

Spring 2015

CE 622 Syllabus: Family Systems Counseling

Masa Sato
Winona State University

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Winona State University
Counselor Education Department
CE622: Family Systems Counseling
Spring 2015

Instructor: Masa Sato, Assistant Professor, Ed.D., LMFT, LADC
Office Location: WSU-Rochester EA 209, 859 30th Ave. SE, Rochester, MN 55904
Phone: (507) 285-7481, Fax: (507) 285-7170
E-mail: msato@winona.edu
Office Hours: Mondays, Tuesdays, & Wednesdays (Rochester), 2 to 5 PM, or by appointment

GENERAL COURSE INFORMATION

Course Information: Mondays, 5:00 to 8:00 PM, WSU-Rochester, East Hall 121

Course Description: The purpose of the course is to introduce 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 gained through reading, lectures and videos.

Prerequisites: CE 601; Admission to WSU Counselor Education program

Text: Nichols, M. (2014). The Essentials of Family Therapy (6th ed.). Boston: Pearson.
ISBN-10: 0205922449, ISBN-13: 978-0205922444

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.

CACREP Standards

Section II-G-1-Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions and relationship with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- f. professional organizations, including membership benefits, activities, services to members and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Section II-G-2—Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.

Section II-G-3-Human Growth and Development—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- h. theories for facilitating optimal development and wellness over the life span.

Section II-G-5-Helping Relationships

- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

Course Requirements and Grading:

1. Attendance (25 points): Attendance in class is critical to benefit from the course. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Students are *required to attend all class sessions*. If a student is going to miss a class based on an emergency, it is expected that the student will contact the instructor prior to the class or ASAP. The materials of a missed week need to be made up if a student does not wish to lose up to 20 points. Please ask the instructor for more information. If it is necessary to miss more than one class for any reason, the student should withdraw from this course.

Weather could interfere with class at times. Make smart decisions about the weather and travel and consult instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the instructor will provide updates about cancellations via e-mail by 3 p.m. on the day of class. Absences due to extreme weather conditions will not result in points taken off the final grade.

Participation in classroom activities is essential for learning the concepts in this course. Small group activities, assigned readings and class discussions will serve as the foundation for achieving course learning outcomes. Students are expected to prepare for class by completing all readings and exercises assigned as scheduled prior to the class meeting. Students are expected to bring the main textbook to each class meeting.

2. Clinical Application Paper (160 points: 20x8): In class, students will review the video, “Aftermeth.” You will individually draw genogram of the family portrayed in the film. You will then work with your partner to complete the genogram. This genogram will be the basis for your clinical application papers (CAPs) in class. You will apply each family systems theory to the “Aftermeth” family and complete CAP in an assigned week.

3. Relationship Interaction Analysis and Paper (75 points: 10/15/50): In class, you and your partner will identify, describe patterns of relationship interactions of two video clips, and submit them in class (10/15).

For the paper, you are to identify a relationship or communication challenge between yourself and another person in your life. You will observe the sequential pattern of relationship interactions from family systems perspective. The instructor is most interested in the students’ analytical process, including your observation and understanding of the interactions, your hunch about the other person’s perspective on the challenge, and your perspective on your part in this feedback loop (i.e. your contribution to the

challenge). Based on your understanding of the way you contribute to the feedback loop, you are to find a way to step aside of the old pattern or try a new way of interacting with the person regardless of the way the other person talks and acts. You may apply some of the counseling skills you have learned in the past such as active listening and/or family therapy strategies you learn in this class. Please be aware that you are not to provide therapy and that the established pattern may not change quickly when you try a new way of interacting for a few weeks at least. Based on all the information you gained, you will write a paper to describe the history and nature of the relationship, analyze the pattern of interactions, and reflect the experience with a new way of interacting and its result. A body of the paper needs to be double-spaced and 5-page long (50).

4. Genogram Project (100 points): It is important for a counselor to develop an awareness of your self-of-counselor in relation to your family of origin. In order to be an effective counselor, you are to interview your own family members in order to know their childhood stories and current perspectives on their relationships with their children, parents, siblings, and extended family. You are encouraged to interview as many family members as possible. Based on the information and perspectives you gain, you are to draw a comprehensive genogram of your family including at least three generations. If you have a child(ren), it will be four generations. This genogram will include all the crucial information such as the family members, the qualities of their relationships, education, career, race/culture/ethnicity, religion, mental health, addiction, medical issues, and any significant life events (50). You are then to write an autobiographical reflection paper that discusses how your family has influenced and shaped you as a family member and a future counselor. The discussion will include any intergenerational patterns or family events that impacted you profoundly. The body of your paper needs to be double-spaced 6-7 pages long (50).

