

James I. Perkins College of Education  
Human Services Department-School Psychology Program  
Counseling 522-Family Counseling  
Fall 2019

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Instructor: Sonya Poole, PhD, LPC, NCC, NCSP  
Day/Time: Mondays 4:30 pm to 7:00 pm  
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Course Credits: 3

Course Description: A survey of selected family counseling theories and techniques.

Prerequisites: None, but course sequence should be followed.

Required Text: Goldenberg, Goldenberg, & Stanton (2017). Family Therapy: An Overview (9<sup>th</sup> ed).

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Intended Learning Outcomes:

Through the activities and objectives in this course, students will become prepared, competent, successful, caring, and enthusiastic professionals. They will continue to develop a sense of service, leadership, and professional growth while expanding their knowledge of the best practice strategies in the provision of family counseling services. Through regular class attendance, quizzes, exams, and discussions, students will achieve an understanding within this subject area and be able to apply that information to their professional practice. As described in this syllabus, Counseling 522 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the school psychology curriculum and clinical experiences. This course is designed to meet the following core values and NASP domains:

Core Values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking.
- Life-long learning.
- Collaboration and shared decision-making.
- Openness to new ideas, culturally diverse people, and innovation and change.
- Integrity, responsibility, diligence, and ethical behavior.
- Service that enriches the community.

## NASP Content Domains:

- **Domain 1: Data-Based Decision Making and Accountability**  
School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- **Domain 4: Interventions and Mental Health Services to Develop Social/Life Skills**  
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health.
- **Domain 7: Family–School Collaboration Services**  
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools.
- **Domain 8: Diversity in Development and Learning**  
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- **Domain 10: Legal, Ethical, and Professional Practice**  
School psychologists have knowledge of the history and foundations of school psychology; multiple services models and methods; ethical, legal, and professional standards; and other factors related to professional identify and effective practice as school psychologists.

## Student Learning Outcomes:

- Describe the theoretical approaches to conducting family therapy.
- Understand how systemic and environmental factors affect human behavior.
- Develop a systems approach to conceptualizing clients and approaching therapy.
- Identify evidence-based counseling practices for working with families.
- Explain the benefits and challenges to a systemic treatment approach.
- Develop basic skills, competencies and perspectives of family counselors.
- Gain an awareness of the ethical principles that are relevant to family therapy.

### Course Activities:

- The student will engage in weekly readings from the course textbook to gain a thorough understanding of family therapy.
- The student will participate in classroom discussion of the different counseling theories and their major theorists.
- The student will complete weekly quizzes to review critical information and ensure appropriate interpretation of the course material.
- The student will demonstrate understanding of the concepts presented during class and in the book by passing written examinations.
- The student will demonstrate their knowledge of the various aspects of family counseling through the completion of a group presentation.
- The student will be able to identify the structure, values, beliefs, and attitudes of their own family of origin through the completion of a genogram and writing assignment.

### Course Assignments:

- Participation: 50 Points
  - 5 Point Deduction per Class
  - One Class Missed W/O Penalty
- Weekly Quizzes: 50 Points
  - 7 Quizzes Total
  - Drop Lowest 2 Scores
  - 5 Quizzes @ 10 Points
  - Based on Scheduled Reading
- Exam #1: 100 Points
  - September 30, 2019
  - Chapters 1-8
  - 25 Multiple Choice
  - 5 Essay Questions
- Exam #2: 100 Points
  - November 11, 2019
  - Chapters 9-14
  - 25 Multiple Choice
  - 5 Essay Questions
- Group Presentation: 100 Points
  - 60 Minutes With PowerPoint
  - Discuss an Issue of Family Diversity
  - Reference Seven Articles
  - Live/Video Example of Topic/Treatment

- Genogram Assignment
  - 3 Generations Genogram
  - 3-5 Page Paper
  - Reflection on Family
  
- Points for Grades
  - A=450 to 500 points
  - B=400 to 449 points
  - C=350 to 399 points
  - D=300 to 349 points
  - F=299 or below

#### Participation:

Students are expected to participate in the discussion of the different topics addressed in each class session. Students should come to class prepared to actively engage in learning. Course materials should be read prior to coming to class each week. Five points will be deducted for each missed class. One absence will be allowed without penalty. Participation counts for fifty points in your overall grade.

#### Weekly Quizzes:

Each week a ten question quiz will be given at the beginning of class that covers the assigned textbook reading for that evening. Each question is worth one point making the quizzes worth ten points each. There are seven quizzes throughout the semester but the lowest two scores will be dropped. The five remaining quizzes will count for fifty points in your overall grade.

