

Spring 2022

CE 622 Syllabus: Family Systems Counseling

Anquinetta V. Calhoun
Winona State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>




Part of the [Counselor Education Commons](#)

Recommended Citation

Calhoun, Anquinetta V., "CE 622 Syllabus: Family Systems Counseling" (2022). *Counselor Education Syllabi*. 356.

<https://openriver.winona.edu/counseloreducationsyllabi/356>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.

Winona State University Counselor Education Department CE 622-000316: Family Systems Counseling Semester Hours: 3		
Course Location	This is an online, asynchronous course. There are no in-person or zoom class meetings.	
Instructor	Anquetta V. Calhoun, Ph.D.	
Instructor Contact	eMail: anquetta.calhoun@winona.edu ; Phone: 352-474-9343; Zoom: https://minnstate.zoom.us/j/4076192192	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Helble Hall 349, Winona	
Instructor Office Hours:	Mondays & Tuesdays 12 - 5:00 pm	

I. COURSE DESCRIPTION

This course introduces 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.

II. COURSE PREREQUISITES

Prerequisites: [CE 601 - Foundations of Counseling](#) or permission of instructor. Grade only.

III. COURSE OBJECTIVES

Students will

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 counselor in family systems counseling;
4. increase knowledge of one's own family of origin;
5. become aware of the developmental process involve in the family life cycle;
6. become knowledgeable in ethical practice of family systems counseling;
7. become familiar with strategies and techniques for working with families from a variety of ethnic and/or cultural backgrounds; and
8. learn techniques for working with family strengths.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

REQUIRED TEXTS:

Nichols, M. P., & Davis, S. D. (2021). *Family therapy: Concepts and methods* (12th ed.). Upper Saddle River, NJ: Pearson.

McGoldrick, M., Gerson, R. & Petry, S. (2020). *Genograms: Assessment and intervention* (4th Ed.). New York: W.W. Norton.

ADDITIONAL READINGS

(Recommended or reserved texts):

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). *Ethnicity & family therapy*. (3rd Ed.). New York: Guildford.

McGoldrick, M., Carter, B., Garcia-Preto, N. (Eds.). *The expanded family life cycle*. (4th Ed.). Boston: Allyn & Bacon.

Additional course assignment, materials, and resources will be posted on the course D2L page. Students should frequent the D2L page weekly to complete class tasks and post assignments.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the Clinical Mental Health Counseling, and/or School Counseling content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 622 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	Reflections & Discussions	Theory Essay	Genograms & Timeline	Family of Origin Assessment
3. HUMAN GROWTH AND DEVELOPMENT				
3a. Theories of individual and family development across the lifespan.		X		
3f. Systemic and environmental factors that affect human development, functioning, and behavior.	X		X	
3i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	X			X
5. COUNSELING AND HELPING RELATIONSHIPS				
5b. A systems approach to conceptualizing clients.	X	X	X	X

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	Reflections & Discussions	Theory Essay	Genograms & Timeline	Family of Origin Assessment
1. FOUNDATIONS				
1a. History and development of clinical mental health counseling.		X		
1b. Theories and models related to clinical mental health counseling.		X		
2. CONTEXTUAL DIMENSIONS				
2b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	X		X	
2e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	X		X	
2f. Impact of crisis and trauma on individuals with mental health diagnoses	X		X	

2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	Reflections & Discussions	Theory Essay	Genograms & Timeline	Family of Origin Assessment
1. FOUNDATIONS				
1d. Models of school-based collaboration and consultation	X	X		

VI. METHODS OF INSTRUCTION

The course is taught through a combination of methods including, but not limited to class lectures, small and large group discussions, experiential class activities, videos, and D2L quizzes. The instructor will employ a variety of instructional methods to facilitate student learning including:

- Lecture and discussion
- Video, film, and PowerPoint slides
- Web-based learning
- Case studies
- Surveys, interviews, and other field communications
- Reflective textual evaluations, peer review, and journaling

