

COURSE SYLLABUS – FALL 2011

The mission of The Seattle School of Theology & Psychology is to train people to be competent in the study of text, soul and culture in order to serve God and neighbor through transforming relationships.

I. General

Course Number: **CSL 529**

Course Name: **Family Systems**

Units: **2**

Professor(s): **Dr. Steve Call**

Professor(s) Contact Information: **scall@theseattleschool.edu**

Professor Office Hours: **Arranged through email**

Class meets: **Once a week for 2.5 hours**

Day and Time of Class: **Monday's 6:30-9:00 pm**

Citation Style: **APA**

II. Course Description

This course utilizes a didactic and experiential format in which to explore therapeutic work with families. Theoretical foundations and developments of family therapy will be explored to introduce the student to the field of family therapy. Through reading, class-time, and role-play, this course provides a foundation to facilitate the growth and development of the student's clinical work with families. Students will be encouraged to develop their own personal style of systemic therapy in light of the theories studied. Clinical work with families will be considered from a biopsychosocial perspective with specific emphasis on the family life cycle, development, attachment, and systemic issues as relevant to today's family culture.

Prerequisites: CSL 524. Students will be encouraged to continue to develop their own personal style of systemic therapy in light of the theories studied.

III. Mission Statement Alignment

This course integrates the relevant textual and cultural influences that impact the development of the family.

IV. Learning Outcomes

1. Students will learn relevant systems theories and techniques of family therapy appropriate for counseling families.
2. Students will gain a deeper understanding of unique issues that bring families to therapy.

3. Students will develop an understanding of how cultural, gender and psychosocial issues affect the family life cycle and the various models of family therapy.
4. Students will be able to conceptualize a case in systemic language and concepts.
5. Students will gain a deeper understanding of their own family from a systems perspective.

V. Course Requirements

PAPER #1

Name of Paper: Reflection Paper

Due: Sep 12th, 2011

Length: 3 pages

Type of paper: Reflection paper

Description: Write a 2 page reflection paper that addresses your fear, hesitancy, and/or ambivalence regarding working families in a therapeutic setting.

This assignment is worth 5 points.

PAPER #2

Name of Paper: Response Papers

Each week a theory is to be discussed (see syllabus), please submit a 2 page response to the following:

- Theory's model of mental health assessment
- Theory's goals of therapy
- Theory's view of the therapeutic process
- Theory's view of the therapist's role
- Theory's view of race, ethnicity, and gender
- Personal Fit

There are 6 response papers (5 points for each paper) for a total of 30 points. A response paper is due at the **beginning of class** on each of the following dates:

Due: Sep 26th, Oct 3rd, Oct 10th, Oct 31st, Nov 7th, Nov 14th

PAPER #3

Name of Paper: Genogram Paper

Due: Oct 24th, 2011

Length: 6 pages

Type of paper: Integration Paper

Description: The student will pursue reflection of their own family of origin in order to gain a deeper understanding of both themselves and family systems. The genogram should cover at least three generations, including your own. The paper will utilize family systems concepts from specific family therapy models. Further detail on this

assignment will be handed out in class. A grading rubric will also be provided. This assignment is worth 30 points.

PAPER #4

Name of Paper: Theory Application Paper

Due: Nov 28th, 2011

Length: 8 pages

Type of paper: Integration Paper

Description: Students will choose a theory of family counseling covered in class then apply the theory to a family from a specific population experiencing a specific clinical issue. Students will include at least three additional references, outside of the required reading, when describing their chosen theory. Students will choose a specific population and issue that they are likely to clinically experience. Students will describe the complexities and issues the family experiences. The information gathered must be from recent and relevant texts, journals, and/or clinical experience. Students will organize a description of their chosen family theory into the following categories:

- Theory’s view of human nature
- Theory’s model of mental health assessment
- Theory’s view of race, ethnicity, and gender
- Theory’s goals of therapy
- Theory’s view of the therapeutic process
- Theory’s view of the therapist’s role

Utilizing the tenants of the chosen theory, students will review the assessment process, describe techniques and interventions and define therapeutic goals for their family. This paper will be 8 pages in length, APA style. Further detail on this assignment will be handed out in class. A grading rubric will also be provided. This assignment is worth 35 points.

