



Wichita State University
Preparing Highly Competent, Collaborative, Reflective Individuals
CESP 838 Hybrid
 Counseling Families in Crisis
 Spring 2018
 3 Semester Hours

Instructor:

Office Location:

Telephone:

Email:

Office Hours:

Appointment only

Classroom; Days/Time:

Hubbard Hall, 336

Prerequisites:

CESP 728, and CESP 803 (or concurrent enrollment), CESP 804 counseling major or department consent.

How to use this syllabus:

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves and at instructor discretion.

Course Description: CESP 838: Counseling Families in Crisis. (3). Teaches basic family processes and how they impact the growth and development of children and adolescents. Covers the family life cycle, healthy and maladaptive family functioning including appropriate and inappropriate parenting practices, the unique challenges faced by single parent and blended families, the impact of substance use on families, the impact of traumatic experiences on families, basic family assessment, and basic family therapy techniques. In addition, acquaints students with the etiological factors, potential indicators, consequences, reporting strategies, and treatment strategies associated with child abuse and neglect. Prerequisite: graduate standing.

Course Definition and Assignment of Credit Hours: Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Required Texts/Readings:

Wetchler, J.L., & Hecker L.L (2015). *An Introduction to Marriage and Family Therapy* (2nd ed.) New York, NY; Routledge.

McCoy, M. L., & Keen, S. M. (2013). *Child Abuse and Neglect* (2nd ed.). New York, NY: Psychology Press.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms* (8th ed.). NY: W. W. Norton.

**Additional assigned readings are integral to your understanding of this course. These handouts and journal articles will be made available at throughout the semester on Blackboard.

Films for Family Dynamics Analysis Assignment:

Apatow, J. & Mendel, B. (Producers). Showalter, M. (Director) (2017). *The Big Sick*. United States.

Cohen, B., Gigliotti, D., Gordon, J. (Producers). Russell, D., (Director). (2012) *Silver Linings Playbook*. United States. The Weinstein Company.

Bass, R., Franken, A. (Producers). & Mandoki, L. (Director). (1994). *When a man loves a woman* [Motion Picture]. United States: Touchstone Video.

Berger, A., & Yerxa, R. (Producers). Payne, A. (Director). (2014). *Nebraska*. [Motion Picture]. United States: Paramount Pictures.

Levine, J., Levy, S., Weinstein, P. (Producers). Levy, S. (Director). (2014) *This is Where I Leave You*. United States.

Lewis, R. B. (Producer). Sheridan, K. (Director). (2007). *August Rush*. United States.

Schwartz, R. L. (Producer), Redford, R. (Director). (1980). *Ordinary People*. United States: Paramount Pictures.

Some of these films are available on reserve in the library. They are also available from some of the online video services such as Netflix, iTunes, and Amazon, etc.

Books for Book Review and Analysis on the Effects of Child Abuse:

Pelzer, D. (1995). *A child called it: One child's courage to survive*. Deerfield Beach, FL: HCI Publishing.

Randis, K.L. (2013) *Spilled Milk*. Self published.

Sapphire. (1997). *Push: A novel by Sapphire*. New York, NY: Alfred A Knopf.

Ung, Loung. (2000). *First they killed my father: A daughter of Cambodia remembers*. New York, NY: Harper Collins.

Some of the above books are available in Ablah Library.

CLASS PROTOCOL:

In order to be successful in the course, be on time and prepared for each class.

This is accomplished by:

- Attending each class and being on time for class.
- Having all assigned readings completed
- Completion of homework assignments
- Participation in class discussions, and activities.

Major Topics:

All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles. **The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals.** Guiding principles associated with major topics being addressed in this course are indicated in the table below:

Unit Conceptual Framework and Its Alignment with the Major Course Topics

Major Topics	Guiding Principles from the Unit Conceptual Framework*					
	Professionalism and Reflection (PR)	Human Development and	Connection of Teaching Experiences and	Technology	Content Knowledge, Pedagogical Content Knowledge, and Alignment with	Collaboration (C)
Similarities and differences between the basic concepts of family therapy from other treatment approaches in the mental health professions		X	X		X	
Basic concepts which undergrid the field and act as premises for treatment in family therapy			X		X	
Prominent schools of family therapy			X			
Personal experiences with the theoretical constructs so as to understand the interface of personal and professional experiences in therapy	X					
Current cultural and economic forces that impact on today's families		X				

