COUN 511 Family Systems  
Spring 2016  
Boise State University  
Department of Counselor Education

Instructor: Lori Lodge, LCPC, LMFT  
Course Time and Locations: Thursdays, 4:30 – 7:15 pm, Education Building, room 320  
Office Hours: By appointment

Course Objectives and Accreditation

<table>
<thead>
<tr>
<th>CACREP Standards Addressed in the Course</th>
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<tr>
<td>K.5.e. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following: e. systems perspective that provides an understanding of family and other systems theories and major models of family and related intervention.</td>
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Course Description:
Main theoretical and therapeutic approaches of contemporary family counseling with emphasis on critical research issues in educational and other counseling settings.

Course Goals & Objectives:
1. To understand the historical perspective and ethics of family counseling.  
2. To understand basic characteristics of family counseling and systems theory (K.5.e.).  
3. To understand diverse family forms and various patterns of family interaction (K.5.e.).  
4. To understand the major theories and approaches to family therapy and be able to communicate them verbally and through professional writing (K.5.e.).  
5. To understand techniques associated with family counseling approaches (K.5.e.).  
6. To explore self and family in an effort to develop an awareness of values and life experiences and gain an understanding of how these contribute to one’s clinical practice.  
7. To improve observation skills via video and role play demonstrations.  
8. To develop parent training skills through direct practice (service learning)  
9. To communicate in a professionally written form an understanding of the theoretical framework of family counseling and/or pertinent family therapy issue.  
10. To understand family life cycle development perspective within the framework of diversity (including race, ethnicity, SES, religious affiliation, and sexual orientation.)

Service Learning
This class includes a service-learning opportunity in which you will lead two parenting workshops with families experiencing homelessness at City Light Women’s & Children’s Shelter. Service-Learning is a teaching strategy that helps students apply what they learn in the classroom to a need in the community, while gaining valuable workplace skills and expanding your perspectives.

This experience will help you:
- develop parent training skills through direct practice
- gain experience working with diverse populations with different parenting needs
- develop perspectives about the different needs of specific populations and their parenting challenges and needs

Disability Statement
If you have a special need that may be the result of a disability or alternative learning style, I would appreciate hearing from you. I am reasonably certain that we can make the appropriate arrangements if necessary to assist you. The accommodations can take many forms, whether it be seating, testing, or the like. Please see me after class, or during my office hours.

Academic Integrity Statement
Academic misconduct or dishonesty such as cheating and plagiarism is unacceptable and appropriate penalties will be imposed. This includes referencing material that has not been read by you, such as secondary references.

Class Requirements:
You are expected to come to class prepared to engage in critical thinking through active classroom discussion. In order to participate meaningfully, you must complete your reading assignments prior to attending class. Additionally, you are expected to attend class and to be punctual. Missing two or more classes may result in a lower grade. A pattern of being late or leaving early can also result in a lower grade.

Guidelines for Group Work
All group members are expected to contribute equally and meaningfully to group projects. As graduate-level students preparing to work as professional counselors, I believe that you will have the skills necessary to work through and deal with the potential interpersonal issues that may arise. I encourage you to communicate directly, honestly, respectfully and in a timely manner with each other. If issues arise that you are unable to solve, please let me know. If you bring me into the process, I will begin by meeting with your group – all group members must be present. If a group member is unwilling or unable to meet, he or she will be automatically removed from the group. That group member(s) will either receive a zero or be given a different assignment for full or partial credit. Once I meet with your group, together we will come up with an adequate plan of action. If you bring me into your system, allow for enough time for the process to unfold.

COURSE POLICIES:
Readings: In order to gain the maximum potential from the learning environment, your task is to complete the assigned reading in advance and come to class prepared to share your impressions and interpretations, to raise pertinent questions and issues, and to remain open to the ideas and reactions of the other class members. Instructional approach will include lecture, group facilitation by instructor, peer feedback and discussion, exercises, and video presentations. Related articles may also be assigned.

Required Texts/Materials:


**Additional Suggested Readings:**


**Course Requirements:**

**20 pts. Attendance and participation (20 points)**

It is expected that students attend and be on time for the beginning of every class. In case of illness or family emergency, please contact the instructor in advance. Missing classes can result in point reduction to final grade. Appropriate participation refers to the continuous acceptance and support of fellow students with a willingness to share your views in a timely and succinct manner that is sensitive to and respectful of the rights and feelings of others while providing evidence of familiarity with texts and handouts.

**Theoretical Presentation and Role-Play (80 points) (K.5.e)**
This is a multi-media presentation on a theoretical approach. You will present a theoretical approach to working with families to the class. Limit presentation to 40 minutes, including 10-15 minutes of a video clip demonstration/information regarding approach. Include specific terminology, important dynamics and, if available, evidence of efficacy in presentation. Include a role-play with 3 – 5 participants as family members to demonstrate this theoretical approach. The role-play should last about 15 minutes. During your role-play, the instructor might gently interject to give suggestions, demonstrations, or ask questions. A brief handout should be given to all students.

**Family Therapy Approach Case Study (50 points) (K.5.e.)**
You will choose a movie to view from the list provided. Based on family systems, you will choose a therapeutic approach in which to work with the family. Your 7-8 page double-spaced paper will include the following information: 1) rational for choosing a specific therapy based on your worldview; 2) strategies and techniques used from the specific therapy; 3) role of the counselor; 4) ethical and cultural considerations based on the family you are working with (family from movie); 5) research to support this approach from three peer-reviewed articles. Due March 17 by 11:59 p.m. – submit via email.

