

Spring 2014

## CE 622 Syllabus: Family Systems Counseling

Jo Hittner  
*Winona State University*

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Winona State University  
College of Education  
Counselor Education Department  
Spring 2014

**CE622 Family Systems Counseling**  
Mondays 5:00-8:00 p.m. Gildemeister 329

Instructor:

Jo Hittner, Ph.D.

Contact Information:

Phone: 507 457-5339

E-Mail: [jhittner@winona.edu](mailto:jhittner@winona.edu)

Office Hours:

Mondays 10:00-2:00

Wednesdays 10:00-2:00

(other times by appointment)

**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.

**Text:**

Nichols, M. (2011). The Essentials of Family Therapy (5<sup>th</sup> ed.). Boston: Pearson

**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:**

**Attendance:** (20 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 there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Tegrity will be used in each class. If a class needs to be missed the student will be expected to view the Tegrity video and write a 2-page paper summarizing the learnings from the class and the student's reaction to the class. If it is necessary to miss more than one class for any reason, the student should withdraw from the course.

Note: 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:** (30 points) 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.

**Couple Interaction Analysis** (75 points) Interview two people in a long-term relationship and construct a description of the relationship based on family systems theory. The instructor is most interested in the students' process of doing the interview, including their observations of the couple's interaction and the analysis of the interview than in its particular form (how many pages, how organized, etc. but it is difficult to have an excellent paper in less than five-six double-spaced typewritten pages.) This interview will be taped and quotes from the interview will be used to provide examples in the analysis. A mandatory consent form is included in the "forms" section on D2L. Details are outlined in a separate section below the syllabus on D2L. **Due February 24**

**Genogram Project:** (100 points) A family genogram project as outlined in a separate section (Genogram Project) will be completed after reading the assigned materials. **Due March 31**

**In Class Dramatizations:** (50 points for each member of the group) Groups of 4 class members will be formed, one of whom will be the counselor and the others participating family members. The group will be expected to present a specific Family Theory where the components of the theory are evident and accurate. The dramatization is expected to have some complexity in order to have the audience be challenged to determine the theory utilized. Creativity is encouraged, teamwork is critical. This assignment should take 25-30 minutes for the entire session, with discussion and critique afterwards. **Due April 28.**

**Final Exam: (50 points)** A take-home test covering class lectures, class discussion material, and course readings assigned during the semester. It will be composed of essay questions designed to assess students' knowledge and understanding of theoretical principles, concepts, and issues presented in class. **Due May 5.**

**COURSE REQUIREMENTS**

| #            | Assignment                  | Related Scoring Rubric | Points Possible |
|--------------|-----------------------------|------------------------|-----------------|
| 1            | Attendance                  | 1                      | 20              |
| 2            | Participation               | 2                      | 30              |
| 3            | Quizzes                     |                        | 160             |
| 4            | Couple Interaction Analysis | 3                      | 75              |
| 5            | Genogram Project            | 4                      | 100             |
| 6            | Class Dramatizations        | 5                      | 50              |
| 7            | Final Exam                  |                        | 50              |
| <i>Total</i> |                             |                        | <b>485</b>      |

See below for all scoring rubrics.

**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.

**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, 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 (List of campus resources can be found below.)

### **Electronic Device Notice:**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers and any other electronic devices that make any noise. Computers may not be brought to the classroom without prior permission of the instructor. Cell phones that ring during class indicate that treats will be brought the next class by the person with the ringing phone. [Experiment](#)

### **Academic Dishonesty Policy:**

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source(s)). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university. [Plagiarism](#)

### **Details about Campus Resources:**

- A good place to help you find resources of all kinds is the WSU Inclusion and Diversity Office. This office is dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources.

The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. [www.winona.edu/culturaldiversity](http://www.winona.edu/culturaldiversity)

- If you have a disability, the WSU Disability Resource Center (DRC) can document it for your professors and facilitate accommodation. Their office is on the Winona campus in Maxwell Hall 214 and they can be reached at 457-2391. [www.winona.edu/disabilityservices](http://www.winona.edu/disabilityservices) If you have a documented disability that requires accommodation, please let your instructor know as soon as possible. If you suspect you may have a disability, you are encouraged to contact the DRC as soon as possible.
- Counselors are available 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. Counselors are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. [www.winona.edu/counselingcenter](http://www.winona.edu/counselingcenter).

