

Spring 2017

CE 622 Syllabus: Family Systems Counseling

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Winona State University Counselor Education Department CE 622: Family Systems Counseling Semester Hours: 3		
Course Location	Hybrid, with in-person meetings on Monday, January 29, February 12, March 12, March 26, April 9, and April 23 from 5-8pm. Additional course learning requirements completed asynchronously and assignment submissions completed online in WSU's D2L/Brightspace platform. Classroom: Winona campus, Gildemeister Hall Room 329	
Instructor	Heather J. Fye, Ph.D., NCC, LPC (OH) Preferred title: Dr. Fye	
Instructor Phone & E-Mail	(507) 457-5339; hfye@winona.edu ; Skype: hd.smith1 NOTE: Please allow up to 24-48 hours for me to respond to your email correspondence	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Gildemeister Hall, Room 116B, Winona campus	
Instructor Office Hours:	Onsite, Phone, & Virtual (AdobeConnect or Skype): Mondays 2-5pm, Tuesdays 1-5pm, Wednesdays 2-5pm or by appointment	

Instructor Information: Heather J. Fye, Ph.D., NCC, LPC (OH), is an Assistant Professor of Counselor Education at Winona State University. I received a B.S. from Pennsylvania State University, M.Ed. from Indiana University of Pennsylvania, and Ph.D. from Kent State University. While at KSU, I received advanced training in quantitative statistics and factor analysis. I am a certified K-12 school counselor in Pennsylvania and licensed clinical mental health counselor in Ohio. I have worked in a variety of human service and counseling settings including child protective services, nursing home care, counseling in an elementary school, community outpatient counseling clinic (serving youth and their families), and a college counseling center. I specialize in working with children, adolescents, and their families through play and creative mediums.

My Teaching Philosophy:

I view the educational environment as a shared responsibility of learning between the teacher and students. I strive to ensure a balance of power between the teacher and students which provides an empowering environment for students to challenge assumptions and engage in critical thinking and dialogue. As an instructor, I view my role as a facilitator of knowledge with the goal of enticing students to engage in active learning independently. The function of content is to allow the students and teacher to be responsible for co-constructing their understanding and knowledge of the content with others. In the classroom, together, we will work towards moving to higher levels of reflection and deeper learning. The role of evaluations will have a greater emphasis on students applying and demonstrating what they know, not just knowledge recitation. It is my goal that every student will feel safe taking risks and engage in self-reflection to grow

personally and professionally throughout the semester. Best wishes for a productive and successful semester!

I. COURSE DESCRIPTION

- This course introduces students to the theory, assessment techniques, and intervention strategies used in the practice of family systems counseling. The focus of the course will be on building a theoretical base for understanding and applying family systems counseling strategies and techniques. Didactic and experiential learning will provide students with the opportunity to apply and integrate knowledge and skills.

II. COURSE PREREQUISITES

Prerequisites: [CE 601 - Foundations of Counseling](#) or permission of instructor. Grade only.

III. COURSE OBJECTIVES

1. Build a knowledge base for understanding the theory & practice of systems counseling.
2. Develop an understanding of the role of the family in the development of the individual.
3. Become familiar with the role of the therapist in family systems counseling.
4. Increase knowledge of one's own family of origin.
5. Become aware of the developmental process involve in the "normal" family life cycle.
6. Become knowledgeable in ethical practice in practicing family systems counseling.
7. Become familiar with strategies and techniques for working with families from a variety of ethnic and/or cultural backgrounds.
8. Learn techniques for working with family strengths.

IV. COURSE REQUIRED TEXTS

- Bitter, J. (2009). *Theory and Practice of Family Therapy and Counseling (2nd ed.)*. Belmont, CA: Cengage Learning. ISBN# 978-1-111-84050-1
- American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author. ISBN: 9781433805615
- Additional reading materials and resources posted on the D2L/Brightspace course page.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2009) core content standards. Standards for the **Clinical Mental Health Counseling**, and **School Counseling** content areas are outlined below as well. The evaluation methods linked to specific standards for CE 622 are included.