Appropriate intervention strategies for working with troubled families			X			X
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Professionalism and reflection on the vocation (PR)

Human Development and respect for diversity (HDD)

Connection of teaching and assessment (CTA)

Technology integration (T)

Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)

Collaboration with stakeholders (C)

Considers family, community and school in advocating for students/clients (da)

Values working cooperatively with colleagues and others to advance the best interests of students/clients (dc)

Respects and holds high expectations and fairness of all learners (df)

Values knowledge and continuous learning to improve professional practice

Learner Outcomes (assessments, guiding principles and KSDE standards)

Course Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	Professional Standards (KSDE, NASP)
Prepare to work with families or agencies offering professional services to families	Film Analyses Genogram	CKS,CTA	Professional knowledge and skills.
Evaluate family therapy as a potential profession or as a therapy model within which to work	Film Analyses	PR	Professional knowledge and skills; Disposition.
Course Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	Professional Standards (KSDE, NASP)
Understand how to make informed	Film Analysis	C	Professional knowledge and skills.

referrals for family therapy			
Comprehend what it is like to work inside a family experiencing serious problems	Film Analyses Book Review Couple Interview	CKS,CTA	Professional knowledge and skills.
Examine basic assumptions about human behavior, relationships, normalcy, and therapy	Genogram Film Analyses	HDD, T	Content knowledge; KDSE 3;9
Gain basic knowledge and skill for intervening in families	Genogram Couple Interview	CKS, CTA	Content knowledge; Professional knowledge and skills; KDSE 3;9

Purpose:

The mission of the Counseling Program is to provide competent, collaborative and reflective education professionals who are highly educated, visionary, character-driven, ethical counselors for Kansas school districts (in general) and the urban/suburban areas in the Wichita State University service area (in particular) who are prepared to practice in a complex, accountability-focused setting and to advocate for all learners and for high quality schooling.

The most important purpose of counseling is to help clients learn how to make decisions and develop ways of thinking, feeling, and behaving so that they can be responsible and productive members of a multicultural and technological society. Counselors must understand how people grow and develop, how to maintain effective interpersonal relations, and how to be ethical and professional in their actions. They must be well-grounded in the theory and research in counseling and must be provided opportunities to apply these to the world of practice.

The goal of this program, through academic and field experiences combined with systematic student reflection, is to produce caring, competent, ethical, counseling professionals capable of dealing with the personal, social, career, empowerment, and educational concerns of their clients. They will be able to effectively apply counseling theory and research in counseling practice.

Licensure Assessments:

Both the state of Kansas and national accreditation requires that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive satisfactory ratings on certain required assessments, many of those assessments are embedded within program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Students anticipating *licensure as a school counselor* will participate in a field experience requirement (FER). Each student must spend four hours in a preschool setting. One hour may be observing whereas three hours must involve interacting with the children. An observation paper will be submitted to the 838 instructor. Guidelines for the FER will be provided. The FER is not factored into the course grade.

Students failing to attain a satisfactory rating on a required assessment may be provided special assistance. The university is not able, however, to recommend individuals for licensure who fail to attain a satisfactory rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs.

Performance Assessment: College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each Transition Point in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving satisfactory ratings on certain required assessments, some of which are embedded within program coursework.

The information for the required assessment for potential school counselor licensees is listed in licensure section of this syllabus.

Information on program Transition Point requirements can be found in the program handbook. Candidates unable to meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately is necessary for graduation even though general GPA requirements may be met.

Professional Dispositions Statement (Revised)

Introduction: Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CLES Department will also be

evaluated on the following professional readiness indicators. Failure to adhere to any of these expected professional dispositions will result in a remediation plan and may in some cases result in dismissal from the student's program of study.

Course instructors and the entire counseling faculty assess dispositions. A student may be assigned a grade of I (incomplete) or F (Fail) or Unsatisfactory by either or their course instructor or the counseling faculty based on the assessment of dispositions at any time during the student's program.