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
1-8	Assigned Reading & Video Reflections	3f, 3i/2B, 2E, 2F/1d	TBD	10
1-8	Discussions	3f, 3i/2B, 2E, 2F/1d	TBD	10
1-3;6-8	Theory Description & Application	3a/1A, 1B/1d	4/20	20
2-4	Family of Origin Genogram(s)	3f/2B, 2C, 2F	2/16 & 4/06	20
4,6,7	Family of Origin Timeline	3f/2B, 2C, 2F	3/16	15
1-4,7	Family of Origin Paper	3i/2B, 2E, 2F	5/04	25
				100

A. GRADING SCALE

NOTE: Due dates for all assignments are in the COURSE SCHEDULE

100-90%	A
89-80%	B
79-70%	C
69-60%	D

IMPORTANT: To earn an A, students must do a A-quality work. Thorough work will reflect that students have submitted scholarly work of high quality, done extensive editing and proof-reading, utilized other resources if needed (including, the writing center) and made proper use of the library databases to supplement completion of the assignment (e.g., peer-reviewed journal articles, livestreaming educational media, etc.)

B. DESCRIPTION OF ASSIGNMENTS

READINGS and VIDEOS (Alexander Street or YouTube):

Students must do all the assigned readings each week. Some additional readings/materials may be found in the course module on D2L. In addition to reading assignments, students must watch assigned videos. While many videos are from the library database (Alexander Street), some videos may be from YouTube. In order to watch Alexander Street videos, students will need to log into the Kreuger library video database.

Steps to access to Academic Video Online (Alexander Street)

1. Go to the library home page, click "Databases", and click "A", which will open all the databases whose title starts with A in a new tab. Academic Video Online is on the third on the

list.

2. When you click Academic Video Online, it will open in a new tab. You will see there are 68,401 videos that the Winona State University has access to through its subscription to the database.

3. Type the title of the video in the search box.

NOTE: For any issues related to viewing the videos, you must directly contact the library to address proximity, subscription, or other technical issues.

Front Desk
507.457.5149
library@winona.edu

Digital Learning Commons
507.457.5240
DLC@winona.edu

REFLECTIONS & DISCUSSIONS

There will be reflections or discussions assigned (usually related to videos and readings) each week. Students will access discussions and directions for reflections in the course module on D2L.

THEORY DESCRIPTION & APPLICATION

An important goal of this course is to familiarize counselors-in-training with current family counseling theories and apply these theories to family issues they will likely face as a professional counselor. Therefore, students will choose a theory of family counseling, describe it in detail, and apply the theory to a family case study in an essay format. This assignment has two parts.

1. Theory Description Students will organize a description of their chosen family theory into the following categories:
 - Theory's view of human nature.
 - Theory's model of mental health (what creates mental health?)
 - Theory's view of factors that create disturbance in mental health (what keeps someone from mental health?)
 - Theory's goals of counseling
 - Theory's view of the counseling process (how one starts, ends, and the stages of counseling according to the theory).
 - Role of the counselor in the chosen theory (collaborative/directive/non-directive/expert/non-expert/etc.)

2. Theory Application Students will apply concepts of their chosen theory to a family case study. Choose a fictional family from television, literature, or movies from which to base your analysis. Using the chosen theory as a guide, students will describe their approach to the following:

- Assessment of the family
- Describe techniques and interventions to be used with the family (at least two techniques and two interventions)
- Outline at least two short-term and two long-term counseling goals for the family
- The chosen assessment, techniques/interventions, short- and long-term goals must be congruent with the described theory and address the specific needs of the family described.

Please include at minimum one peer-reviewed journal article (from 2000 or later) that informs your application of the theory in section two.

- Applicable references, APA-7 edition formatting, spelling, grammar, punctuations, etc.

