



Department of Counseling and Student Affairs  
**Jill Duba Sauerheber, Ph.D., LPCC-S, NCC**  
**EMDR Cert., Brainspotting Cert., Reality Therapy Certified**  
**Professor & Department Head**

jillduba.sauerheber@wku.edu; GRH 3035, 270.745.4799 (office), 270.996.7396 (cell)  
 M 2:30-5:15, GRH 3076

## **COURSE**

CNS 588 Family Systems Counseling. The historical development of systems theory will orient the student to theoretical content of human interactions. Students will be helped to think systemically about human issues by focusing on the systems paradigm. Skill development in family system counseling will be developed.

## **PURPOSE OF THE COURSE**

This course is designed to provide students with an understanding of systems theory as it applies to human interactions, as well as skills in family systems counseling.

## **COURSE OBJECTIVES**

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk\*.

### **PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM**

#### **F. 3. HUMAN GROWTH AND DEVELOPMENT**

- f. systemic and environmental factors that affect human development, functioning, and behavior \*

#### **CLINICAL MENTAL HEALTH COUNSELING**

##### **1. FOUNDATIONS**

- b. theories and models related to clinical mental health counseling \*

#### **MARRIAGE, COUPLE, AND FAMILY COUNSELING**

##### **1. FOUNDATIONS**

- b. theories and models of family systems and dynamics
- c. theories and models of marriage, couple, and family counseling
- d. sociology of the family, family phenomenology, and family of origin theories \*
- e. principles and models of assessment and case conceptualization from a systems perspective
- f. assessments relevant to marriage, couple, and family counseling

##### **2. CONTEXTUAL DIMENSIONS**

- b. structures of marriages, couples, and families
- c. family assessments, including diagnostic interviews, genograms, family mapping,

- a. assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective
- b. fostering family wellness\*
- c. techniques and interventions of marriage, couple, and family counseling
- d. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling

### KY EPSB

#### 2.4. HUMAN GROWTH AND DEVELOPMENT

- 2.4.f. Systemic and environmental factors that affect human development, functioning, and behavior\*

### **REQUIRED AND RECOMMENDED COURSE READINGS**

#### ***Required Texts***

Bitter, J. *Theory and practice of family therapy and counseling* (The Word format of this book will be provided on BBD.)

Ferguson, E. D. (1984). *Adlerian theory: An introduction*. Adler School of Professional Psychology

Gilbert, R. M. (2004) *The eight concepts of Bowen theory*. Leading Systems Press.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and treatment* (4<sup>th</sup> ed.). Norton Professional Books.

Ogdon, P., & Fisher, J. (2015). *Sensorimotor psychotherapy*. W.W. Norton & Company

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Author.

\*All of the required reading in this course will be used and referred to in  
CNS 606 Family Counseling Techniques. \*

#### ***Recommended and Supplemental Reading***

American Counseling Association. (2014). *2014 ACA code of ethics*.

#### ***In Adlerian Psychology***

Adler, A. (1930). *Alfred Adler: The pattern of life*. Kegan Paul, Trench, Trubner.

Adler, A. (1938). *Social interest: Adler's key to the meaning of life*. Oneworld Publications.

Adler, A. (1956). *The individual psychology of Alfred Adler*. Harper Perennial.

Adler, A. (1969). *The science of living*. General Press.

Adler, A. (1979). *Superiority and social interest*. W.W. Norton & Company.

Ansbacher, H. L., & Ansbacher, R. R. (1956). *The individual psychology of Alfred Adler*. Harper Torchbooks.

Carlson, J., Watts, R. E., & Maniaci, M. P. (2008). *Adlerian therapy: Theory and practice*. APA.

Dreikurs, R. (1989). *Fundamentals of Adlerian psychology*. Alfred Adler Institute.

Dreikurs, R., & Soltz, V. (1991). *Children: The challenge*. Plume. (Original work published 1964)

Grunwald, B. B., & McAbee, H. V. (1999). *Guiding the family* (2nd ed.). Taylor & Francis.