Indicators of Professional Readiness:

Essential professional characteristics expected of all candidates matriculated in a degree program in the CLES Department are as follows (Counselor Competency Scale Part 3):

1. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to: (Counselor Competencies Scale 2B, 2D, 2E and 2F)
 - Appropriate dress
 - Promptness and attendance for coursework and field site placements
 - Record Keeping and documentation, including timeliness
 - Adherence to policies and procedures
 - Respectful attitude and behavior;
2. Ability to work effectively and respectfully with administrators, staff, students/clients, and parents; (CCS, 2B, 2C, and 2D)
3. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth; (CCS 2A, 2B, 2C)
4. Demonstrated adherence to the ethical guidelines related to ability to recognize and value client, peers, and supervisors diversity and culture in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.; (CCS, 2A and 2B)
5. Demonstrated ability to practice in a manner consistent with the ACA/NASP or other professional ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients. (CCS 2A)

Indicators of Personal Readiness

(Counselor Competency Scale Part 2)

1. Adheres to the ethical guidelines of ACA, ASCA, NASP, NBCC 10(2A)
2. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors; (2B)
3. Ability to emotionally self-regulate (2B, 2G)
4. Ability to hear and accept critical feedback and to integrate and make changes based on communicated feedback; (2B, 2I, 2J, 2K)
5. Maintains appropriate and professional boundaries with supervisors, peers, clients/students (2C)
6. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional; (2B)
7. Ability to demonstrate excellent listening skills; (2B)
8. Ability to effectively communicate with others; (2B)

Indicators of Clinical Readiness (Counselor Competency Scale Part 1):

- A. Non-verbal skills
- B. Encouragers
- C. Questions
- D. Reflecting_a (paraphrasing)
- E. Reflecting_b (reflecting)
- F. Reflecting_c (summarizing)
- G. Advanced Reflecting (meaning)
- H. Confrontation
- I. Goal Setting
- J. Focus of Counseling
- K. Facilitation of Therapeutic Environment_a (empathy and caring)
- L. Facilitation of Therapeutic Environment_b (respect and compassion)

ACA Code of Ethics Statement – Personal Values:

A.4.b. Personal Values Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Note, other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
100-98% or 300 – 294 points	A	4.00	<i>The A range denotes excellent performance.</i>
97-95% or 293 – 286 points	A	3.67	
94-92% or 285 – 275 points	A-	3.33	
91 – 88% or 274 – 266 points	B+	3.00	<i>The B range denotes good performance.</i>
87 – 85% 265 – 255 points	B	2.67	
84 – 81% 254 – 244 points	B-	2.33	

80 – 75% 243 – 225 points	C+	2.00	<i>The C range denotes satisfactory performance.</i>
74 – 70% 224 – 210 points	C	1.67	
69 – 65 % 209 – 195 points	C-	1.33	
64 – 60% 194 – 180 points	D	1.00	<i>The D range denotes unsatisfactory performance.</i>
59% - 55% 179- 165 points	D-	0.67	
54% or lower 164 or lower points	F	0.00	<i>F denotes failing performance.</i>

METHOD OF INSTRUCTION

Lecture, discussion, and experiential.

Students are responsible for all information disseminated in class (even if the student is absent).

You are adults and have adult lives and responsibilities. If an emergency arises, take care of yourself and your family. You cannot learn if you are distracted by emergencies. Only emergencies are considered excused absences. I encourage you to strike a balance between your education and family life. You are responsible for obtaining missed material from fellow classmates.

Late Work

Homework assignments, exams, and papers are to be completed prior to the assigned date. Assignments are due on the dates listed on the syllabus. Late papers or assignments turned within one week of the due date will have 10% deducted from the final score. After one week past the due date, late paper grades will be reduced 10% per day.

Missed Assignments and Exams:

Please email the instructor before the 6:30 class time if you are going to miss class, arrive late to class, or turn in an assignment late. Documentation of the student's need for absences and late work and late arrivals to class will be required.

Extra Credit: there will not be any extra credit assignments in CESP 838 Families in Crisis

Civility

The demonstration of courtesy may be more of a reflection of an individual than feelings toward others. Civility, therefore, is a reflection of one's professionalism and ethics. When breaches in civility occur (e.g., cell phones, texting, email, talking, etc.), both the learning environment and professional environment may be compromised. I strongly encourage personal and professional boundaries with regards to civility in a graduate class. For many of you, this is the last opportunity to be a student. Enjoy the learning process. While respect may vary toward peers, and even the instructor, respect for the academic environment and the credential pursued should be acknowledged.

TECHNOLOGY EXPECTATIONS:

Candidates must submit course assignments electronically through BlackBoard. Communication via email is expected.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at <http://www.wichita.edu/education/techcenter>

UNIVERSITY POLICIES**About this syllabus:**

This syllabus is not a contract. The instructor reserves the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives.

