

Summer 2014

## CE 622 Syllabus: Family Systems Counseling

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### Recommended Citation

Hittner, Jo, "CE 622 Syllabus: Family Systems Counseling" (2014). *Counselor Education Syllabi*. 222.  
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Winona State University  
College of Education  
Counselor Education Department  
Summer 2014

**CE622 Family Systems Counseling**  
Mondays 4:00-8:00 p.m.  
Gildemeister 329

Instructor:

Jo Hittner, Ph.D.

Contact Information:

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Office Hours:

Mondays 1:00-4:00

Wednesdays 1:00-4:00

(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. (2014). The Essentials of Family Therapy (6<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 involved 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 2-3 page paper **summarizing the learnings from the class and the student's reaction to the class**. All make up papers are due one week from the date of the missed 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 course 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: 6/25**

**Genogram Project:** (100 points total) A family genogram project as outlined in a separate section (*Genogram Project*) will be completed after reading the assigned materials.  
**Due: 7/16**

**In Class Dramatizations:** (50 points for entire group) Groups of 4-5 class members will be formed, one of whom will be the counselor and the others participating family members. This assignment should take 30 minutes for the entire session, with discussion and critique afterwards.

## COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1	Attendance	1	20
2	Participation	2	30
3	Couple Interaction Analysis	3	75
4	Genogram Project	4	100
5	In Class Dramatizations	5	50
6	Quizzes		150
<i>Total</i>			<b>425</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. Keep in mind you are paying a lot of money for this class, you will be expected to know the material for your comprehensive exams and for your licensure exam. If you choose to spend your time on your electronic equipment instead of listening and participating in class, it is your loss and out of my control. Just keep in mind that you cannot do both as shown by this [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:**

- Two good places to help you find resources of all kinds are the WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office. Both offices are 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 10 points	Level 3 8 points	Level 2 6 points	Level 1 4 points
Attendance	Attends all classes	Misses one class; makes up class by viewing Tegrity, writing 2-3 page paper	Misses two classes; makes up class by viewing Tegrity, writing a 2-3 page paper	Misses more than two classes, makes up class by viewing Tegrity, writing a 2-3 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 20 or more	Level 3 16 or more	Level 2 12 or more	Level 1 0 or more

### 2. Participation

Criteria	Level 4 10 points	Level 3 8 points	Level 2 6 points	Level 1 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 makes 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.
Participation in small groups	Actively participates in small groups	Participates in small groups with encouragement.	Rarely participates in small groups.	Does not participate in small groups.
Overall Score	Level 4 30 or more	Level 3 24 or more	Level 2 18 or more	Level 1 0 or more

### 3. Couple Interaction Analysis

Content of Paper	Level 4 15 points	Level 3 13 points	Level 2 11 points	Level 1 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; 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	Family systems perspective is not present and/or genogram is not present

but inaccurate

Writing Skills	Level 4 10 points	Level 3 8 points	Level 2 6 points	Level 1 0 points
▼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 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.
Overall Score	Level 4 75 or more	Level 2 63 or more	Level 3 51 or more	Level 1 0 or more

#### 4. Genogram Project

Genogram	Level 4 25 points	Level 3 23 points	Level 2 21 points	Level 1 19 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 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼Self-understanding	Clearly stated	Briefly stated.	Vaguely stated.	Not present.
▼Impact on self	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 2 points	Level 2 1 point	Level 1 0 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	Thoughts mostly easy to understand.	Thoughts are frequently difficult	

▼Grammar	understand. Fewer than 5 grammar and spelling errors.	Fewer than 10 grammatical and spelling errors.	to understand More than 10 grammar and spelling errors.	
▼Length	Within 10-20 page limit.	Less than 10 or more than 20 pages in length.	Less than 9 or more than 11 pages in length.	
▼APA style	Present with no errors.	Present and fewer than 5 errors.	Not used.	
▼Overall Score	<b>Level 4</b> <b>100 or more</b>	<b>Level 3</b> <b>83 or more</b>	<b>Level 2</b> <b>66 or more</b>	<b>Level 1</b> <b>0 or more</b>

### 5. Class Dramatizations

Criteria	▼ Level 4 10 points	▼ Level 3 8 points	▼ Level 2 6 points	▼ Level 1 0 points
▼Interesting	High interest and high creativity	Quite interesting with some creativity	Somewhat interesting with some creativity.	Little interest and little creativity
▼Complexity	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.
▼Clarity	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.
▼Teamwork	Teamwork is very evident	Teamwork is somewhat evident	Teamwork is barely evident	Teamwork is not evident.
▼Time Limits	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.	
▼Overall Score	<b>Level 4</b> <b>50 or more</b>	<b>Level 3</b> <b>40 or more</b>	<b>Level 2</b> <b>30 or more</b>	<b>Level 1</b> <b>0 or more</b>

### Grade Scale

A=425-395 (93-100%)

B=394-366 (86-92%)

C=365-336 (79-85%)

D=335-306 (72-78%)

F= below 306

## Tentative Course Outline

<u>Session:</u>		<u>Readings:</u>
1 (5/28)	Introduction, Overview, Discussion of family	
2 (6/4)	The Foundations of Family Therapy The Evolution of Family Therapy Basic Techniques of Family Therapy The Fundamental Concepts of Family Therapy	Chapter 1 Chapter 2 Chapter 3 Chapter 4
3 (6/11)	Bowen Family Systems Therapy	Chapter 5
4 (6/18)	Strategic Family Therapy	Chapter 6
5 (6/25)	Structural Family Therapy <i>Couple Interaction Analysis due</i>	Chapter 7
6 (7/2)	Experiential Family Therapy Psychoanalytic Family Therapy	Chapter 8 Chapter 9
7 (7/9)	Cognitive-Behavior Family Therapy	Chapter 10
8 (7/16)	Solution-Focused Therapy Narrative Therapy <i>Genogram Project Due</i>	Chapter 12 Chapter 13
9 (7/23)	Family Therapy in the Twenty-First Century <i>Class Dramatization (1)</i> <i>Class Dramatization (2)</i>	Chapter 11
10 (7/30)	Comparative Analysis Research on Family Intervention <i>Class Dramatization (3)</i> <i>Class Dramatization (4)</i>	Chapter 14 Chapter 15

## 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.
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- 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.).