



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

II. Instructor

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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 student's responsibility to obtain the missed lecture or assignment from a cohort. Points will be deducted from your 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

Course Objectives	Measures of Objectives	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School CMH – Clinical Mental Health
1.To provide the opportunity for students to examine the theories of individual and family development across the lifespan	Reading, exams	CACREP = 3a
2. To acquire knowledge of a systems approach to conceptualizing clients.	Reading, discussions, assignments, exams	CACREP = 5b
3. To know history and philosophy of the counseling profession and its specialty areas.	Reading, discussions, exams	CACREP = 1a
4.To understand theories and models of counseling.	Reading, assignments, exams	CACREP = 5a CMH =
5. To learn processes for aiding students in developing a personal model of counseling	Reading, discussions, exams	CACREP = 5n CMH =

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:

Class participation/ Attendance		10 points
Mid-term exam	2/20/18	100 points
Final Exam	5/1/18	100 points
Book Report	3/13/18	25 points
Family of Origin or Research paper	4/17/18	100 points
Total		335 points

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:

McGoldrick, M.Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention* (2nd ed.). New York, NY: W.W. Norton & Company.

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

2. FOO paper based on fictional reading of McMillan, Terry (2001). *A Day Late and a Dollar Short*. New York, NY, Penguin Putnam, Inc.

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

Goldenberg, I., Stanton, M. & Goldenberg, H. (2017). *Family Therapy: An Overview, 9th Edition*. New York: Thompson & Brooks/Cole.

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

XIV. Bibliography

American Counseling Association (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.

American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from www.counseling.org/about-us/about-aca

American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision*. Alexandria, VA: Author.

American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder (5th ed.)*. Arlington, VA: American Psychiatric Publishing.

- Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.
- Ammerman, R. T. & Hersen, M. (1992). *Assessment of family violence: A clinical and legal sourcebook*. New York, NY: Wiley Interscience.
- Anderson, S.A., Sabatelli, R. M. (2006). *Family Interaction: a multigenerational developmental perspective, 4th Ed.*. Boston, MA: Allyn and Bacon.
- Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.
- Association for Assessment in Counseling and education. (2012, May). *Standards for multicultural assessment (4th Ed.)*. Retrieved from <http://aarc-counseling.org/assets/cms/uploads/files/AACE-AMCD.pdf>
- Barden, S.M., Conley, A. H., & Young, M. E. (2015). Integrated health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental health Counseling*, 37, 152-163.
- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors (2nd ed.)*. Alexandria, VA: American Counseling Association.
- Becvar, D. (2005). *Family therapy: A systemic integration, 6th Ed.* Boston: Allyn and Bacon.
- Binger, J. J. (Ed.). (2006). *An introduction to GLBT family studies*. Binghamton, NY: Haworth.
- Bitter, J. R. (2009). *Theory and Practice of Family Therapy and Counseling w/ DVD*. Florence, KY: Cengage/Brooks Cole.
- Black, C. (2006). *Family strategies: Practical tools for professionals treating families impacted by addiction*. Bainbridge Island, WA: Mac Publishing.
- Brock, G.W. & Barnard, C.P. (2008). *Procedures in marriage and family therapy. (4th Edition)*. Boston, MA: Allyn and Bacon.
- Busby, D. M. (Ed.). (1996). *The impact of family violence on the family: Treatment approaches for therapists and other professionals*. Boston, MA: Allyn and Bacon.
- Carter, B. & McGoldrick, M. (Eds.). (2004). *The expanded family life cycle: Individual, family, and social perspectives. (3rd Edition)*. Boston, MA: Allyn and Bacon.
- Cherlin, A. J. (2008). *Public and private families: A reader, 5th Ed.* Boston, MA: McGraw Hill.
- Dangel, R. and Polster, R.A., Editors. (1984). *Parent training*. New York. The Guilford Press.
- Dinkmeyer, D.; McKay, G. D. and McKay, J. L. (1987). *New beginnings: Skills for single parents and stepfamily parents*. Champaign, IL: Research Press.
- De Stefano, J., & Oala, M. (2008). Extramarital affairs: Basic considerations and essential tasks in clinical work. *The Family Journal*, 16, (1), 13 – 19.
- Falicov, C. J. (2000). *Latino families in therapy: A guide to multicultural practice*. New York, NY: The Guilford Press.
- Flores, M. T. & Carey, G. (2000). *Family therapy with hispanics: toward appreciating diversity*. Boston, MA: Allyn and Bacon.
- Fishman, C.H. & Rosman, B.L., Editors. (1986). *Evolving models for family change: In honor of Salvador Minuchin*. New York, NY: The Guilford Press.
- Fredman, Norman and Sherman, Robert. (1987). *Handbook of measurements for marriage and family therapy*. New York. Brunner/Mazel Publishers.
- Freeman, D.S. (1992). *Family therapy with couples: The family-of-origin approach*. Northvale, NJ: Jason Aronson, Inc.
- Kelch-Oliver, K. (2008). African-American grandparent caregivers: Stresses and implications for counselors. *The Family Journal*, 16, (1), 43 – 50.
- Gaulier, B., Margerum, J., Price, J., & Windell, J. (2006). *Defusing the high-conflict divorce: A treatment guide for working with angry couples*. Atascadero, CA: Impact.
- Gladding, S. T. (2006). *Family therapy: History, theory and practice. (4th ed.)*. Upper Saddle

