

Intergenerational Family Systems Therapy

**Spring 2025
Three Credit Hours**

I. CONTACT INFORMATION

**Instructor: Tonya Elliott PhD LMFT
Email Address:**

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days sETSSSSSSSSSSSSSSSS-20(i)7(ns)-6(t)7(ruc)6(t)7(or know

Optional Readings:

Gibson, R., (2008) *My Body My Earth*

Page, C. & Woodland, E. (2023) *Healing Justice Lineages: Dreaming at the crossroads of liberation, collective care and safety.* iUniverse. ISBN: 978-0595488230

Additional suggested readings:

Page, C. & Woodland, E. (2023) *Healing Justice Lineages: Dreaming at the crossroads of liberation, collective care and safety.* North Atlantic Books. ISBN: 978-1623177140

Hubl, T., Avritt, J., (2020) *Healing Collective Trauma: A process for integrating our intergenerational and cultural wounds.* Sounds True. ISBN: 978-1683647379

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Prerequisites

None

- Why is it important for leadership to model trauma informed relationships with therapists who are also conducting trauma work with families?
- What are three tools to reduce racial/cultural microaggressions in systems.

6. Family Systems Trauma Informed

Late Policy: Papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day. Assignments will not be accepted after one week after the due date. No assignments will be accepted after the last day of class.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Covid Policies: Due to present circumstances, ULM students, employees, and guests should continue to follow current CDC guidelines by requiring masking and social distancing in all classrooms and buildings throughout campus. Everyone is encouraged to use the substitutions.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:
Title IX of the Education

Course Schedule

Week	Assigned Readings, Video lectures and Live Zoom Sessions	Assignments
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Original discussion posts due Thursdays. 2 replies to peers due Sundays 11:59
 All Assignments due **Sundays** at 11:59 p.m.

Week One- January 16 th -21 st	<p>Live/Recorded Zoom Orientation:</p> <p style="padding-left: 40px;">Wednesday 7:30pm-9pm CST via Zoom</p> <p>McGoldrick & Hardy: Pgs Chapter 1 The power of Naming Chapter 2 Re-Visioning Gender, Re-Visioning Power, Equity, Accountability and Refusing to Silo Chapter 3 Social Class, Rising, Inequality and the American Dream</p> <p>Duran- Pgs 14-50 Chapter 1 Wounding Seeking Wounding: The Psychology of Internalized Oppression Chapter 2 Overpathologizing Original People: Chapter 3 The Healing Therapeutic Circle</p>	<p>Discussion 1</p> <p>Using examples from the McGoldrick & Hardy (2023) reading discuss one topic of particular interest, such as the power of naming. Discuss how this topic might change how you envision yourself practicing family therapy from a cultural and/or trauma informed perspective.</p>
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Week Two- January 22 nd	<p>28th Video Lecture Dr. Elliott Spirituality, Suffering & Resilience: A Trauma Informed Cultural Lense to Working with Families</p> <p>McGoldrick & Hardy:</p>	
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Chapter 36 A Letter to Family Therapists in the 21st Century

Week Fourteen-
April 15th-21st

McGoldrick & Hardy:

Chapter 38 Relational Healing and Organizational Change in the Time of Evidence

Emotional Processes through Historic Ethnography: An Anthropological Exploration of the Human Connection with the Environment

Discussion 6

Using examples from the McGoldrick & Hardy (2023) reading discuss the relationship human beings have with the environment and how it may affect mental wellness in families. Discuss how this topic might expand your understanding of Theory as it relates to Societal Emotional processes.

Week Fifteen-
April 22nd-28th

Video Lecture: Third-party reimbursement and other practice and management issues in marriage, couple, and family counseling.
Dr. Elliott

Finish Menekem
My Grandmothers Hands

Week Sixteen-
April 19th- May
5th

Live Zoom Session: Discussion/Reflection of Course

Family Case Conceptualization Due
(CACREP 3.E.3, 3.E.13, 3.E.14, 3.E.15, 3.E.16)

Week Seventeen
May 6th-12th

Wrap up all final course material and make sure everything is turned in.
Yay! You are all done!

KPI Assessment COUN 6059 Grading Rubric

Syllabus content and schedule subject to change

This will be assessed in your Tevera account

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident