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

**OBJECTIVES and OUTCOMES**

<table>
<thead>
<tr>
<th>2009/ 2016 CACREP Standards</th>
<th>Corresponding assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (Standard CMHC.C.8 CACREP 2009; Standard 5.F.2.k. CACREP 2016)</td>
<td>Discussions and lectures</td>
</tr>
<tr>
<td>Uses systems theory to conceptualize issues in marriage, couple, and family counseling (Standard MCFC.D.2 CACREP 2009; Standard 5.F.1.b &amp; c. CACREP 2016)</td>
<td>Group Role Play</td>
</tr>
<tr>
<td>Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society. (Standard MCFC.C.1 CACREP 2009; Standard 5.F.2.f. CACREP 2016)</td>
<td>Discussions and lectures/group role play</td>
</tr>
</tbody>
</table>
DELIVERABLES

All assignments should be typed and adhere to APA guidelines (APA Publication Manual, 6th ed.) including formatting (double-spaced, 12-point Times New Roman font), title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

(1) Class Participation and Attendance

Participation includes being present in class in addition to speaking in every class session. Your comments evidence you’re reading. Note also that it is possible to attend all class sessions but receive a significantly lowered grade if your skills are not developing, and or you are not actively speaking in class. You may evidence competent skills, but the lack of participation, attendance, and or reading may fail you. Participation in all class sessions is critical considering the accelerated format of this program and the fact that counseling is an inter-relational profession. Participation will include participation in all online activities, including discussions and other activities. Absences and lack of speaking in class will affect your final grade. Note that it is common for students who do not openly participate every class period to receive a lowered grade for the course.

(2) Genogram and Family Show and Tell

We are all products of our families. To learn how to work with individuals and their families, it is useful to examine the family you know best: your own family of origin, whether adopted or biological. A good place to start this investigative process is to complete a three-generation genogram. Details on what to include in your genogram and resources to help you complete the genogram will be discussed in class.

This project serves to demonstrate the differences in cultural heritage that are represented in families today. We are often not aware that we have a “culture” that we come from as we are so used to it. The focus of the assignment is cultural awareness- think of how you define yourself as a person. Each student will create a cultural heritage “poster presentation” (not necessarily a poster, but that type of presentation - be creative!) for his or her own family. The presentation may include pictures, clothing, artifacts, music, etc… and will also need to include one article (not necessarily a journal article, but hopefully) that focuses on the student’s particular cultural heritage (i.e., military families, Jewish families, Families with adopted members, Families with disabled members, families from various ethnic backgrounds, etc.).

Students will include a discussion of their family structure using the genogram, issues, and recognized patterns when presenting to the class.

(3) Family of Origin Paper – 2 Parts

You will complete 2 papers – a minimum of 3 pages each not including cover/reference page) on your family.
Part 1: Introduce your family using concepts you have learned from this course to analyze your family
dynamic and issues.

Part 2: Analyze how your family of origin dynamics/issues have affected and influenced you.

(4) Group Project
Select theoretical approach and family issue. Conduct and record a mock couple or family therapy session. Select a
segment of the tape (not more than 10 mins) to show in class.
The presentation should include:
- brief discussion of the relevant background information of the client/couple/family
- brief description of the theory and technique

(5) Exams
There will be two exams consisting of multiple-choice and short answer questions. PowerPoints and class
notes will be posted to help you study.
   a. Exam 1: For course contents from Chapters 1 - 7.
   b. Exam 2: For course contents from Chapters 8 – 14.

EVALUATION

Criteria
Work must be submitted on time. Students must stay up to date on assignments. Assignments submitted after the deadline
will receive a zero. If you have an emergency, inform me immediately, with proper documentation (ex: signed note by a
doctor). No late work will be considered for a grade without documentation. Students who submit false documentation will be
held accountable under the WU Academic Honesty policy.