Rubric for Theory Description & Application Essay

100% of points	75% of points	50% of points	25% of points	0 point
Answered the section in its entirety with meaningful content.	Answering approximately 75% of the section with meaningful content or all of the section without meaningful content	Answering approximately 50% of the section with meaningful content or approximately 75% of the section without meaningful content or reflection	Answering approximately 25% of the section with meaningful content or 50% or less of the section without meaningful content	Did not answer the section

FAMILY OF ORIGIN ASSIGNMENT

This assignment has three parts:

1. GENOGRAM

A. A BASIC GENOGRAM (across 3 generations) Students will create a genogram of their own family. The assessment will begin with your immediate family and extend back two generations. The genogram must include a key to define/identify all symbols. All genograms and keys must be legible.

B. A DETAILED GENOGRAM (across 3 generations) Students will create a detailed genogram that illustrates three generations of your family (you, your parents, and your grandparents), and a symbols page.

1. Family Information. The genogram will include family information, as you know it, or by “interviewing” family members for information to include, but not limited to: age, occupation, births, deaths, marriages or unions, separations or divorces, major and chronic physical and/or mental illness, substance abuse, and family transitions (moves, job changes/loses).
2. Family Relationships. The genogram assessment will include symbols describing family relationships. Relationships will be explored for triangles, coalitions, emotional cutoffs, and enmeshments. Boundaries (open and closed) and subsystems will also be explored and defined with symbols in the genogram.

3. **Multicultural Impacts.** Students will also symbolize the multicultural issues unique to their family and their functioning on the genogram. Multicultural issues can include but are not limited to: the impacts of race, ethnicity, religion, sexuality, social class, and ability. Looking at your family through a multicultural lens requires a deeper understanding that goes beyond ethnic heritage and includes attention to the multiplicity of factors informing family values, rules, roles, and so forth. These factors may include the characteristics of being American, regional identities (Midwestern, Southern, Southwestern), from Minnesota or Wisconsin or any of the 50 United States, or by immigrating to the state/the country. It is not acceptable to say that your family is all Caucasian, and you are not sure how this really impacts your family. We all have multicultural identities. Refer to the literature if necessary.
2. **A TIMELINE with two columns** Students will create a timeline with two columns that coordinate major world/national and regional (e.g., state, city) events with major family events (e.g., births, illnesses, deaths, separations, divorces, cut-offs, financial problems). [See page xv – xix in Nichols text for an example]: **In the Family of Origin paper you will include a discussion of how outside geopolitical events impacted family members in each of the three generations.**
 3. **A FAMILY OF ORIGIN PAPER** (informed by interviews) Students will interview key family members (from both sides of family) starting early in the semester, using questions from the McGoldrick et al., *Genogram* text. You need to take notes and you may record interviews if given permission (be sure to clarify that only you will listen to the tapes to refresh your memory, or to identify follow-up questions you may have).

Write a formal **Family of Origin paper** (strict adherence to APA-7 edition format) transgenerational paper that introduces key concepts and then analyzes their families of origin from a Bowen family systems theory perspective (please do not discuss any other theories in this paper; doing so will lower your grade). This is a formal paper, 12 to 15 pages in length (not including title, references, or genogram pages). Use APA style headings and subheadings to organize your paper. Be sure your title page, abstract, running head, margins, spacing, and reference page are all formatted correctly according to APA style. You will lose points for incorrect formatting, citations, and references. Same for grammar, punctuation, or spelling errors.

Students are encouraged to change family names and use the Writing Center early enough to edit and resubmit it for more feedback, if needed. Use spell/grammar check, read the paper out loud, ask someone else to check it, and plan on doing several revisions along the way.

Note: The focus of the paper is on family relationships as analyzed through the lens of Bowen's transgenerational theory. Be sure to define and discuss key concepts, such as triangles, fusion and cut-offs, levels of differentiation, generational transmission process, pattern seen within and between generations (e.g., of cut-offs, abuse, divorce, etc.).

