



COLLEGE OF EDUCATION

## CLINICAL MENTAL HEALTH COUNSELING

*Preparing diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.*

### Family Systems

SYLLABUS | Spring 2022

#### Course Description

**Graduate Bulletin Description:** Provides an introduction to the theoretical and practical application of systems thinking to work with families and couples. The course will also explore the impact that individuals struggling with substance use disorders have on family systems.

**Registration Restriction(s):** *Closed to non-matriculated students. School Counseling and Clinical Mental Health Counseling majors only*

**Course Purpose:** This course introduces students to the theories used in the practice of relational and family counseling. The focus of the course is on building an understanding of different counseling strategies and techniques applied when working with different relationship structures.

#### Course information

Course code: COUN 5600  
Credits: 4  
Location: Loyola Building Room #303

#### Instructor information

Instructor: Dr. Nikki Golden  
Phone: 206.296.5753  
Email: [sgolden@seattleu.edu](mailto:sgolden@seattleu.edu)  
Office Hours: To be announced

#### Text & Materials

##### Required Texts, Reading Materials, and Technology

1. Harvey, R., Murphy, M.J., Bigner, J.J., Wetchler, J.L. (2022). *Handbook of LGBTQ-affirmative couple and family therapy* (2nd ed.). Routledge.  
ISBN: 978-0-367-22387-8
2. McDowell, T., Knudson-Martin, C., & Bermudez, J.M. (2018). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. Routledge Taylor & Francis Group.  
ISBN: 978-1-138-67820-0
3. SAMHSA. (2020). Substance abuse treatment and family therapy. Author. PDF Available on Canvas

#### Other Readings:

Additional materials assigned are made available on Canvas

### **Technology:**

Students must have a laptop/desktop as well as access to the internet. All students are expected to be proficient with technology. This includes ability to use Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU's learning management system), Zoom, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail [servicedesk@seattleu.edu](mailto:servicedesk@seattleu.edu) or visit <http://www.seattleu.edu/its/> for assistance with SU technology.

### **Course Rationale: Professional Standards**

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#### **CACREP Standards**

##### **SECTION 2: PROFESSIONAL COUNSELING IDENTITY**

###### **F.2.SOCIAL AND CULTURAL DIVERSITY**

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients

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

- a. theories of individual and family development across the lifespan
- f. systemic and environmental factors that affect human development, functioning, and behavior

###### **F.5.COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- f. counselor characteristics and behaviors that influence the counseling process
- j. evidence-based counseling strategies and techniques for prevention and intervention

##### **SECTION 5: CLINICAL MENTAL HEALTH COUNSELING**

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

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

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

- j. cultural factors relevant to clinical mental health counseling

#### **Washington Administrative Code (WAC)**

##### **WAC 246-811-030 Educational requirements.**

2. (e) Cultural diversity including people with disabilities and its implication for treatment;
2. (k) Individual counseling;
2. (m) Substance use disorder counseling for families, couples and significant others;
2. (n) Client, family and community education;

#### **Course Objectives and Key Performance Indicators**

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- Students will gain understanding of culturally and ethically appropriate strategies and techniques when working with diverse family systems
- Students will gain knowledge of the diversity of family systems' help seeking behaviors

- Students will be introduced to theories and models of family systems' development across the lifespan
- Students will gain knowledge of the impact that heritage, attitudes, beliefs, understandings, and acculturative experiences have on family systems
- Students will be introduced to evidence-based counseling strategies and techniques, as well as advocacy, for working with diverse family systems

## **Office Hours**

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Office Hours will be announced on the first day of class

Office Hours are on **Zoom** and can be accessed through the Zoom link in our Canvas course. Please note that this is the time I will have a Zoom meeting open for drop-ins but if you need to schedule another time, please email me.

## **Response Times**

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The best way to reach me is to use **[preferred email]**. I will check my Seattle University email regularly. You can email me at any time. You can expect a response within 2 business days.

## **Methods of Instruction**

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SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion, and (f) the use of multimedia.