Hoffman, E. (1994). *The drive for self*. Addison-Wesley. (Adler's biography)

Kottman, T. (2002). *Partners in play: An Adlerian approach to play therapy*. ACA.

Milliren, A. (2010). *Strengths processing through assessment of over- and under-use*.

Nelson, J. (2006). *Positive discipline*. Balantine.

Sweeny, T. J. (2009). *Adlerian counseling and psychotherapy: A practitioner's approach* (5<sup>th</sup> ed.). Routledge.

Ricker, A., & Crowder, C. Z. (1998). *Backtalk: 4 steps to ending rude behavior in your kids*. Fireside.

Shulman, B. H., & Mosak, H. H. (1988). *Manual for life style assessment*. Accelerated Development.

- Turner, J. R. & Pew, W. L. (1978). *The courage to be imperfect: The life and work of Rudolf Dreikurs*. Hawthorn Books.
- Walton, F. (n.d.). *Some techniques for use in interpreting early recollections*.
- In Bowenian Family Systems***
- Bowen, M. (1985). *Family therapy in clinical practice*. Aronson, Inc.
- Gilbert, R. M. (2006). *The eight concepts of Bowen theory*. Leading Systems Press.
- Kerr, M. E., & Bowen, M. (1988). *Family evaluation: An approach based on Bowen theory*. W. W. Norton & Company.
- Nims, D. R., & Duba, J. D. (2011). Using play therapy techniques in a Bowenian theoretical context. *The Family Journal*, 19(1), 83-89.
- Papero, D. V. (1990). *Bowen family systems theory*. Allyn and Bacon.
- Titelman, P. (Ed.), (2013). *Clinical applications of Bowen family systems theory*. Routledge.
- Titelman, P. (2008). *Triangles: Bowen family systems theory perspectives*. Routledge.
- In Human Validation (Virginia Satir)***
- Creative Commons License. (n.d.). *Satir coping stances*.
- Maki-Banmen, K. (2001). *The Satir model: Use of sculpting in therapy*.
- Satir, V. (1964). *Conjoint family therapy*.
- Satir, V. (1988). *The new peoplemaking*.
- In Structural Family Therapy***
- Minuchin, S. & Fishman, H. C. (1981). *Family therapy techniques*. Harvard University Press.
- In Symbolic-Experiential Family Therapy***
- Kaye, D., Dichter, H., & Keith, D. (1986). Symbolic-experiential family therapy. *Individual Psychology*, 12, 521-537.
- Napier, A. Y., & Whitaker, C. (1978). *The family crucible*. Harper & Row.

## CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time they should study the required reading and research additional sources to help improve their knowledge and skill base. The course is a mixture of group discussion/exercises, demonstrations, blackboard discussions, quizzes and/or exams. The instructor may conduct live demonstrations to illustrate course objectives and concepts; students are responsible for securing volunteers. All volunteers will be screened for appropriateness and fit. Student observers are bound by all of the American Counseling Association Code of Ethics that apply (including maintaining confidentiality of all participants outside of this class setting). Directions for assignments in this course may be intentionally vague, so as to encourage students to demonstrate their conceptualization of course material. Rubrics for Attendance and Participation points are the same for Zoom attendance. When attending class virtually and in order to earn points for attendance, students must use the video option during the entirety of the class, be in a distraction-free environment (i.e., not in transit), arrive on-time and dress appropriately. Not adhering to the previously mentioned will impact attendance and participation scores.

