

Course	COUN 5540 Family Systems Theory
Term, Day, Time	Spring 1, 2010 – Tuesday – 6:00-10:00pm 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/2
Instructor	Name: Dr. Matt Borer Phone: (904) 874-1387 Email: mborer2002@yahoo.com
Catalog Description/ Content Area	COUN 5540 Family Systems Theory This course defines and explores the contribution of general systems theory to the development of family therapy. The focus is on examining different systems' theoretical perspectives, multicultural influences, and ethical components. Students will expand their acquired theoretical foundation by exploring the influence of their family of origin and current family life. Self-growth experiential activities are associated with this course content. Content Areas: professional practice, systems, professional orientation, helping relationships, theories
Knowledge and Skills Outcomes	<i>Upon successful completion of this class students will be able to:</i> <ol style="list-style-type: none"> 1. Describe a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions 2. Describe the history of and current trends in Family Systems theories in professional counseling literature 3. Demonstrate understanding of the basic concepts involved in Family Systems therapy 4. Describe and identify systemic issues in their own family of origin 5. Define and evaluate the importance of family, social networks, and community systems in the treatment of mental and emotional disorders; 6. Describe an orientation to wellness and prevention as desired counseling goals when working with systems; 7. Define counselor characteristics and behaviors that influence helping processes with systems; 8. Distinguish between counseling and interviewing skills used with systems and those used with individuals; 9. Critique legal and ethical standards in relation to counseling systems
Materials	<i>Papp, P. and Skirk, S.R. (1994). <u>The Process of Change</u>. (1st Edition). Guilford Publications, Inc, N.Y. ISBN# 0-89-862501-7</i> To Order Textbooks go to the local North FL website @

www.webster.edu/jack and click on Order Textbooks or go directly to www.mbsdirect.net.

Note: Textbooks should be ordered 2 weeks prior to class to ensure delivery.

Method of Instruction
 Modes of instruction will include a combination of learning methods in an effort to meet the needs of the learner. Instructional modes/methods will include experiential group activities, class discussions, lectures, video aids, and oral PowerPoint presentations.

Grading

Assignments	Maximum Points
• Chapter Review	20 Points
• Mid-term Exam	35 Points
• Final Exam	35 Points
• Class Participation and Attendance	<u>10 Points</u>
TOTAL	100 Points

Percentage of Total Points	Grade
95%-100%	A
90%-94%	A-
88%-89%	B+
84%-87%	B
80%-83%	B-
70%-79%	C
Below 70%	F

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognize that counseling skills and counselor effectiveness cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should *demonstrate marked progress toward the course objectives* as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect *not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor*. For example, it is possible to excel academically and receive a final grade less than an A or B. Thus, all grades will reflect a combination of *objective and subjective* assessment.

Note that writing competency is important in graduate school. The grade penalty is heavy for lack of simple proofing of grammar and spelling on all assignments. As a graduate student and counselor in

	<p>training, you have a responsibility to the profession and those you will be representing/counseling to write professionally. Take this task seriously and consult the Academic Resource Center for assistance.</p>
<p>Activities</p>	<p>Chapter Review:</p> <ul style="list-style-type: none"> • Each student will review a chapter from a family therapy book not discussed in class, and present his or her findings to the class in a short 10 minute presentation. <p>Mid-term Exam: Essay Questions</p> <ul style="list-style-type: none"> • Clearly written • Use of family systems concepts • Logical answers with supporting information <p>Final Exam:</p> <ul style="list-style-type: none"> • Demonstrate mastery of course material in a scholarly, written form • At least four references to be used which can include the text book. <p>Class Participation and Attendance:</p> <ul style="list-style-type: none"> • Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. <u>PLEASE BE ADVISED: Students who do not attend the first class session, who have not made prior arrangements with the instructor (and approved by the instructor) for being absent, will be dropped from their courses.</u> • Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends. • Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise. • Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes. • Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class. • A maximum of 30 points will be awarded based on the level and quality