2009 CACREP STANDARDS CORE	LOCATION OF EVALUATION				
	Online Assignment	Genogram	Mid Term Exam	Final Exam	Present
3. HUMAN GROWTH AND DEVELOPMENT					
3a. Theories of individual and family development and transitions across the life span.			X		X
3d. Theories and models of individual, cultural, couple, family, and community resilience.			X	X	X
3f. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.		X			
3h. Theories for facilitating optimal development and wellness over the life span.					X
5. HELPING RELATIONSHIPS					
5e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.			X	X	X
5f. A general framework for understanding and practicing consultation. *online assignment.	X				

2009 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION				
	Online Assignment	Genogram	Mid Term Exam	Final Exam	Present
FOUNDATION A. Knowledge					
A1. Understands the history, philosophy, and trends in clinical mental health counseling.			X		
A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.			X		
A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.			X		
A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.			X	X	X
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.					X

A9. Understands the impact of crises, disasters, and other trauma-causing events on people.		X			
COUNSELING, PREVENTION, AND INTERVENTION C. Knowledge					
C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.					X
C2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.			X		
C7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.			X		
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.			X		
C9. Understands professional issues relevant to the practice of clinical mental health counseling.				X	X
DIVERSITY AND ADVOCACY E. Knowledge					
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.					X
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.		X			
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.					X
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	X				
E5. 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.	X				
ASSESSMENT G. Knowledge					
G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.					X

RESEARCH AND EVALUATION I. Knowledge					
I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.					X
2009 CACREP STANDARDS School Counseling	LOCATION OF EVALUATION				
	Online Assignment	Genogram	Mid Term Exam	Final Exam	Present
FOUNDATIONS A. Knowledge					
A3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.					X
A6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.		X			
COUNSELING, PREVENTION AND INTERVENTION C. Knowledge					
C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.			X	X	
C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.			X	X	
DIVERSITY AND ADVOCACY E. Knowledge					
E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.		X			
E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	X				
E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	X				
E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.		X			
ASSESSMENT G. Knowledge					
G1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.					X

G2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. *online assignment	X				
ACADEMIC DEVELOPMENT K. Knowledge					
K2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	X				
COLLABORATION AND CONSULTATION M. Knowledge					
M1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.					X
M2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.					X
M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.					X
M4. Understands systems theories, models, and processes of consultation in school system settings.			X	X	
M5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.					X
LEADERSHIP O. Knowledge					
O1. Knows the qualities, principles, skills, and styles of effective leadership.					X
O4. Understands the important role of the school counselor as a system change agent.					X

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- This hybrid format is taught through a combination of in class and asynchronous teaching methods, including: class lectures, small and large group discussions in person and via D2L, experiential class activities, videos, case studies, one minute reflections and evaluations, D2L quizzes, and supplemental readings.

VII. COURSE EXPECTATIONS & NETIQUETTE GUIDELINES

1. **Readings:** The textbooks provide the foundation for the practical experiences of the class. It is expected that all readings be completed prior to class in order to maximize class discussions and activities.

2. Netiquette Guidelines

- a) Be respectful when engaging in all correspondences to the instructor and peers. This includes emails, discussion board posts, etc. Start with an appropriate greeting to the individual and be mindful of using appropriate writing skills. Keep writing to the point, review before sending, and do not include offensive language or technology slang (i.e., LOL, etc.).
- b) When submitting a document in the Assignment section of D2L, please include your last name and the specific assignment you completed. For example, Fye_Reflection_Paper_1
- c) Please include the citation in APA format for all references of course materials in your discussion posts, papers, etc. For example: Corey (2013) reported a counselor is required to...
- d) Email is the best form of communication to reach me. Please allow up to 24-48 hours for me to respond to your email.
- e) Be respectful of others in the online environment. There isn't necessarily always a "right" answer. We can agree to disagree on certain topics. It is important for each class member to feel open to taking risks, having their view heard, providing constructive and growth-producing feedback, and be open to others' feedback. Context may be lost without the vocal tone of the writer so be as concise and accurate in your point as possible.
- f) Check your WSU email at least once daily for any course updates or correspondences. Use the D2L Discussion forum to post course related questions.
- g) Be prepared to work at least two times per week on course content and assignments. You cannot complete all of the week's assignments in one sitting and just before the due date and time.
- h) You should plan to receive feedback and a grade of an assignment approximately 7-10 days from the instructor after the deadline of the assignment.
- i) Consider the privacy of others, even in an online classroom. Do not share discussions or emails from classmates with others outside of the class. Do not have others or friends in the same room when we may be meeting as a class in an online environment (i.e., Adobe Connect, Skype).

3. Professional Expectations: Professional expectations include open-mindedness, respectful interactions, responsibility and respect among others. Professionalism is an expectation of this program. The following dispositional expectations will help you embody professionalism:

- a) Be prepared for class by reading the assigned material is part of your professional preparation.
- b) This work prepares you by providing you with the knowledge you need to confidently face concerns typical in the counseling field, and strengthens your stamina for the workload required of effective counselors.