5. Mock Family Counseling (65 points): Students will identify a family whom they know well and whose life is impacted by a challenge. They write a case scenario based on the family's life story. They will first construct a family genogram and write a case scenario based on their knowledge. Please be mindful of confidentiality and alter identifiable information when you write a case scenario. However, they may make up information if they do not have sufficient information. The case scenario will be 1-2 pages long to give enough information for each role. You are then to recruit students in class and inform them of roles of the family members they are to play (15).

Another student counselor will counsel this family without the knowledge of the family history and challenge. One student will have two 25-minute sessions with the same family. This will be recorded for your review. Once these two sessions are completed, you will write a reflection paper that describes family dynamics such as a presenting problem, identified client, and family dynamics such as interactional patterns, roles, rules, boundaries, hierarches, attempted solutions, and dominant discourses. You then analyze the dynamics, conceptualize the case, hypothesize the problem, and formulate interventions based on any of family therapy theory in mock family counseling and the paper in addition to reflecting your experience as a family counselor. The body of this paper needs to be at least double-spaced 5-page long. This paper is due a week from the day you complete your second family session (50).

6. Journal Article Critique (25 points): Students are responsible for identifying a topic of your interest related to client or student population you plan to work with and locating one scholarly article that discusses a family systems approach to the issue of your choice. Students will read the article and write a paper that is a 4-5 page (includes the title page and reference page), double-spaced critique which should contain the following: One or more paragraph summarizing the article, one or more paragraph describing the pros and cons of the article, and one or more paragraph discussing your opinion of the article. Papers must be submitted via the Drop Box in D2L. This paper needs to be written in the APA format. Be careful of plagiarizing which is basically not citing what someone else has said.

COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1	Attendance/Participation	1	25
2	CAP (x8)	2	160 (20 x8)
3	Relationship Interaction Analysis	3	75 (10/15/50)
4	Genogram Project	4	100
5	Mock family Counseling	5	65 (15/50)
6	Journal Article Critique		25
<i>Total</i>			450

Policy on Late or Unfinished Assignments:

Late work is not accepted except in extreme circumstances and with prior permission of instructor. **IMPORTANT:** A grade of incomplete (IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

Scoring Rubrics

1. Attendance and Participation

Criteria	Extinguished 25-22.5	Proficient 22.5-20	Basic 20-17.5	Non-Performance 17.5-0
▼ Individual Participation	Regularly asks questions or gives responses that indicate reflection and knowledge of class material.	Occasionally asks questions or gives responses that indicate reflection, some knowledge of class material.	Rarely asks questions or gives responses that indicate familiarity with class material.	Does not ask questions or give responses that indicate familiarity with topics for class.
▼ Group Participation	Usually actively participates in small group activities.	Reluctantly participates in small group activities.	Rarely participates in small group activities.	Does not participate in small group activities.
▼ Attendance	Attends every class. Is always on time and stays until the end of class.	Misses one class, turns in make up paper that reflects analysis, synthesis and evaluation of subject matter. Is usually on time and usually stays until the end of class.	Misses more than one class; makes up classes by writing a paper with an analysis, synthesis and evaluation of subject matter. Occasionally comes late or leaves early.	Misses more than one class; does not make up missed classes with a paper that indicates analysis, synthesis and evaluation of subject matter. Frequently comes late or leaves class early.

3. Relationship Interaction Analysis

Content of Paper	Level 4 50-45points	Level 3 45-40 points	Level 2 40-35 points	Level 1 35-0 points
▼ Statements of interactions	Statements of interactions are clear and concise	Interactions are clear but excessively wordy	Statements of interactions are vague.	Statements of interactions are not present.
▼ Integration of information	Information is well integrated; easy to follow	Information is somewhat integrated, and difficult to follow	Information is minimally integrated and difficult to follow	Information is not integrated
▼ Family Systems perspective	Basic family systems perspective is utilized and evident	Basic family systems perspective is present	Family systems perspective is minimally present and difficult to find	Family systems perspective is not present

▼ Writing Style	Paper flows; is interesting and easy to read and understand	Flow of paper is good but difficult to follow.	Flow of paper is poor and difficult to follow	Flow of paper is vague and disconnected.
▼ Grammar & Spelling	No grammatical or spelling errors	Less than 5 grammatical and/or spelling errors.	Less than 10 grammatical and/or spelling errors.	More than 10 grammatical and/or spelling errors.
▼ Length and timeliness	Within approximate page limitation; handed in on time	More than 2 page longer or shorter than approximate page limitation and/or less than 1 days late.	More than 3 pages longer or shorter than approximate page limitation and/or less than 2 days late.	More than 4 pages longer or shorter than approximate page limitation and/or more than 4 days late.