Course Schedule & Assignments:

DATE:	TOPICS:	READINGS/ASSIGNMENTS:
Aug 29th	Introduction, Syllabus Review The Family Systems Frame	Goldenberg & Goldenberg Ch. 1
Sep 12th	The Family Life Cycle Gender, Culture and Ethnicity Factors	Paper #1 Due Goldenberg & Goldenberg Ch. 2 Goldenberg & Goldenberg Ch. 3 Patterson Ch. 4
Sep 19th	Interlocking Systems Origins & Growth of Family Therapy	Goldenberg & Goldenberg Ch. 4 Goldenberg & Goldenberg Ch. 5 Patterson Ch. 6

Sep 26th	Transgenerational Models: Bowen's Family Therapy Family Systems Therapy	Response Paper Due Goldenberg & Goldenberg Ch. 8 McGoldrick Ch. 3 & 4
Oct 3rd	Experiential Family Therapy	Response Paper Due Goldenberg & Goldenberg Ch. 9
Oct 10th	Structural Family Therapy Strategic Family Therapy	Response Paper Due Goldenberg & Goldenberg Ch. 10 & 11
Oct 24th	Open	Paper #3 Due Patterson, J. et al, Chapter 10
Oct 31 st	Cognitive Behavioral Therapy	Response Paper Due Goldenberg & Goldenberg Ch. 13
Nov 7 th	Social Construction Models: Solution Focused and Collaborative	Response Paper Due Goldenberg & Goldenberg Ch. 14
Nov 14 th	Narrative Family Therapy	Response Paper Due Goldenberg & Goldenberg Ch. 15
Nov 21 st	A Comparative View	Goldenberg & Goldenberg Ch. 18

Course Learning Outcomes Assessment Grid

Learning Outcomes	Required Readings	Response Papers	Genogram Paper	Theory Application Paper
Students will learn relevant systems theories and techniques of family therapy appropriate for counseling families.	X	X	X	X
Students will gain a deeper understanding of unique issues that bring families to therapy.	X	X	X	X
Students will develop an understanding of how cultural, gender and psychosocial issues affect the family life cycle and the various models of family therapy.	X	X	X	X

Students will be able to conceptualize a case in systemic language and concepts.	X	X		X
Students will gain a deeper understanding of their own family from a systems perspective.	X	X	X	X

Required Books (must purchase)

Goldenberg, H & Goldenberg, I. (2007). *Family Therapy: An Overview* (7th Ed.). Belmont, CA: Thomson Higher Education. ISBN: 9780495097594.

Required Articles/Book Chapters (available on our.MHGS, EBSCO or web link)

McGoldrick, M., Gerson, R. & Petry, S. (2008). Chapter 1: Genograms - Mapping Family Systems. In *Genograms: Assessment and Intervention*. (pp. 1-19). New York: WW Norton and Company.

McGoldrick, M., Gerson, R. & Petry, S. (2008). Chapter 3: Creating Genograms. In *Genograms: Assessment and Intervention*. (pp. 20-59). New York: WW Norton and Company.

Patterson, J., Williams, L., Edwards T., Chamow, L. & Grauf-Grounds, C. (2009). Chapter 4: Guidelines for Conducting Assessment. In *Essential Skills in Family Therapy*. (pp. 42-76). New York: Guilford Press.

Patterson, J., Williams, L., Edwards T., Chamow, L. & Grauf-Grounds, C. (2009). Chapter 6: Basic treatment skills and interventions. In *Essential Skills in Family Therapy*. (pp. 105-123). New York: Guilford Press.

