

COUN 527B Syllabus **Systems of Family Counseling for *Ánimo* Emphasis**

Course Description

This survey theory course is designed to *introduce* students to the major theoretical approaches to family counseling within the context of Latinx families. 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 with Latinx and diverse families. 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.

This is one of five required courses (COUN 511B, COUN 522B, COUN 527B, COUN 530B, and COUN 584B) for the *Ánimo*: Latinx Counseling Emphasis within the Department of Counseling. The *Ánimo* Emphasis also has a prerequisite of basic spoken Spanish skills and an exit requirement of mid-level therapeutic spoken Spanish skills; the course will be held in English and Spanish to meet students' needs. Although the focus of the application of the course concepts will be with Latinx clients, these knowledge and skills may also be applicable to working with family members from various diverse cultures. The curriculum is grounded in CACREP Standards and nationally approved (ACA) professional competencies.

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

COUN 500, COUN 511B, Basic Spoken Spanish Skills

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

Calendar is only an example and may be quite different 2

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 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	Falicov: Gehart: Bitter: P et al.: M, G & P: M. R.:	ch. 1-2 ch. 1 ch. 1, 2 ch. 1 ch. 1-3 start reading
Week 3	Basics of systems theory Postmodernism Sample genogram	Falicov: Gehart: M, G & P:	ch. 3-4 ch. 4 ch. 4-5
Week 4	Practitioner as professional/person Research and ethical foundations Initial interview	Falicov: Gehart: P et al.: M, G & P:	ch. 5 ch. 2 ch. 2, 3 ch. 6-7
Week 5	Family assessment Genograms Conceptualization Treatment and interventions	Falicov: Gehart: P et al.: M, G & P:	ch. 6-7 ch. 3 ch. 4, 5, 6 ch. 8-9
Week 6	Change and resistance Termination <i>Genogram Paper</i> <i>Due on Sep 27</i> <i>(Tues) at 11:59</i> <i>pm on Canvas</i>	Falicov: P et al.: M. R.:	ch. 8-9 ch. 10, 11 finish reading

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Week 7 Outline of Ind. Section for Group Presentation on Oct 4 (Tues) at 11:59 pm on Canvas	Clinical Practice and Activities Discuss Mojica Rodriguez book	Catch up on readings
Week 8 Group Presentations and Role Plays Begin	Liberation Psychology	Falicov: ch. 10-11 Comas-Diaz & Torres Rivera: ch. 1, 2, & 3
Week 9	Postmodernism and Narrative family therapy	Falicov: ch. 12-13 Gehart: ch. 13/ch. 4
Week 10	Feminist family therapy	Falicov: ch. 14 TBA
Week 11	Cognitive Behavioral and Mindfulness-based family therapy	Falicov: Conclusion Gehart: ch. 11
Week 12	Satir Human Growth Model and overview of Symbolic- Experiential family therapy	Gehart: ch. 8 & 9
Week 13	Structural family therapy	Gehart: ch. 7
Week 14	FALL BREAK, no classes	No readings assigned
Week 15	Intergenerational (Bowen) family therapy	Gehart: ch. 10
Week 16	Integration and application Future of family therapy Wrap-up	Gehart: ch. 17 P et al.: ch. 12
Week 17	<i>Final Exam, In-class</i>	