- c) Work out conflicts, disagreements or issues in a respectful, solution-focused way. Professional conduct is a requirement in the counseling field, and therefore, it is expected in this course. Students are expected to ensure the classroom is a safe and respectful environment for all students.
- d) Turn assignments in on time.
- e) Communicate with the instructor if you are having difficulty with any aspect of this course, including meeting the aforementioned expectations. Sometimes, alternate arrangements can be worked out regarding assignment due dates. *This is for emergency situations only.*
- f) Attendance is expected. If you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible.
- g) Participate actively in class discussions and activities. Effective class participation includes respectful, and non-dominating involvement in class discussions, showing initiative and investment in classroom activities, coming to each class prepared to ask questions and share ideas, and engaging in reflective discussion of course readings.
- h) In class, be sure to respond to members' discussions. These should not responses that are evaluative (e.g., great job); rather, try to use microskills and/or group leadership skills (e.g., questioning, reflection, clarifying, linking, supporting, blocking, etc.).

VIII. COURSE EVALUATION METHODS

1. **Class Attendance and Participation:** (60 points; 10 points for each in-person class on January 29, February 12, March 12, March 26, April 9, and April 23) Students are expected to be engaged in their own learning and to be an active participant in the classroom community. The success of this class depends on the participation of each class member. Students are expected to be on time for class, be present for the duration of class, and to participate in class discussion and small group exercises in a thoughtful and conscientious manner. Therefore, attitude, feedback, and opinions should be shared with consideration of the classroom being a respectful and safe environment for all students. The classroom format is largely discussion and experiential and therefore attendance and participation are paramount to making a successful learning experience for everyone. During class, relevant questions, pertinent comments, and risk-taking are welcomed and encouraged.

Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, engaging with others in a safe and respectful manner, and actively participating in class activities.

A student who rarely or never participates in class discussions or activities or who does not honor the safe and respectful classroom may also receive a grade reduction despite attendance. I am sensitive to significant life circumstances that can result in class absence. In such instances, I will attempt to work with these students on a case-by-case basis. In summary, good attendance and reasonable levels of class participation are

expected behaviors for graduate students in training to be counselors.

Students who miss class must a) contact instructor when missing a class and b) contact a fellow student for missed work during class. Students can make up one-class points within a week of missed class. After that time or occurrence, students will not have the opportunity to make up any attendance and participation points.

Note on tardiness: a student who is 15 minutes or more late to class or leaves class with 15 minutes or more class remaining will not receive credit for attending the class. Please plan accordingly.

Rubric for Attendance and Participation points per class

0 points	1-5 points	6-9 points	10 points
Student was not in attendance and/or did not complete the readings prior to class.	Student completed a portion of the readings in advance of class; student was not an active participant in class; student arrived late or left early; student provided unconstructive or offensive feedback to classmates.	Student completed readings in advance of class; student was mostly an active participant in class; student was on time and stayed for the duration of class; student provided mostly constructive and respectful feedback to classmates.	Student completed readings in advance of class and constructed one question or talking point; student actively participated via small and large group discussion and listening; student was on time for class and stayed for the duration of class; student provided constructive and respectful feedback to classmates.

- 2. Online Assignments (7 assignments, 10 points each = 70 points):** During the asynchronous class weeks, you will have an assignment to complete related to the corresponding textbook or supplemental readings. At the start of the week, a “How To Complete Week __” document will be posted in the corresponding week’s content folder in D2L. Assignments may vary slightly each week but will typically include responses to a case study, reflective journaling via discussion board posts, sharing supplemental references and resources, etc. *These assignments MUST be completed within the week due and completed in D2L. No exceptions.*

Quality (not necessarily quantity) of discussion board interactions will contribute toward your grade. The professor will grade prompts based on the following criteria:

- a. thoughtful reflection of material presented;
- b. demonstration of critical thinking;
- c. integration of course material;
- d. thorough, thought-provoking responses to peers.
- e. cite any theories, theorists, research you discussion in your posts using APA 6th ed. citation format.
- f. Express professionalism in your discussion-board interactions

****Students are required to make an original post as well as respond to two peer postings for full credit.****

CE 622: EXAMPLE ONLINE ASSIGNMENT TO MEET CACREP STANDARDS*

Online Assignment Example	CACREP Standards Assessed
<p>Online Case Study (From Gladding, 2017):</p> <p>Sonya, 16 years old, started experimenting with different substances that she obtained from her friends about one year ago. She is an only child of workaholic parents, so she usually has a lot of time by herself. However, her parents recently discovered empty bottles and needles in her room. They were shocked and confronted Sonya with the evidence. Sonya admitted that she experimented a little but assured her parents that her adventures with alcohol and drugs were in the past. Surprisingly, here parents let the matter drop. That was two months ago.</p> <p>Now, Sonya has some cravings and is focused on satisfying those needs. She is skipping classes, making poor grades, letting her daily hygiene go, and becoming more and more isolated. Her parents suspect she has become addicted to a “hard drug.” They come to you for advice and counsel.</p> <ol style="list-style-type: none"> 1. What do you (the counselor) suggest Sonya’s parents do? Why, When, and How? 2. What other information would you want to know about Sonya, her home situation, and her parents? 3. What steps do you suggest to help prevent Sonya from dropping out of school? 	<p>E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.</p> <p>E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.</p> <p>G2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.</p> <p>K2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school</p>