## COURSE REQUIREMENTS

### Attendance and Participation

#### *Face-to-Face Class Meetings*

Attendance is required during all scheduled class meetings. Students are responsible for all information if class is missed. Students may want to check their schedules for any employment or personal conflicts that would prohibit full participation in this class. Exceptions will be determined in consultation with the department head (or dean, if the department head is the instructor on record). Consequences for unexcused absences include receiving an "F" or "Incomplete" in the course; and will be determined in consultation with department head. Students are expected to come to class having completed all assigned

readings and preparatory assignments so that they can fully participate in class discussions. Attendance and Participation for each class meeting are worth 2 points for attending the entire class session, demonstrating thoughtful conceptualization of the required reading, and successful completion of in-class quizzes. Preparation and/or Hybrid assignments are worth 1 point for exhaustive effort and completion. *Preparation Assignments* are noted in the Course Schedule. (They are not accepted after the class session commences.) *Hybrid Assignments* may be required as an alternative to regularly scheduled class meeting time and are noted with due dates in the Course Schedule. Both assignments can be uploaded as a scanned document or photo under the BBD Content tab, *Upload Course Assignments Here* folder. When attending class virtually and in order to earn points for attendance, students must use the video option during the entirety of the class; be in a stationary and distraction-free environment (i.e., not in transit); not multi-tasking; arrive on-time; and dress appropriately. Not adhering to the previously mentioned will impact attendance and participation scores; and may result in being removed from the ZOOM classroom.

#### *Web-Enhanced, Blackboard Discussion and Posts*

If Blackboard posts are required, they are due prior to the next BBD discussion or class session and must be completed within the given discussion period. (Check the course schedule to verify if this course requires BBD discussion posts.) For example, if the class meets or a new BBD session begins on Tuesday, all Blackboard assignments are due on Monday. Students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students. All BBD postings must be completed within the given discussion period. Late submissions are not accepted under any circumstance.

**Main Post (5 points).** Main Posts are new threads that are responses to the instructions for each particular lesson or topic. Main posts must be submitted during with enough time prior to the due date so that others can respond accordingly. Since posts cannot be changed after submittal, it is recommended that all documents are first written and saved into Word. Documents can be cut and pasted by opening <HTML> function. Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all of the questions noted in the assignment prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made at least 2 days after the discussion begins. If the class typically meets face-to-face on Monday; this is considered the first day of a Blackboard activity/discussion.)

**Response Post (3 points).** For any given Blackboard discussion, students must submit at least one response to another student's main post. In order to earn credit for the response post, the entire discussion must be read. Requirements of each main post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content; evidence that the entire discussion was read
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)

E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Discussion Post Rubrics for Main and Response Posts are as follows:

Criteria	3 Points Possible	2 Points Possible	1 Point Possible
<b>Critical Thinking/Application</b>	Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content, while including examples and elaboration on prompt. Post makes a contribution to the discussion. Incorporation of references from the topic's associated readings.	Conceptualization of the reading material is somewhat illustrated. Post somewhat adds new insight or contribution to the discussion. Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not adequately support that student read the entire discussion up until posting.	Limited illustration of critical thinking and application. Limited evidence providing support for required reading being completed and applied. References are not used, do not apply to the prompt or the post being responded to, or appear haphazardly chosen.
<b>Formatting, Grammar and Word Count</b>			No mistakes. Word count met.
<b>Timeliness</b>			Post made on time as noted in the syllabus and/or instructed by the professor; with enough time for students to read and respond.
<b>Response Post</b>	Response post is excellent in the areas (a) critical thinking/application; (b) inclusion of references; (c) formatting, grammar and word count; and (d) timeliness..	Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application (limited contribution to the discussion); (b) limited or somewhat appropriate references; (c) formatting, grammar and word count; and/or (somewhat timely). The response post may rely too heavily on critiquing the other student's main post, rather than adding and contributing to the content.	Post hardly meets all of the criteria.

**Family of Origin Project** (CACREP Key Assessment, Standards CORE 3.f., CMHC 1.b., MCFC 1.d., 2.1., 3.b.; KY EPSB Key Assessment, Standard CORE 2.4.f.)