Seattle University utilizes Canvas as the learning management system. While most courses are in-person, when a lecture or course is online there are digital learning expectations that students must adhere to on Canvas. These include the following:

- Students must sign onto Canvas 4 out of 7 days of the week
- Student discussion postings are professional and respectful of others
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment

## **Assignments**

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All assignments information can be found in the Canvas course. To get a sense of what is expected throughout the course, I strongly suggest you look at the **Modules** list, which can be accessed through the left navigation. This will give you an overall view of due dates and point values. Clicking into an assignment from the Modules list will give you all the details you will need to complete the assignment. In addition, I have reminders about what is due on the first page of each module.

## **Student Performance Evaluation Criteria and Procedures**

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Assignment	CACREP Standard	Points Possible
<b>1. Class Attendance and Participation:</b> Students are expected to be present in every class, to read all assigned readings, view videos, & engage in assigned activities prior to class, and to be prepared to discuss in class. <b>See course schedule for class dates</b>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b .5.C.2.j.	10 x 10 = 100 Total Points
<b>2. Group Reading Discussions:</b> Students will be sorted into groups to discuss preassigned chapters of specific texts. Students will record their discussions via Zoom and submit to Canvas. <b>Further instructions are posted on Canvas; see course schedule for due dates</b>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b .5.C.2.j.	4 x 50 = 200 Total Points
<b>3. Community Support Meetings &amp; Reaction Posts:</b> Students will attend a total of 2 community support meetings centered around family and relationships. Students will write a reaction post, shared with their peers, to reflect on their experiences. <b>Further instructions are posted on Canvas; see course schedule for due date</b>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b .5.C.2.j.	3 x 75 = 225 Total Points
<b>4. Theoretical Application Group Project:</b> Students, with a group of their peers, will choose one of the pre-selected family systems theories as well as some appropriate interventions to use with a fictional family case study of their own design. Students present their project in class. <b>Further instructions are posted on Canvas; see course schedule for due date</b>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b .5.C.2.j.	200 Total Points

Point scale	Letter grade	Point scale	Letter grade
94% and higher	A	74% - 76%	C
90% - 93%	A-	70% - 73%	C-
87% - 89%	B+	67% - 69%	D+
84% - 86%	B	66% - 63%	D
80% - 83%	B-	60% - 63%	D-
77% - 79%	C+	0% 59%	F

A grade of 'B' or better is required to pass a course. Students who earn less than a 'B' will be required to repeat the course. Repeating a course may delay a student's program of study.

### SCHEDULE OF COURSE ACTIVITIES

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
Week 1 3/31/22	Course Introduction & Orientation	<ul style="list-style-type: none"> <li>• Read: McDowell Chp 1; &amp; Harvey Intro. &amp; TIP 39 pp.10-15</li> <li>• See Canvas for additional required content</li> </ul>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b.5.C.2.j.	Roster
Week 2 4/7/22	Overview of Theories & Ethical Considerations	<ul style="list-style-type: none"> <li>• Read: McDowell Chap 2-3; &amp; Harvey Chp 1-3</li> <li>• See Canvas for additional required content</li> </ul>	2.F.5.a.,j.;5.C.1.b.	Rubric
Week 3 4/14/22	Intersectional Identities & Relational Counseling	<ul style="list-style-type: none"> <li>• Read: Harvey Chp 2 &amp; 18</li> <li>• See Canvas for additional required content</li> <li>• <b>Due: Assign #2a</b></li> </ul>	2.F.2.a-f.; 2.F.3.a.,f.; 5.C.2.j.	Rubric
Week 4 4/21/22	Structural & Strategic Theories	<ul style="list-style-type: none"> <li>• Read: McDowell Chp 4-5</li> <li>• See Canvas for additional required content</li> <li>• <b>Due: Assign #3a</b></li> <li>• <b>Due: Assign #4</b></li> </ul>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b.5.C.2.j	Rubric
Week 5 4/28/22	Experiential & Attachment Theories	<ul style="list-style-type: none"> <li>• Read: McDowell Chp 6-7</li> <li>• See Canvas for additional required content</li> <li>• <b>Due: Assign #2b</b></li> <li>• <b>Due: Assign #4</b></li> </ul>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b.5.C.2.j	Rubric
Week 6 5/5/22	Bowenian & Contextual Theories	<ul style="list-style-type: none"> <li>• Read: McDowell Chp 8-9</li> <li>• See Canvas for additional required content</li> <li>• <b>Due: Assign #4</b></li> </ul>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b.5.C.2.j	Rubric
Week 7 5/12/22	CBT & Solution Focused Theories	<ul style="list-style-type: none"> <li>• Read: McDowell Chp 10-11</li> <li>• See Canvas for additional required content</li> </ul>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b.5.C.2.j	Rubric