*See Discussion Board Grading Rubric for Scoring

Online Assignment Discussion Board Grading Rubric

0 points	1-3 points	4-6 points	7-9 points	10 points
<p>The student did not post to the discussion board.</p>	<p>Minimal total postings (e.g. 1) with minimal or no evidence of thoughtful reflection of material presented, critical thinking, integration of course material, and thorough, thought-provoking responses to peers. The student had little or no meaningful contributions to the online dialogue. The student did not respond to the initial questions posed by the professor.</p>	<p>Minimal total postings (e.g. one original post or one response only) with little evidence of thoughtful reflection of material presented, critical thinking, integration of course material, and thorough, thought-provoking responses to peers. The student contributed minimally to the online dialogue and the postings occurred at one time. The student responded minimally without depth to the initial</p>	<p>Moderate total postings (e.g. one original post and one to two responses to peers) with clear evidence of thoughtful reflection of material presented, critical thinking, integration of course material, and thorough, thought-provoking responses to peers. The student was a partially active participant in the discussion board. Postings occurred throughout and student was part of the online dialogue. The student responded with adequate depth demonstrating</p>	<p>Several total postings (e.g. one original and two responses to peers) with significant evidence of thoughtful reflection of material presented, critical thinking, integration of course material, and thorough, thought-provoking responses to peers. The student was an active participant in the discussion board adding to the depth of the dialogue. Postings occurred throughout and student was an integral part</p>

		questions posed by the professor.	critical thinking skills to the initial questions posed by the professor.	of the online dialogue. The online dialogue was enriched from the depth of the student response to the initial questions posed by the professor.
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- 3. Genogram (75 points):** Students will create a genogram of their own family. The assessment will begin with your immediate family and extend back two generations. The genogram must include a key to define/identify all symbols. All genograms and keys must be legible.

Family Information. The genogram will include family information, as you know it, or by “interviewing” family members for information to include, but not limited to: age, occupation, births, deaths, marriages or unions, separations or divorces, major and chronic physical and/or mental illness, substance abuse, and family transitions (moves, job changes/loses).

Family Relationships. The genogram assessment will include symbols describing family relationships. Relationships will be explored for triangles, coalitions, emotional cutoffs, and enmeshments. Boundaries (open and closed) and subsystems will also be explored and defined with symbols in the genogram.

Multicultural Impacts. Students will also symbolize the multicultural issues unique to their family and its functioning on the genogram. Multicultural issues can include, but are not limited to, the impacts of race, ethnicity, religion, sexuality, social class, and ability. Looking at your family through a multicultural lens requires a deeper understanding that goes beyond ethnic heritage, and includes attention to the multiplicity of factors informing family values, rules, roles, etc. These factors may include the characteristics of being American, from Minnesota or Wisconsin, etc. It is not acceptable to say that your family is all Caucasian and you aren’t sure how this really impacts your family. Refer to the literature if necessary.

Genogram point breakdown [50 points total]: 40 points; Legible Key: 10 points

Reflection Paper (25 points). In addition to the actual genogram, you will also submit a paper describing your observations and awareness gained from this assignment. *Note, that the purpose of the paper is not to re-capitulate the information on the genogram, but to highlight your new awarenesses that have emerged.* You will be referring back to family patterns you discovered in the information included on the genogram (age, occupations, births, deaths, triangles, coalitions, enmeshments, cultural implications ...). Here is where you will discuss the impact these patterns and events have had on you, your family, and its functioning. The genogram paper will be submitted in APA style. Papers will be approximately 4-6 pages in length. Supplemental readings to assist your understanding of the assignment will be in the D2L “Assigned readings” folder.

This assignment is one that requires you to look at your family, and attend to your system’s challenges and accomplishments. Given this, the genogram process can bring up issues that once might have been dealt with and/or forgotten.

Genograms can be emotionally challenging. I would encourage you to take care of yourself, seek help and support if necessary, and don’t begin this assignment one week before it is due.

Genogram Rubric: 75 Points Total

Genogram (40 Points):

0	Genogram graphical representation of 3 family generations not included in submission.
10-29	Genogram graphical representation of 1-2 family generations OR Genogram graphical representation of 3 family generations included but highlights only one area within family information, family relationships, or multicultural impacts.
30-39	Genogram graphical representation of 3 family generations included but highlights only two areas within family information, family relationships, or multicultural impacts.
40	Genogram graphical representation of 3 family generations included and highlights all areas within family information, family relationships, and multicultural impacts.

