



Course Syllabus

COURSE NUMBER: EPSY 5290.01	COURSE TITLE Family Counseling	TERM: Spring 1, 2006
SITE: WEBG	INSTRUCTOR CONTACT INFORMATION: Becky M. McKenna, Ph.D. bmckenna780@hotmail.com	CREDIT HOURS: 3.0

1. COURSE DESCRIPTION: This course will provide students with the opportunity to explore their assumptions about "the family" and how it develops in a social/cultural context. The course is designed to give students an opportunity to obtain a beginning understanding of selected theories and principles of family counseling and classroom dynamics. There will be a combination of theoretical and practical information with opportunities for students to gain insights using a variety of approaches. These will include "out-of-class" experiences, video-presentations, guest speakers, didactic, and experiential activities.

Course Rationale:

We are all a representative of a Family System. The family, as an institution, is the foundation for building a healthy society. More often, healthy families produce individuals who are more able to adapt well to challenges and to contribute constructively to society. In this postmodern era, there are many challenges that influence the development of a family system. Gender role changes, new family constellations, poverty, class-isms, and abuse issues (e.g., physical, sexual, & substance abuse) are some examples of the challenges many families encounter. The purpose of this course is to help teachers to be sensitive to the issues and challenges that families face and how those challenges might impact their classroom. The purpose is also to help teachers to begin to think about methods of understanding family functioning and how they could use this information as a teacher and/or professional helper to teach students better and to communicate well to their students' families.

2. LEARNING OUTCOMES: Students will demonstrate accomplishments in the following areas:

1. Beginning understanding of Systems theory and family counseling principles.
2. Developing a series of lesson plans which incorporate family issues/development into the typical classroom curriculum.
3. Demonstrating basic communication skills for working with students or clients and their families.

4. Perceiving and responding to challenging classroom behaviors in a positive and constructive manner.
5. Recognizing, assessing, and intervening with students and their families in need of specialized individual attention.
6. Demonstrating an awareness of community services that are available to individuals and families and ways to access these resources.
7. Increasing sensitization to issues in the changing family and the ability to reflect this sensitivity in all communication with students and their families.

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
	<p style="color: red;">NOTE If your course is directly linked to a specific M.A.T. or certification program, please insert relevant program outcomes. If your course does not fit clearly into a single program or certification area, you may wish to delete this column. If you do not have a copy of your program's outcomes, please contact your M.A.T. coordinator. Questions regarding certification program outcomes should be forwarded to the Director of Undergraduate and Initial Certification.</p>	<p style="color: red;">Note The individual instructor should decide what goes into this column based on student needs. Information may be coded with narratives attached to the document or narratives may be listed here.</p>

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)

Evaluation and Requirements:

1. Attendance, required readings, and participation in class

Attendance: It is extremely important that the student is punctual and present at all classes, for the entire semester.

Note: Two absences, or the equivalent, will lower the student's grade one full point.

Required Readings: Because of the brief number of weeks to the semester, it is important that the student has read and is ready to discuss the assigned readings as they are presented in the course schedule.

Participation in Class: It is essential that the student participate in as many ways as possible (e.g., large group lecture/discussion, small group discussion/activities, dyad interactions, etc.). This is a learning environment which will allow students to take risks, to try new things, to learn from each other, to see things in different ways, and to confront themselves in a supportive, non-threatening community.

2. Develop **six lesson plans** that incorporate family, family issues, and/or personal/family development into the regular classroom curriculum.
3. Keep a **journal** of reflections throughout the semester.
4. Choose from one of the following:
 - A. **Written case presentation** of a classroom student and their family incorporating Family Systems Theory
 - B. **Interview** of a family/child therapist or family-oriented agency
 - C. **Current issues paper** on a topic related to classroom students and family counseling issues.
5. **Oral presentation** of one of the student's written assignments (i.e., lesson plan, case presentation, interview, or current issues paper), to be presented by the last class.

NOTE:

The student is required to complete activities 1, 2, & 3. The student will also choose one additional assignment from activities 4. (A., B., or C). Then, during the semester, the student will give a brief (approx. 10 min.) oral presentation of either one of their lesson plans (from activity #2), or the student's choice from activities 4. (A., B., or C.).

WEEK 1: ***Topic:** Warm-up exercises, "Getting to Know You" exercises, Discussion of syllabus, course requirements, and expectations.
***Video:** "Going Home: A Family Systems View of Change."
***Read: Text:** Ch. 1 & 2;
Handout: Ch. 1 (McKenry & Price)

WEEK 2: ***Topic:** Introduction to Family Systems Theory, and Cybernetics

***Read: Text: Ch.s 3 & 4;**
Handout: Ch.s 1 (Becvar & Becvar)

WEEK 3: *Topic: Cybernetics of Cybernetics

***Video: "A Child's View of Grief."**

***Read: Text: Ch. 5 & 6;**
Handout: Ch. 3 (Becvar & Becvar)

WEEK 4: *Topic: Family Life Cycle and Development,
Understanding the Challenges of Divorced and Remarriage

***Speaker: - Bonnie Rudden - Counselor, Private Practice & School**

***Read: Text: Ch.s 7 & 8;**
Handout: Ch. 6 (Becvar & Becvar)

WEEK 5: *Topic: Minuchin Family Therapy--The Structural Approach and Genograms
The Impact of Substance Abuse on Family Development

***Read: Text: Ch.s 9 & 10;**
Handout: Ch. 9 (Becvar & Becvar)

WEEK 6: *Topic: Gay and Lesbian Issues in Families and Schools

***Speakers: Tim Gore: Panel Moderator - PFLAG and GLSEN**

***Read: Text: Ch.s 11 & 12;**

WEEK 7: *Topic: Understanding Students and Families With Special Needs

***Speaker: Peppy Howard-Willms: Director of Spec. Ed.**
Edgewood Children's Home

***Read: Handout: Ch. 15 (McKenry & Price)**

WEEK 8: *Final Oral Presentations and Wrap Up!