- For help with writing and the development of papers : Contact the Writing Center in Minné 348 or call 457-5505. [www.winona.edu/writingcenter](http://www.winona.edu/writingcenter)
- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources.  
Contact the WSU Counseling Center for the name and number of the current GLBTA Advocate (507-457-5330) [www.winona.edu/counselingcenter](http://www.winona.edu/counselingcenter)

## Scoring Rubrics

### 1. Attendance

| Criteria      | Level 4<br>10 points                    | Level 3<br>8 points   | Level 2<br>6 points   | Level 1<br>4 points  |
|---------------|---|---|---|--|
| Attendance    | Attends all classes                     | Misses one class; makes up class by viewing Tegrity, writing 2 page paper | Misses two classes; makes up class by viewing Tegrity, writing a 2 page paper | Misses more than two classes, makes up class by viewing Tegrity, writing a 2 page paper. |
| Promptness    | Arrives on time; stays for entire class | Prompt for nearly all classes; leaves early infrequently                  | Arrives late frequently, leaves class early frequently                        | Arrives late for most classes, leaves class early most of the time.                      |
| Overall Score | Level 4<br>20 or more                   | Level 3<br>16 or more   | Level 2<br>12 or more   | Level 1<br>0 or more   |

### 2. Participation

| Criteria     | Level 4<br>10 points   | Level 3<br>8 points  | Level 2<br>6 points   | Level 1<br>0 points   |
|--------------|--|--|---|---|
| Questions    | Regularly asks questions   | Occasionally asks questions.   | Rarely asks questions.  | Does not ask questions.   |
| Observations | Frequently makes observations that indicate reflection of and knowledge of readings and other assignments. | Occasionally makes observations that indicate reflection of and knowledge of readings and other assignments. | Rarely does not make observation that indicate reflection of and knowledge of readings and other assignments. | Does not make observations that indicate reflection of and knowledge of readings and other assignments. |

|  |                                       |  |                                      |                                       |
|--|---------------------------------------|--|--------------------------------------|---------------------------------------|
| ▼ <b>Participation in small groups</b> | Actively participates in small groups | Participates in small groups with encouragement. | Rarely participates in small groups. | Does not participate in small groups. |
| ▼ <b>Overall Score</b>                 | <b>Level 4</b><br>30 or more          | <b>Level 3</b><br>24 or more                     | <b>Level 2</b><br>18 or more         | <b>Level 1</b><br>0 or more           |

### 3. Couple Interaction Analysis

| Content of Paper                    | ▼<br>Level 4<br>15 points  | ▼<br>Level 3<br>13 points  | ▼<br>Level 2<br>11 points   | ▼<br>Level 1<br>0 points   |
|-------------------------------------|--|--|---|--|
| ▼ <b>Statements of interactions</b> | Statements of interactions are clear and concise   | Interactions are clear but excessively wordy   | Statements of interactions are vague.   | Statements of interactions are not present.  |
| ▼ <b>Integration of information</b> | 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  |
| ▼ <b>Family Systems perspective</b> | Basic family systems perspective is utilized and evident; genogram is present and accurate | Basic family systems perspective is present and/or genogram is present, but vague                  | Family systems perspective is minimally present and difficult to find; genogram is present but inaccurate | Family systems perspective is not present and/or genogram is not present                           |
| ▼ <b>Writing Skills</b>             | Level 4<br>10 points   | Level 3<br>8 points  | Level 2<br>6 points   | Level 1<br>0 points  |
| ▼ <b>Writing Style</b>              | 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.   |
| ▼ <b>Grammar &amp; Spelling</b>     | 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.   |
| ▼ <b>Length and timeliness</b>      | Within approximate page limitation; handed in on time                                      | More than 2 pages longer or shorter than approximate page limitation and/or less than 2 days late. | More than 3 pages longer or shorter than approximate page limitation and/or less than 4 days late.        | More than 4 pages longer or shorter than approximate page limitation and/or more than 4 days late. |
| ▼ <b>Overall Score</b>              | Level 4<br>75 or more  | Level 2<br>63 or more  | Level 3<br>51 or more   | Level 1<br>0 or more   |