Inclusive Excellence

Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

Academic Integrity

Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

COEd Academic Honesty Policy:

“A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty constitutes dismissal from the University (WSU Code of Conduct).

All written student work must be your own.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in Ahlberg Hall. Hours are 8:00am to 4:00pm (3:00pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and

development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities, which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm)

Copyright Notice

Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Concealed Carry Policy

The Kansas Legislature has legalized concealed carry on public university campuses. Guns must be out of view, concealed either on the body of the carrier, or backpack, purse or bag that remains under the immediate control of the carrier. Gun owners must familiarize themselves with WSU's Concealed Carry Policy at [WSU concealed carry policy link](#) [weapons policy documents](#) and the Kansas Board of Regent's policy at [Kansas Board of Regents Weapons Policy Link](#). If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450.

Important Academic Dates:

In Spring 2018, classes begin on Tuesday, January 16, 2018, and end on Thursday May 3, 2018. The last date to drop a class and receive a W (withdraw) instead of F (failed) is March 30, 2018. There are no classes for Spring Break, March 19-23. The final exam period is May 7-11, 2018.

ASSIGNMENTS:

	Points	%
Movie Analysis	100	17%
Genogram Project/Final project	150	50%
Book Review: Child Abuse	50	16%
Total:	300	100%

Remediation

Students in the counseling program failing to achieve an acceptable performance on this required assessment will be provided with a limit of 2 remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required

assessments, even though they may receive an acceptable course grade or exceed minimum GPAs.

Course Outline and Tentative Schedule

Week/Date	Topics	Assignment/Assessment
Week 1 January 22	Review of Syllabus and Discussion of Expectations/Introductions and a little Ethics and an introduction to child abuse and neglect.	In class discuss: ACA Ethics Code sections A.5.e, B.4.b., B.5.b. In class: Ethics case discussion
Week 2 January 29	Engaging Families Introduction to Family Theory, Systems Theory, and Social Constructionism Introduction to Genograms	Read: Wetchler & Hecker 1, 2. Panapto Lecture on Blackboard Read: McGoldrick 1,2, 3. Panapto Lecture on BlackBoard.
Week 3 February 5	Family Life Cycle	Read: McGoldrick 7 and 8 Panapto Lecture. In class: Review of systems theory. Genograms.
Week 4 February 12	Family Assessment	Read: McGoldrick 4, 5, 6. Wetchler & Hecker 4, 5, Panapto Lecture
Week 5 February 19	Introduction to Trauma and its Impact	
Week 6 February 26	Child Abuse	Read: Wetchler & Hecker 6, 8 Read: McCoy and Keen Chapter 1
Week 7 March 5	Special Topics in Family Therapy How grief, loss, and Poverty affect families and Risk factors for Child Maltreatment	Read: Wetchler & Hecker 14 . Read: McCoy and Keen Chapters 2-3 Movie Analysis Due by March 12
Week 8 March 12	Physical Abuse and Psychological Maltreatment Parenting	Read: McCoy and Keen Chapters 4 & 6 Read: Material posted on Bb
Week 9 March 19	Spring Break NO CLASS	NO CLASS
Week 10 March 26	Child Neglect	Read: McCoy and Keen Chapter 5 Read: Material posted on Bb
Week 11 April 2	Sexual Abuse	Read: McCoy and Keen Chapter 6 Read: Material posted on Bb
Week 12 April 9	Fetal Abuse and Munchausen by Proxy	Read: McCoy and Keen Chapter 8 and 9 Read: Material posted on Bb
Week 13 April 16	What happens after a report is made? And a very brief overview of Forensic Interviewing and The Legal System	Read: McCoy and Keen Chapters 11, 12, and 13 Read: Material posted on Bb Book Review and Analysis due by April 20 at 4:30 pm
Week 14	Resilience and Preventing Child Abuse	Read: McCoy and Keen Chapters 10 and 14

April 23		Read: Material posted on Bb
Week 15 April 30	Multiculturalism and Diversity A bit more parenting Wrap up and conclusion of class	Read: Material posted on Bb <i>Field Experience Papers for School Counselors due by 5:00pm on May 7.</i>
Week 16 May 7-11	Finals week: no class!	<i>Genogram with analysis due by 6:30 pm May 7.</i>

