



North Carolina Central University
"Communicating to Succeed"
School of Education
"Preparing Educators for Diverse Cultural Contexts for the 21st Century"

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

www.nccucounseling.com

CON 5321
Family Counseling
Summer Session I - 2016

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Office Hours: No regular office hours during the summer – please email or call as needed.

Foliotek Statement:

Maintaining an electronic portfolio (i.e., 'Foliotek') is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You MUST maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. Some of the course assignments will be submitted using the test functions available in Blackboard. If this is the case, it is recommended that you either print a copy of the submission so that you can upload it to Foliotek - or maintain a digital version within something like word procession software on your own computer (copy and paste into your software).

REQUIRED TEXTBOOKS

Gladding, S. (2014). *Family Therapy: History, Theory and Practice* (6th Ed.). Prentice Hall. ISBN-13: 978-0-13-348890-6

Haley, J. (1987). *Problem-solving Therapy* (2nd Ed.). Josey-Bass. ISBN-13 9781555423629

Glasser, W., & Glasser, C. (2000). *Getting Together and Staying Together: Solving the Mystery of Marriage*. Harper. ISBN-13: 978-0060956332.

Note: I have never been a stickler for using the most recent version of textbooks. If you have an older edition of either of these textbooks, please be sure that you are reading the correct content (some editions of text will alter the ordering of chapters). The important thing is to make sure that we are all addressing the same content at the same time.

You should be able to easily obtain used copies of the Haley and Glasser texts.

PREREQUISITES

Required Prerequisites:

To take this course, students must have already completed CON 5201 (Professional and Ethical Orientation to Counseling), and CON 5310 (Theories and Techniques).

Recommended Prerequisite:

It is highly recommended that you be a counseling major or graduate-level psychology major to take this class. Only legitimate helping professionals (i.e., counselors, psychologists, clinical social workers) under supervision should attempt techniques and theories covered in this course.

COURSE DESCRIPTION

This course will consist of an in-depth study of the history, theory, and practice of family therapy. The focus will be on the understanding of families, therapeutic approaches to working with families, special populations in family therapy, and professional issues in family therapy.

LEARNING OUTCOMES

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

CON 5321 – STUDENT LEARNING OUTCOMES

<i>The student will be able to...</i>	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
Articulate the history of family therapy.	Reading Video/video lecture	Quizzes Case Studies Final Reflection
Identify the overall process of family therapy.	Reading Video/video lecture	Quizzes Case Studies Discussion Boards Final Reflection
Identify theories of family therapy. These theories shall include: Psychodynamic and Bowenian, Experiential, Behavioral and Cognitive-behavioral, Structural, Strategic, Systemic, Solution-focused, and Narrative.	Reading Video/video lecture	Quizzes Case Studies Final Reflection
Articulate the dynamics of working with single-parent families.	Reading Case Studies Video/video lecture	Case Studies Final Reflection
Articulate the dynamics of working with remarried families.	Reading Case Studies Video/video lecture	Case Studies Final Reflection
Articulate the dynamics of working with culturally diverse families.	Reading Case Studies Discussion Boards Video/video lecture	Case Studies Discussion Boards Final Reflection
Identify ethical, legal, and professional issues in family therapy.	Reading Video/video lecture	Quizzes, Case Studies, Discussion Boards Final Reflection
Demonstrate technological competencies to engage in a graduate counseling course online (skills that will transfer to your future work).	Quizzes Case Studies Discussion Boards Video/video lecture	Quizzes Case Studies Discussion Boards Final Reflection
Self-analyze their own family-of-origin and apply concepts from the course to their family. This will include personal reflection regarding the material presented.	Discussion Boards Video/video lecture	Discussion Boards Final Reflection
Provide critical analysis of the use of family therapy.	Case Studies Discussion Boards Video/video lecture	Case Studies Discussion Boards Final Reflection

COURSE POLICIES AND EXPECTATIONS

1. Careless preparation of work submitted (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
6. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919/530-7676).
7. Do not email your work to the instructor unless specifically asked to do so by the instructor. For most assignments, if not all of them, you will use designated links within Blackboard to submit your work. Please use the Blackboard system to submit your work; email submissions will not be accepted.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the last minute to complete your work. The Blackboard system moves slowly and encounters problems from time to time. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is an online class, the cancellation of university classes should not affect your coursework or assignments.
10. Extra credit opportunities are not provided in the course. The grade received is the grade earned.

