The College of Education’s Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

<table>
<thead>
<tr>
<th>COURSE INFORMATION</th>
<th>INSTRUCTOR</th>
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</thead>
<tbody>
<tr>
<td>Course and Credits: COUN 560, 3.0 credits</td>
<td>Instructor: Dr. Mary Amanda Graham</td>
</tr>
<tr>
<td>Title: Family Systems</td>
<td>Office: Loyola 214</td>
</tr>
<tr>
<td>Room: Chardin 145</td>
<td>Office hours: By Appointment</td>
</tr>
<tr>
<td>Day of the week/hours: W (4:15-6:55pm)</td>
<td>Phone: 206-296-5748</td>
</tr>
<tr>
<td>Term: Spring 17</td>
<td>Cell Number-253-820-9709</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:grahamm@seattleu.edu">grahamm@seattleu.edu</a></td>
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</tbody>
</table>

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS
A Child Called It by Dave Pelzer


CONTENT AREAS
COURSE DESCRIPTION
Graduate Bulletin Description
Provides an introduction to the theoretical and practical application of systems thinking to work with families and couples The course will also explore the impact of alcoholic and drug addicted individuals on families and couples. Closed to non-matriculated students.

Course Purpose(s)/Goal(s) (Required)
Course Rationale (Required):
1. CACREP Standards
   - Section II: Professional Counseling Identity
   - E. Current counseling-related research in the curriculum.

2. SOCIAL AND CULTURAL DIVERSITY
   - a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
c. multicultural counseling competencies  
f. help-seeking behaviors of diverse clients

3. HUMAN GROWTH AND DEVELOPMENT  
a. theories of individual and family development across the lifespan  
f. systemic and environmental factors that affect human development, functioning, and behavior

5. COUNSELING AND HELPING RELATIONSHIPS  
b. a systems approach to conceptualizing clients

2. Washington Administrative Code WAC 246-811-030  
Chemical Dependency Professional  
• 2 (m) Chemical dependency counseling for families, couples and significant others;  
• 2 (n) Client, family and community education;

KNOWLEDGE AND SKILLS OUTCOMES

COURSE OBJECTIVES (Required) (explicitly related to Course Purposes/Goals)  
• Demonstrates culturally appropriate counseling interventions when working with diverse clients  
• Demonstrates an understanding of established and emerging individual and systems counseling theories  
• Is able to utilize appropriate individual, couple, family, group, and/or systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches  
• Be able to conceptualize a case in systemic terms  
• Possess a basic understanding of the primary family therapy models  
• Demonstrate the ability to use a variety of therapeutic interventions  
• Experience the role of counselor with families and couples  
• Be able to observe complex interpersonal patterns in a clinically useful manner  
• Build a beginning competence in developing couple and family assessments and treatment plans  
• Understand your own family from a systems perspective  
• Demonstrate in writing a more differentiated understanding of your family experience  
• Demonstrate competence in writing and critical thinking

COURSE INSTRUCTIONAL METHODS  
• Lectures: theory, techniques and illustrations  
• Class participation: discussion, role play, in class-reflection  
• Writing: case descriptions, integration paper, and family reflection paper.  
• Assigned readings
## COURSE REQUIREMENTS

### A. Assignments and Activities

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>100</td>
</tr>
<tr>
<td>Genogram</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>50</td>
</tr>
<tr>
<td>Field Work</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>25</td>
</tr>
<tr>
<td>Family Resource Project</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>25</td>
</tr>
<tr>
<td>Intergenerational Reflection</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>15</td>
</tr>
<tr>
<td>Special Issues in Family</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>15</td>
</tr>
<tr>
<td>Exams</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>25</td>
</tr>
<tr>
<td>Final</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>25</td>
</tr>
<tr>
<td>Croods Assignment</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>15</td>
</tr>
<tr>
<td>How is my project going discussion board</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>5</td>
</tr>
<tr>
<td>A Child Called It Group</td>
<td>2 a, c, f; 3 a, f; 5 b</td>
<td>25</td>
</tr>
</tbody>
</table>

### B. Grading Scale:

- 94-100 %  A  80-83  B-  67-69  D+
- 90-93  A-  77-79  C+  64-66  D
- 87-89  B+  74-76  C  60-63  D-
- 84-86  B  70-73  C-  0-59  F

### C. Course Expectations:
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>CACREP Standard (Topics)</th>
<th>Readings and Assignments</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1 3/29</td>
<td>Introductions, course overview, expectations A family perspective</td>
<td>2a, c, f; 3a, f; 5b</td>
<td>Chapters 1-3</td>
<td>Class Participation</td>
</tr>
</tbody>
</table>
| Class #2 4/5 | Diversity in Families                         | 2a, c, f; 3a, f; 5b | Exam 1  
Chapters 4-5           | Exam               |
| Class #3 4/12 | Process of Family Therapy and Schools           | 2a, c, f; 3a, f; 5b | Exam 2  
Chapters 7              | Exam               |
| Class #4 4/19 | Psychodynamic/Bowen ONLINE                     | 2a, c, f; 3a, f; 5b | Exam 3  
Chapters 9  
Intergenerational Reflection Due 7pm | Written and Exam   |
| Class #5 4/26 | Issues in Family Counseling: ONLINE             | 2a, c, f; 3a, f; 5b | Special Issues Reflection Due  
Chapter 15  
Article on Safety Planning | Written            |
| Class #5 5/3 | Experiential and Behavioral                  | 2a, c, f; 3a, f; 5b | Exam 4  
Chapter 10-11  
Croods Assignment Due | Written and Exam   |
| Class #6 5/10 | Field Experience, Engaging Disengaged Students. ONLINE | 2a, c, f; 3a, f; 5b | Discussion Boards  
Check in  
Book Club          | Written            |
| Class #7 5/17 | Structural and Strategic                     | 2a, c, f; 3a, f; 5b | Exam 5  
Chapters 12-13  
Strategic/Structural Article | Exam               |
### Class #8
**5/24**

Postmodern/Narrative and Solution Focused Ethics

- 2 a, c, f; 3 a, f; 5 b
- **Genogram Due**
- **Chapters 14**
- **Article on Ethics**
- **Written**

### Class #10
**5/31**

Wrap up Closure

- 2 a, c, f; 3 a, f; 5 b
- **Final Exam (1-15)**
- **Creative Arts Project**
- **Family Resource Project Due**
- **Wrap Up**
- **Written and Project Presentation**

### NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):

**Lemieux Library and McGoldrick Learning Commons** (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

http://www.seattleu.edu/learningcommons

**Academic Integrity Tutorial**: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: [Academic Integrity Tutorial](https://www.seattleu.edu/academicintegrity)

### DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT

### NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)

*If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

### NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be
imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can be downloaded using the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78678

Professional Conduct Policy (REQUIRED in all syllabi)

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78690

WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)

Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.

Instructors Note: This course can bring out a lot of emotions and questions regarding family of origin. I encourage you to seek outside assistance if you need additional resources.