

Spring 2011

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 2011

CE622 Family Systems Counseling

Wednesdays 5:00-8:00 p.m. Rochester: Science and Technology 114
Winona: Maxwell 259

Instructor:

Jo Hittner, Ph.D.

Contact Information:

Phone: 507 457-5339

E-Mail: jhittner@winona.edu

Office Hours:

Mondays 1:00-4:30

Wednesdays 1:30-3:00

Thursdays 1:00-4:30

(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 (5th 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:

Participation: (50 points) Attendance and participation in classroom activities are essential in order for the student to gain full benefit from this course. Dyadic and small group activities, assigned readings and class discussions will serve as the foundation for achieving course learning outcomes. 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 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. 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. If it is necessary to miss more than one class for any reason, the student should withdraw from the course.

Note: Weather will undoubtedly interfere with class at times. Make smart decisions about winter 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 4pm on the day of class. Absences due to extreme weather conditions will not result in points taken off final grade. Because this is an ITV class and the instructor lives in Winona, the likelihood of class being cancelled is slim. If the Rochester campus closes, we may still have class in Winona. The instructor will work with students regarding making up classes that need to be missed.

Couple Interaction Analysis (50 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 needs to be at least 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 16**

Genogram Project: (50 points) A family genogram project as outlined in a separate section (Genogram Project) will be completed after reading the assigned materials. **Due March 23**

In Class Dramatizations: (50 points for entire group) Groups of 3-4 class members will be formed, one of whom will be the counselor and the others participating family members. This assignment should take 35 minutes for the entire session, with discussion and critique afterwards. **Due April 13, 20 and 27.**

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.

COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1	Attendance and Participation	1	50
2	Couple Interaction Analysis	2	50
3	Genogram Project	3	50
4	In Class Dramatizations	4	50
6	Final Exam	6	50
<i>Total</i>			250

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 you 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 and other electronic equipment continue to be an issue because of texting and other activities during class. My preference is that they not be brought into the classroom unless necessary for emergency calls and then left off and placed somewhere that the temptation to use them for other than emergencies is not present. This will be a topic of discussion during class to determine what is expected of professionals in workplaces and how policies are written in various settings to deal with this issue.

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.

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-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. www.winona.edu/rochester

The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. 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 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 in Winona and through partnership with RCTC on the UCR campus 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. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. www.winona.edu/counselingcenter The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260. www.rctc.edu/counseling_career_center
- For help with writing and the development of papers : WSU-Rochester campus, contact the UCR Learning Center in AT306 or call 285-7182. Winona campus, contact the Writing Center in Minné 348 or call 457-5505. 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

Scoring Rubrics

1. Attendance and Participation

<i>Possible Pts.</i>	<i>Description</i>
0-11 points	-Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups -Misses class often -Is often late or leaves early w/out due reason
12-24 points	-Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class -Does not actively participate in small groups -Misses no more than 1 class w/o prior arrangement -Is occasionally late or leaves early w/out due reason
25-37 points	-Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups -Misses 1 class with prior arrangement -Is never late or leaves early w/out due reason
38-50 points	-Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class, -Attends class regularly (no missed classes or one with prior arrangement)

2. Couple Interaction Analysis

<i>Points Possible</i>	<i>Description</i>
50-46 points	Clear statements of interactions, integration of information, family systems perspective Excellent writing skills, no grammatical errors, thorough, and within the approximate page limitation; Turned in on time
43-45 points	Clear statements of interactions, integration of information, family systems perspective Good writing skills, few errors, complete and within the approximate page limitation; Turned in on time
39-42 points	Vague statements of interactions, integration of information, family systems perspective Acceptable writing skills, few errors; Needing more detail
38 points or below	Incomplete statements of interactions Unacceptable writing skills, several errors; Needing more detail
50	Total points possible

2. Genogram Project

<i>Points Possible</i>	<i>Description</i>
50-46 points	Accurate construction of genogram with excellent notes; concise and complete family introduction. Excellent writing skills, no grammatical errors, thorough, and within the approximate page limitation; Turned in on time
43-45 points	Accurate construction of genogram with good notes; concise and complete family introduction. Good writing skills, few errors, complete and within the approximate page limitation; Turned in on time
39-42 points	Accurate construction of genogram; complete family introduction. Acceptable writing skills, few errors; Needing more detail
38 points or below	Incomplete construction of genogram and family introduction Unacceptable writing skills, several errors; Needing more detail
50	Total points possible

4. Class Dramatizations

Criteria	Possible Points	Needs Improvement	Met Most of the Objectives	Very Well Done
Interesting presentation	10	5-6	7-8	9-10
Case complexity	10	5-6	7-8	9-10
Clarity of theory	10	5-6	7-8	9-10
Evidence of teamwork	10	5-6	7-8	9-10
Understanding of systems theory	10	5-6	7-8	9-10
<i>Total points</i>	50			

Grade Scale

A=233-250 (93-100%)

B=215-232 (86-92%)

C=198-214 (79-85%)

D=180-197 (72-78%)

F=below 180 (<72%)

Tentative Course Outline

<u>Session:</u>		<u>Readings:</u>
1 (1/12) (R)	Introduction, Overview, Discussion of family	
2 (1/19) (W)	The Foundations of Family Therapy The Evolution of Family Therapy	Chapter 1 Chapter 2
3 (1/26) (R)	Basic Techniques of Family Therapy	Chapter 3
4 (2/2) (W)	The Fundamental Concepts of Family Therapy	Chapter 4
5 (2/9) (R)	Bowen Family Systems Therapy	Chapter 5
6 (2/16) (W)	Strategic Family Therapy <i>Couple Interaction Analysis due</i>	Chapter 6
7 (2/23) (R)	Structural Family Therapy	Chapter 7
8 (3/2) (W)	Experiential Family Therapy	Chapter 8
	(3/9) No class-Spring Break	
9 (3/16) (R)	Psychoanalytic Family Therapy	Chapter 9
10 (3/23) (W)	Cognitive-Behavior Family Therapy <i>Genogram Project Due</i>	Chapter 10
11 (3/30) (R)	Family Therapy in the Twenty-First Century	Chapter 11
12 (4/6) (R)	Solution-Focused Therapy	Chapter 12
13 (4/13) (W)	Narrative Therapy <i>Class Dramatizations</i>	Chapter 13
14 (4/20) (W)	Integrative Models <i>Class Dramatizations</i>	Chapter 14
15 (4/27) (R)	Comparative Analysis	Chapter 15
	Research on Family Intervention	Chapter 16
	<i>Class Dramatizations</i>	
16 (5/4)	Final Exam—Take home—due on D2L	

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 (10th ed.). Belmont, CA: Wadsworth/Thomas Learning.
- Gladding, S. (2007). Family therapy: History, theory, and practice (4th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Golden, L. (2004). Case studies in marriage and family therapy (2nd ed.) Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- McGoldrick, M., & Gerson, R. (1999). Genograms in family assessment (2nd ed.). New York: W.W. Norton & Company.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). Ethnicity & family therapy (3rd ed.). New York: Guilford Press.
- McGoldrick, M., Hardy, K. (2008). Re-visioning family therapy: race, culture, and gender in clinical practice (2nd ed.). New York: Guilford Press
- Midori Hanna, S. (2007). The practice of family therapy: Key elements across models (4th ed.). Belmont, CA: Thomson Brooks/Cole.
- Olson, D., & DeFrain, J. (1999). Marriage and the family: Diversity and strengths (2nd ed.). Mountain View, DA: Mayfield Publishing Company.