

***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

*University Hall North 1200 East Colton Avenue*

*On Brockton Avenue P.O. Box 3080*

*Between University Street & Grove Street Redlands, CA 92373*

***Phone Fax***

*(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course:** EDUC 655

**Course Title:** Counseling Systems (3 units)

**Term:** Winter, 2015

**Days/Times: Tuesday 5:30 – 8:30 pm**

**Class Location: NUH 111**

**Faculty: Conroy Reynolds, PhD**

**Phone: 909-748-8802**

**Office Fax:**

**E-mail: conroy\_reynolds@redlands.edu**

**Office Hours:** By Appointment

**Catalog Course Description**

This course introduces systems thinking for the helping professional. The systems approach distinguishes itself from the more traditional analytic approach by emphasizing the interactions and connectedness of the different components of a system. Students will learn the basics of thinking systemically. Topics will include; defining a system, understanding fundamental systems concepts and terms, introduction to models of system dynamics, and the application of systems thinking to real world problems. The course is designed to provide students with the an understanding of how systems thinking affect the way helping professionals approach their work whether with individuals, families, or larger systems within systems such as schools, districts or the wider community.

**The following CTC Standards are partially addressed in this course:**

Generic Standard 2 Growth and Development

Generic Standard 3 Socio-Cultural Competence

Generic Standard 4 Assessment

Generic Standard 7 Family-School Collaboration

Generic Standard 8 Self-esteem and Personal and Social Responsibility

Generic Standard 9 School Safety and Violence Prevention

Generic Standard 10 Consultation

Generic Standard 13 Collaboration and Coordination of Pupil Support System

Generic Standard 14 Human Relations

Specialization Standard 17 Foundations of the School Counseling Profession

Specialization Standard 22 Leadership

Specialization Standard 23 Advocacy

Specialization Standard 27 Collaboration, Coordination and Team Building

Specialization Standard 28 Organizational and System Development

Specialization Standard 29 Prevention Education and Training

**Course Objectives**

At the conclusion of this course, students will be able to:

1. Apply systemic prospective in assessment, diagnosis, intervention and termination of counseling (CACREP Standards: Section ІІ 5e; Clinical Mental Health Counseling, D5)
2. Employ systemic approaches in psychotherapy, counseling and consultation to provide essential collaborative services in the treatment of mental health disorders and to support student achievement. (CACREP Standards: Clinical Mental Health Counseling, C8; CTC Standard 10, 13 & 28)
3. Practice culturally appropriate sensitivity, understanding, advocacy, and respect for individual differences and human diversity within systemic modality. (CACREP Standard: Clinical Mental Health Counseling, D5 F3; CTC Standard 3 & 23)
4. Apply a wide repertoire of systemic approaches in diagnosing, and intervening in psychotherapy, counseling, consultation, systems advocacy and leadership process. (ACA Systems Advocacy 22-29; CTC Standard 4, 10, 22 & 23)
5. Evaluate systemic approaches in counseling relationships including the client and parent(s), teacher(s) or others to ensure an effective consultation/collaborative model. (CTC Standards 7, 10, 13 & 17)
6. Examine how in human relationships everyone tends to develop habitual patterns of interacting with one another and how that can be related to one’s self-esteem, self-awareness, and sensitivity to others. (CTC Standards 2, 8 & 14)
7. Demonstrate basic counseling and consultation skills related to systemic models which are essential for the counseling profession. (CTC Standard 9, 10 & 29)
8. Illustrate how personal and social responsibility is a critical part of the systemic model. (CTC Standard 8)
9. Assess the effectiveness of systemic approaches in violence prevention on school sites and family relationships (CACREP Standard: Marriage, Couple and Family Counseling, A6, C3; CTC Standard 9)
10. Recognize the importance of family, social networks and community systems in the treatment and recovery from addiction (CACREP Standards, Addiction Counseling: C3, F3)
11. Identify as agents of change in the counseling profession generally and in managing school counseling programs via coordination of effective support systems on schools sites and in collaboration with community agencies. (ACA Systems Advocacy 22-29; CTC Standard 13 & 22)

**Required Readings**

Lambie, Rosemary (2008). Family systems with educational & community contexts, (3rd Ed). Denver: Love Publishing Company

**Recommended Readings**

Blume, Thomas (2006). *Becoming a family counselor: A bridge to family therapy theory and practice. Hoboken,* NJ: John Wiley & Sons

Boyd-Franklin, N.,&Bry, B. H. (2000). *Reaching out in family therapy: Home-based, school, and community interventions*.New York: Guilford.