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- Gordon, Thomas. (2000). *Parent effectiveness training: The proven program for raising responsible children*. New York, NY: Three Rivers.
- Gushue, G. V., Constantine, M., & Sciarra, D. T. (2008). The influence of culture, self-reported multicultural competence and shifting standards of judgment on perceptions of family functioning of white family counselors. *Journal of Counseling and Development*, 87, (1), 85 – 94.
- Huber, C.H. (2006). *Ethical, legal, and professional issues in the practice of marriage and family therapy*. (4th Edition). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Hoffman, L. (1981). *Foundations of Family Therapy: A conceptual framework for systems change*. New York, NY: Basic Books.
- Jacobson, N.S. & Gurman, A.S. (Eds.). (2008). *Clinical Handbook of Couple Therapy*, 4th Ed. New York, NY: The Guilford Press.
- L'Abate, L., & Cusinato, M. (2007). Linking theory with practice: Theory-derived interventions in prevention and family therapy. *The Family Journal*, 15, (4), 318 – 327.
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- Mash, E. J. & Barkley, R. A. (2006). *Treatment of childhood disorders*. (3rd Ed.) New York, NY: Guilford Press.
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- McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention* (2nd ed.). New York, NY: W.W. Norton & Company.
- Minuchin, S. & Fishman, H.C. (2004). *Family therapy techniques*. Cambridge, MA: Harvard University Press.
- Mitchum-Smith, M., & Henry, W. J. (2007). High-conflict divorce solutions: Parenting coordination as an innovative co-parenting intervention. *The Family Journal*, 15, (4), 368 – 373.
- Nelsen, J., Lott, L., & Glenn S. (2007). *Positive discipline A-Z: 1001 solutions to everyday parenting problems - From toddlers to teens*, 2nd Ed. Rocklin, CA: Prima Publishing.
- Nichols, M. P. & Schwartz, R.C. (2007). *Family therapy: Concepts and methods*, 8th Ed. Boston, MA: Allyn and Bacon.
- Orton, G.L. (1996). *Strategies for counseling with children and their parents*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Phiri-Allenmann, W., & Alleman, J. (2008). Sexual violence in relationships: Implications for multicultural counseling. *The Family Journal*, 16, (2), 155 – 158.
- Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders* (5th ed.). Hoboken, NJ: Wiley.
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- Sori, C. F. (Ed.). (2006). *Engaging children in family therapy: Creative approaches to integrating theory and research in clinical practice*. New York: Routledge.
- Vesper, J.H. & Brock, G.W. (1991). *Ethics, legalities, and professional practice issues in marriage and family therapy*. Boston, MA: Allyn and Bacon.
- Wampold, B. E. (2010). What works and what does not: The empirical foundations for the

- common factors. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.
- Wheeler, A. M., & Bertram, B. (2015). *The counselor and the Law: A guide to legal and ethical practice* (7th ed.). Alexandria, VA: American Counseling Association.
- Worden, M. (2002). *Family Therapy Basics*. (2nd Ed.). Pacific Grove, CA: Brooks/Cole.

Journals:

- American Psychological Association. *Journal of Family Psychology*. Washington, D.C.: American Psychological Association.
- International Association of Marriage and Family Counselors. *The Family Journal*. Sage Press.

XV. Course Calendar

Date	Chapter /Exams/ Due Dates
1/9	Chapter 1 Adopting a Family Relationship Framework
1/16	Chapter 2 Family Development Continuity and Change
1/23	Chapter 3 Diversity in Family Functioning
1/30	Chapter 4 Systems Theory and Systemic Thinking Chapter 5 Origins and Growth of Family Therapy
2/6	Chapter 7 Pschodynamic Models
2/13	Chapter 8 Transgenerational Models Review for the Midterm
2/20	Midterm Examination
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 Calender. 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.