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> <li>• Due: Assign #2c</li> <li>• Due: Assign #3b</li> </ul>		
Week 8 5/19/22	Collaborative & Narrative Theories	<ul style="list-style-type: none"> <li>• Read: McDowell Chp 12-13</li> <li>• See Canvas for additional required content</li> <li>• Due: Assign #4</li> </ul>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b.5.C.2.j	Rubric
Week 9 5/26/22	Substance Use Disorders & Relational Counseling	<ul style="list-style-type: none"> <li>• Read: TIP 39 Chp 2</li> <li>• See Canvas for additional required content</li> <li>• Due: Assign #2d</li> <li>• Due: Assign #4</li> </ul>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b.5.C.2.j	Rubric
Week 10 6/2/22	Substance Use Disorders & Relational Counseling & Wrap Up	<ul style="list-style-type: none"> <li>• Read: TIP 39 Chp 4</li> <li>• See Canvas for additional required content</li> <li>• Due: Assign #4</li> </ul>	2.F.2.a-f.; 2.F.3.a.,f.; 2.F.5.a-b.,f.,j.;5.C.1.b.5.C.2.j	Rubric
Finals Week	N/A	<ul style="list-style-type: none"> <li>• Due Assign #3c</li> </ul>	2.F.2.f.	Rubric

### **Formatting & Submitting Assignments**

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All work will be submitted via the Canvas course. Details about submission type are included in the assignment descriptors. Typically, it will be a document submission that is limited to doc and docx documents. Further details will be in the assignment descriptors.

**APA Style:** For the online CMHC program it is expected that all your in-text citations and your list of references follow the *APA Publication Manual* (7th edition) since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. To help you, you can use [Purdue University's Online Writing Lab \(OWL\)](#) pages on APA, and if you're having difficulty, arrange to meet with me and we can go over any trouble-spots together.

### **Academic Integrity Tutorial**

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Please familiarize yourself with the university's academic integrity policies by visiting the [Resources for Students](#) page in the university's Academic Integrity website where you will find the Academic Integrity Tutorial.

## Assignment Deadline Policies

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Assignments must be submitted by the set deadlines. Since professors block out times in their schedules specifically for grading your work, the program faculty have established a policy of not accepting late work. We also understand, however, how demanding your work and school and life are as well. As such, we do allow late work to be accepted with a 10%/day grade reduction (including weekends). The deduction will be taken from the maximum number of points available on the assignment. Exceptions or extensions or modifications to these penalties may be made only in the event of rare and extenuating circumstances. Every effort should be made to let your professor(s) know about your extenuating circumstances before the assignment is due. Any assignment submitted three days after the due date will receive zero points.

## Discussion Posting Deadline Policies

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If there are discussion postings, there will be a 10% deduction off the total discussion points possible (rounded to the nearest half point) for each day late on any submission of a main post or a response post. No credit will be given for main or response posts made three days after they are due.

## Workload in this Course

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Allow yourself at least 9 hours a week for this course for a.) taking in content such as readings, lectures, videos, website visits, etc. and b.) for the weekly activities such as assignments and discussions. I have tried to ensure that the workload is evenly distributed throughout the course but there will always be some variation. In weeks that are lighter, I suggest that you get a head start on upcoming large assignments. Reminders for these upcoming assignments are at the bottom of the first page in each module and I will remind you as well in my weekly wrap-ups. In acknowledgement of your busy lives, I do not hide upcoming work in this course, so please look ahead and plan accordingly.

