

Course	COUN 5540 Family Systems Theory
Term, Day, Time	Fall 2: Tuesday 5:30 – 9:30
Instructor	Name: Karen Fattorosi PhD LMFT LCSW Phone: 352-854-5946 Email: therapyemail@aol.com
Catalog Description	COUN 5540: Family Systems Theory: 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.
Course Level Outcome Objectives	<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. 2. Demonstrate understanding of the basic concepts involved in Family Systems therapy 3. Demonstrate understanding of the systemic issues in their own family of origin 4. Demonstrate knowledge and skill in the systemic approach to therapy.
Materials	Becvar, Dorothy Stroh and Becvar, Raphael J. 2006 Family Therapy--A Systemic Integration, 7 Ed. Allyn and Bacon Publishers ISBN: 9780205661251 Optional supplemental texts (one): Gil, Eliana. (1996) <u>Systemic Treatment of Families Who Abuse.</u> Jossey-Bass Publishers. ISBN: 0787901539 Mastrich, Jim and Birnes, Bill (1988) <u>The ACOA's Guide to Raising Healthy Children: A Parenting Handbook for Adult Children of Alcoholics.</u> MacMillan Publishing ISBN: 0020405812 (Out of Print—available through Amazon.com, Abebooks.com and other online sources) Additional supplemental reading materials will be posted to the Blackboard and/or distributed to class.
Grading	The Graduate catalogue provides these guidelines and grading option: Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W A/A- Superior graduate work B+/B/B- Satisfactory graduate work C Marginal work F Unsatisfactory work CR Credit given for practica/internships I Incomplete work ZF Permanent grade for unfinished incomplete grade which treated as an F

	<p style="text-align: center;">W Withdrawn from the course</p> <p>Course Grade System:</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>93 - 100%</td></tr> <tr><td>A -</td><td>90 - 92%</td></tr> <tr><td>B+</td><td>88 - 89%</td></tr> <tr><td>B</td><td>83 - 87%</td></tr> <tr><td>B-</td><td>80 - 82%</td></tr> <tr><td>C</td><td>70 - 79%</td></tr> <tr><td>F</td><td>69 and below</td></tr> </table> <table style="width: 100%;"> <tr><td>Genogram</td><td style="text-align: right;">5%</td></tr> <tr><td>Quizzes</td><td style="text-align: right;">24%</td></tr> <tr><td>Weekly journal submissions</td><td style="text-align: right;">32%</td></tr> <tr><td>Personal Paper</td><td style="text-align: right;">15%</td></tr> <tr><td>Final Systems Application Paper</td><td style="text-align: right;">24%</td></tr> </table>	A	93 - 100%	A -	90 - 92%	B+	88 - 89%	B	83 - 87%	B-	80 - 82%	C	70 - 79%	F	69 and below	Genogram	5%	Quizzes	24%	Weekly journal submissions	32%	Personal Paper	15%	Final Systems Application Paper	24%
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<p>Activities</p>	<p>Genogram: Draw Genogram of your family of origin using systems concepts and notations. Include at least three generations and identify patterns and dynamics of family member interactions.</p> <p>Journal: Students will use Blackboard to submit a weekly journal. Included in journal entries are personal thoughts, reactions, and applications of systems concepts as presented in class and as observed in family. Also included are reflections on emerging sense of self as counselor and influence of family of origin on current practice strengths and limitations.</p> <p>Personal Paper: Use your genogram, journal, and class discussions to develop an examination of your family-of-origin using systems concepts and language. Identify early patterns, impact, and relation to systems theory. Ample, specific family examples are necessary to illustrate all concepts discussed in the paper. Be sure that any statements about the family are accompanied by specific examples that illustrate the point that you are making. Write 5-8 page paper using APA format and include at least 4 Professional references. Submit on Blackboard and bring Paper copy to class.</p> <p>Confidentiality: This assignment asks you to share sensitive information about yourself, your family, and other relations. Please keep two important aspects in mind as you complete the assignment. 1. Any information in your paper or journal will be held in strictest confidence and will not, under any circumstances, be shared with anyone else. 2. This project is an opportunity to examine your own family as part of your preparation to be a counselor. Be as candid as possible in the information that you bring to the discussion.</p> <p>Final Systems Application Paper: The final paper is a thorough application of systems theory to a specific population. Choose either the Gil or Mastrick texts or a similar text. Choose one or two systems theories and identify goals of treatment that arise from the theory. Use interventions in the text to illustrate the theory and goal. Submit on Blackboard and bring</p>																								

	<p>Paper copy to class.</p> <p>Weekly quiz: During the first few minutes of each class a short quiz will cover assigned reading for that week. Missed Quiz cannot be taken late or made up because of absences.</p> <p>More specific information on class and assignments can be found on Blackboard. Blackboard is used for class communication.</p>
<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>Academic Honesty 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>Drops and Withdrawals 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 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>Special Services 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>Disturbances 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>Course Policies</p>	<p>Students are expected to display graduate level classroom skills, to attend class prepared to discuss assigned reading, contribute to the class discussion, show respect for divergent ideas, and not disrupt and distract</p>

	<p>the work of the class with side conversations and/or cell phone ringing, vibrating, or use. Up to 20 earned points can be lost due to problems with participation and classroom behavior.</p> <p>Students are expected to complete assignments on time. Late submissions will be penalized unless specific arrangements have been made by the instructor before the due date. Students arriving late to class will not be able to make up the quiz.</p> <p>Cell Phones: All cellular phones are to be turned off before class begins (or placed on vibrate, if you are 'on call') and there is to be no texting during class time. Please leave class to take any calls. Participation points will be deducted if you text, check messages, or if your cell phone rings or vibrates noticeably during class.</p>
Weekly Schedule	<p>Week 1 Syllabus overview, assignments. Film: Ordinary People. Genogram, assessment</p> <p>Week 2 Becvar & Becvar: Chapter 1 - 3 Personal Genogram due</p> <p>Week 3 Becvar & Becvar: Chapter 4 & 5 * Genogram, demographic information due</p> <p>Week 4 Becvar & Becvar: Chapter 6 & 7 * Family Assessment, diagnostic profile due</p> <p>Week 5 Becvar & Becvar: Chapter 8 & 9 * Choice of theory, Treatment plan and concepts due</p> <p>Week 6 Becvar & Becvar: Chapter 10 & 11 * Interventions from Supplemental texts due with page citations</p> <p>Week 7 Becvar & Becvar: Chapter 12 & 13 Personal Paper due</p> <p>Week 8 Becvar & Becvar: Chapter 14 & 15 Final Applications Paper due</p> <p>Week 9 Becvar & Becvar: Chapter 16 – 18</p> <p>* Applies to Final Applications paper</p> <p>Movie segments will be used throughout the term to illustrate theory concepts.</p>
Additional Information	<p>Course Requirements:</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. 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.</p> <p><u>Conduct:</u></p>

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:

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.

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.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this

full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades is Based On the Following Criteria:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of "A" represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: Nicki Nance

Job Title: Faculty Coordinator

Date: 8/27/09