Genogram Key (10 Points):

0	Genogram does not include a legible key describing the family information, relationships, and multicultural impacts.
5	Genogram includes a legible key that inconsistently describes the family information, relationships, and multicultural impacts.
10	Genogram includes a legible key that consistently describes the family information, relationships, and multicultural impacts.

Reflection Paper (20 Points):

0	Reflection paper not included in genogram assignment submission.
1-15	Reflection paper describes at a surface level, your observations and awarenesses gained from completing the genogram assignment, including the impact of familial patterns and events on you, your family, and its functioning over time.
16-20	Reflection paper describes in depth, your observations and awarenesses gained from completing the genogram assignment, including the impact of familial patterns and events on you, your family, and its functioning over time.

Organization, Visuals, Mechanics (5 Points):

0	Information is presented non-legibly, using no visuals, has four or more spelling or grammatical errors, and does not adhere to APA 6 th edition for citations and formatting.
1	Information is presented mostly-legible, using genogram visuals, contains three spelling and/or grammatical errors, and minimally adheres to APA 6 th edition for citations and formatting.
3	Information is presented legibly, using genogram visuals, with one to two spelling or grammatical errors, and mostly adheres to APA 6 th edition for citations and formatting.
5	Information is presented legibly, using genogram visuals, no spelling or grammatical errors, and adheres to APA 6 th edition for citations and formatting.

4. **Mid Term (50 points):** The mid-term exam will serve as an assessment of your knowledge of the assigned readings and class experiences from Chapters 1-8 of the Bitter (2009) textbook. Students will be able to take the mid-term exam **two times** to receive their desired grade. Grade will be based upon the highest attempt score, not an average of the scores. Students will have 3 hours to complete the mid-term exam.
5. **Final Exam (50 points):** The final exam will serve as an assessment of your knowledge of the assigned readings and class experiences from Chapters 9-16. Students will be able to take the final exam **two times** to receive their desired grade. Grade will be based upon the highest attempt score, not an average of the scores. Students will have 3 hours to complete the final exam.
6. **Presentation of Theory Description & Application (50 points):** An important goal of this course is to familiarize counselors-in-training with current family counseling theories and apply these theories to family issues they will likely face as a professional counselor. Therefore, students will choose a theory of family counseling, describe it in detail, and apply the theory to a family case study in a presentation format.

Students will work in groups of 2-3 students to prepare the presentation. Students will choose a theory from the textbook. When the theory is on the scheduled class, the group of students will lead the class discussion of the theory based on the following outline. Students will prepare a formal presentation, describe a family case in detail, and apply the

theory.

Theory Description (25 points). Students will organize a description of their chosen family theory into the following categories:

1. Theory’s view of human nature.
2. Theory’s model of mental health (what creates mental health?)
3. Theory’s view of factors that create disturbance in mental health (what keeps someone from mental health?)
4. Theory’s goals of counseling.
5. Theory’s view of the counseling process (how one starts, ends, and the stages of counseling according to the theory).
6. Role of the counselor in the chosen theory (collaborative/directive/non-directive/expert/non-expert/etc.).

Theory Application (25 points). Students will apply concepts of their chosen theory to a family case study. Choose a fictional family from television, literature, or movies from which to base your analysis. Using the chosen theory as a guiding “map,” students will describe their approach to the following:

1. Assessing the family
2. Outline at least *two* short-term and *two* long-term counseling goals for the family
3. Describe techniques and interventions to be used with the family (at least *three* techniques [the what] and *three* interventions [the how]). Demonstrate one technique and intervention in class with everyone using an experiential activity.
4. Please include at minimum one peer-reviewed journal article (from 2000 or later) that informs your application of the theory in section two.
5. Please include a discussion about the relevance of the case to your future area of practice (Clinical Mental Health or School Counseling) in the application section.
6. Overall, the chosen assessment, techniques/interventions, short and long term goals must be congruent with the described theory and address the specific needs of the family described in relation to the setting of your future practice.
7. NOTE: You MUST cite all reference in your powerpoint and related materials using the APA 6th edition manual.

Presentation of Theory Description & Application Rubric Grading Guidelines
Total Points: 50

Content Knowledge of Theory (20 Points):

0	Presenters does not demonstrate a grasp of information, does not cover any of the theory description sections from the syllabus outline, and is unable to answer questions.
1-9	Presenters demonstrates little knowledge, covers one to two sections from the theory description sections, and is able to answer only rudimentary questions.
10-19	Presenters demonstrates some knowledge, covers three to five sections from the theory description sections, and is able to answer to all questions, but fails to elaborate.