4. Genogram Project

Genogram	Level 4 46-50 points	Level 3 40-45 points	Level 2 36-35 points	Level 1 35 or less points
▼ Genogram Accuracy	Totally accurate	Fewer than 5 errors	Fewer than 10 errors.	More than 10 errors
▼ Genogram Notes/ Family Introduction	Excellent notes and/or complete family introduction with complete details	Very good notes and or/family introduction very good with some details	Incomplete notes and/or incomplete family introduction with few details.	Notes missing and/or incomplete family introduction with very few or no details.
Genogram Narrative/Analysis	Level 4 41-45 points	Level 3 36-40 points	Level 2 31-35 points	Level 1 30 or less points
▼ Self-understanding	Clearly stated	Briefly stated.	Vaguely stated.	Not present.
▼ Impact on self as a counselor	Clearly stated	Briefly stated.	Vaguely stated.	Not present.
▼ Life-style issues	Clearly stated	Briefly stated.	Vaguely stated.	Not present.
▼ Influence of intergenerational patterns	Clearly stated	Briefly stated.	Vaguely stated.	Not present.
▼ Additional information	Present and clearly stated	Present and briefly stated.	Present and vaguely stated.	Not present.
▼ Synthesis of information	Information completely integrated.	Information well integrated.	Information fairly integrated.	No integration evident.
▼ Personal meaning	Clearly stated	Briefly stated.	Vaguely stated.	Not present.
▼ Personal learning	Clearly stated	Briefly stated.	Vaguely stated.	Not present.
Writing Skills	Level 3 5 points	Level 2 4 point	Level 1 0-3 points	
▼ Sentence structure	Excellent sentence structure throughout paper.	Good sentence structure throughout the paper.	Fair sentence structure throughout the paper.	
▼ Thought patterns	Thoughts consistently easy to understand.	Thoughts mostly easy to understand.	Thoughts are frequently difficult to understand	
▼ Grammar	Fewer than 5 grammar and spelling errors.	Fewer than 10 grammatical and spelling errors.	More than 10 grammar and spelling errors.	
▼ Length	6-7 page limitation; handed in on time	More than 2 page longer or shorter than approximate page limitation and/or less than 1 days late.	More than 3 pages longer or shorter than approximate page limitation and/or less than 2 days late.	

5. Mock Family Counseling

Criteria	Level 4 25-22.5 points	Level 3 22.5-20 points	Level 2 20-17.5 points	Level 1 17.5-0 points
▼ Basic microskills	Competent	Sufficient	Adequate, but need more practice	Inadequate or incompetent

▼ Managing complexity	Stay calm and focused	Gets a little anxious and overwhelmed with info, but stay grounded	Gets rather anxious and overwhelmed	Gets anxious and overwhelmed, so not present with a family
▼ Systems counseling	Systems approaches are evident and correctly used.	Systems approaches are somewhat evident and used correctly.	Systems approaches are barely evident and used correctly.	Systems approaches are not evident and not used correctly.
▼ flow and structure	Session flows smoothly and is well structured	Session flows okay and is somewhat structured	Session is disjointed and disorganized.	No flow and structure are evident.
▼ Time keeping	20-30 minute	Less than 20 minutes	Less than 15 minutes	Less than 10 minutes