Movie Analysis Project

For the movie you have chosen, please provide the following analysis:

1. A brief description of the movie, the family, and the reasons the movie appealed to you for this assignment.
2. Describe the family interaction patterns using the terms and models covered in this course so far. The movies need to be analyzed through the lens of the different theories (structural, strategic, or Milan). The project must include examples of boundaries, triangulation, feedback loops, etc. Please note any family issues with substance abuse, child abuse, and how the family functions around the issues? Who is enabling the substance abuse to go on, and why?
3. What are boundaries in this family? Do they change over the course of the story? What brings about the change, and how does it effect family functioning?
4. Based on your knowledge from the course, list three goals for treatment of this family
5. Describe the interventions aimed achieving the treatment goals.

Write the answers in a paper using APA style where appropriate, of at least three pages, and no more than 10 pages. Please use double-spacing.

Genogram Project

For this project you will construct a genogram for your own family. Please use three generations above yourself. For example, in some families this would be you and your family, your parents, your grandparents, and your great-parents (as much information as you can gather, I realize this generation may not be as detailed). Other families will be structured differently. Use those who were important to who you are today (godparents, aunts, uncles, etc.).

Include on your genogram as far as you are able the following information:

1. Birth dates, death dates, marriages, divorces, occupations, and significant illnesses or cause of death, if known. Also include addictions, mental illness and any other relevant issues family members may have had. Identify relationship interaction patterns – close, conflictual, hostile, cutoffs, abusive, etc.
2. How the family (you and your parents especially) made the family life cycle transitions – there will be a lecture on this topic.
3. A chronology of significant events in the family – see the genogram text chapters 4 and 8.
4. Analyze the family structure – see genogram text chapter 5 and my lectures.
5. Identify any relationship patterns and triangles and whether these were dysfunctional or functional – see genogram text chapter 6 and my lectures.
6. The impact of any elements of the suprasystem—church, community, political events, etc.

You will turn in the paper with a cover page, the genogram drawing (with a legend at the bottom for easy interpretation), and a 5-10 page paper analyzing your family genogram on the basis of the above items. In your paper, analyze as well where you think there may be potential for family origin issues to impact your future counseling relationships (everybody has at least one! It isn't a weakness, just something to be aware of in your work). What strategies will you put in place to make certain family of origin issues do not impact your work with clients? How will you utilize your family of origin strengths in your work as a counselor.

Book Review

For this assignment, you will read a book regarding child abuse and neglect and its survival. I have posted possible books in the syllabus. Please answer the following questions in a short paper (3-7 pages):

1. Provide a short synopsis of the book (a couple of paragraphs).
2. What types of child abuse and neglect were present in the book. Please provide short examples.
3. How did the person (or did they not?) show resilience to survive the abuse and neglect suffered?
4. What was the impact of reading the book on you? How did it inform your understanding of child abuse and neglect, and how it effect your perspective on maltreated children going forward?

Family Issues in Counseling
Field Experience Report

Licensure Assessments:

Both the state of Kansas and national accreditation requires that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive satisfactory ratings on certain required assessments, many of those assessments are embedded within program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Students anticipating licensure as a school counselor will participate in a field experience requirement (FER). Each student must spend four hours in a preschool setting. One hour may be observing whereas three hours must involve interacting with the children. An observation paper will be submitted to the 838 instructor. Guidelines for the FER will be provided. The FER is not factored into the course grade.

For this field experience please submit a report that is double-spaced, a minimum of three pages, but not more than seven pages that discusses the following aspects of your field experience:

1. Describe the preschool where you did your observations: location, facilities, diversity of the students (SES, ethnicity, ELL, etc.).
2. What did observe the teacher and other staff members doing? What were your interactions with the teacher and what did you discuss?
3. Describe your interactions with the children. How comfortable are you around preschool children? What feelings and thoughts were you are aware of in your interactions at the preschool? Were you aware of any family issues for the children and what were these issues? How were you are aware of these issues and what were they? You may not have been aware of family issues, just note them if you were.
4. Could you see yourself working with preschool children in your school-counseling career? Why or why not?

The evaluation of this assessment will be based upon your completing the answers to the questions.

Please note the remediation information below:

Students in the counseling program failing to achieve an acceptable performance on this required assessment will be provided with a limit of 2 remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required

assessments, even though they may receive an acceptable course grade or exceed minimum GPAs.