#### 4. Genogram Project

| Genogram  | Level 4<br>25 points   | Level 3<br>23 points  | Level 2<br>21 points  | Level 1<br>19 points  |
|---|--|---|---|---|
| <b>▼Genogram Accuracy</b><br><b>▼Genogram Notes/<br/>Family Introduction</b>  | Totally accurate<br><br>Excellent notes and/or complete family introduction with complete details  | Fewer than 5 errors<br><br>Very good notes and or/family introduction very good with some details   | Fewer than 10 errors.<br><br>Incomplete notes and/or incomplete family introduction with few details.   | More than 10 errors<br><br>Notes missing and/or incomplete family introduction with very few or no details.                             |
| Genogram Narrative/Analysis   | Level 4<br>5 points  | Level 3<br>4 points   | Level 2<br>3 points   | Level 1<br>0 points   |
| <b>▼Self-understanding</b><br><b>▼Impact on self</b><br><b>▼Life-style issues</b><br><b>▼Influence of intergenerational patterns</b><br><b>▼Additional information</b><br><b>▼Synthesis of information</b><br><b>▼Personal meaning</b><br><b>▼Personal learning</b> | Clearly stated<br>Clearly stated<br>Clearly stated<br>Clearly stated<br>Present and clearly stated<br>Information completely integrated.<br>Clearly stated<br>Clearly stated | Briefly stated.<br>Briefly stated.<br>Briefly stated.<br>Briefly stated.<br>Present and briefly stated.<br>Information well integrated.<br>Briefly stated.<br>Briefly stated. | Vaguely stated.<br>Vaguely stated.<br>Vaguely stated.<br>Vaguely stated.<br>Present and vaguely stated.<br>Information fairly integrated.<br>Vaguely stated.<br>Vaguely stated.       | Not present.<br>Not present.<br>Not present.<br>Not present.<br>Not present.<br>No integration evident.<br>Not present.<br>Not present. |
| Writing Skills  | Level 3<br>2 points  | Level 2<br>1 point  | Level 1<br>0 points   |   |
| <b>▼Sentence structure</b><br><b>▼Thought patterns</b><br><b>▼Grammar</b><br><b>▼Length</b>   | Excellent sentence structure throughout paper.<br>Thoughts consistently easy to understand.<br>Fewer than 5 grammar and spelling errors.<br>Within 10-20 page limit.         | Good sentence structure throughout the paper.<br>Thoughts mostly easy to understand.<br>Fewer than 10 grammatical and spelling errors.<br>Less than 10 or more than 20 pages  | Fair sentence structure throughout the paper.<br>Thoughts are frequently difficult to understand<br>More than 10 grammar and spelling errors.<br>Less than 9 or more than 11 pages in |   |

|            |                         |  |                      |  |
|------------|-------------------------|--|----------------------|--|
| ▼APA style | Present with no errors. | in length.<br>Present and fewer than 5 errors. | length.<br>Not used. |  |
|------------|-------------------------|--|----------------------|--|