20	Presenters demonstrates much knowledge by describing all sections (six) from the theory description sections of the syllabus, and answers all questions with explanations and elaboration.
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Knowledge of Theory Application (20 Points):

0	Presenters does not demonstrate a grasp of information, does not cover any of the theory application sections from the syllabus outline, and is unable to answer questions.
1-9	Presenters demonstrates little knowledge, covers one to two sections from the theory application sections, and is able to answer only rudimentary questions.
10-19	Presenters demonstrates some knowledge, covers three to four sections from the theory application sections, and is able to answer to all questions, but fails to elaborate.
20	Presenters demonstrates much knowledge by describing all (five) sections four from the theory description sections of the syllabus, and answers all questions with explanations and elaboration.

Organization, Visuals, Mechanics (3 Points):

0	Information is presented non-sequentially, using no visuals, has four or more spelling or grammatical errors, and does not adhere to APA 6 th edition formatting.
1	Information is presented sporadically with little sequential coherence, rarely using visuals that support text and presentations, contains three spelling and/or grammatical errors, and minimally adheres to APA 6 th edition formatting.
2	Information is presented in a logical sequence, with some visuals related to text and presentation, with two spelling or grammatical errors, and mostly adheres to APA 6 th edition formatting.
3	Information is presented in a logical sequence, with visuals to reinforce text and presentation, no spelling or grammatical errors, and adheres to APA 6 th edition formatting.

Presentation Style (2 Points):

0	Presenters read all of information with no eye contact, one member dominates the presentation time, and presenters mumble or speak too quietly for audience to hear.
1	Presenters read some of the information, two members primarily speak during the presentation, and presenters mumble or speak too low at times.
2	Presenters speaks to the audience and maintains eye contact, members have equal times to discuss the materials, and presenters have a clear voice so that audience can hear the presentation.

Use of Time (5 Points): 45 minutes per presentation

0	Presenters are more than 5 minutes over or under the time allotment.
5	Presenters are within 5 minutes of the 45 minute time allotment.

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
1-3,5,7,8	Class Attendance & Participation, Online Assignments		weekly	60 70
1, 4, 7	Genogram	Core: 3f CMHC: A9, E2 SC: A6, E1, E4	March 18	75

1, 5, 6	Mid Term Exam	Core: 3a, 3d CMHC: A1, A2, A4, A5, C2, C7, C8 SC: C1, C3, M4	March 2	50
1, 7	Final Exam	Core: 3d, 5e CMHC: A5, C9 SC: C1, C3, M4	April 30	50
2, 7, 8	Presentation of Theory Description & Application	Core: 3a, 3d, 3h, 5e CMHC: A6, A9, C1, C9, E1E3, I1 SC: A3, G1, M1, M2, M3, M5, O1, O4	February 12, March 12, March 26, or April 9	50
				355

Total Grading Scores for CE 622:

100 – 90%	320-355 points	A
89 – 80%	284-319 points	B
79 – 70%	249-283 points	C
Below 70%	0-248 points	F

A. Notes for Assignments

- Applicable references, appropriate APA 6th edition formatting, spelling, grammar, punctuations, citations, etc. must be included in all submissions
- All assignments are submitted via D2L
- Evaluation is on a point accrual basis. All points are totaled for the final grade.
- Assignments are due on the assigned date.
- **Ten percent** of the assignment points will be deducted for each day that the assignment is late.

B. Grading for Course

- Grading is on a point accrual basis. Rubrics to be provided at a later date.

IX. COURSE SCHEDULE

The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, b) additional readings to be announced during the course, and (c) the needs of students.

