



North Carolina Central University
“Communicating to Succeed”
School of Education

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 - 2013**

Instructor: Chadwick Royal, PhD, LPCS
Office: 2127 School of Education
Campus Phone: 919.530.6465
Summer/Alternate Phone: 919.585.5229 (virtual/online office number)
Email: croyal@nccu.edu
Skype Username: chadwick.royal (videoconferencing available)
Office Hours: No regular office hours during the summer – please email as needed or use “summer/alternate phone” to reach the instructor

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 processing software on your own computer (copy and paste into your software).

Required Texts:

Gladding, S. (2011). *Family Therapy: History, Theory and Practice* (5th Ed.). Prentice Hall. ISBN-13: 978-0137002191
Haley, J. (1987). *Problem-solving Therapy* (2nd Ed.). Josey-Bass. ISBN-13 9781555423629
Minuchin, S. (1974). *Families and Family Therapy*. Harvard University Press. ISBN 0674292367

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 Minuchin texts.

Required Prerequisites:

To take this course, students must have already completed CON 5200 (Intro 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

DEPARTMENT OF COUNSELOR EDUCATION PROGRAM Outcomes	Course(s) Covered*
The program develops counselors who can demonstrate:	
A theoretically based philosophy of practice and professional identity that responds to the needs of their clients;	CON 5200; Career: CON 5320; CON 5325; Community Agency: CON 5380; School: CON 5303
Expertise in individual, group and family work with culturally diverse clients on educational, career, social, emotional, or personal issues that impact client development in various settings across their lifespan;	Individual: CON 5371; Group: CON 5351; Family: CON 5372; Diversity: CON 5360; Development: CON 5331
Leadership ability and advocacy skills to meet client needs and remove individual and environmental barriers to development;	CON 5360; Career: CON 5320; Community Agency: CON 5380; School: CON 5303
The ability to build collaborative partnerships with stakeholders for promoting access, equity, and social justice;	CON 5360; CON 5373
The ability to utilize appropriate assessment tools and procedures;	CON 5361
The ability to consult with other professionals and administrators concerning the developmental needs of culturally diverse clients;	CON 5373; CON 5360; CON 5390
The ability to conduct and utilize research to enhance client development;	EDGR 5910; EDGR 5920; CON 5390
Knowledge, skills, and dispositions in the application of the ACA code of ethics.	CON 5371; CON 5390

CON 5321 - Student Learning Outcomes	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
<i>The student will be able to...</i>		
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. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will adversely affect the grade for that assignment or task. Do not submit any work that you have not proofread.
2. Because this course is delivered completely over the internet, you are required and responsible for reading the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions). Late assignments will not be accepted.
3. 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.
4. Read and listen/watch all material provided on the course website (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.).
5. Complete all assigned readings. You are expected to be prepared to discuss, summarize, and react to all readings. It is not acceptable to read only a portion of the class reading assignments.
6. 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 (or that your mailbox is full), then it is not the fault of the instructor.
7. 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).
8. Please do not email your work to the instructor unless specifically asked to do so. 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.
9. You are given a "window" of time to complete assignments - and you do not have 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. No accommodations are made for last minute technical problems. For example, student X waits until the last minute to complete a quiz. Student X experiences technical problems - and is unable to submit the quiz by the deadline. Student X will receive a zero for the assignment.

COURSE REQUIREMENTS:

1. Quizzes: (130 points)

There will be a total of 7 quizzes. These quizzes will assess your knowledge of the reading material. Each quiz will contain either multiple choice, short answer, or matching questions. You are REQUIRED to complete the reading assignments before attempting the quiz.

Every quiz must be completed by 11:59pm on the day it is due. Once the due date passes for one quiz, the next quiz will be available.

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.

You will have a limited amount of time to complete each quiz. Since the quizzes are timed quizzes, it is not intended for you to have time to read through your text for the first time as you are taking the quiz. It is recommended that you attempt your quizzes without using your book.

Each quiz will be automatically scored. However, it will not provide you with the correct answers until after everyone has taken the quiz and the instructor has revealed the answers.

2. **Case Studies:** (60 points)

You must create six written examples (i.e., case studies) of specific theories covered during the course. The theories are covered in chapters 6-11 in the Gladding text. Since there are six chapters indicated, there should be a total of six case studies written. If a chapter covers two theories, pick one of the two to use. You can not 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. 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. Each case study will receive a separate grade, but they are all due on the same day.

3. **Reading Reports** (70 points)

In addition to the Gladding text, we are using two texts that are specific to two types of family counseling (the Minuchin and Haley 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” each week, summarizing 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. **Peer Discussion = Overall Participation Grade:** (30 points)

You are expected to utilize the Blackboard system to reflect and interact on topics posted by the instructor. You are expected to contribute to the discussion on a regular basis. Failure to do so will significantly affect your overall grade. Please do not wait until the last minute to respond to the posted topics.

At the end of the term, the instructor will issue a grade based on (a) the number of your entries, (b) the quality of your entries, (c) professionalism (meaning using proper manners, language, and online etiquette), and (d) the regularity in which you posted entries over the course of the semester (the more effort you put into this component, the better your grade). This will strictly be a subjective grade, and the *general formula* for calculating this grade will consist of the following:

Higher number of entries	Lower number of entries
More intelligent and articulate entries	Entries illustrate little effort in leaning
High degree of professionalism	Poor manners, improper language
+ <u>Very regular postings</u>	+ <u>Irregular posting (lack of frequency or sporadic)</u>
= Higher grade	= Lower grade

Your overall participation grade is also based on your completion of all weekly assignments. The Blackboard system is able to keep track of who accesses the materials on the website. You are expected to complete all weekly assignments listed on the Blackboard site (e.g., watch videos, view online material, etc.). The instructor will be able to generate a report from Blackboard that lists who accessed specific material, and who didn't. Failure to complete all weekly assignments will reduce your overall participation grade.

5. Final – Summative Paper: (50 points)

The final course task is to respond to prompts regarding the course objectives, but it is recommended that you begin this assignment early in the session. Each element/question will require at most around a one to three paragraph response. It is entirely possible that all areas on the summative paper will not have been directly covered during the course - and you will be expected to research the topic to an extent. The assignment is worth 50 points.

COURSE OUTLINE:

DATE	TOPIC/DISCUSSION	Reading due	DUE <i>By 11:59pm</i>
May 21	Classes begin		<ul style="list-style-type: none"> ▪ Review syllabus ▪ View Videos under "Course Documents"
May 28 (May 27 th is Memorial Day = no "classes")	Individual and Family Life Cycles	G - Ch 1	Video Lectures
	Healthy and Dysfunctional Families	G - Ch 2	Quiz 1
	Process of Family Therapy	G - Ch 7	Quiz 2
June 3	Psychodynamic and Bowenian Family Therapies	G - Ch 9 G - Ch 10	Video Lectures Quiz 3
	Experiential Family Therapy		
	Behavioral and Cognitive-behavioral Family Therapies	G - Ch 11 G - Ch 12	Quiz 4
	Structural Family Therapy		
June 10	Strategic Family Therapies	G - Ch 13	Video Lectures
	Solution-focused and Narrative Family Therapies	G - Ch 14	Quiz 5
	Single-parent Families	G - Ch 4	Quiz 6
	Remarried/Blended Families	G - Ch 5	
	Culturally Diverse Families	G - Ch 3	Quiz 7
	Ethical, Legal, and Professional Issues	G - Ch 15	
June 13			Case Studies
June 19	Structural Family Therapy	M – Ch. 1, 2, & 3	Reading Report
	Structural Family Therapy	M – Ch. 4, 5, 6, & 7	
	Structural Family Therapy	M – Ch. 8, 9, & 10	
	Structural Family Therapy	M – Ch. 11 & 12	
June 24	Strategic/Problem-Solving Therapy	H – Introduction, Ch. 1 & 2	Reading Report
	Strategic/Problem-Solving Therapy	H – Ch. 3, 4, & 5	
	Strategic/Problem-Solving Therapy	H – Ch. 6, 7, & 8	
June 25			Final - Summative Paper

Notes:

G = Gladding text
M = Minuchin text
H = Haley text

Course Evaluation:

Quizzes	130
Case Studies	60
Reading Reports	70
Overall Participation Grade	30
<u>Final – Summative Paper</u>	<u>50</u>
Total Points Available	340

Grading Scale:

306-340	A
272-305	B
238-271	C
< 238	F

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.

Current

- 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.

STUDENT SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services in Suite G20 in the Student Services Building. Please contact Kesha Lee, Director at (919)530-6325 or email studentdisabilityservices@nccu.edu. If you are already registered in the office, you will need to return to the office **each semester** to review your information and receive updated accommodations.