Fine, M. J., & Carlson, C. (Eds.). (1992). *The handbook of family-school intervention*. Boston: Allyn & Bacon.

Imber-Black, E. (1988). *Families and larger systems*. New York: Guilford.

Power, T. (1985). *Perceptions of competence: How parents and teachers view each other.* Psychology in the Schools, 22, 68-78.

Sherman, R., Shumsky, A.,& Rountree,Y. (1994). *Enlarging the therapeutic circle: The therapist’s guide to collaborative therapy with families and schools.* New York: Brunner/Mazel.

Silvestri, K., Steinberger, C.,&Scambio, E. (1996). *Collaboration and reform: A model for MFT in the schools.* Family Therapy News, 27(6), 22-23, 27.

White, M. (1995). *Schools as communities of acknowledgment*. Dulwiche Centre Newsletter, (2 & 3), 51-66

Keys, S.G., & Lockhart, E.J. (1999). The school counselor’s role in facilitating multisystemic change. *Professional School Counseling, 3(2),* 101-107.

Revised 9/17/09

**Course Requirements**

• Internet connection (DSL, LAN, or cable connection desirable)

• Access to Moodle

• Fairly recent Mac or PC with a current operating system

• I recommend Chrome or Firefox as your browser when using google sites or google docs

• Access to the Library’s online database and other electronic resources.

**Course Structure**

This course will be delivered in a hybrid format through the course management system Moodle. You will use your university issued username and password to login to the course from your WebAdvisor. In Moodle, you will access online assignments, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Moodle and alternative Internet-based technologies. Activities will consist of chat, discussion forums, and email.

**Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Moodle you can contact the Office of Information Technology Services

**Important Note:**

This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Moodle for corrections or updates to the syllabus. Any changes will be clearly noted in class, through course announcement or through Moodle email.

**Grading System**

**Evaluation of your work will be based on the following criteria:**

**A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

* **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**

**B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conferences with the professor and advisor to discuss grade performance.

**C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conference with the professor; and a conference with the advisor is **required.**

**C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

* A meeting with the professor should be arranged; and a meeting with the advisor is **required.**

**D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.**  A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program.

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Course Policies & Expectations**

**Professional Expectations**

A grade and narrative feedback will be provided on all assignments. In addition to your successful completion of assignments, you are asked to demonstrate the following professional responsibilities:

* Being a self-disciplined “active” listener rather than a “side-bar” conversationalist.
* Being prepared with written work, oral presentations and willingness to participate in activities.
* Attending class and meeting with me if you must miss any class or need to leave early.
* Respecting other people.
* Understanding that in everything you do or say, you are modeling values, attitudes, and behaviors that impact the lives of others.
* Being “on purpose” (i.e. the person comes to class with an attitude of wanting to contribute to the learning of everyone and is responsible for creating dynamic and worthwhile class meetings).

**Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

**Assignments, Presentations, and Facilitation**

All assignments should be presented in accordance with accepted academic standards. Written assignments should be done in APA format. Oral presentations will be graded on the basis of content as well as delivery. Demonstrating effective communication skills and providing stimulating presentations are essential elements of an effective counselor.

**Late Work**

Be sure to pay close attention to deadlines - Any work that is turned in late will automatically be reduced a half a letter grade, unless prior approval has been granted (i.e. a 4.0 would become a 3.7, etc.) All late work must be pre-approved. Late is defined as after **11:55 pm** on the due date. **There will be no makeup assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.** My contact information is on the first page of this syllabus. All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student’s grade.

**Incompletes**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if coursework is of acceptable quality but has not been finished because of illness or some other extraordinary circumstance. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and signed by the student and the instructor.

**Use of Cell Phones and Smart Devices**

I am fully supportive of the use of technology to facilitate education; I only ask that in the use of computers, cell phones, Ipads and other smart devices students be guided by the golden rule. Do not do to others what you do not want them to do to you. Show respect for your classmates through active participation and engagement in class.

