**The College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

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| **COURSE INFORMATION**  Course and Credits: COUN 560, 4.0 credits  Title: Family Systems  Term: Spring  *Meeting times: 4-6:45 or 7pm (6:457-7:40 pm is set aside for examinations additional projects, book club meetings and additional projects)* | **INSTRUCTOR**  Instructor:  Office:  Office hours:  Phone:  Email: |  |  |

**REQUIRED TEXTS AND/OR READINGs**

**TEXT and MATERIALS**

Family Therapy: History, Theory and Practice 77h Edition Gladding

It didn’t start with you: How inherited family trauma shapes who we ar and how to end the cycle

*Please note: The College of Education is now using APA 7th*

**Content areas**

**COURSE DESCRIPTION**

Graduate Bulletin Description

Provides an introduction to the theoretical and practical application of systems thinking to work with families and couples The course will also explore the impact of alcoholic and drug addicted individuals on families and couples. Closed to non-matriculated students.

Course Purpose(s)/Goal(s) (**Required**)

Course Rationale (**Required**):

1. CACREP Standards

Section II: Professional Counseling Identity

E. Current counseling-related research in the curriculum.

1. SOCIAL AND CULTURAL DIVERSITY
2. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
3. multicultural counseling competencies
4. help-seeking behaviors of diverse clients
5. HUMAN GROWTH AND DEVELOPMENT
6. theories of individual and family development across the lifespan
7. systemic and environmental factors that affect human development, functioning, and behavior
8. COUNSELING AND HELPING RELATIONSHIPS
9. a systems approach to conceptualizing clients
10. Washington Administrative Code WAC 246-811-030  
    Chemical Dependency Professional

* 2 (m) Chemical dependency counseling for families, couples and significant others;
* 2 (n) Client, family and community education;

**KNOWLEDGE AND SKILLS OUTCOMES**

**COURSE OBJECTIVES** (**Required**) (explicitly related to Course Purposes/Goals)

* Demonstrates culturally appropriate counseling interventions when working with diverse clients
* Demonstrates an understanding of established and emerging individual and systems counseling theories
* Is able to utilize appropriate individual, couple, family, group, and/or systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches
* Be able to conceptualize a case in systemic terms
* Possess a basic understanding of the primary family therapy models
* Demonstrate the ability to use a variety of therapeutic interventions
* Experience the role of counselor with families and couples
* Be able to observe complex interpersonal patterns in a clinically useful manner
* Build a beginning competence in developing couple and family assessments and treatment plans
* Understand your own family from a systems perspective
* Demonstrate in writing a more differentiated understanding of your family experience
* Demonstrate competence in writing and critical thinking

**COURSE INSTRUCTIONAL METHODS**

* Lectures: theory, techniques and illustrations
* Class participation: discussion, role play, in class-reflection
* Writing: case descriptions, integration paper, and family reflection paper.
* Assigned readings

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

**COURSE REQUIREMENTS:** Late work is **NOT** accepted without prior approval and will be scored at 20% off per day late. After the third day, the assignment will be graded as an incomplete and be a failing grade.

**ATTENDANCE**: Students are graded on participation. Each class missed will result in a participation deduction of 10 points. If the student misses more than one class, they are in jeopardy of failing the course. A student must receive a B or above in the course.

**PROFESSONAL BEHAVIOR:** Students are always expected to behave in respectful and professional ways. This includes how you address fellow students, giving and receiving feedback, coming to class on time, being prepared and keeping the camera on and engaged.