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>45</td>
<td>Discussions and other class activities. 5 points per class.</td>
</tr>
<tr>
<td>Genogram and Presentation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Family of Origin Paper – Part 1</td>
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<td></td>
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<tr>
<td>Family of Origin Paper – Part 2</td>
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### Group Video Project

<table>
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<th>Type</th>
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<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Peer Evaluation on Group Project</td>
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<tr>
<td>Midterm Exam</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td></td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>330</strong></td>
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</table>

#### Breakdown

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<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</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 or less</td>
</tr>
</tbody>
</table>

### COURSE POLICIES
On-Ground Class Participation and Attendance

Note that participation includes being present in class in addition to speaking in every class session. Your comments evidence you’re reading. It is possible to attend all class sessions but receive a significantly lowered grade if your skills are not developing, and or you are not actively speaking in class. You may evidence competent skills, but the lack of participation, attendance, and or reading may fail you. Participation in all class sessions is critical considering the accelerated format of this program and the fact that counseling is an inter-relational profession. Participation will include participation in all online activities, including discussions and other activities. Absences and lack of speaking in class will affect your final grade. It is possible for students who do not openly participate every class period to receive a lowered grade for the course. After one absence, you will be dropped a letter grade. After your 2nd absence, you will be dropped from the course. If it is too late to withdraw, the final grade will be an automatic F.

Expectations for writing competency

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-training, you have a responsibility to the profession and those you will be representing to write professionally. Take this task seriously and consult with the Academic Resource Center for assistance if needed.

Subjective aspect of grading

The grading of this course has a subjective component to it based upon the professional experience of the instructor. The Counseling faculty recognizes 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, you’re 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.

Self-awareness, safety of disclosure, appropriate interpersonal skills, and ACA Code of Ethics

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 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 the 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 (2014)
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.)

INSTITUTIONAL POLICIES

Academic Policies
Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Graduate Studies Catalog
The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:
http://www.webster.edu/catalog/current/graduate-catalog/

Grading
The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades

Incomplete
There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals
Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy
Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all
other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others’ work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University’s Academic Honesty Policy is published in academic catalogs:

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:
http://www.webster.edu/arc/plagiarism_prevention/

Statement of Ethics
Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Graduate http://www.webster.edu/catalog/current/graduate-catalog/ethics.html

Important Academic Resources

Academic Accommodations
Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu.

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center
Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

University Library
Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to an in-depth exploration of resources. The gateway to all of these resources and
Drops and Withdrawals

Drop, and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

**Graduate**  [http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html](http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html)

**Academic Calendar** - [http://www.webster.edu/academics/academic-calendar/](http://www.webster.edu/academics/academic-calendar/)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:

**Graduate** [http://www.webster.edu/catalog/current/graduate-catalog/tuition.html](http://www.webster.edu/catalog/current/graduate-catalog/tuition.html)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:


**Sexual Assault, Harassment, and Other Sexual Offenses**

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit: [http://www.webster.edu/sexual-misconduct/](http://www.webster.edu/sexual-misconduct/)

**Research on Human Subjects**

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit: [http://www.webster.edu/irb/index.html](http://www.webster.edu/irb/index.html)

**Course Evaluations**

At the end of this course, you will have the opportunity to provide feedback on your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

**Important Technology Information**

**Connections Accounts**
Webster University provides all students, faculty, and staff with a university email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their university email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-2465995 or toll-free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at: [http://www.webster.edu/technology/service-desk/](http://www.webster.edu/technology/service-desk/)

WorldClassRoom

WorldClassRoom is Webster’s Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at: [https://worldclassroom.webster.edu/](https://worldclassroom.webster.edu/)

Webster Alerts

Webster Alerts is the University’s preferred emergency mass notification service, available free to current students, faculty, and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail, and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

[http://www.webster.edu/technology/services/webster-alerts/](http://www.webster.edu/technology/services/webster-alerts/)

### SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
<th>Chapter</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Week 1 8/18/21 | □ Introductions  
□ Course Overview/Review Syllabus  
□ Evolution of Family Therapy  
□ Basic Techniques of Family Therapy | Intro- 2 | |
| Week 2 8/25/21 | □ Fundamental Concepts of Family Therapy  
□ Bowen Family Systems Theory | 3-4 | |
| Week 3 9/1/21 | □ Strategic Family Therapy  
□ Genogram Presentations | 5 | ALL Genograms due by 9/1/21 by 11:59pm |
| Week 5 9/15/21 | □ Experiential Family Therapy  
□ Psychoanalytic Family Therapy  
□ Midterm Exam - Chapters 1-6 | 7-8 | Midterm Exam Due by 9/15/21 at 11:59pm |
| Week 6  | 9/22/21 |  | 9-10 |  |  |  |  |
|---------|---------|--------------------------|------|--------------------------|
|         |         | **Cognitive Behavioral Family Therapy** |  | **Family Therapy in the 21st Century** |  | **Group Video Presentations** |  |
|         |         | **Group Video Presentations** |  |  |  |  |  |
| Week 7  | 9/29/21 |  | 11-12 |  |  |  |  |
|         |         | **Solution-Focused Therapy** |  | **Narrative Therapy** |  | **Group Video Presentations** |  |
|         |         | **Group Video Presentations** |  |  |  |  |  |
| Week 8  | 10/6/21 |  | 13-14 |  |  |  |  |
|         |         | **Comparative Analysis** |  | **Research on Family Intervention** |  |  |  |
|         |         |  |  |  |  |  | **Family of Origin Paper: Due by 10/16/21 11:59pm** |
| Week 9  | 10/13/21 |  |  |  |  |  |  |
|         |         | **Final Exam – Chapters 7-14** |  |  |  |  | **Final Exam due by 10/13/21 at 11:59pm** |
# Integration Papers Project Scoring Rubric

Student Name:  
Date:

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Fails to meet criteria at program level</th>
<th>Minimally meets criteria at program level</th>
<th>Meets criteria at program level</th>
<th>Exceeds criteria at program level</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td><strong>Content knowledge:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address Each of the 8 Concepts of Family Systems Theory in Describing Your Family Dynamic 40%</td>
<td>The project contains little or no evidence that the student has read, viewed, and understood the concepts and issues presented.</td>
<td>The project contains minimal evidence that the student has read, viewed, and understood the concepts and issues presented.</td>
<td>The project contains sufficient evidence that the student has read, viewed, and understood the concepts and issues presented.</td>
<td>The project contains substantial evidence that the student has read, viewed, and understood the concepts and issues presented.</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Awareness/ Intervention</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze How You Have Been Impacted by the Above Dynamic and Propose Interventions 40%</td>
<td>The student failed to respond to the requirements of the assignment; and/or the response is weakly or mostly unrelated to the subject matter of the assignment.</td>
<td>The student minimally responded to the requirements of the assignment; and/or the response is loosely related to the subject matter of the assignment.</td>
<td>The student responded to the requirements of the assignment in a comprehensive manner; and/or the response is directly related to the subject matter of the assignment.</td>
<td>The student responded to the requirements of the assignment in an outstanding manner; and/or the response is expertly crafted to relate to the subject matter of the assignment.</td>
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</tr>
<tr>
<td><strong>Quality of Writing</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>20%</td>
<td>Writing is significantly below graduate-level writing expectations; uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax</td>
<td>Writing is minimally satisfactory for graduate-level writing expectations; occasionally uses unclear and inappropriate language; and/or has a few errors in spelling, grammar, and syntax</td>
<td>Writing is satisfactory for graduate-level writing expectations; uses clear and appropriate language; and/or has no errors in spelling, grammar, and syntax</td>
<td>Writing is excellent for graduate-level writing expectations; and/or the paper uses very clear and appropriate language; and/or has no errors in spelling, grammar, and syntax</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments: