



College of Professional Advancement
Department of Counseling

Course Title:	COUN 641: Theories of Family Counseling - 3WI
Credit Hours:	3 credit hours
Semester:	Fall 2019
Instructor:	Dr. Karen D. Rowland
Office Hours:	<i>Monday 10 – 1PM; Tuesday 10 – 3PM; Thursday 10 – 1PM & by Appointment Only</i>
E-mail address:	rowland_kd@mercer.edu
Office Phone:	678-547-6049
Class Meeting Time:	Web base - <i>online</i>

Course Description: Students will gain an understanding of the history and theories of family counseling and will be able to use and demonstrate various family counseling techniques according to the associated theory and will be able to conceptualize family situations based on theoretical concepts.

Course Prerequisites: Admissions to Graduate School.

Course Objective/Student Learning Outcome: By the end of the course, students will be able to articulate a systems approach to conceptualizing clients and will understand systemic factors that impact human behavior, development, and functioning.

The following CACREP (2016) standards will be covered in this course:

Student Learning Outcomes: <i>Students will demonstrate:</i>	CACREP Standards (2016)	Assessment
Knowledge of systemic and environmental factors that affect human development, functioning, and behavior.	II.F.3.f	1. Family Genogram/Map 2. Family Theoretical Orientation Paper 3. Family Show & Tell 4. Class Discussion
Knowledge of a systems approach to conceptualizing clients.	II.F.5.b	1. Family Genogram/Map 2. Family Theoretical Orientation Paper 3. Family Show & Tell 4. Class Discussion

Required Texts/Readings

Gladding, S. T. (2019). *Family therapy: History, theory, and practice*. (7th ed.). New York, NY: Pearson.

American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association.

Recommended Texts/Readings

Other assigned readings to be announced.

COURSE REQUIREMENT

Activities and Assessments

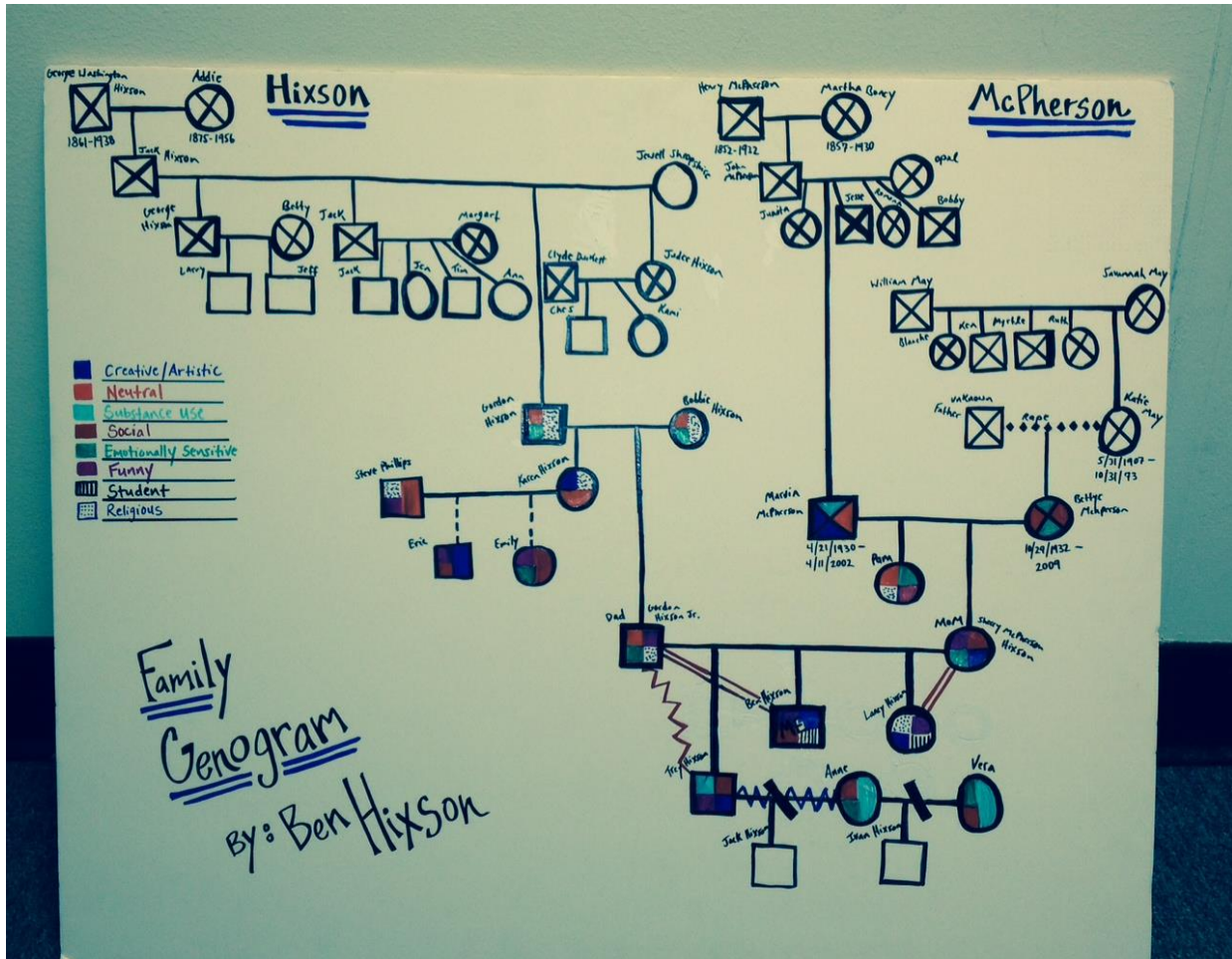
- I. **Family Genogram/Family Map:** The family map is one of the most frequently used tools within the systemic model for counseling individuals, couples, and families. Your assignment is to apply the information from this course in describing your family (much of the professional literature reflects the significance of this type of exercise in learning about the application of family-systems concepts). The map and accompanying analysis should focus on your family of origin and include your current nuclear family. If you are married, you may wish to include your spouse's family. *Try to go back as many generations as you are able to get fairly detailed information. List out ALL the people in your extended family and include characteristics about them next to their name on your genogram. Include personality characteristics about each person next to their spot on your genogram. Include dates of births, dates of marriages/divorces/separations, etc. It is usually best to use a large sheet of paper to draw this out, rather than trying to jam tons of details into a small piece of paper. You may use online software too, such as ancestry.com, myheritage.com, Genopro, etc.(but only use it if you are able to include all of the needed details mentioned above). Since many of you will do this assignment in hard copy, you can scan and e-mail the assignment to me or you can drop it off if you are near the Atlanta campus.*

Be sure to include the following components in a brief narrative (1-2 pages paper to be included with the genogram itself):

1. Subsystems and boundaries (look up these terms in your text and write about to what degree you find them in your family)
2. Coalitions (subsystem and cross-subsystem)
3. Triangles
4. Roles (labeled on map)
5. The two persons with the greatest
 - a. Enmeshment
 - b. Disengagement
 - c. Differentiation
6. Healthy-family characteristics & features that could enhance family healthiness

You may want to search the internet to find examples and good guidelines on Genogram construction.

-Here is an example that could use more personal details, but has the basic layout correct:



II. Family/System Theoretical Orientation Paper: Write a 5-7 page paper using the APA format (title and reference page is not included in page requirement). In this paper you will identify a theory that most resonate with you. Identifying a theoretical orientation will provide a framework/roadmap on how you provide services to your clients, how you view people, how you view therapy, how you view the client/therapist relationship and the therapeutic process. Even though several theories may be appealing to you, only select one for the sake of this assignment. Consider your own values, worldviews, and life philosophy when selecting your theoretical orientation. Be sure to include in your paper:

- A detailed description of the family theory chosen and how this theory fits you.
- Clearly explain how your theoretical orientation fits with you, your values and your worldview.
- Clearly identify your role as the family counselor and expectations of your clients.
- Explain how the counseling process facilitates desired change in the family, the identified client, couples, etc.
- What are the strengths and weaknesses of the model that you selected?