A suggestion: you may read chapters that pertain to your race/ethnicity in McGoldrick's *Ethnicity and Family Therapy*, 3rd Edition (on reserve in the library). Include a discussion of your family's ethnic/racial background and how this impacted each generation, the immigration/migration story of your ancestors (if known), what were the roles, family myths and secrets that were held. The book is available from the library reserve. You cannot check it out. Please visit the library at your

earliest convenience and read the chapter that is relevant to your family's ethnical/racial background. Be sure to cite the ethnicity book, text or other Bowen readings, the genogram text, and any other resource or journal article used.

You will use examples from your family to illustrate these important concepts, discuss how they impacted subsequent generations, and how patterns were or will be broken. Include strengths in your family, how those you interviewed reacted, what you learned, and what this project was like for you to do. Identify what you want to work on in yourself and your family-of-origin relationships, and how you will do so after this course.

VIII. GENERAL STATEMENTS REGARDING COVID-19 RESTRICTIONS

Statement 1: Support for Remote Students

As we learn together this fall, I am committed to helping you complete this course successfully. I am prepared to support any student who cannot attend our in-person class meetings for COVID-related reasons and will do my best to make the experience as seamless and engaging as possible. If you are required to isolate, quarantine, or have any health concerns that prevent you from attending class meetings, please contact me via email at anquetta.calhoun@winona.edu to discuss your options for continuing the course remotely.

Statement 2: Student Face Covering Requirement

Research indicates that face coverings, combined with physical distancing, reduce the transmission of COVID-19 significantly. In light of the rise of new variants, elevated community spread, and guidance from the Minnesota State system office and the CDC, WSU implemented a mask requirement on August 4th, 2021. All students, faculty, staff, and visitors (including contractors, service providers, vendors, suppliers, camp participants, and the general public) are required to use a cloth face covering to cover both the nose and mouth in all public indoor spaces on university campuses and properties in both Winona and Rochester, including leased facilities, transit shelters and university shuttles. This guidance applies to all individuals, regardless of vaccination status. This protocol will remain in effect through the first several weeks of the fall semester. Unless you have an approved accommodation from [Access Services](#), please come to class wearing a face covering. Approved face coverings include a paper or disposable mask, a cloth face mask, a scarf or bandanna, or a religious face covering. Your face covering should cover the nose and mouth completely, should not be overly tight or restrictive and should feel comfortable to wear. Spare disposable masks will be available in our classroom and in various other locations across campus. Please let me know if you have any questions or concerns about this requirement.

Statement 3: Instructor Face Covering Procedures

Current MDH guidelines followed by WSU allow instructors to remove their face coverings while they teach if they can maintain a six-foot distance between themselves and the students. When I am able to maintain that distance, I may teach without a face covering (or using a face shield without a mask). I will

always make every effort to maintain a safe distance and please don't hesitate to let me know if you are uncomfortable with the distancing in the classroom at any time. If the space does not permit or I am unable to maintain that distance in our classroom, I may teach with a mask. Please let me know if you have trouble hearing me or need clarification as I speak.

Statement 4: Availability

Although we will need to interact a bit differently this semester, I am available for conference and questions outside of class time via scheduled in-office meetings or zoom conferences.

Please remember: This is an adjustment for everyone. No one wants the struggles we have faced and will face trying to carve out a life in a pandemic. We will all respond differently to the illness, the unknown, the social distancing, the fear, the tragedy and/or the loss that many have faced or will face and the changes to our collective lives together on campus.

The humane option is our best option. We are going to prioritize: supporting each other as humans, simple solutions that make sense for the most, sharing resources, and communicating clearly.