## 5. Class Dramatizations

| Criteria                  | ▼<br>Level 4<br>10 points                      | ▼<br>Level 3<br>8 points                                      | ▼<br>Level 2<br>6 points                                      | ▼<br>Level 1<br>0 points                              |
|---------------------------|--|---|---|---|
| ▼<br><b>Interesting</b>   | High interest and high creativity              | Quite interesting with some creativity                        | Somewhat interesting with some creativity.                    | Little interest and little creativity                 |
| ▼<br><b>Complexity</b>    | Two or more difficult problems included        | One or more difficult problems are presented.                 | Two or more simple problems are presented                     | One or more simple problems are presented.            |
| ▼<br><b>Clarity</b>       | Theory is very evident and correctly portrayed | Theory is somewhat evident and correctly portrayed.           | Theory is barely evident but correctly portrayed.             | Theory is not evident and is not portrayed correctly. |
| ▼<br><b>Teamwork</b>      | Teamwork is very evident                       | Teamwork is somewhat evident                                  | Teamwork is barely evident                                    | Teamwork is not evident.                              |
| ▼<br><b>Time Limits</b>   | Within 25-30 minute time limit                 | Presentation is less than 25 minutes or more than 30 minutes. | Presentation is less than 15 minutes or more than 35 minutes. |   |
| ▼<br><b>Overall Score</b> | ▼<br><b>Level 4</b><br>50 or more              | ▼<br><b>Level 3</b><br>40 or more                             | ▼<br><b>Level 2</b><br>30 or more                             | ▼<br><b>Level 1</b><br>0 or more                      |

### Grade Scale

A=485-451 (93-100%)

B=450-417 (86-92%)

C=416-383 (79-85%)

D=382-349 (72-78%)

F=below 234 (<72%)

## Tentative Course Outline

| <u>Session:</u> |  | <u>Readings:</u>       |
|-----------------|--|------------------------|
| 1 (1/13)        | Introduction, Overview, Discussion of family                         |                        |
| (1/20)          | No Class—Martin Luther King day                                      |                        |
| 2 (1/27)        | The Foundations of Family Therapy<br>The Evolution of Family Therapy | Chapter 1<br>Chapter 2 |
| 3 (2/3)         | Basic Techniques of Family Therapy                                   | Chapter 3              |
| 4 (2/10)        | The Fundamental Concepts of Family Therapy                           | Chapter 4              |
| 5 (2/17)        | Bowen Family Systems Therapy   | Chapter 5              |
| 6 (2/24)        | Strategic Family Therapy<br><b>Couple Interaction Analysis due</b>   | Chapter 6              |
| 7 (3/3)         | Structural Family Therapy  | Chapter 7              |
| (3/10)          | No class-Spring Break  |                        |
| 8 (3/17)        | Experiential Family Therapy  | Chapter 8              |
| 9 (3/24)        | Psychoanalytic Family Therapy  | Chapter 9              |
| 10 (3/31)       | Cognitive-Behavior Family Therapy<br><b>Genogram Project Due</b>     | Chapter 10             |
| 11 (4/7)        | Family Therapy in the Twenty-First Century                           | Chapter 11             |

|    |        |  |                          |
|----|--------|--|--------------------------|
|    |        | Solution-Focused Therapy   | Chapter 12               |
| 12 | (4/14) | Narrative Therapy  | Chapter 13               |
| 13 | (4/21) | Integrative Models<br>Comparative Analysis   | Chapter 14<br>Chapter 15 |
| 14 | (4/28) | Research on Family Intervention<br>Class Dramatizations<br>Review of Course Jeopardy | Chapter 16               |

### **List of References and Bibliography**

- Becvar, D. (2006). Families that flourish: Facilitating resilience in clinical practice. New York: W. W. Norton & Company.
- Cox, F. (2006). Human intimacy: Marriage, the family, and its meaning (10<sup>th</sup> ed.). Belmont, CA: Wadsworth/Thomas Learning.
- Gladding, S. (2007). Family therapy: History, theory, and practice (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Golden, L. (2004). Case studies in marriage and family therapy (2<sup>nd</sup> ed.) Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- McGoldrick, M., & Gerson, R. (1999). Genograms in family assessment (2<sup>nd</sup> ed.). New York: W.W. Norton & Company.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). Ethnicity & family therapy (3<sup>rd</sup> ed.). New York: Guilford Press.
- McGoldrick, M., Hardy, K. (2008). Re-visioning family therapy: race, culture, and gender in clinical practice (2<sup>nd</sup> ed.). New York: Guilford Press

Midori Hanna, S. (2007). The practice of family therapy: Key elements across models (4<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

Olson, D., & DeFrain, J. (1999). Marriage and the family: Diversity and strengths (2<sup>nd</sup> ed.). Mountain View, DA: Mayfield Publishing Company.