1. Assignments and Activities

| **Assignment** | **CACREP Standard** | **Points Possible** |
| --- | --- | --- |
| Attendance and Participation | 2 a, c, f; 3 a, f; 5 b | 100 |
| Genogram | 2 a, c, f; 3 a, f; 5 b | 50 |
| Intergenerational Reflection | 2 a, c, f; 3 a, f; 5 b | 15 |
| Special Issues in Family | 2 a, c, f; 3 a, f; 5 b | 15 |
| Exams | 2 a, c, f; 3 a, f; 5 b | 30 |
| Final | 2 a, c, f; 3 a, f; 5 b | 25 |
| Movie Reflection Assignment | 2 a, c, f; 3 a, f; 5 b | 15 |
| Book Club | 2 a, c, f; 3 a, f; 5 b | 60 |
| Zoom with Professor book club | 2 a, c, f; 3 a, f; 5 b | 20 |
| Creative Arts Project and Presentation | 2 a, c, f; 3 a, f; 5 b | 50 |

1. Grading Scale:

94-100 % A 80-83 B- 67-69 D+

90-93 A- 77-79 C+ 64-66 D

87-89 B+ 74-76 C 60-63 D-

84-86 B 70-73 C- 0-59 F

1. Course Expectations:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topics 🡪** | **CACREP Standard (Topics)** | **Readings and Assignments 🡪** | **Evaluation Method** |
| Class #1  3/31 | Introductions, course overview, expectations  A family perspective | 2 a, c, f; 3 a, f; 5 b | Chapters 1-3 G | Class Participation |
| Class #2  4/7 | Diversity in Families | 2 a, c, f; 3 a, f; 5 b | **Exam 1**  Chapters 4-5 G | Exam |
| Class #3  4/14 | Process of Family Therapy and Schools | 2 a, c, f; 3 a, f; 5 b | **Exam 2**  Chapters 7 G and assigned article  Part 1 MW  **Book Club Meeting 1** | Exam |
| Class #4  4/21 | Psychodynamic/Bowen  ONLINE MODULE | 2 a, c, f; 3 a, f; 5 b | **Exam 3**  Chapters 9-10 G  **Intergenerational Reflection**  **Book Club Summary Due** | Written and Exam |
| Class #5  4/28 | Experiential and Behavioral | 2 a, c f; 3 a, f; 5b | **Exam 4**  Chapter 11-12  Part 2MW  **Movie Assessment**  **Book Club Meeting 2** | Written and Exam |
| Class # 6  5/5 | Issues in Family Counseling: ONLINE MODULE | 2 a, c, f; 3 a, f; 5 b | **Movie Assessment Reflection Due**  **Book Club Summary Due**  **Online Assignment** | Written |
| Class # 7  5/12 | Structural and Strategic | 2 a, c, f; 3 a, f; 5 b | **Exam 5**  Chatter 13-14  Strategic Structural Article | Written and Exam |
| Class # 8  5/19 | Postmodern/Narrative and Solution Focused  Ethics | 2 a, c, f; 3 a, f; 5 b | **Exam 6**  Chapters 15-16  Article on Ethics  **Book Club Meeting 3** | Written |
| Class # 9  5/26 | Special Topics | 2 a, c, f; 3 a, f; 5 b | **Book Club Meeting Summary Due**  **Genogram Due**  **Online Assignment** |  |
| Class # 10  6/2  Last class | Closure  Presentations | 2 a, c, f; 3 a, f; 5 b | **Creative Arts Project Due**  **Zoom with Professor**  **Final** | Written and Project Presentation |

**NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):**

**Lemieux Library and McGoldrick Learning Commons** (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

<http://www.seattleu.edu/learningcommons>

**Academic Integrity Tutorial**: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: [Academic Integrity Tutorial](HTTPS://www.seattleu.edu/academicintegrity) which contains the URL:

<<https://www.seattleu.edu/academicintegrity>>

**DISABILITY ACCOMODATION POLICY AND PROCEDURE STATEMENT**

**NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)**

*If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

**NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)**

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

[**https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679**](https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679)

**Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:

[**https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678**](https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678)

**Professional Conduct Policy (REQUIRED in all syllabi)**

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

**<https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690>**

**WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)**

Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.

Instructors Note: This course can bring out a lot of emotions and questions regarding family of origin. I encourage you to seek outside assistance if you need additional resources.