## Key Performance Indicators and Professional Counselor Dispositions

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Key performance indicators are used to determine student knowledge and skills needed to prepare students to become effective social change agents for a just and humane world. Summative assignments are used determine students' ability to master key knowledge and skills. Students must earn scores of 3 or above to progress in the program on summative assignments and professional dispositions.

<b>CACREP Curricular and Specialty Areas</b>	<b>Course/Exam</b>	<b>Summative Assignment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Professional Counseling. & Ethical Practice	C5080	Ethical Decision-Making					
Social and Cultural Diversity	C5130	Cultural Interview/Immersion					
Human Growth and Development	C5070	Final Paper					

Career Development	C5120	Career Assess. Interview						
Counseling and Helping Relationships	C5100	Clinical Assessment I						
	C5510	Clinical Assessment II						
Group Counseling and Group Work	C5170	Group Proposal						
Assessment and Testing	C5270	Test Interpretation						
Research and Program Evaluation	E5000	Research Design						
Foundations of CMHC	C5580	CMHC Observ. & Interview						
Contextual Dimensions of CMHC	C5650-5670	Advocacy Project						
Practice of CMHC	C5640 & 5650	Clinical Assessment III & IV						
Foundations of School Counseling	C5090	SC Observ. & Interview						
Contextual Dimensions of School Counseling	C5550-5570	Advocacy Project						
Practice of School Counseling	C5540 & 5550	Clinical Assessment III & IV						
CACREP Areas	Exam	CPCE						

Professional dispositions are used to determine a student’s fit for the profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student’s attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately
2. Listening: Listens to others
3. Cooperativeness: Cooperates with others
4. Feedback: Able to receive and integrate feedback
5. Respect: Demonstrates respect for others in a non-judgmental way.
6. Self-awareness: Awareness of own impact on others
7. Conflict: Appropriately handles conflict with others
8. Personal responsibility: Takes personal responsibility
9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics
10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world

### **Diversity, Equity, and Inclusion**

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The counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based strategies. Students are encouraged to use language and communication that is affirming and culturally respectful to engage in reflection in our diversity-rich.

### **Academic Resources to Support Your Learning**

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I encourage you to explore the services below and to work on the assumption that you'll always be developing some new strategies that will help you become a more flexible learner. You can find many of the resources below on the [Library & Learning Commons](#) website.

- **Writing Center:** The [Seattle University Writing Center](#) supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>
- **Learning Assistance Programs:** The [Learning Assistance Programs](#) (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. They offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit the website or e-mail them at [learningassistance@seattleu.edu](mailto:learningassistance@seattleu.edu) for the most updated information about accessing services.
- **Research Services:** Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics. To learn more, or for assistance via chat/phone/email, check out the [Ask a Librarian](#) page or book a [Virtual Consultation](#) online.
- **Math Lab:** The [Math Lab](#) offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit the website for more information.
- **English Language Learning Center:** The [English Language Learning Center](#) (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit the website.
- **Support for Remote Learning:** Remember to review the [online tutorial](#) that the Center for Digital Learning and Innovation has created to support your remote learning experience.

## **University Policies**

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- **Support for Students with Disabilities:** Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with

disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at [DS@seattleu.edu](mailto:DS@seattleu.edu) or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

- **Notice Regarding Religious Accommodations:** It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, [\*Policy on Religious Accommodations for Students\*](#).
- **Office of Institutional Equity:** Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit the [Office of Institutional Equity](#). If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity by email: [oi@seattleu.edu](mailto:oi@seattleu.edu) or phone: (206) 296-2824.

A full list of academic policies can be found on the Registrar’s [Academic Policies](#) page. Make sure you understand the following:

- **Academic Integrity Policy**
- **Academic Grievance Policy**
- **Professional Conduct Policy**