The theoretical orientation paper will be graded on clarity of expression, consistency, organization, sentence structure and grammar.

- III. Family Culture Show and Tell: This project serves to demonstrate the various differences in cultural heritage that are represented in families today. We are often not aware that we have a “culture” that we come from, as we are so used to it. The focus of the assignment is cultural awareness- think of how you define yourself as a person. Each student will create a cultural heritage “poster presentation”(not necessarily a poster, but that type of presentation- be creative!), for his or her own family. The presentation may include pictures, clothing, artifacts, music, food, etc... Be sure to use a peer-reviewed journal article to support your “*show and tell*” that focuses on your particular cultural heritage (i.e., military families, Jewish families, families with adoption, families with identified disabilities (seen and/or unseen), families from various ethnic backgrounds, etc.).
Please use a PowerPoint with an Audio or Video component describing who you are and your culture. **You will upload your presentation into the Discussion module in Canvas in order for the class to provide constructive feedback.**
- IV. Class Discussion/Participation: Participation is essential to this course. Since much of the learning in this course occurs in the context of online discussion. Your presence is expected for all online class discussions/meetings. The factors used to assess your grade include participation in class discussions and staying current with assigned readings. Weekly class discussions will be posted on Sunday with all required responses due on or before the Saturday of that week.
Your response to the discussion questions are due on the Wednesday by 11:59PM of the week noted in the schedule. Your response to that of your classmates are due on Saturday by 11:59PM of the same week (see Tentative Schedule on p.11).
- V. Examinations: Students will take two (2) exams on the dates assigned. The exams will consist of multiple-choice questions provided on the course website on Canvas.

Writing Expectations:

Introduction to School Counseling is a graduate level course; therefore professional writing is expected. Analysis, synthesis, and evaluation of concepts are expected. All papers are to be typed, double-space, using 12-font in Times New Roman, Ariel, or Courier. **Follow APA Style**, referring to the APA Manual (6th ed.). **Papers will be evaluated based on content, writing, and APA style.**

EVALUATION

- Grading will be done on a letter grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student’s responsibility to have presented throughout the semester specific data representative of his/her work.

Grading Policy

A grade of **A, B, C, or F** will be earned based on fulfillment of all course requirements

Grading scale:

A	93-100%	mastery of content/concepts
A-	90-92	
B+	87-89	
B	83-86	good understanding of material
B-	80-82	
C+	77-79	
C	73-76	rather basic understanding, more work is needed to perform
C-	70-72	<i>appropriately and at a professional level</i>
F	<70	

Assignment Evaluation

Family Genogram/Family Map Presentation & Paper	20%
Family Culture Show and Tell Presentation	15%
Family/System Theoretical Orientation Paper	15%
Class Discussion/Participation	30%
Examinations (10% each)	20%

Total	100%
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- An “A” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to **demonstrate exceptional work.**
- Grade in the “B+/B” ranges are very good grades, and signify a **solid** understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be **solid** in content and were completed in a timely manner.
- Grades in the “C+/C” ranges indicate that the **basic objectives of the course have been achieved**, that the student has **demonstrated satisfactory mastery of the material** of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “F” grade is failing.

Access / Disability Syllabus Statement for the Atlanta Campus

Students in need of accommodation due to a disability should contact the Access and Accommodation Office to complete the verification process to become approved for services. In order to receive accommodations, each term, students will request accommodation and faculty notification forms through the Access Office online system *Accommodate*. Students are strongly encouraged to schedule a meeting with each professor in a timely manner to discuss arrangements. Accommodations are not retroactive in nature. Note - Disability accommodations or status are

not reflected on academic transcripts. Students with a history of a disability, perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to complete the verification process with the Access Office.