**The Family Crucible Paper (20 points) (K.5.e.).**
Four page, typed, and double-spaced personal reaction to the *The Family Crucible*. Please address any aspect of the book that stands out to you, however refrain from summarizing the text. Please discuss the following:

1. As you read, describe your emotional responses to certain events, actions, and/or philosophical stance of the therapists. Was there anything that was very uncomfortable to read? Anything you strongly related to?
2. What new ideas and insights emerged for you as you read the book? Where there any eye-opening moments?
3. What can you apply to your own work as a counselor/school counselor? This does not have to be a direct application if you will not work with families, instead it could be thoughts you will keep in mind, questions, etc.
4. How did the book help you conceptualize the work of family and couple’s therapy from a systemic perspective? Please discuss in detailed what it means to work from a systems theory approach rather than individual.

Your grade will not be based on the content (what you like, dislike, etc.), but it will reflect aspects such as depth of thought, perceived effort, and accurate understanding. Reflection paper due April 7 by 5 p.m. - submit via email.

**Parent Training Service Learning Workshop (55 points)**
You will be required to lead a parent-training workshop. Attendance and participation will be worth 40 points (20 points each night). This component will include, but is not limited to professionalism, punctuality, knowledge, and engagement. You will also turn in a reflection paper worth 15 points. You reflection paper will be four pages, typed, and double-spaced addressing your reactions to the experience. What did you learn about parenting? What did you learn about training parents? What was challenging about the workshop? Reflection paper due April 28 by 5 p.m. – submit via email.
**Evaluation Criteria:**

- Attendance & Participation: 20 points
- Theoretical Presentation & Role Play: 80 points
- Family Therapy Approach Case Study: 50 points
- The Family Crucible Paper: 20 points
- Parent Training SL Workshop (attendance and paper): 55 points

**Total: 225 points**

**Grading Criteria:**

A+ = 97% - 100% (218-225 pts)
A  = 94% - 96%  (211-217 pts)
A- = 90% - 93%  (202-210 pts)

B+ = 87% - 89%  (195-201 pts)
B  = 84% - 86%  (188-194 pts)
B- = 80% - 83%  (179-187 pts)

C+ = 77% - 79%  (173-178 pts)
C  = 74% - 76%  (166-172 pts)
C- = 70% - 73%  (158-165 pts)

Assignments not submitted when due or not in the assigned format will not earn full points. Assignments submitted more than three days past the due date will not be accepted, unless prior permission was granted. Plagiarism is sufficient grounds for failure for the course. See current *Boise State Graduate Catalog* for academic regulations and appeal procedures.

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic(s)</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>January 14</td>
<td>Overview of Class and Requirements; Adopting a Family Relationship Framework;</td>
<td>Ch. 1 and 2</td>
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<td></td>
<td>Family Development: Continuity and Change</td>
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<td>January 21</td>
<td>Gender, Culture and Ethnicity in Family Functioning</td>
<td>Ch. 3</td>
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<tr>
<td>January 28</td>
<td>Psychodynamic Models</td>
<td>Ch. 7</td>
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<tr>
<td></td>
<td><strong>Student Presentations:</strong></td>
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<tr>
<td></td>
<td>• Psychodynamic Models</td>
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<tr>
<td>February 4</td>
<td>Interlocking Systems; Origins and Growth of Family Therapy; Transgenerational Models</td>
<td>Ch. 4, 5, and 8</td>
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<td><strong>Student Presentations:</strong></td>
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<td></td>
<td>• Transgenerational Models</td>
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<tr>
<td>February 11</td>
<td>Professional Issues and Ethical Practices; Experiential Models</td>
<td>Ch. 6 and 9</td>
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<td><strong>Student Presentations:</strong></td>
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<td></td>
<td>• Experiential Models</td>
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<tr>
<td>Date</td>
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<td>February 18</td>
<td>Research on Family Assessment and Therapeutic Outcomes; The Structural Model</td>
<td>16 and 10</td>
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<td>February 25</td>
<td>Comparative View of Family Theories and Therapies; Strategic Model</td>
<td>17 and 11</td>
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<td>March 3</td>
<td>Engaging Parents as Adolescent Alcohol Prevention Allies: Reducing Underage Drinking; Psychoeducational Models: Teaching Skills to Specific Populations; Behavioral and Cognitive-Behavioral Models</td>
<td>15 and 12</td>
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<tr>
<td>March 10</td>
<td>Social Construction Models I: Solution-Focused Therapy and Collaborative Therapy;</td>
<td>13</td>
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<tr>
<td>March 17</td>
<td>Social Construction Models II: Narrative Therapy</td>
<td>14</td>
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<td>March 26</td>
<td><strong>Spring Break</strong></td>
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<td>March 31</td>
<td>Parent Training Model – Day 1 Training</td>
<td></td>
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<tr>
<td>April 7</td>
<td>Parent Training Model – Day 2 Training</td>
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<tr>
<td>April 14</td>
<td>SL Workshop with Parents – Night 1- City Lights</td>
<td>One group is from _____pm and the other from ____pm.</td>
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<tr>
<td>April 21</td>
<td>SL Workshop with Parents – Night 2- City Lights</td>
<td>One group is from _____pm and the other from ____pm.</td>
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<tr>
<td>April 28</td>
<td>Last Day of Class - Workshop Debriefing</td>
<td>Parent Training Reflection paper due</td>
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**Movie List**
We Need to Talk About Kevin
Silver Linings Playbook
American Beauty
The Descendants
The Tree of Life
Rachel Getting Married
Ordinary People
A River Runs Through It
The Kids are Alright
Home for the Holidays
Terms of Endearment
I Am Love
Unfaithful
The Horse Whisperer
Dolores Claiborne
When a Man Loves a Woman