COURSE REQUIREMENTS:

Each week, you will find dated folders under the "Course Content" link within the course Blackboard site. You will be expected to complete all tasks within the folder. These tasks may include the following: quizzes, video lectures, videos, discussion boards, and readings, just to name a few. All tasks need to be completed by 11:59pm on the day it is due.

Please complete all dated tasks under "Course Content" as indicated by folder dates and due dates

1. TESTS/QUIZZES

Distance education classes require a fair amount of self-discipline. It will be your responsibility to remember to take your quizzes. Once the due date ends for a quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a quiz, you will be given a zero.

Each quiz is automatically scored. However, I will not provide you with the correct answers until after the due date.

2. CASE STUDIES

You must create six written examples (i.e., case studies) of specific theories covered during the course. The theories are covered in chapters 9-14 of the Gladding text. Since there are six chapters indicated, there should be six case studies written. If a chapter covers two theories, feel free to just pick one of the two to use. You cannot re-use any family from any of the other case studies you write. Each case example you write must study a different family.

Your case studies do not have to cite real-life families with which you are familiar. You may create a fictional family – or use one from "pop-culture" (e.g., television show or movie).. If you do cite an actual (non-fiction) family, please do not give ANY information that might reveal the true identity of the family members.

- Your case study should provide details of all family members and a description of the issues with which they are struggling (separately, as a family, or both). The more details that you can provide, the better. You are allowed to be as creative as possible in the development of each family.
- Imagine that they are seeing you for family counseling (you are the counselor). Please use concepts from the respective theory to describe family dynamics and the interventions that you would apply as their counselor.

Case studies will be subjectively graded based on your apparent applied knowledge of the theory. There is no length requirement for each case study. Keep in mind that you want to give enough of an example for the instructor to be able to evaluate your participation in obtaining knowledge and comprehension of the material. The more details you can provide, the better off you will be. Each case study will receive a separate grade, but they are all due on the same day.

3. READING REPORTS

In addition to the Gladding text, we are using two texts that are specific to two types of counseling (the Haley and Glasser texts). During the weeks in which these two books are read, you are expected to submit a summary of what you read each week.

In other words, you are writing a "book report", summarizing (in your own words) and critiquing what you read. Your reports will be graded based on the content of each report. Although spelling, grammar, and conciseness are important, they will not be used as factors in grading the

reports. The reports will be reviewed only to verify that you are completing your readings – and that you are attempting to comprehend the material.

4. PARTICIPATION:

Your participation grade is subjectively based on your ability (and timeliness) to complete all required assignments. This includes:

- Viewing or listening to all posted material.
- Participating in all class discussions (discussion boards) and activities. This includes regularly reading what others are writing and contributing to the discussion. Contributing to a discussion is not just about responding to a discussion board prompt from the instructor. It is about communicating with your classmates and personalizing the course as much as possible. Connect (virtually) with your classmates.

5. FINAL ASSESSMENT/ASSIGNMENT

The final course task is to respond to specific questions/prompts regarding the course objectives. A link to access the questions/prompts is available on Blackboard. Each element/question will require at most around a one to three paragraph response. The instructor will grade this assignment subjectively. Your goal is to respond comprehensively in detail to the prompts on the template. Do not respond with generalities. The final assignment attempts to assess your overall attainment of the course objectives. Please note that this activity is an assessment tool, not necessarily a learning tool.

COURSE OUTLINE: *The instructor reserves the right to adjust the schedule and assignments.*

