

Spring 2013

CE 622 Syllabus: Family Systems Counseling

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Recommended Citation

Johnson, Gaylia J., "CE 622 Syllabus: Family Systems Counseling" (2013). *Counselor Education Syllabi*. 250.

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT**

**CE 622 - FAMILY SYSTEMS COUNSELING
SPRING 2013
(Three Semester Credit Hours)**

COURSE INSTRUCTOR:

Dr. Gaylia J. Borrer
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Office Hours: Wed. & Thurs. – 12:00 p.m. to 5:00 p.m.

MEETING LOCATION, TIME AND DATES:

Location: University Center Rochester – East Hall (EA) 234
Time: 5:00 p.m. to 9:30 p.m.
Dates: 1/16, 1/30, 2/13, 2/27, 3/13, 3/27, 4/10, and 4/24/2013

CATALOG DESCRIPTION:

The purpose of this 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 readings, lectures, group work, and films.

RATIONALE:

Current professional literature suggests that understanding the individual in the context of the family system can greatly enhance therapeutic outcomes. It is believed that counselors working in community and school settings will be better able to serve the needs of individual clients/students when they are able to understand the impact of the family on individual growth and development. It is also believed that family systems training will provide students with the necessary tools to work effectively with families in school, agency, and other related human service settings.

STATEMENT OF THE MAJOR FOCUS AND OBJECTIVES OF THE COURSE:

- * To build a knowledge base for understanding the theory and practice of family systems counseling
- * To develop an understanding of the unique role of the family in the development of the individual
- To become familiar with the role of the therapist in family systems counseling
- To increase one's knowledge of his or her own family of origin
- To become aware of the developmental process involved in "the normal" family life cycle
- To become knowledgeable in the area of ethical practice in family systems counseling

- To become familiar with strategies and techniques for working with families from a variety of ethnic and/or cultural backgrounds
- To learn techniques for working with family strengths

BASIC INSTRUCTIONAL PLAN:

- 1) Lecture and Discussion
- 2) Comprehensive Examination
- 3) Family Therapy Theory and Techniques Demonstration Films
- 4) Family Therapy Role Plays and Family Assessment Techniques
- 5) Group Family Therapy Theory Project

ALIGNMENT WITH CACREP STANDARDS: CE 622 – Family Systems Counseling meets the following CACREP competencies and objectives:

- K.1.a. history and philosophy of the counseling profession, including significant factors and even
- K.1.b. professional roles, functions, and relationships with other human services providers;
- K.1.d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphasis;
- K.1.e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- K.2.c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- K.3.a. theories on individual and family development and transitions across the life span;
- K3.d. strategies for facilitating optimum development over the life span;
- K.5.d. a systems perspective that provides and understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
- K.5.g. ethical and legal considerations.

TENTATIVE SCHEDULE:

<u>DATE:</u>	<u>TOPIC:</u>	<u>READING:</u>
01/16/13	Course Overview and Introduction Review of Course Syllabus and Requirements What is a Family? Film: “That’s a Family” Ethnicity and Family Therapy Constructing the Multigenerational Genogram”	None

CE 622 - Family Systems Counseling - Course Syllabus**3**

01/30/13	Foundations of Family Psychology The Evolution of Family Therapy Film: "A Thousand Acres"	Chapters 1 through 5 in text
02/13/13	Psychodynamic Models of Family Therapy in text Film: Nathan Ackerman with the Hillcrest Family Transgenerational Models of Family Therapy Film: Murray Bowen and the Hillcrest Family	Chapters 7 and 8 in text
02/27/13	Experiential Models of Family Therapy The Human Validation Process Model Film: Carl Whitaker and the Hillcrest Family Film: Virginia Satir in Family Therapy Session	Chapter 9 in text
03/13/13	Structural Model of Family Therapy Film: A Family Therapy Session with Salvador Minuchin	Chapter 10 in text
03/27/13	Strategic Models of Family Therapy Don Jackson, Milton Erickson and Jay Hal The Milan Systemic Model of Family Therapy Behavioral/Cognitive Models of Family Therapy Family Strengths Model Film: A Family Therapy Session with Don Jackson	Chapters 11 and 12 in text
04/10/13	Evolving Models of Family Therapy Film: Karl Tomm – Interviewing the Internalized Other Professional Practice: Education, Credentialing, and Ethical Issues Student Presentations - Family Therapy Theory and Technique	Chapters 6 and 13 through 17 in text
04/24/13	Final Examination	

REQUIREMENTS AND DUE DATES:

Course Requirements:

- Each student will complete a genogram of his or her family of origin 300 points Date: 02/27/13
- Each student will participate in a family therapy group demonstration 200 points Date: 04/10/13
- Each student will complete a comprehensive final examination 500 points Date: 04/24/13

Grading:

A = Excellent	900 to 1,000 points
B = Very Good	800 to 899 points
C = Satisfactory	700 to 799 points
D = Passing	600 to 699 points
F = Failing	599 and below

TEXTBOOK:

Goldentberg, I., & Goldenberg, H. (2013). Family therapy: An overview (8th ed.).

Belmont, CA: Brooks/Cole.

ATTENDANCE:

Attendance at and participation in all class sessions is expected. Students are permitted to miss one class without a verifiable excuse. Should a student miss any class, they must consult with the course instructor regarding missed work and required make-up assignment.

POLICY ON LATE OR UNFINISHED ASSIGNMENTS:

Late assignments are subject to a penalty of ten percent (10%) of the assignment grade for each day the assignment is late. **IMPORTANT:** A grade of IP (In Progress) 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 course instructor immediately and make arrangements to complete the work at the earliest possible date.

STUDENT ACADEMIC HONESTY:

Submitting work other than your own, submitting materials used in other courses, or plagiarism will result in failure in the course.

RETURN OF STUDENT MATERIALS:

In order for all student materials to be returned in a timely fashion, each student is requested to provide the course instructor with a stamped, self-addressed envelope at the final meeting of the course.

STUDENTS WITH DISABILITIES OR SPECIAL NEEDS:

Every effort will be made to make appropriate accommodations for persons with disabilities or special needs. Students are encouraged to talk with the instructor early on regarding any accommodations that may be required.

INCLEMENT WEATHER POLICY:

In the event of inclement weather resulting in class cancellation, the course instructor will notify students of class cancellation via e-mail by noon on the scheduled class meeting date. In the event class is not cancelled but the student believes weather conditions make it unsafe to travel safely to class, the student is to notify the course instructor by e-mail or by phone of their absence from class and make arrangements to complete any missed class work. **NOTE:** No penalty or reduction in grade will result from absences due to inclement weather.

LIST OF REFERENCE AND BIBLIOGRAPHY:

Atwood, J. (1997). Challenging family therapy situations: Perspectives in social

Constructions. New York: Springer.

Carter, B., & McGoldrick, M. (1988). The changing family life cycle: a framework for

family therapy (2nd ed.). New York: Gardner Press, Inc.

Goldenberg, H., & Goldenberg, I. (1994). Counseling today's families (2nd Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Olson, D., & DeFrain (1994). Marriage and the family: diversity and strengths. Mountain View, CA: Mayfield, Publishing.

Wondrack, F., & Corneal, S. (1995). Strategies for resolving individual and family problems. Pacific Grove, CA: Brooks/Cole Publishing Company.