**Assignment Submission**

All written assignments (except for the oral presentations that are done in class) **must be uploaded to the assigned category in the Moodle course site for this class**. Click on the assignment link on the week it is due and upload your paper.

### Viewing Grades in Moodle

Points you receive for graded activities will be posted to the Moodle Grade Book. Click on the Grades link on the left navigation to view your points.

I will update the online grades each time a grading session has been completed—typically 2 – 3 days following the completion of an activity. You should receive an email confirmation of the grade posting.

**Inform Your Instructor of Any Accommodations Needed**

If you have a documented disability and verification from the Disability Services, and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation before classes start.

Disability Services can be contacted by phone at (909) 748-9917 (Voice) or via email at [SEstudentservices@redlands.edu](mailto:SEstudentservices@redlands.edu).

**Student Assignments**

1. Using systemic lens analyze **a School or Mental Health Site** to ascertain how effectively it utilizes a systemic approach in its overall operation. Be sure to include in your analysis an organizational chart and a critique of how effectively the site utilizes a systems approach in their overall operation. For example, how might the power structures of the school affect family relationship or vice versa? What social justice issues in the school shape family development? Please review the rubric for this assignment before beginning the project. *This paper should be 6 pages in length and cite at least 5 sources. Be sure to follow APA formatting*. (20% of your grade) (CTC Standards 4, 7, 8, 9, 14, 22, 23 & 27).
2. **Describe your system**. In a short presentation, and utilizing a family system genogram, describe the system you live in. What are some of the rules and boundaries influencing your system? What trans-generational patterns do you observe? Who in your system has had (or continues to have) an impact on your life and explain how and why. (10% of your grade) (CTC Standards 7 & 9).
3. **Research Presentation.** In small groups, research one of the following family system theories: Structural, Strategic, Bowenian, Developmental, Narrative or Solution Focused. From that research prepare a *25 minute presentation* about the key concepts of that theory, including specific techniques associated with it. Be sure to include the major concepts of the theory, then *describe and demonstrate* how you would utilize it in your chosen field (school or mental health). The presentation should climax with a discussion of the relevance of your application to your discipline. These presentations will be conducted one at a time during different class sessions. (20% of your grade) (CTC Standards 13, & 27).
4. **Final Take Home Exam**. This exam will be available in Moodle 3 weeks before the due date. This assignment should demonstrate your understanding of a systems approach to working with students and/or families (25% of your grade) (CTC Standards 2, 3, 4, 7, 8, 10, 13, 27 & 28).
5. **Discussion Posts.** There will be 4 online discussion questions that will be posted in moodle. Each student will prepare and post a response to each question then read and respond to 1 other student posting for a total of two (2) postings for each question. The questions will be based on course readings and the class discussions. Your responses to your colleagues should be thoughtful and substantive. Refrain from responses such as, “good job’” “I definitely agree,” “great post” and other similar superficial responses. *Please review the rubrics for discussion question postings and responses.* (15% of your grade) It is unlikely that you will able to make up any that is missed. (CTC Standards 2, 3, 4, 7, 8, 9, 10, 13, 14, 17, 22, 27, 28 & 29).
6. **Journal Article Review**. You will locate and read an article on family diversity. Prepare and post a review of the article in the assigned forum (5% of your grade).

**7. Attendance and Participation.** 10% of your grade will be based on your involvement in

each class session. Your attendance in each class is essential since you can’t participate

if you aren’t present for the whole class time.

**Summary of Student Assessment**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Your System** | **System Analysis** | **Group Presentations** | **Final Exam** | **Attendance & participation** | **4 Discussion Posts** | **Journal Articles** | **Total** |
| **5%** | **20%** | **20%** | **25%** | **10%** | **15%** | **5%** | **100%** |

## Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

| **Letter Grade** | **Percentage** | **Performance** |
| --- | --- | --- |
| A | 95-100% | Excellent Work |
| A- | 90-94.5% | Nearly Excellent Work |
| B+ | 87-89.5% | Very Good Work |
| B | 83-86.5% | Good Work |
| B- | 80-82.5% | Mostly Good Work |
| C+ | 77-79.5% | Above Average Work |
| C | 73-76.5% | Average Work |
| C- | 70-72.5% | Mostly Average Work |
| D+ | 67-69.5% | Below Average Work |
| D | 60-66.5% | Poor Work |
| F | 0-59.5% | Failing Work |