Students must request accommodations in a timely manner to receive accommodations in a timely manner.

The Atlanta Campus, Douglas, & Henry County Regional Academic Centers
for additional information

please contact Richard Stilley (stilley_r@mercer.edu), at (678) 547-6823

or visit the Access and Accommodation Office website at

<http://atlstuaffairs.mercer.edu/disability-services.cfm>

Student Conduct

The University expects students to conduct themselves in a manner, which reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined as having an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University sponsored events held off campus. Please refer to the Mercer catalog for examples and other information.

Code of Ethics for the American Counseling Association

“The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span.

Association members recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.”

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

The Code of Ethics for School Counselors

“The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility.”

Ethical Standards for School Counselors, American School Counselor Association (June 24, 2004). Retrieved January 19, 2008. <http://www.schoolcounselor.org/content.asp?contentid=173>

Academic Integrity

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program.

Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at

<http://provost.mercer.edu/handbooks>.

Plagiarism

Plagiarism is “an act of academic dishonesty which involves intentionally and knowingly representing in any academic exercise or matter the words or ideas of another as one’s own.”

Plagiarism can occur:

- When someone quotes another without using a proper reference.
- When someone quotes another without enclosing the quote in quotation marks.
- When someone does not use his or her own words in paraphrasing.
- When someone uses the ideas of another without citing the original source.

Students can avoid plagiarism in **direct statements** by appropriately putting the statement in quotes and using the approved citation of reference. A direct statement consists of **three or more consecutive words** taken from another’s writings or statements. Plagiarism can also occur in **paraphrased statements**. When paraphrasing, students should:

Retain the original sense and meaning found in the source.

Use their words and style while being clear and grammatical.

Use quotation marks to mark any direct statements in the paraphrase.

Reference the source from which the source is obtained.

Not just reword sentence by sentence or put each sentence in a different order.

If I suspect a student to be in violation of academic honesty, I will contact the student directly to address my concerns. Students violating the academic integrity policy could fail the assignment and/or the course. Additionally, the Counseling Program continually reviews students regarding professional and ethical behavior. A violation of the academic integrity policy will likely result with a report being presented to the Department Chair and the faculty to determine if any additional action is necessary. Please review the Counseling Program handbook regarding Remediation Procedures and Student Review.

Electronic Devices

Laptop Use

Academic Integrity

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Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at

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Students are expected to abide by the Honor Policy for ALL assignments. Students are expected to do their own work for assignments that are electronically submitted as well as the companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work.

Community of Respect

Mercer University strives to be a *Community of Respect* where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

Respect for Academic Integrity

We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

Respect for the University Community

We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

Respect for Community Authority

We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

Diversity

Mercer University and the College of Continuing and Professional Studies are committed to social justice and respect for all individuals. The Community Counseling Program seeks to create a culture of community that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of the community in recognizing the multi-dimensional diversity that contributes to the learning environment and the community in which we live. An essential part of our program is to create an environment that supports exploration, learning, and work free from bias and harassment, thereby improving growth and development of each member of our community.

Student Academic Grievance

Policy

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, gender, religion, race, marital status, national origin, or disability.

Time Frame

For grievances of any kind, students are required to initiate appeals with the appropriate faculty member no later than 30 days from the completion of the term in which the course was offered. Appeals received after this period will not be honored.

Informal Resolution Procedure

Student grievance procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the complaint by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Process.

Formal Resolution Procedure

The following protocol should be followed:

1. The student should meet with the appropriate department chair or program director after submitting to this person a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the instructor's decision.

2. If the grievance is not satisfactorily resolved by the department chair or program director, the student should meet with the associate dean after submitting to the associate dean a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the department chair's or program director's decision.
3. If the grievance is not satisfactorily resolved by the associate dean, the student should meet with the provost after submitting to the provost a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the associate dean's decision.