DATE	Topic	Content	Activities & Assignments
Week 1 January 8 D2L	Introduction to the course and review of syllabus Introduction and Overview of Family Therapy and Counseling(1) The Genograms of Family Therapy (2) The Family Practitioner as Person and Professional (3)	Chs. 1-3; syllabus	Read textbook Chapters 1-3; become familiar with course expectations and D2L course site. Online assignment DUE between January 8 and January 14 at 11:59pm in D2L
Week 2 January 15 OFF			
Week 3 January 22 D2L	Introduction to Systems Theory (Ch. 1 of Smith-Acuna; supplemental reading) Virtue, Ethics, and Legality in Family Practice (4)		Read textbook Chapter 4 and supplemental reading in D2L Online assignment DUE between January 22 and January 28 at 11:59pm in D2L
Week 4 January 29, IN-PERSON	Multigenerational Family Therapy (7) Basic Techniques of Family Therapy (by Nichols, supplemental reading)	Chs. 4, 7; supplemental reading in D2L	Read textbook Chapters 7 and supplemental reading in D2L
Week 5 February 5 D2L	Special topics: We are family article, social justice within family systems		Read supplemental readings in D2L Online assignment DUE between February 5 and February 11 at 11:59pm in D2L
Week 6 February 12, IN-PERSON	Adlerian Family Therapy (6) Human Validation Process Model (8)	Chs. 6, 8	Read textbook Chapters 6, 8 <i>In Class Presentations:</i> Group 1 presentation: _____ Group 2 presentation: _____
Week 7 February 19 D2L	Symbolic-Experiential Family Therapy (9)	Ch. 9	Read textbook Chapter 9 Online assignment DUE between February 19 and February 25 at 11:59pm in D2L
Week 8 February 26 D2L			DUE: Mid Term Exam (Chapters 1-8) opens on February 19 and due by March 2 at 11:59pm in D2L.
March 5 Spring Break	NO CLASS		

<p>Week 9 March 12, IN-PERSON</p>	<p>Structural Family Therapy (10) Strategic Family Therapy (11)</p>	<p>Chs. 10, 11</p>	<p>Read textbook Chapters 10, 11</p> <p><i>In Class Presentations:</i> Group 3 presentation: _____ Group 4 presentation: _____</p> <p>DUE: Genogram with Key and Reflection Paper by March 18 at 11:59pm in D2L</p>
<p>Week 10 March 19 D2L</p>	<p>Special Topics: Same Sex couples and Infidelity in the relationship</p>	<p>supplemental reading in D2L</p>	<p>Read supplemental readings in D2L</p> <p>Online assignment DUE between March 19 and March 25 at 11:59pm in D2L</p>
<p>Week 11 March 26, IN-PERSON</p>	<p>Postmodernism, Social Construction, and Narratives in Family Therapy (13) Solution-Focused and Solution-Oriented Family Therapy (12)</p>	<p>Chs. 12, 13</p>	<p>Read textbook Chapters 12 and 13</p> <p><i>In Class Presentations:</i> Group 5 presentation: _____</p>
<p>Week 12 April 2 D2L</p>	<p>Consultation Theories and Models, application of Family Therapy in CMHC or School settings</p>	<p>Supplemental reading in D2L</p>	<p>Read supplemental readings in D2L</p> <p>Online assignment DUE between April 2 and April 8 at 11:59pm in D2L</p>
<p>Week 13 April 9, IN-PERSON</p>	<p>Feminist Family Therapy (14) Cognitive-Behavioral Family Therapy (15)</p>	<p>Chs. 14, 15</p>	<p>Read textbook Chapters 14 and 15</p> <p><i>In Class Presentations:</i> Group 6 presentation: _____</p>
<p>Week 14 April 16 D2L</p>	<p>Special Topic: Addictions and Families</p>	<p>Supplemental reading in D2L</p>	<p>Read supplemental readings in D2L</p> <p>Online assignment DUE between April 16 and April 22 at 11:59pm in D2L</p>
<p>Week 15 April 23, IN-PERSON</p>	<p>Parenting for the 21st Century (16) & Play Therapy with Families Closing Activities</p>		<p>Read textbook Chapter 16</p> <p>DUE: Final Exam (Chapters 9-16) opens on April 23 and due by April 30 at 11:59pm in D2L</p>
<p>Finals Week, April 30</p>			

F.7.b. Self-Growth Experiences

Counselor education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

Important Notes on Ethical Behavior:

There are several areas of ethical and professional behavior that are critical for students' understanding and must be fully comprehended to insure client welfare and student success. These are: confidentiality, informed consent, self-disclosure, and professional standards. They are detailed below, but will be discussed in much greater detail in class.

1. Confidentiality. As stated in the American Counseling Association (ACA) 2014 Code of Ethics (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>) Section B1a: "Counselors do not share confidential information without client consent or without sound legal or ethical justification". Students in this class will be expected to uphold this ethical standard. All information that is shared by any "client," including fellow classmates acting as a client, will be treated as confidential and will not be shared with anyone outside the class.

Informed Consent and Student Self-Disclosure. Clients who participate in counseling must do so with informed consent via a disclosure by the counselor about the counseling process. In order to do give their consent they must be knowledgeable of their rights as clients. Section A.2.a&b. of the 2014 ACA Code of Ethics (included below) delineates this.