**Topic Outline, Readings and Activities**

|  |  |  |
| --- | --- | --- |
| **Class Dates** | **Activities** | **Standards** |
| **01/13/15**  **Week 1** | **Introduction to Family Systems**  Overview of the course, review of syllabus and course requirements. Introduce paradigms for systemic thinking and application for its use in counseling  Reading: Caffery, Erdman & Cook (2000) *Two systems one client: Bringing families and schools together.* The Family Journal, 8 154  Evans, S (1978) *The family as a force in history.* Counseling and Values  Posted on Moodle  Course text: Chapters 1 – 2 | CTC Standards 27 & 28  CACREP Standards: Section ІІ 5e; CMHC, D5 |
| **01/20/15**  **Week 2** | **Family Systems Theory: Basic Concepts**  Course Text: Chapters 3-4  Supplemental Reading: Posted in Moodle  *Changing families, changing systems, counseling implications for the 21st century* | CTC Standards 4, 5 & 10  CACREP CMHC, C8 |
| **01/29/**  **01/27/15**  **Week 3** | **Families in larger systems**  Course Text: Chapter 5  ***Begin the first “Your System” presentations***  ***First Group Presentation***  Supplemental Reading: childtrends.org *– “How do social, economic and cultural factors influence fathers with their children?”* | CTC Standards 26 & 27  CACREP:CMHC, (F3)  ALGBTIC Competencies, A4 |
| **02/3/15**  **Week 4** | **The Counselor as Advocate: Working with at risk children from non-traditional families**  Course Text: Chap 7  ***Second student group* *presentation*.**  “*Your System” presentation*  Journal article review due 23:55 PT | CTC Standards 3, 13, 14 & 28  ACA Systems Advocacy 22-29  CACREP:CMHC (F3)  ALGBTIC Competencies, A4, A7 |
| **02/10/15**  **Week 5** | **Family Systems and Addiction**  Course Text: Chapter 8  Continue with “*Your System” presentation*  ***Third student*** ***group*** p***resentation.***  Article Terzian, M; Hamilton, K; & Ling, T. (2011) *“What works for Acting-Out (Externalizing) Behavior: Lessons from Experimental Evaluations of Social Interventions.”* Child Trends Factsheet. | CTC Standards 2, 3, 7, 10 & 17  CACREP, Addiction Counseling: C3, F3 |
| **02/17/15**  **Week 6** | **The Counselor as Consultant: Violence in schools, families and communities**  Course Text: Chapter 9  Continue with “*Your System” presentation*.  ***Fourth student group presentation*** | CTC Standards 7, 8, 9, 10 & 27  CACREP Standard: Marriage, Couple and Family Counseling, A6, C3 |
| **02/24/15**  **Week 7** | **Resilience in Families and Communities**  Course Text: Chapter 10  Continue with “*Your System” presentation*  ***Fifth student group presentation*** | CACREP Section ӀӀ, 3d |
| **03/3/15**  **Week 8** | **Trauma and the Family System**  Examine the impact of trauma on the family system and ways to intervene appropriately  ***Analysis of school or mental health site assignment due***  Continue with “*Your System” presentation*  ***Final Exam Questions***  ***Sixth student group presentation*** | CTC Standards 7 & 10  CACREP, CMHC A9 |
| **03/10/15**  **Week 9** | **Disability and the Family System**  Continue with “*Your System” presentation*  ***Seventh student group presentation*** | CTC Standards 11 & 13  CACREP, CMHC C8 |
| **03/17/15**  **Week 10** | **Family Systems Techniques in Classroom and Community**  Course Text: Chapter 14  Article: Christian, Linda Garris (2006). *Understanding families: Applying systems theory to early childhood practice*. Beyond the Journal: <http://www.journal.naeyc.org/btj>  Continue with “*Your System” presentation* | CACREP, CMHC C8, D5 |
| **03/24/15**  **Week 11** | **Strengthening the Possibilities for a Systems Paradigm**  Course Text: Chapter 15  Continue with “*Your System” presentation*  ***Final Exam Due*** | CTC Standards 7, 8, 22, 23 & 27  CACREP: CMHC D5 |
| **03/31/15**  **Week 12** | Final evening of class. Review of course and wrap up. Complete student evaluations. |  |