

<b>Course</b>	COUN 5540 Family Systems Theory Fall 2, 2011
<b>Instructor</b>	Name: Nadia Torres-Eaton, Psy.D. Phone: Wk: 714-532-8481; cell: 714-478-4415 Email: <a href="mailto:dr.torreseaton@gmail.com">dr.torreseaton@gmail.com</a>
<b>Catalog Description</b>	<b>COUN 5540: Family Systems Theory:</b> This course explores the contribution of general systems theory to the development of family therapy. The focus is on examining different theoretical perspectives. Students will expand their acquired theoretical foundation by exploring the influence of their family of origin and current family life.
<b>Prerequisites</b>	Successful completion of COUN 5020
<b>Learning Outcomes</b>	<i>Upon successful completion of this class students will be able to:</i> 1. Demonstrate knowledge of the history of Family Systems approaches to therapy. (CACREP standard II.K.5.c) 2. Demonstrate understanding of the basic concepts involved in Family Systems therapy (CACREP standard II.K.5.d) 3. Demonstrate understanding of the systemic issues in their own family of origin (CACREP standard II.K.5.d) 4. Demonstrate knowledge and skill in the systemic approach to therapy. (CACREP standard II.K.5.f)
<b>Materials</b>	<b>Text:</b> Family therapy: Concepts and methods (9 <sup>th</sup> ed) <b>Authors:</b> Nichols, M. P., & Schwartz, R. C. <b>Publishers:</b> Pearson Publishing <b>ISBN:</b> 978-0-205-76893-6  <b>Text:</b> Genograms: Assessment & Intervention (3 <sup>rd</sup> ed) <b>Authors:</b> McGoldrick, M., Gerson, R. & Shellenberger, S. <b>Publisher:</b> W.W. Norton & Co. <b>ISBN:</b> 0-393-70509-9  <b>Text:</b> The Family Crucible: The intense experience of family therapy <b>Authors:</b> Napier, A.Y. & Whitaker, C.A. <b>Publishers:</b> Harper Collins <b>ISBN:</b> 978-0-06-091489-9
<b>Grading</b>	Graded assignments are as follows: Student will submit a formal paper integrating learning to construct a model of systems theory that is unique to the student Student will present and defend his/her model within the class. Student will study and role play in the classroom various techniques utilized by marriage and family therapists in modern practice models Student will prepare and present his/her complete Genogram Student will identify various family structures and communication patterns orally and on a written examination

	<p><u>Grading</u></p> <p>Class participation and discussion 100 points</p> <p>Exam 100 points</p> <p>Paper and Presentation 100 points</p> <p>Genogram and Presentation <u>100 points</u></p> <p>Total 400 points</p> <p>A 93 - 100% of total possible points</p> <p>A- 90 - 92.9% of total possible points</p> <p>B+ 87- 89.9% of total possible points</p> <p>B 83 - 86.9% of total possible points</p> <p>B- 80 - 82.9% of total possible points</p> <p>C+ 77 - 79.9% of total possible points</p> <p>C 73 - 76.9% of total possible points</p> <p>C- 70 - 72.9% of total possible points.</p>
<b>Activities</b>	<p><u>In-class discussion of reading materials</u> - Please read the assigned readings <i>before</i> the classroom discussion of the material. It is critical that you read the assigned material because class discussion will be the primary teaching method implemented. Your participation in class will be evaluated through your verbal comments/questions and your written comments/questions. Each week, please turn in at least 2 questions/comments that you would like to have discussed/addressed from the day's readings. Also, given that theory only means something when applied, I will lead a discussion of the theory's application to your own current relationships (familial or otherwise).</p> <p><u>Final exam (in-class and take home portions)</u> - The in-class portion of the test will follow a format of multiple choice and short answer questions. This portion will be a closed book test. The take home portion of the final will be long answer, essay questions. This portion will be open book, and should not exceed 5 typed (double-spaced) pages.</p> <p><u>Genogram</u> – You will be required to complete and present you personal Genogram following parameters set in the text. The Genogram will be graded in terms of its content, design and thoroughness. Your presentation of the Genogram will be graded in terms of your knowledge and delivery skills.</p> <p><u>Paper</u> - Final Paper - this assignment is meant to allow students the opportunity to carefully examine systems theories as they apply to specific clinical problems. The papers should be 8-10 pages in length. The paper should be written in accordance with the APA manual guidelines.</p>
<b>Policy Statements: University Policies</b>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p>

	<p><b>Academic Honesty</b>  The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b>  Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b>  If you need accommodations for a disability, please let the instructor know at the beginning of the course so that they can be provided.</p> <p><b>Disturbances</b>  Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course</p> <p><b>Attendance</b>  “The University reserves the right to cancel a student’s course enrollment if the student does not attend class the first or second week of the term. Students are expected to attend all class sessions. In the case of unavoidable absence (e.g., medical reason, work related travel), the student must contact the instructor directly and immediately. The instructor may give warning to the student and then recommend that the student withdraw from the course. The student is subject to appropriate academic penalty for incomplete or other make-up work, or for excessive unexcused absences. A student who misses two class meetings per course without a documented reason or (advanced) permission from the instructor should withdraw from the course.”</p>
<b>Weekly Schedule</b>	TBD