Content of Paper	▼ Level 4 25-22.5 points	▼ Level 3 22.5-20 points	▼ Level 2 20-17.5 points	▼ Level 1 17.5-0 points
▼ Integration of information	Information is well integrated; easy to follow	Information is somewhat integrated, and difficult to follow	Information is minimally integrated and difficult to follow	Information is not integrated
▼ Family Systems perspective	Basic family systems perspective is utilized and evident	Basic family systems perspective is present	Family systems perspective is minimally present and difficult to find	Family systems perspective is not present
▼ Writing Style	Paper flows; is interesting and easy to read and understand	Flow of paper is good but difficult to follow.	Flow of paper is poor and difficult to follow	Flow of paper is vague and disconnected.
▼ Grammar & Spelling	No grammatical or spelling errors	Less than 5 grammatical and/or spelling errors.	Less than 10 grammatical and/or spelling errors.	More than 10 grammatical and/or spelling errors.
▼ Length and timeliness	Within approximate page limitation; handed in on time	More than 2 page longer or shorter than approximate page limitation and/or less than 1 days late.	More than 2 pages longer or shorter than approximate page limitation and/or less than 2 days late.	More than 4 pages longer or shorter than approximate page limitation and/or more than 4 days late.

2. Journal Article Critiques

Criteria	▼ Extinguished 25-22.5 points	▼ Proficient 22.5-20 points	▼ Basic 20-17.5 point	▼ Non-Performance 17.5-0 points
▼ Relevance to Class	Clearly relevant.	Somewhat relevant	Vaguely relevant.	Not relevant.
▼ Article Summary	Well articulated in student's own words.	Fairly well articulated in student's own words.	Somewhat well articulated; some "foreign" vocabulary.	Extensive vocabulary repeated from article; student's words not evident.
▼ Pros and Cons of Article	Pros and cons present; well stated and well thought out.	Pros and cons present; fairly well stated and fairly well thought out.	Either pros or cons missing; fairly well stated and fairly well thought out.	Either pros or cons missing; poorly stated.
▼ Student Opinion of Article	Thoughtful and well articulated.	Somewhat thought out or poorly articulated.	Either poorly thought out or poorly articulated.	Poorly thought out and poorly articulated; or completely missing.

Grade Scale

A=450-406 (90-100%)

B=405-361 (80-90%)

C=360-316 (70-80%)

F=below 270 (<60%)

Tentative Course Schedule

Session:	Topic	Readings/Assignment Due
1/12/15 Week 1	Syllabus, The Foundations of Family Therapy	Chapter 1
1/19/15 Week 2	<i>No Class - Martin Luther King Day</i>	
1/26/15 Week 3	The Evolution of Family Therapy	Chapter 2
2/2/15 Week 4	Basic Techniques of Family Therapy Aftermeth (video) CAP Genogram/discussion.	Chapter 3
2/9/15 Week 5	The Fundamental Concepts of Family Therapy CAP genogram and family mobile	Chapter 4
2/16/15 Week 6	Bowen Family Systems Therapy CAP 1	Chapter 5
2/23/15 Week 7	Strategic Family Therapy CAP 2	Chapter 6
3/2/15 Week 8	Structural Family Therapy CAP 3	Chapter 7
3/9/15 Week 9	<i>No Class - Spring Break</i>	
3/16/15 Week 10	Experiential Family Therapy CAP 4	Chapter 8 Interaction Analysis Paper
3/23/15 Week 11	Psychoanalytic Family Therapy, CAP 5 Mock family counseling 1: <u>Kristin</u>	Chapter 9
3/30/15 Week 12	Cognitive-Behavior Family Therapy, CAP 6 Mock family counseling 2: <u>April</u>	Chapter 10 Genogram Project
4/6/15 Week 13	Family Therapy in the Twenty-First Century, CAP 7 Solution-Focused Therapy Mock family counseling 3: <u>Amanda</u>	Chapter 11 Chapter 12
4/13/15 Week 14	Narrative Therapy, CAP 8 Mock family counseling 4: _____	Chapter 13
4/20/15 Week 15	Integrative Models Comparative Analysis Mock family counseling 5: _____, 6: _____	Chapter 14 Chapter 15 Journal Article Critique
4/27/15 Week 16	Research on Family Intervention Mock family counseling 7: _____, 8: _____ 9: _____	Chapter 16
5/4/15 Week 17	<i>No class - Finals Week</i>	

Note: This schedule is tentative and subject to change based on the needs of the class.

University Expectations and Resources:

Academic Integrity: 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>.

Accommodations: 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>.

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 and Diversity Office is 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>

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- Midori Hanna, S. (2007). The practice of family therapy: Key elements across models (4th ed.). Belmont, CA: Thomson Brooks/Cole.
- Olson, D. H., DeFrain, J., & Skogrand, L. (2014). Marriage and the family: Intimacy, diversity and strengths (8th ed.). New York, NY: McGraw-Hill.
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