Your *Family Genogram* should consist of *at least* three or more generations of your family beyond your generation (i.e., up to at least your grandparents' generation including their siblings and offspring); and should include generations after your own. There should be enough information included from *each* category noted below so that patterns emerge. Information should be included for as many individuals as possible (grandparents, aunts, uncles, cousins) and can be designated on the genogram with a "key" that describes the symbols used. It is likely that family research will need to be conducted in order to meet the requirements for this assignment; you may need to consult with family matriarchs and patriarchs to gain information beyond your knowledge in order to include sufficient information. The Family Genogram should be hand-designed, neat and organized. (Computer generated genograms will not be accepted.) Each generation should be clearly delineated.

- A. Basic demographical information across generations: name, birth and death dates, relationship status and dates, education, and primary occupation.
- B. Additional information across generations: presence and diagnosis of physical, mental health, and psychological distress (if known, note if individual was being treated with psychopharmaceuticals); religious denomination/spirituality; ethnicity/cultural identity; personality traits; socioeconomic status; victims/perpetrators of abuse; and roles of various family members (i.e. scapegoat). (*MCFC 2.1.*)
- C. Interactional dynamics across all generations and among various family members beyond one's own relationships by using the appropriate relationship symbols (i.e., illustrate abuse and/or violence between family members)

Staple a one-page, double-spaced *Description of Patterns* Word Document to the genogram that includes a summary of patterns that emerged on the genogram from each category above. Conceptualize the patterns within Bowen family systems concepts. If patterns do not emerge, more information should be collected and added.

*Family Genogram Paper* should include the content outlined below. Headings and sub-headings must reflect the given list of required content. (For example, first level headers would be: "My Family Introduction," "Bowenian Conceptualization of My Family," and "Family Treatment Plan.") The paper must adhere to all APA formatting guidelines and must be written with correct spelling and grammar. It should be no more than 8 pages (including cover and reference page). Relevant resources including course materials and two additional original sources (i.e., books authored by the theorist/s, journal articles) should be incorporated throughout each section of the paper to support the given narrative.

- A. My Family Introduction  
Describe (a) the nuclear family emotional system of your family of origin while you were growing up, as well as in current day; and (b) past and current triangles among your immediate family members. Refer to specific examples while incorporating Bowen family systems references. (No more than a page.)
- B. Bowenian Conceptualization of My Family Genogram  
Use the following theoretical tenets to conceptualize the bio-psycho-social-emotional family patterns and trends that have emerged and are sustained throughout the generations of your family. Refer to specific details and examples, while also incorporating theoretical support within the narrative. Conceptualization should demonstrate understanding and appropriate application. (*CACREP Key Assessment, Standard CORE 3.f., C.1.b., F. 2.1.; KY EPSB Standard CORE 2.4.f.*)
  - i. Differentiation of Self
  - ii. Triangles
  - iii. Emotional Cutoff

- iv. Multigenerational Transmission Process
- C. Family Treatment Plan
  - Develop a theoretically consistent family counseling treatment plan for your family when you were between the ages of 8 and 12. The plan should emphasize family wellness, be objective and measurable, and theoretically accurate and appropriate. (*MCFC 1.d., 3.b.*)
    - i. One Treatment Goal.
    - ii. Treatment Objectives. Three theoretically consistent, specifically related to the goal, and measurable. (Objectives are the plan of action towards meeting a goal.) One of three objectives should be theoretically consistent and brain-based.

Review the rubric associated with this assignment prior to submission. Save the document as: [LastName] CNS 588 Family Genogram Paper.

### **Lifestyle Assessment**

Conduct and record a Lifestyle Assessment with an individual who is over 18 and not related to you or a close acquaintance. (It is very difficult to be objective when you already know someone.) Schedule at least 90 minutes. Students must follow the *CSA Policy on Security of Media* as included later in the syllabus and should secure the volunteer far in advance of the assignment due date. A back-up volunteer should be secured so that assignment is submitted by the deadline.

