of sentence structures and appropriate word usage reflective of graduate level work. Material should be arranged logically and coherently.
   b. In addition, the paper should flow from one topic to another in such a way as to assist the reader in understanding the information provided. Headings and subheadings can be utilized if you wish if you feel they serve as a useful guide for the reader.

2. Structure:
   a. Part of your paper could include a brief, organized description of your family with content relevant to your theme. This could address thoughtful reflections on familial and cultural trend across generations. Again, this is a short summary; be brief.
   b. The various Bowenian concepts need to be considered as you assess your family of origin (you probably can't address all of these due to lack of space, but you would want to hit the most important ones for your family):
      1. Affective Functions: emotional cut-offs, triangles, coalitions, attachments, alliances, fusion, chronic anxiety issues, differentiation, individuality/togetherness, etc.
      2. Patterns within the multigenerational family process.
      3. Health concerns (both physical and emotional/mental), geographic proximity, occupational data, spiritual patterns, significant demographic patterns, etc.

3. Personal Impact:
   a. Don't forget to present a thoughtful review of familial effects on personal development; i.e., how your family background will affect your professional work, your goals for personal growth within your family of origin and your current family situation, etc. This is a critical piece; be sure to include it. Look again at the syllabus for clarification.

4. In addition:
   a. Be sure and include a bibliography or reference list at the end of your paper citing sources for direct quotes, paraphrased information, etc. Use at least six sources (both of our textbooks can serve as sources).
   b. A title page is also always a good idea.
   c. A basic genogram at the back of the paper would be helpful.
   d. Please note that this is not a personal biography or simply a family history. This is a three-generational overview of the dynamics of your family of origin.

Rubric for Personal Genogram Paper

	Exemplary 93-100	Accomplished 90-92	Developing 84-89	Needs Improve. 80-83	Score
Preparation for class/class discussion/writing assignments	Regularly asks questions or makes observations that indicate reflection, knowledge or readings for class; turns in all writing assignments	Occasionally asks questions or makes observations that indicate reflections, some knowledge or readings for class; turns in all writing assignments	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class; turns in all writing assignments	Does not ask questions or make comments that indicate familiarity with topics for class; turns in most writing assignments	
Small group participation	Participates actively and provides leadership in small groups in class	Participates actively in small groups in class	Does not actively participate in small groups in class	Does not participate in small groups in class	
Class absences	Attends class regularly (no missed classes)	Misses 1 class with prior arrangement	Misses no more than 2 classes w/o prior arrangement	Misses class often	

Class Participation & Readings Assessment

Criteria	"A" range 90-100	"B" range 80-89	"C" range 70-79
Introduction and Conclusion **20%**	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Concluding remarks show some synthesis of ideas though not all are supported in body of paper.	Neither implicit nor explicit reference is made to topic. No indication author tried to synthesize information.
Body; Flow of the Review ***20%***	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.
Coverage of Content ***20%***	The appropriate content is covered in depth without being redundant. Sources are cited when specific statements are made.	All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.
Sources and Citations ***20%***	More than six sources are used to create the paper, with the majority of research articles utilized. Citations follow APA format. Essential information is accurate and complete.	Six sources are used to create the paper, with mostly practitioner articles used. Citations follow APA format; however a few errors in essential information are evident.	Less than six sources are used, with no research articles cited. More than two citations did not follow APA format; or essential information is missing.
Clarity of Writing and Mechanics ***20%***	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.

Course Outline

1st Weekend: October 26-28, 2012

Friday, Oct. 26th

4:00 – 4:45	An introduction to the course; expectations and goals
4:45 – 5:00	Exercise
5:00 – 5:15	Break
5:15 – 6:00	Early pioneers in the evolution of Family System Theory
6:00 – 7:00	Supper
7:00 – 8:00	The Bowen Theory
8:00 – 8:15	Break
8:15 – 9:00	The Bowen Theory

Saturday, Oct. 27th

9:00 – 10:30	Continue presentation of the Bowen Theory
10:30 – 10:45	Break
10:45 – 12:00	Profile of an open system healthy family
12:00 – 1:00	Lunch
1:00 – 2:30	What makes a family dysfunctional? Profile of a closed system dysfunctional family; shame-based families
2:30 – 2:45	Break
2:45 – 3:45	Profile of an: 1) Alcoholic Family 2) Eating Disordered Family
3:45 – 4:00	Break
4:00 – 5:00	Profile of a: 1) Physically Abusive Family a. Battering b. Sexually abusing 2) Emotionally Abusive Family

Sunday, Oct. 28th

9:00 – 10:30	The impact of abandonment, neglect, all forms of abuse, and enmeshment: 1.) Internalized Shame 2.) Developmental Dependency Deficits a. Infancy – attachment b. Toddler – 2nd Birth (Psychological birth); "Differentiation"
10:30 – 10:45	Break
10:45 – 12:00	Developmental Dependency Deficits (cont.) c. Pre-school d. School Age
12:00 – 1:00	Lunch
1:00 – 2:30	How to Draw a Genogram
2:30 – 2:45	Break
2:45 – 3:45	Cont. How to Draw a Genogram
3:45 – 4:00	Break
4:00 – 5:00	Birth Order

2nd Weekend: November 30 - December 2, 2012

Friday, Nov. 30th

4:00 – 5:00	Check in on Genogram Work (Q & A)
5:00 – 6:00	Some "Famous Family" Genograms
6:00 – 7:00	Supper
7:00 – 9:00	"The most damaging thing to any child is the unlived lives of their parents." - Carl Jung 1) Covert Abuse – Cross-generational Bonding 2) Carried Feelings

Dad's	Mom's
Little Princess	Little Man
Surrogate Spouse	Surrogate Spouse
Baby Doll	Caretaker of Mom's pain
Personal Scapegoat	Personal Scapegoat
Extension of Dad's Disappointed Life	Extension of Mom's Disappointed Life
Best Buddy	Victim
Dad's Dad/Mom	Mom's Dad/Mom

Saturday, Dec. 1st

9:00 – 10:30	Healing Developmental Dependency Deficits
10:30 – 10:45	Break
10:45 – 12:00	Exercise: Groups of 6 share genogram; get feedback. Group takes the role of benevolent witnesses.
12:00 – 1:00	Lunch
1:00 – 3:00	Presentation of genogram to professor
3:00 – 3:15	Break
3:15 – 5:00	Presentation of genogram to professor

Sunday, Dec. 2nd

9:00 – 10:30	Presentation of genogram to professor
10:30 – 10:45	Break
10:45 – 12:00	Presentation of genogram
12:00 – 1:00	Lunch
1:00 – 2:00	Presentation of genogram
2:00 – 2:15	Break
2:15 – 5:00	Final Exam

Bibliography

Ackerman, Nathan W. *The Psychodynamics of Family Life.* New York: Basic Books, 1972.

Bertalanffy, Ludvig von. *General System Theory*. New York: George Braziller, Inc., 1968.

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Toman, Walter. *Family Constellation.* New York: Springer Publishing Co., 1969.

Whitaker, Carl A. with Augustus Napier. *The Family Crucible.* New York: Harper and Row, 1978.