I. Counseling 5750.61
Introduction to Family Systems Counseling
Three Credit Hours
HWH 306

II. Instructor
John Lynch, Psy.D.  Associate Professor
Department of Psychology
Office:  HWH 217
Phone Numbers:  University  773-995-2089
              Cell  312-215-3134
Office Hours:  Tuesday 2:30-3:30 P.M., Wednesday 3:00-5:00 P.M., Thursday 2:30 to
              5:00 P.M. and other hours by appointment
E-mail Address:  jlynch20@csu.edu

III. Attendance Policy
Attendance is mandatory. The structure of this course and its importance in your development as
a future counselor necessitates that you attend regularly. We cover a considerable amount of
information during each class session. Lectures will not be repeated due to your absence. In the
event that a student is absent from class it is the students responsibility to obtain the missed
lecture or assignment from a cohort. Points will be deducted from you final grade if you are
absent, tardy, or leave class early. If you know that you will miss a class in advance, you should
inform the instructor by phone or e-mail. University policy will be followed for attendance
problems. note: It is the student's responsibility to drop this course, if necessary. Two points will
be deducted from your overall point total for each absence from class.

IV. ADA Policy
The College of Arts and Sciences and the Department of Psychology are strongly committed to
taking all reasonable steps to ensure that our students are able to work to their fullest potential.
The Abilities Office provides services for all students in attendance at Chicago State University
with verified disabilities. Please direct all requests for accommodations due to a disability to the
Abilities Office (773) 995-4401.

Students with a disability who require accommodations to fully participate in this course should
notify the instructor within the first two weeks of the semester. Such students must be registered
with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 190.
The telephone number is (773) 995-4401. Accommodations may be requested at any time, but
they are not retroactive.
V. Course Prerequisite
Completion of COUN 5650, COUN 5640. Admission to the Master’s Degree Program.

VI. Conceptual Framework
The College of Education’s conceptual framework serves as the model for preparing all candidates to succeed in helping all urban families and children learn. This preparation is characterized and distinguished by five core themes: (1) partnerships with the education community; (2) assessments of teaching and learning that are consistent and frequent; (3) contextualized teaching experiences; (4) technology-integrated curricula and instructional delivery and (5) standards-based teaching and learning.

Department Mission
The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description:
An introduction to general systems theory and survey of the major systems of family therapy, emphasizing theory and treatment strategies.

VIII. Method of Instruction:
Course will include: didactic lectures, course discussion, review of videotaped examples of the application of different family therapy models, review of documents and films posted on Moodle, the development of a personal family genogram by all students, and the integration of course content into a family of origin paper.

Use of Technology:
Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU Moodle will be used to make announcements, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to Moodle and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (italicized):

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. Use the analysis of the dynamics of the helping relationship in the counseling process.

4. Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.

5. Effectively respond to professional and ethical issues.

6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.

7. Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.

8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.

9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

X. Course Objectives and Assessments/Outcome Measures

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Measures of Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide the opportunity for students to examine the theories of individual and family development across the lifespan</td>
<td>Reading, exams</td>
<td>CACREP = 3a</td>
</tr>
<tr>
<td>2. To acquire knowledge of a systems approach to conceptualizing clients.</td>
<td>Reading, discussions, assignments, exams</td>
<td>CACREP = 5b</td>
</tr>
<tr>
<td>3. To know history and philosophy of the counseling profession and its specialty areas.</td>
<td>Reading, discussions, exams</td>
<td>CACREP = 1a</td>
</tr>
<tr>
<td>4. To understand theories and models of counseling.</td>
<td>Reading, assignments, exams</td>
<td>CACREP = 5a, CMH =</td>
</tr>
<tr>
<td>5. To learn processes for aiding students in developing a personal model of counseling</td>
<td>Reading, discussions, exams</td>
<td>CACREP = 5n, CMH =</td>
</tr>
</tbody>
</table>

Professional Standard Sets

Council for Accreditation for Counseling and Related Educational Programs (CACREP)
<http://www.cacrep.org>
XI. Grading Policy

A = 90-100%
B = 80-89%
C = 70-79%
F = Below 70%

Evaluation Criteria

Class discussions based on the assigned readings and assignments will be the general format for class activities. All members are expected to contribute questions, comments, observations, personal views, and relevant experiences. Your overall grade for the course is determined by the following criteria:

<table>
<thead>
<tr>
<th>Class participation/ Attendance</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term exam</td>
<td>2/20/18</td>
</tr>
<tr>
<td>Final Exam</td>
<td>5/1/18</td>
</tr>
<tr>
<td>Book Report</td>
<td>3/13/18</td>
</tr>
<tr>
<td>Family of Origin or Research paper</td>
<td>4/17/18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

Assignments

**Book Report : Due Week 10, March 13**

Students can choose one book (not a textbook) on a specific family theory. Students are to write a book report reviewing and summarizing the content of the book. The report must be at least five pages in length. The object of the book report is to explore one theory in more depth. Do not include your personal opinions of the book content, rather summarize the information and theory presented in the book.