*Interview Preparation and Guidelines* All of the Lifestyle Assessment (See Blackboard) should be addressed and discussed with the volunteer. While taking notes and attempting to retrieve as much detail and information as possible, use effective basic counseling and rapport building skills. Enough information should be collected to make theoretically consistent hypotheses and to complete the Lifestyle Summary and Conclusions section. Be prepared to show the video in class.

### *Lifestyle Assessment Write-up*

Written notes taken during the interview should be transcribed into the Word document. The Lifestyle Assessment Write-up should be written with correct grammar and spelling (bulleted lists may be used as appropriate). Each section should include exhaustive details and information. The Lifestyle Summary and Conclusion section should include specific details, be completed in such a way that demonstrates a thorough conceptualization and appropriate application of Adlerian Psychology concepts taught during the course; and for each sub-section, (b) with each sub-section including a theoretical reference that supports conclusions made; and (c) with a sixth sub-section titled, Relational Neuropsychology. Within this section, provide examples of observations and information collected from the Lifestyle Assessment to the functioning of the individual's nervous system and triune brain. Be sure to incorporate brain science literature that was referred to in the course.

Review the rubric on BBD associated with this assignment prior to submission. Save the document in Word format as: [LastName] CNS 588 Lifestyle Assessment. Additionally, submit either a link to the ZOOM recording or a USB.

### **Quizzes and Exams**

Quizzes and exams are due on the dates noted in the syllabus. Quizzes may be given at the beginning of any face-to-face class session and are only available to students in attendance. Blackboard quizzes and exams are timed (2 minutes per question). They may be taken three times with the highest grade being recorded. Questions are randomized and may be different for each attempt. For more information, see BBD for description of each quiz and/or exam.

## **STUDENT EVALUATION CRITERIA AND PROCEDURES**

Rubrics for the assignments are noted at the end of the syllabus. Students should compare and contrast their completed assignments with the rubrics before submission. Percentages of total points counting towards the Final Grade are distributed as follows:

- A 90% - 100% of total points
- B 80% - 89% of total points
- C 70% - 79% of total points
- D 60% - 69% of total points
- F 59% and below

### **CACREP ASSESSMENTS**

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

### **WKU SYLLABUS STATEMENT ON FACE COVERINGS IN THE CLASSROOM**

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

### **TITLE IX MISCONDUCT/ASSAULT STATEMENT**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### **ADA ACCOMMODATION STATEMENT**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **ACADEMIC INTEGRITY**



Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

### **INFORMED CONSENT**

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

### **USE OF CURRENT RESEARCH**

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

### **USE OF TECHNOLOGY IN COURSE**

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones and other electronic devices must be stored away at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of electronic devices are considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

### **LATE OR MISSING ASSIGNMENTS**

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% of the total points possible each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

**FLEXIBILITY CLAUSE**

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

	<b>TOPICS &amp; REQUIRED READING</b>	<b>ASSIGNMENTS DUE</b>
August 23 No Class Meeting	Review <b>Syllabus</b>  Introduction to Family Systems <b>Table 1.1 in B C1</b>  Genograms <b>MGP C1 (pgs. 1-6); 2-3</b> (CORE F.3.f., CMHC 1.b., MCFC 1.b, 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.d)	BBD Quiz, Course Introduction. Due 08.29.21.  BBD Quiz, Introduction to Genograms. Due 08.29.21.
August 30	Genograms <b>MGP C4 (pgs. 95-106; 142-149), C5 pgs. 152-165; 171-172; all genogram figures; &amp; C9 (pgs. 276-280); Appendix pgs. 344-346</b> (CORE F.3.f., CMHC 1.b., MCFC 1.b, 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.d)  <b>Demonstration of Genogram Interview</b>	Preparation. Create a genogram of your Family of Origin including the information noted on MGP pgs. 49-50. (See Sauerheber example.) Upload in BBD before class meeting.
September 6 No Class Meeting	Happy Labor Day!	BBD Quiz, Genograms. Due 09.13.21.
September 14	Multigenerational Family Therapy <b>B C4 (pgs. 4-27 to 4-35); G C1-2; Scale of Differentiation</b> in BBD Folder	Preparation. Based upon Murray Bowen's Scale of