Patterson, J., Williams, L., Edwards T., Chamow, L. & Grauf-Grounds, C. (2009). Chapter 10: Getting unstuck in therapy. In *Essential Skills in Family Therapy*. (pp. 217-240). New York: Guilford Press.

VI. Course Policies

1. Grading Policy:

Reflection Paper	5 points
Response Papers	30 (5 pts for each paper)
Genogram Paper	30 points
Theory Application Paper	<u>35 points</u>
Total Points:	100 Points

2. Grading Scale:

A - The grade A represents an unusually competent paper that clearly makes its argument, contains extraordinary style, cleverness of argumentation, and/or thoroughness of research.

B - The grade B represents a competent and thorough response to the assignment.

C - The grade C represents a paper that is less than competent by a clear failure to communicate or to support arguments.

The Grade Scale for all courses receiving letter grades is as follows:

A	97-100	4.0	Excellent-superior achievement of course objectives
A-	94-96	3.7	
B+	91-93	3.3	
B	88-90	3.0	Good – competent and commendable achievement
B-	85-87	2.7	
C+	82-84	2.3	
C	79-81	2.0	Poor – less than competent achievement of course objectives
C-	76-78	1.7	
F	75 or below		Failing – unacceptable achievement of course objectives

This grading scale is posted in all course syllabi and is used in the submission of final grades for a course (reflected on a student's transcript). All courses, unless noted otherwise, are required to give letter grades.

3. It is expected that written products will be legible, professional in appearance, and error free. Papers are to be typed and double-spaced, and the pages are to be numbered and stapled. Place your name the back (verso) of your paper; do not write your name on the front of your paper. **If you have any additional questions about paper format, refer to the standards found on the Writing Center website at theseattleschool.edu/CURRENT-STUDENTS/Writing-Center/Paper-Formatting-Guidelines.**

4. Papers must be turned in at the start of class directly to the professor (or AI if the class has one) on the date they are due. Papers due outside of class time should be turned in to the Academics Office Mailbox at the Front Desk by 4:30 p.m. on the due date unless otherwise indicated by the instructor. All papers turned in to the Academic Office Mailbox are date stamped. If you are unable to turn in your paper in person, you must make prior arrangements with your TA (or professor if the class does not have an AI).

5. Requests for extensions must be submitted in writing to the professor and will be granted without penalty only under extenuating circumstances (such as a grave illness or family death). Other extensions granted will be assessed a penalty for late submission at the discretion of the instructor.

6. By agreement of the faculty, instructors at The Seattle School determine their own attendance policy. To confirm registration for the purposes of the Registrar and Student

Financial Services, the instructor or the AI will take attendance during the first class with the roster provided by the Academic Office. Course specific policy: Participation is expected. Lack of attendance and participation will adversely affect your grade. Excused absences are granted but approval must be secured from the professor. If you need an “excused absence,” write a brief note stating the reason for missing class and have it approved by the professor. Excuses absences include emergencies, illness, or other situations entirely out of your control. A student that has more than one unexcused absence will receive an unsatisfactory grade.

7. Plagiarism, cheating and duplicating assignments are considered academic offenses and are expressly prohibited. See the *Academic Catalog* and *Student Handbook* for specific information on Academic Integrity and definitions of these offenses.

8. Courses must be officially added or dropped in person on **our.MHGS**. Please refer to the Tuition Refund Policy in the *Academic Catalog* for more information.

9. Part of your responsibility in this class is to complete a course evaluation at the end of the term. Feedback from the evaluations is used to evaluate and improve our course offerings.

10. The Seattle School would like to assist students who have disabilities for which they are eligible to receive accommodations so that they get the most from their The Seattle School experience. Students seeking support services should request assistance from the Registrar. All requests for such assistance are reviewed on the basis of a formal diagnosis of a disability (including [ADD] attention deficit disorder & [AD/HD] attention deficit/hyperactivity disorder). Students are required to submit documentation to verify eligibility.