**Family Genogram: Due Week 12, March 27th**

Students are to complete a three generation genogram of their family of origin following the model presented in the book below and discussed in class:


**Family of Origin Paper: Due Week 15, April 17**

Students must complete one of the following assignments:

1. **Family of Origin (FOO) Paper**: Students may prepare a family systems analysis of their own
families of origin. This analysis should include complete three-generational genograms, a family life chronology for at least two generations, and a discussion of the systems principles at work in these families with an emphasis on the student’s nuclear family unit (i.e. parents/siblings). Students should NOT simply provide a genealogy of the family or character sketches of family members. The FOO paper should communicate to the professor that the student understands and is able to apply the principles of family systems theory to his/her own family of origin. Special problems should be discussed with the professor. A sample paper of previous students work will be made available. The FOO paper should be between 10-15 pages long (excluding genograms and family chronology), double-spaced, typewritten, and include at least 5 references (e.g. textbook, journal article, class notes). The references must be in APA style-no other citation style is acceptable. The following will be considered when grading FOO papers: thoroughness of research, compliance with APA style, overall style/grammar/punctuation/presentation, demonstration of knowledge of systems principles. The FOO paper is due week 15 of class.

OR


Students may prepare a family systems analysis of the family of origin of the main character in the novel. All the components of the FOO paper must be included in this assignment. The FOO paper is due week 15 of class.

Midterm/Final Exam: The format of the midterm and final exam will be short essay questions, and multiple choice questions which focus on topics and material presented in class and from required readings. Although the lecture and textbook may overlap to a great extent, some material presented in the lecture is not covered in the required readings. Students will be required to conceptualize cases in each exam. Samples will be discussed prior to the exams.

XII. Required Texts


XIII. Required Reading : Various articles handed out in class.

XIV. Bibliography


COUN 5750.61 Syllabus Spring, 2018

River, NJ: Merril/Prentice Hall.


Wampold, B. E. (2010). What works and what does not: The empirical foundations for the


Journals:


XV. Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter /Exams/ Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>Chapter 1 Adopting a Family Relationship Framework</td>
</tr>
<tr>
<td>1/16</td>
<td>Chapter 2 Family Development Continuity and Change</td>
</tr>
<tr>
<td>1/23</td>
<td>Chapter 3 Diversity in Family Functioning</td>
</tr>
<tr>
<td>1/30</td>
<td>Chapter 4 Systems Theory and Systemic Thinking</td>
</tr>
<tr>
<td></td>
<td>Chapter 5 Origins and Growth of Family Therapy</td>
</tr>
<tr>
<td>2/6</td>
<td>Chapter 7 Psychodynamic Models</td>
</tr>
<tr>
<td>2/13</td>
<td>Chapter 8 Transgenerational Models</td>
</tr>
<tr>
<td></td>
<td>Review for the Midterm</td>
</tr>
<tr>
<td>2/20</td>
<td>Midterm Examination</td>
</tr>
</tbody>
</table>

2/27    | Chapter 9 Experiential Models                                 |

3/6     | Chapter 10 The Structural Model                               |

3/13    | Chapter 10 The Structural Model                               |
|        | Book Report Due                                               |

3/20    | Spring Break                                                  |

3/27    | Chapter 11 The Strategic Model                                |
|        | Genogram Due                                                  |
4/3 Chapter 12 Behavioral and Cognitive Behavioral Models
4/10 Chapter 14 Social Construction Models: Narrative Therapy
4/17 Chapter 16 Psychoeducational Models
Family-of-origin paper due
4/24 Chapter 17 Research on Family Assessment
Review for Final Exam

5/1 Final Exam

XVI. Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

Disclaimer
Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

Academic Honesty
Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty. It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

Policy on Plagiarism and Academic Misconduct
Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures”, article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward or award a failing grade for the semester, or seek further sanctions against the student.

Emergency Procedure Request
In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

Policy on Unattended Children
Unattended children are not allowed in Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.

CSU Credit Hour Definition
For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is
expected that the student will spend a minimum of two additional hours on out-of-class student work assignments (homework, reports, essays, critical analysis of reading, etc...); this is in addition to studying.

**Academic Warning Periods**

Student progress is monitored throughout each semester, and progress indicators are posted to Cougar Connect/CSU X-Press during the 5th, 9th, and 13th weeks of the semester, as listed in the Academic Calendar. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive “SP” (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to attendance, missing assignments and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.