	<p><i>Models and Theories, Multigenerational Family Therapy</i> (CORE F.3.f.; CMHC 1.b., MCFC 1.b., 1.c., 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.b., 3.c., 3.d.)</p> <p>Legacy of Attachment <b>OF C28 pgs. 591-595</b></p>	<p>Differentiation, add the level of differentiation next to each family member listed on the genogram of Family of Origin Preparation Assignment. Upload before class meeting.</p> <p>Hybrid. Complete OF C28 p. 597. Upload in BBD by 08.31.21.</p>
September 20	<p>Multigenerational Family Therapy <b>G C3-5</b></p> <p>Triune Brain <b>OF C9 pgs. 177-183, 185</b></p>	<p>Preparation. Complete OF C9, p. 185. In addition, briefly describe a family triangle you have been or are involved in. Note how your mammalian brain keeps you triangulated. Upload in BBD before class meeting.</p>
September 27 <b>No Class?</b>	<p>Multigenerational Family Therapy <b>G C6-8</b> (CORE F.3.f.; CMHC 1.b., MCFC 1.b., 1.c., 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.b., 3.c., 3.d.)</p> <p>Multigenerational Family Therapy; BBD Folder <i>Model and Theories, Multigenerational Family Therapy</i>, Watch <b>Bowenian Family Therapy Video</b> (See BBD for access.)</p>	<p>Family Genogram Due (Drop off in CSA Office.)</p> <p>Hybrid. BBD Quiz, Bowenian Family Therapy Quiz. Due 10.03.21</p>
October 4	<p>Adlerian Psychology <b>B C5 (pgs. 5-10 to 5-25); DF C1-2; Principles of Adlerian Psychology</b> document in BBD Folder <i>Model and Theories, Adlerian Psychology, Introduction</i> (CORE F.3.f.; CMHC 1.b., MCFC 1.b., 1.c., 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.b., 3.c., 3.d.)</p>	
October 11 ZOOM	<p>Adlerian Psychology <b>DF C3-7; BBD Folder <i>Models and Theories, Adlerian Psychology, Application Lifestyle Assessment</i></b> (CORE F.3.f.; CMHC 1.b., MCFC 1.b., 1.c., 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.b., 3.c., 3.d.)</p> <p><b>Demonstration of Lifestyle Assessment</b></p>	<p>Family Genogram Paper. Upload in BBD by 10.12.2020.</p>
October 18	<p>Adlerian Psychology; <b>DF C8; BBD Folder <i>Models and Theories, Adlerian Psychology, Application Interpreting Early Recollections</i></b> (CORE F.3.f.; CMHC 1.b., MCFC 1.b., 1.c., 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.b., 3.c., 3.d.)</p> <p>Reconstructing Memory <b>OF C22 pgs. 459-463, 469</b></p> <p><b>Demonstration of Early Recollections</b></p>	