If the student has a complaint against a dean, he or she should schedule an appointment with that dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the complaint with that dean, the student may appeal to the provost. In all grievance procedures, the decision of the provost is final.

Student Nonacademic Grievance

Policy

Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

Informal Resolution Procedure

Many grievances can get resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Resolution Procedure

When a student wishes to file a formal complaint that is nonacademic in nature and does not pertain to student conduct, he or she should follow this procedure:

1. The student should submit the complaint in writing to the University employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought. A copy of the statement must also be presented to the employee's supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.
2. The employee respondent will meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the written grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources.

3. If a student is not satisfied with the results of the discussion and/or with the reply and wants the grievance to be considered further, the student may appeal in writing to the employee respondent's supervisor. A copy of this appeal must be sent to the Associate Vice President of Human Resources. This appeal to the supervisor must begin within ten (10) days after the student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee's supervisor within ten (10) days of the meeting between the student and the employee's supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.
4. If the student is not satisfied with the results of the appeal to the supervisor and wants the grievance to be considered further, the student will have an opportunity for further appeal as follows:
 - a) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *within a specific school or college*, the student may appeal to the Dean with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources. If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources.
 - b) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *outside of the administrative organization of a specific school or college*, the student may appeal to the Vice President with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources. The dean of students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

Tentative Course Schedule

Date	Reading	Topic	Assignment
Week 1 8/19-24	Chapters 1 & 2	History of Family Therapy; Theoretical Context	Discussion Questions
Week 2 8/26-31	Chapters 3	Types & Functionality of Families	Discussion Questions
9/2/19		LABOR DAY HOLIDAY	
Week 3 9/3-7	Chapters 4	Single-Parent & Blended Families	Discussion Questions; Case Study
Week 4 9/9-14	Chapters 5	Culturally Diverse Families	Discussion Questions
Week 5 9/16-21	Chapters 6	Ethical, Legal, Professional Issues	Discussion Questions; Journal Article
Week 6 9/23-28	Chapters 7 & 8	The Process of Family Therapy; Couples & Marriage Therapy and Enrichment	Discussion Questions
Week 7 9/30 –10/5	Assignment upload in Canvas	Family Culture Show and Tell DUE	Discussion Questions RE: Show & Tell
Week 8 10/7-12	Chapters 1 - 8	EXAM I	On Canvas
Week 9 10/14-19	Chapters 9 & 10	Psychodynamic Family Theory; Bowen Family Systems Theory	Discussion Questions; Case Studies
Week 10 10/21-10/26	Chapters 11 & 12	Behavioral/Cognitive-Behavioral Family Therapies; Experiential Family Therapy	Discussion Questions; Case Studies
Week 11 10/28- 11/2	Chapters 13 & 14	Structural Family Therapy; Strategic Family Therapies	Discussion Questions; Case Studies
Week 12 11/4-9	Chapters 15 & 16	Solution-Focused Brief Therapy; Narrative Family Therapy	Discussion Questions; Case Studies
Week 13 11/11-16	Chapters 17 & 18	Research & Assessment in Family Therapy; Substance-Related Disorders, Domestic Violence, & Child Abuse Issues in Family Counseling	Discussion Questions; Case Studies
Week 14 11/25-26	Assignment upload in Canvas	Family Theoretical Orientation Paper DUE	No Discussion Questions
11/27-30		THANKSGIVING BREAK	
Week 15 12/2-7	Assignment Email in Canvas	Family Genogram/Map DUE	No Discussion Questions
Week 16 12/9-14	Chapters 9 - 16	EXAM II	On Canvas

**This schedule is tentative and may be changed at the discretion of the professor. It is the responsibility of the student to keep up to date with the schedule. Any changes to the schedule will be announced in class.

****See the specific due dates for the discussion questions. ALL assignments are due on or before the Saturday by 11:59PM of the week that it is due!**