Due to COVID restrictions and safety practices, we cannot just do the same thing whether together in-person or online. Some assignments are no longer possible. Some expectations are no longer reasonable. Thus, we will foster intellectual nourishment, social connection, and personal accommodation. We will remain flexible and adjust to the situation(s). Nobody knows where this is going and what we'll need to adapt to whatever comes next. Also remember, everybody needs support and understanding in this unprecedented moment. Please reach out to me if you need to work through something regarding the course or even if you don't and you just need to talk.

IX. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. 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>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. 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>.

B. 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 & Diversity Office is located 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>

X. TENTATIVE COURSE SCHEDULE*

DATE	Topic	CACREP Standards <i>Core/CMHC/School</i>	Activities & Assignments
01/12	Introduction to Family Systems		REVIEW Syllabus READ Nicholas & Davis (Nicholas), xii-xvi, Introduction & ch. 1
01/19	History of Family Therapy	3f, 3i/2B, 2E, 2F/1d; 3f/2B, 2C, 2F	READ McGoldrick, Gerson & Petry (McGoldrick), ch. 1 & 2
01/26	Family Therapy Techniques	3f, 3i/2B, 2E, 2F/1d; 3f/2B, 2C, 2F	READ Nicholas, ch. 2 & 3 READ McGoldrick, ch. 3 & appendix
02/02	Systems Theory	3f, 3i/2B, 2E, 2F/1d; 3a/1A, 1B/1d; 3f/2B, 2C, 2F	READ Nicholas, ch. 4 READ McGoldrick, ch. 4
02/09	Family Patterns	3f, 3i/2B, 2E, 2F/1d; 3f/2B, 2C, 2F	READ McGoldrick, ch. 5
02/16	Strategic Family Therapy	3f, 3i/2B, 2E, 2F/1d; 3a/1A, 1B/1d; 3f/2B, 2C, 2F	READ Nicholas, ch. 5 READ McGoldrick, ch. 6 Basic Genogram DUE
02/23	Structural Family Therapy	3f, 3i/2B, 2E, 2F/1d; 3a/1A, 1B/1d; 3f/2B, 2C, 2F	READ Nicholas, ch. 6 READ McGoldrick, ch. 7
03/02	Structural Family Therapy, Pt. 2	3f, 3i/2B, 2E, 2F/1d; 3a/1A, 1B/1d; 3f/2B, 2C, 2F	READ [Journal Article] READ McGoldrick, ch. 8
03/09	SPRING BREAK—NO CLASS		
03/16	Experiential Family Therapy	3f, 3i/2B, 2E, 2F/1d; 3a/1A, 1B/1d; 3f/2B, 2C, 2F	READ Nicholas, ch. 7 READ McGoldrick, ch. 9 Timeline DUE
03/23	Traditional Therapies	3f, 3i/2B, 2E, 2F/1d; 3a/1A, 1B/1d; 3f/2B, 2C, 2F	READ Nicholas, ch. 8 & 9 READ McGoldrick, ch. 10
03/30	21 st Century Family Therapy	3f, 3i/2B, 2E, 2F/1d; 3a/1A, 1B/1d; 3f/2B, 2C, 2F	READ Nicholas, ch. 10 & 11 READ McGoldrick, ch. 11
04/06	Solution -Focused Brief Therapy	3f, 3i/2B, 2E, 2F/1d; 3a/1A, 1B/1d; 3f/2B, 2C, 2F	READ Nicholas, ch. 12 Detailed Genogram DUE

04/13	Narrative Therapy	3f, 3i/2B, 2E, 2F/1d; 3a/1A, 1B/1d	READ Nicholas, ch. 13
04/20	Comparative Analysis	3f, 3i/2B, 2E, 2F/1d; 3a/1A, 1B/1d	READ Nicholas, ch. 14 Theory Description & Application DUE
04/27		3i/2B, 2E, 2F	Work on FOO Paper
05/04	FINALS WEEK	3i/2B, 2E, 2F	Family of Origin Paper DUE

*Syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. The schedule is, therefore, tentative and may require adjustments and corrections throughout the semester