A.2. Informed Consent in the Counseling Relationship

a. **Informed Consent**. Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both the counselor and the client. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

Informed Consent also applies to students in counselor training programs. Since you will be involved in self-growth learning exercises in this course, you need to be informed about the process. Section F discusses Supervision, Training, and Teaching Ethics. Sections F.5.b & F.6.b. in the ethical standards address the issue of student impairment as well as student gatekeeping

and remediation. Both sections of the Code of Ethics are listed below.

b. Types of Information Needed

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, and relevant experience, continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to expect confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing counseling plans; and to refuse any services or modality change and be advised of the consequences of such refusal.

F.5. Counseling Supervision Evaluation, Remediation, and Endorsement

b. Impairment. Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.8. Student Welfare

F.8.c. Self-Growth Experiences. Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

Professional Development & Identity: As a graduate student in counselor education, you are required to develop competencies in a variety of areas including writing skills, presentation skills, clinical skills and research skills. Standards for this class are compatible with professional standards set forth by the American Counseling Association and the American School Counselor Association. You will be evaluated on various skills that are necessary to being a professional school or clinical counselor. Although there is no separate point allotment for professional conduct, your grade in this course can be influenced by poor professional judgment and conduct and by poor performance and behavior. The instructor reserves the right to deduct points on an individual assignment or the final course grade based on the following: poor collaboration with peers, arriving late to class, missing classes, turning assignments in late, inappropriate or

unprofessional class performance.

X. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of

our class and community. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>.

RESPECT FOR DIVERSITY: It is the intent of the instructor to present material and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Any suggestions you have are welcomed. Support for issues of diversity can also be found: <http://www.winona.edu/inclusion-diversity/>

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,

(www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260

(www.rctc.edu/counseling_career_center/)

UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the

right to due process. Such complaint procedures are available online at:
<http://www.winona.edu/sld/studentgrievance.asp>

COMPLETION OF ALL ASSIGNED READINGS IS ESSENTIAL:

Resources to support graduate students can be found using the following link:
<http://www.winona.edu/gradstudies/currentstudents.asp>

PLAGIARISM AND CHEATING: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>

SEXUALLY EXPLICIT MATERIAL POLICY:As a part of your course experience, we may discuss work with clients who have concerns about their sexuality or developmental issues regarding sexual orientation. Consistent with the professional ethical codes, you are expected to consider appropriate related interventions/support services and engage in class discussions in a professional manner regarding these matters. If there are sexually related issues you feel that you could not discuss as a future counselor for personal reasons, you need to make those issues known to your instructor and/or adviser.

2016-2017 Campus Resources

- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595, www.winona.edu/inclusion-diversity/
- KEAP Diversity Resource Center, Kryzsko Commons Room 162, 457-2286, <http://www.winona.edu/inclusion-diversity/keap.asp>
- Access Services (Services for Students with Disabilities), Maxwell 314, 457-5878, www.winona.edu/accessservices/
- KEAP Diversity Resource Center Faculty Liaison, Professor Chuck Ripley, Minné Hall 307, 457-5445, wripley@winona.edu
- Warrior Success Center, Maxwell 314, 457-5878, <http://www.winona.edu/wsc/>
- Advising Services, Maxwell 314, 457-5878, www.winona.edu/advising/
- [Winona] Tutoring Services, Krueger Library 220, 457-5680, <http://www.winona.edu/tutoring/>
- [Winona] Writing Center, Minné Hall 348, 457-5505, www.winona.edu/writingcenter/
- [Winona] Student Support Services, Krueger Library 219, 457-5465, www.winona.edu/student-support-services/
- [Winona] Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330, www.winona.edu/counselingcenter/
- [Rochester] UCR Learning Center, UCR Room AT 306, 285-7182
- [Rochester] Student & Campus Services, UCR Room SS 128, 285-7100, rochss@winona.edu, www.winona.edu/rochester

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support/Campus Services* and the *Inclusion and Diversity Office*. Both offices are dedicated to helping students of all racial, ethnic, economic, national, sexual, and gender identities. They can facilitate tutoring and point you to a wide range of resources.
- If you have a mental, physical, or learning disability, the *Access Services* office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please contact Access Services as soon as possible.
- College can be very stressful. *Counseling* offices on both campuses are here to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others.
- The KEAP-Diversity-Resource-Center Faculty Liaison can direct people to multicultural resources on and off campus.
- To find out about web registration, placement tests, program requirements and support tools to help students succeed, visit the *Advising Services* office and website for answers to all your questions!
- On the Rochester campus, the *UCR Learning Center* provides help with both the development and the writing of papers.
- On the Winona campus, for help with understanding the concepts of a particular class or understanding the requirements of an assignment, *Tutoring Services* offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in Krueger Library 220 or go on-line and use TutorTrac to schedule a session, <https://tutortrac.winona.edu/TracWeb40/Default.html>.
- For help specifically with writing and the development of papers, the English department has a *Writing Center* that is staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.

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