All UNITS and tasks can be located under “Course Content” on the course website

DATE	TOPIC/DISCUSSION	Reading due	DUE <i>By 11:59pm</i>
May 24 Tuesday	Classes begin		“Getting Started” Folder contents completed (on the first day of class)
May 31 Tuesday	History of Family Therapy: Evolution... Theoretical Context of Family Therapy Types and Functionality of Families Working with Single-Parent and Blended Families Working with Culturally Diverse Families	Glad - Ch 1 Glad – Ch 2 Glad – Ch 3 Glad – Ch 4 Glad – Ch 5	UNIT 1 Folder Contents
June 7 Tuesday	Ethical, Legal, and Professional Issues Process of Family Therapy Couple and Marriage Therapy and Enrichment Trangenerational Theories: Psychdyn. and Bowen Experiential Family Therapy	Glad - Ch 6 Glad - Ch 7 Glad - Ch 8 Glad - Ch 9 Glad – Ch 10	UNIT 2 Folder Contents
June 14 Tuesday	Behavioral and Cognitive-Behavioral Structural Family Therapy Strategic Family Therapies Solution-Focused Brief Therapy and Narrative Working with Subs.-Rel. D/O, Dom. Viol., & Ch. Ab.	Glad - Ch 11 Glad - Ch 12 Glad - Ch 13 Glad - Ch 14 Glad - Ch 15	UNIT 3 Folder Contents
June 17 Friday			Case Studies
June 22 Wednesday	Strategic/Problem-Solving Therapy	H – Intro., Ch. 1-2 H – Ch. 3-5 H – Ch. 6-8	UNIT 4 Folder Contents
June 26 Sunday	Getting Together and Staying Together	Glasser and Glasser Text	UNIT 5 Folder Contents
June 28 Tuesday			Final Assessment/Assignment

Notes:

Glad = Gladding text

H = Haley text

June 2: Last day for graduate students to withdraw from a class with a WC grade

Course Evaluation:

Quizzes (~48%) - 15 quizzes at 10pts/each	150
Case Studies (~19%)	60
Reading Reports (~16%)	50
Participation Grade (~6%)	20
Final Assessment (~11%)	35
Total Points Available	315

Grading Scale:

283-315	A
252-282	B
220-251	C
< 220	F

STUDENT DISABILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register (preferably during the first 2 weeks) with the Office of Student Disability Services in Suite 120 in the Student Services Building. Please contact the SDS staff at (919)530-6325 or email sds@nccu.edu. If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at www.nccu.edu/sds and clicking on the **Accommodate** link. Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

STUDENT SUPPORT/OMBUDSPERSON

The Student Ombudsperson is available to assist students in navigating unexpected life events (e.g., short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or bsimmons@nccu.edu.

VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

ADDITIONAL RESOURCES:

Foundational

- Bateson, G. (1972). *Steps to an ecology of mind*. New York: Ballantine.
- Bowen, M. (1978). *Family therapy in clinical practice*. New York: Jason Aronson.
- Haley, J. (1976). *Problem-solving therapy*. New York: Harper Colophon.
- Hare-Mustin, R. T. (1978). A feminist approach to family therapy. *Family Process*, 17, 181-194.
- Jackson, D. D. (1957). The question of family homeostasis. *Psychiatric Quarterly Supplement*, 31, 71-90.
- Minuchin, S. (1974). *Families and family therapy*. Cambridge: Harvard University Press.
- Satir, V. (1964). *Conjoint family therapy*. Palo Alto: Science and Behavior Books.
- Selvini Palazzoli, M., Boscolo, L., Cecchin, G., & Prata, G. (1980). *Paradox and counterparadox*. New York: Jason Aronson.

Other

- Andersen, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process*, 26, 415-428.
- Datillio, F. M., & Padesky, C. A. (1990). *Cognitive therapy with couples*. Sarasota, FL: Professional Resource Exchange.
- Framo, J. (1992). *Family of origin therapy: An intergenerational approach*. New York: Brunner/Mazel.
- Gurman, A. S., & Jacobson, N. S. (Eds.). (1998). *Clinical handbook of couple therapy* (2nd ed.). New York: Guilford.
- Hoffman, L. (1990). Constructing realities: An art of lenses. *Family Process*, 29, 1-12.
- Madanes, C. (1981). *Strategic family therapy*. San Francisco: Jossey-Bass.
- McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York: Norton.
- Piercy, F. P., Sprenkle, D. H., & Wetchler, J. L. (1996). *Family therapy sourcebook* (2nd ed.). New York: Guilford.
- Royal, C., & Baker, S. (2005). Effects of a moral education program on parents of elementary school students, *Journal of Moral Education*, 28(2), 1-16.
- Tomm, K. (1987). Interactive interviewing: Part I. *Family Process*, 26, 167-183.
- White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: Norton.