	<p>of participation and preparation.</p> <ul style="list-style-type: none"> • Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional three points. • All assignments are due as detailed in the Course Schedule. • Late assignments will be accepted, if they are turned in no later than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. (Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted).
<p>Policy Statements: University Policies</p>	<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><u>Academic Honesty</u> 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><u>Drops and Withdrawals</u> 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 in the Graduate Studies Catalogue 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><u>Special Services</u> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><u>Disturbances</u> By university policy, every student is entitled to full participation in class without interruption. Therefore, disruption of class 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, including disrespectful comments or behaviors, lack of attendance, silence and or lack of participation, monopolization of class discussion, behaviors not consistent with a counselor in training, etc., are subject to disciplinary action potentially including meeting with the Counseling Advisory Committee, removal from the course, and or dismissal from the program.</p>

	<p>The carrying of weapons onto campus is forbidden.</p> <p><u>Conduct:</u> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. 2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises. 3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University. 4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place. <p>Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.</p> <p>Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook and the Student Handbook for Counselor Education.</p>
<p>Course Policies</p>	<p><u>Self-Awareness, Safety of Disclosure, Appropriate Interpersonal Skills and ACA Code of Ethics:</u> In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed</p>

in the class stays in the class and is not discussed with other students outside of the course or friends. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing grade** in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class *just as with clients*. You are encouraged to make your feelings and thoughts known, yet, to **do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills.** This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, **openness to supervision and instruction** by the instructor can become an issue for some students and is, therefore, emphasized here. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from instructor; seeking out needed experiences, feedback, etc., in a proactive way; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

ACA Code of Ethics (2005)

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.

(See C.1., H.1.)

Cell Phones

Turn off all cell phones during class unless otherwise advised by the instructor.

	<p>◆ Understanding your own family system (refer to your pre-assignment here)</p> <p>Assignments for Week 2:</p> <p>◆ Read Chapters 1 and 2 Read supplied supplemental reading</p> <p>Week 2 THEME: System Description and Change</p> <p>Topics:</p> <p>◆ How to observe the family system ◆ The Dilemma of Change</p> <p>Assignments for Week 3:</p> <p>◆ Read Chapter 3 & 4 ◆ Read supplied supplemental reading</p> <p>Week 3 THEME: Modern Vs. Post-modern Paradigms</p> <p>◆ Constructivism ◆ Social Constructionism ◆ Applications for understanding these concepts</p> <p>Assignments for Week 4:</p> <p>◆ Prepare for the Mid-Term Exam on Chapters 1 through 4 and supplemental readings</p> <p>Week 4 THEME: Negotiations: Your Family and Changes</p> <p>Topics:</p> <p>◆ Different Frameworks ◆ Mid Term Exam</p> <p>Assignments for Week 5:</p> <p>◆ Read Chapter 5</p> <p>Week 5 THEME: Negotiating Change in Family Therapy</p> <p>Topics:</p> <p>◆ Finding goals for families.</p>
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	<ul style="list-style-type: none"> ◆ What are you willing to change in your life?
	<p>Assignments for Week 6:</p> <ul style="list-style-type: none"> ◆ Read Chapters 6 and 7 ◆ Session notes <p>Week 6</p> <ul style="list-style-type: none"> ◆ THEME: Power in Systemic Family Therapy <p>Topics:</p> <ul style="list-style-type: none"> ◆ Brief Strategic Therapy ◆ Taking a “One down position” ◆ Jay Haley Vs. Gregory Bateson <p>Assignments for Week 7:</p> <ul style="list-style-type: none"> ◆ Read Chapter 8 and supplied supplemental reading
	<p>Week 7</p> <p>THEME: Family Therapy in a Medical Setting</p> <p>Topics:</p> <ul style="list-style-type: none"> ◆ Demonstrations and Role-play of Family Therapy ◆ You will proceed with the family therapy process <p>Assignments for Week 8:</p> <ul style="list-style-type: none"> ◆ Read Chapters 9, 10, & 11
	<p>Week 8</p> <p>THEME: Treating Couples</p> <p>Topics: Family Violence, Failures, & Pitfalls</p> <p>Assignments for Week 9:</p> <p>Study for Final Exam</p> <p>Week 9</p> <ul style="list-style-type: none"> ◆ FINAL EXAM (Paper Due) Personal Changes Discussed

Reviewed by: *Dr. Stephanie Vavilala*
 Job Title: Counseling Coordinator
 Date: 11/30/09

