

## **COUN 527A Syllabus Systems of Family Counseling**

### **Course Description**

This survey theory course is designed to *introduce* students to the major theoretical approaches to family counseling. A significant focus of this course will be on the practical counseling skills and techniques that have emerged from each theory. Additional focus will be on interviewing, assessment, and clinical practice issues central to a systemic and person-centered approach to family counseling. Students will have the opportunity to role play in class and be in the role of counselor, family member, or consulting team members incorporating the lectures and reading into practiced skills. Additionally, this course will encourage students to look closely at their own family of origin. Students will be expected to draw on their previous experiences, coursework, and knowledge to integrate and apply course material to their clinical work.

### **Course Objectives**

The course will provide students with exposure to different types of family counseling models. Students should be able to demonstrate understanding of the major family counseling theories, including their limitations, and apply family counseling theories, skills, and techniques within a clinical setting.

### **Pre-Requisites**

Counseling 500 and 511A

### **Student Learning Outcome Language**

As you know, the Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO's are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do, but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be assessed at any time, but is always assessed in Coun 511, 530, and 584). There are at least three times when a student's individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to research project (the semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook.

The SLO assessed in this class is a theories-related item from *Case Conceptualization and Treatment Planning*, and the department is using an exam. Here is the item: Utilizes knowledge

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of major counseling theories in the context of individual (adult and child), couple, family, and/or group counseling, to formulate case conceptualizations.

### Calendar

WEEK/DATE	TOPIC	READINGS & ASSIGNMENTS
Week 1	Introduction to course Review syllabus Class introductions	No readings assigned
Week 2	What is family therapy? History of family therapy Intro basics of systems theory	Gehart: ch. 1 Bitter: ch. 1, 2 P et al.: ch. 1 M, G & P: ch. 1-3
Week 3	Basics of systems theory Postmodernism Sample genogram	Gehart: ch. 4 M, G & P: ch. 4-5
Week 4	Practitioner as professional/person Research and ethical foundations Initial interview	Gehart: ch. 2 P et al.: ch. 2, 3 M, G & P: ch. 6-7
Week 5	Family assessment Genograms Conceptualization Treatment and interventions	Gehart: ch. 3 P et al.: ch. 4, 5, 6 M, G & P: ch. 8-9
Week 6	Change and resistance Termination	P et al.: ch. 10, 11
	<i>Genogram Paper Due on Mar 1 (Tues) at 11:59 pm on Canvas</i>	
Week 7	Clinical Practice and Activities	Catch up on readings
	<b>Outline of Ind. Section for Group Presentation on Mar 8 (Tues) at 11:59 pm on Canvas</b>	
Week 8	Liberation Psychology	Comas-Diaz & Torres Rivera: ch. 1, 2, & 3
	<b>Group Presentations and Role Plays Begin</b>	
Week 9	Postmodernism and Narrative family therapy	Gehart: ch. 13/ch. 4

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<b>WEEK/DATE</b>	<b>TOPIC</b>	<b>READINGS &amp; ASSIGNMENTS</b>	
Week 10	<b>SPRING BREAK, no classes</b>	No readings assigned	
Week 11	Feminist family therapy	TBA	
Week 12	Cognitive Behavioral and Mindfulness-based family therapy	Gehart:	ch. 11
Week 13	Satir Human Growth Model and overview of Symbolic-Experiential family therapy	Gehart:	ch. 8 & 9
Week 14	Structural family therapy	Gehart:	ch. 7
Week 15	Intergenerational (Bowen) family therapy	Gehart:	ch. 10
Week 16	Integration and application Future of family therapy Wrap-up	Gehart: P et al.:	ch. 17 ch. 12
Week 17	<i>Final Exam, In-class</i>		