October 25	Adlerian Psychology; BBD Folder <i>Models and Theories, Adlerian Psychology, Application Mistaken Goals Chart, Four Stages of Adlerian Counseling</i> (CORE F.3.f.; CMHC 1.b., MCFC 1.b., 1.c., 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.b., 3.c., 3.d.)	
November 1 No Class Meeting	Strategic Family Therapy <b>B C9; all documents</b> in BBD Folder <i>Models and Theories, Strategic Family Therapy</i> (CORE F.3.f.; CMHC 1.b., MCFC 1.b., 1.c., 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.b., 3.c., 3.d.)  Structural Family Therapy <b>B C8; all documents</b> in BBD Folder <i>Models and Theories, Structural Family Therapy</i> (CORE F.3.f.; CMHC 1.b., MCFC 1.b., 1.c., 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.b., 3.c., 3.d.); <b>Structural Family Therapy Video</b> (See BBD for access.)	BBD Quiz, Strategic Family Therapy. Due 11.07.21.  BBD Quiz, Structural Family Therapy. Due 11.07.21.
November 8	Somatic Experiencing (SE) <b>OF C7 pgs. 137-143; C19 pgs. 397-402, 409, 411; C20 pgs. 419-422</b>  <b>Demonstration of Somatic Experiencing with Family</b>	
November 15	Ethical & Legal Issues <b>IAMFC-Ethical-Code-Final</b> and <b>Ethical Code of the IAMFC</b> in BBD Folder <i>Ethics in Couples and Family Counseling</i> (MCFC 2.o.)  Review Lifestyle Assessments	Lifestyle Assessment Write-up and Video Due.  Hybrid. BBD Quiz, Virtue, Ethics, and Legal Issues. Due 11.16.21
November 22 No Class Meeting	Happy Thanksgiving!	
November 29 No Class Meeting	Human Validation Process Model <b>B C6; all documents</b> in BBD Folder <i>Models and Theories, Human Validation Process Model</i> (CORE F.3.f.; CMHC 1.b., MCFC 1.b., 1.c., 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.b., 3.c., 3.d.)  Symbolic-Experiential <b>B C7; all documents</b> in BBD Folder <i>Models and Theories, Symbolic-Experiential</i> (CORE F.3.f.; CMHC 1.b., MCFC 1.b., 1.c., 1.d., 1.e., 1.f., 2.b., 2.c., 2.l., 3.a., 3.b., 3.c., 3.d.)	BBD Quiz, Human Validation. Due 12.05.21.  BBD Quiz, Symbolic-Experiential. Due 12.05.21.
December 6 No Class Meeting	Finals Week	Final Exam. Due 12.06.21 at 11:59 pm CST.

**CSA Policy On Security Of Media (Video and Audio)**  
Department of Counseling and Student Affairs  
Western Kentucky University

**Video Media Format**

Students must submit video assignments in a digital format (e.g., DVD or USB drive).

*Students are responsible to ensure that all videos they bring to supervision or submit to meet course requirements are compatible with the video playback equipment and software available to their course instructors or supervisors. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that the videos they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings.*

**Audio**

If course instructors allow audio recordings for supervision or course requirements, students are responsible to ensure that the audio media they submit or bring to supervision can be played using equipment available to the instructor or supervisor.

### Video and Audio Security

Videos or audio recordings of counseling sessions in CSA classes will meet HIPAA standards for security. This standard states that a video or audio recording must, at all times, be in a double lock security situation.

For example, if you store a tape in a locked file cabinet (*lock 1*) in a room that has a locked door (*lock 2*), you have met the double lock requirement.

Transporting a video to and from practicum, internship or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (*lock 1*) does not constitute double lock security. Ways of creating a double lock security situation include storing the tape in a locked portable file cabinet or brief case within the car (*lock 2*).

### Video Lifetime and Destroying Procedures

At the conclusion of each semester, all video and audio recordings will be erased.



## Volunteer Participation and Video Consent Form

Department of Counseling and Student Affairs

I, \_\_\_\_\_, hereby agree to volunteer to participate in counseling sessions lead by \_\_\_\_\_, a member of the Department of Counseling and Student Affairs at Western Kentucky University (student or professor). I also agree that the session can be video and/or audio recorded. I understand the following:

- My participation is voluntary.
- Our identity will not be revealed beyond the scope of the training team.
- The video will be used for training purposes only; and may be saved for future training purposes.
- During live classroom demonstrations, a reflecting team (made up of the students in the class) may be incorporated into the counseling demonstrations. The counseling discussions will be

opened up to the team's reflections. The team (students in the class) will be invited to comments on your strengths, as well as possible new ways to view or understand existing problems. You will then have an opportunity to respond to their reflections, particularly what was most impactful to you.

Volunteer's Signature \_\_\_\_\_ Date \_\_\_\_\_

Volunteer's Signature \_\_\_\_\_ Date \_\_\_\_\_