#### Exam #1:

This exam will take place on September 30th. It will cover chapters one through eight from the textbook along with any material presented in class. There will be twenty-five multiple choice questions which are worth two points each on the exam. There will be also be five essay questions worth ten points each. This exam will count for one-hundred points in your overall grade.

#### Exam #2:

This exam will take place on November 11th. It will cover chapters nine through fourteen from the textbook along with any materials presented in class. There will be twenty-five multiple choice questions which are worth two points each on the exam. There will be also be five essay questions worth ten points each. This exam will count for one-hundred points in your overall grade.

### Genogram Assignment:

Students will be required to create a genogram describing their family of origin. That genogram should go back at least three generations and detail figures and concepts deemed important by the student. Each student should include factual details that they feel are relevant to their family history. This genogram needs to be accompanied by a three to five page paper explaining the genogram and reflecting on the student's family dynamics. The paper should explore the structure, values, attitudes, beliefs, and behaviors of your family of origin. It should discuss how those variables helped to shape who you currently are as a person. No outside sources are required. This assignment is due on November 18<sup>th</sup>.

### Group Presentation:

Students will be required to present a sixty minute presentation with a small group of their classmates. In the presentation, the group will choose an issue related to family diversity that interests them (e.g. mental illness, physical illness, divorce/remarriage, LGBT families, immigrant families, family violence) and educate the class on the topic. The presentation should explain the prevalence of the issue, how this area of diversity may impact the family, what some possible complications/limitations to treatment may be, what the best approach to treatment would be, how to develop a treatment plan to work with these families, possible interventions/strategies to utilize, and what the potential prognosis may be. A live or video example of a treatment session utilizing the chosen treatment approach or addressing the chosen topic should be included. At least seven research articles should be utilized. A PowerPoint presentation should be developed to provide a visual aide. Presentations will take place on November 11<sup>th</sup>, December 2<sup>nd</sup>, and December 9<sup>th</sup>.

### Tentative Course Schedule:

<b>Date</b>	<b>Topic</b>	<b>Textbook</b>
8/26	Syllabus Review and Introduction	None
9/2	A Family Framework & Family Development	Chapters 1 & 2
9/9	Diversity & Systems Theory	Chapters 3 & 4
9/16	Growth of Family Therapy & Ethics	Chapters 5 & 6
9/23	Psychodynamic & Transgenerational Models	Chapters 7 & 8
<b>9/30</b>	<b>Chapter 1-8</b>	<b>Exam #1</b>
<b>10/7</b>	<b>Library Day</b>	<b>No Class</b>
<b>10/14</b>	<b>Library Day</b>	<b>No Class</b>
10/21	Experiential & Structural Models	Chapters 9 & 10
10/28	Strategic & Behavioral/Cognitive Models	Chapters 11 & 12
11/4	Social Construction Models	Chapters 13 & 14
<b>11/11</b>	<b>Chapters 9-14</b>	<b>Exam #2</b>
11/18	Group Presentations	Presentations

		<b>Genograms Due</b>
<b>11/25</b>	<b>Thanksgiving Break</b>	<b>No Class</b>
12/2	Group Presentations	Presentations
12/9	Group Presentations	Presentations

### Teaching Strategies:

A variety of instructional strategies are utilized during the course. These include lecture with visual aids, group discussion of topics, review of weekly quiz information, and presentation of topics by classmates. Students are expected to read the chapters before class and be able to answer questions in both written and verbal context.

### Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

### Class Attendance and Excused Absence: (Policy 6.7)

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

## Students with Disabilities: (Policy 6.1 and 6.6)

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

## Academic Integrity:

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

## Definition of Academic Dishonesty: (Policy 4.1)

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

## Penalties for Academic Dishonesty:

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

## Student Appeals:

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

## Withheld Grades Semester Grades Policy: (Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must

complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

#### Student Code of Conduct: (Policy 10.4)

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

#### Electronic Devices:

Out of respect for the learning environment, please turn off all electronic devices prior to entering the classroom. Students should refrain from sending or receiving text messages during class. Students may use laptop computers or electronic notebooks to facilitate learning in the classroom. At no time should a student be online, checking emails, or engaged in any other activity that is unrelated to what is currently occurring in class.

#### Attendance:

The attendance will be taken at the beginning of each class. You will lose five points for participation if you are not there when attendance is taken. This includes being late to class unless you have previously contacted the instructor. Emergency situations must be discussed with the instructor. Students may miss one class without penalty.

#### Late Work Policy:

A five point per day deduction will be applied to all assignments turned in after the scheduled due date. This is based on the actual number of calendar days not simply class meeting days. This is done prior to the regular grading of the assignment. Exceptions may be approved at the instructor's discretion.