***Note: All final papers and lessons must be handed in with a self-addressed stamped envelop.**

4. RESOURCES:

Required Text(s): (Insert text information below; box will expand as you type.)

Textbook:

Molnar, A. & Lindquist, B. (1989). Changing problem behavior in schools. San Francisco: Wiley.

ISBN: 1-55542-134-2

Handouts:

Becvar, R.J. & Becvar, D.S. (2000). Family therapy: A systemic integration. Boston: Al & Bacon.

McKenry, P. & Price, S. (Eds.). (1994). Families and change: Coping with stressful events. Thousand Oaks, CA: Sage.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
Attendance/ Class Participation	<p>Attendance: It is extremely important that the student is <u>punctual and present</u> at all classes, for the entire semester.</p> <p>Note: Two absences, or the equivalent, will lower the student's grade one full point.</p> <p>Participation in Class: It is essential that the student participate in as many ways as possible (e.g., large group lecture/discussion, small group discussion/activities, dyad interactions, etc.). This is a learning environment which will allow students to take risks, to try new things, to learn from each other, to see things in different ways, and to confront themselves in a supportive, non-threatening community.</p>	25%
Journal	Keep a journal of reflections throughout the semester.	5%
Six Lesson Plans	Develop six lesson plans that incorporate family, family issues, and/or personal/family development into the regular classroom curriculum.	30%
Oral Presentation	Oral presentation of one of the student's written assignments (i.e., lesson plan, case	20%

	presentation, interview, or current issues paper), to be presented by the last class.	
Choice A., B., or C.	Choose from one of the following: A. Written case presentation of a classroom student and their family incorporating Family Systems Theory B. Interview of a family/child therapist or family-oriented agency C. Current issues paper on a topic related to classroom students and family counseling issues.	20%

6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)

99-100%	A+
94-98%	A
90-93	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
66-67	D
65 and below	F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

(You may use or modify this statement or create your own).

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

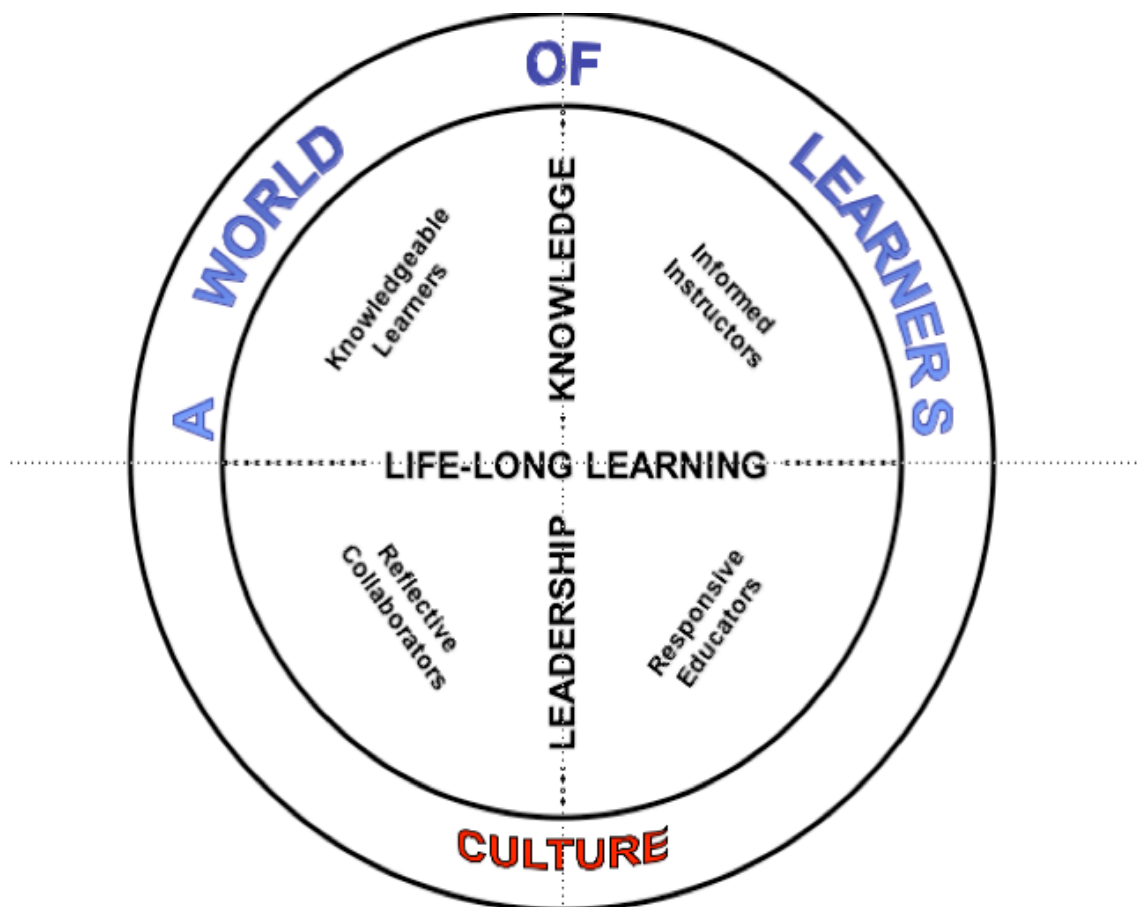
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).