Counseling 615 – Family Counseling
Fall 2016

Course Number:  2364
Section Number:  002
Credit hours:  3
Class Meeting:  Wednesday  4:00 pm – 6:50 pm
Classroom:  NMHU@ Rio Rancho Room 126
Instructor:  Mark Boschelli, MS, LPCC, LADAC
Office:  Room
Office hours:  by appointment
Office phone:  (505) 660-0503
Email:mark.boschelli@pmsnm.org
mark.boschelli@gmail.com

Course Catalog Description & Course Prerequisites

615. Family Counseling (3)
This course will focus on developing intervention skills for working with family systems. Emphasis is on systems theory in family counseling providing students with a beginning understanding of applications in working with families. There will be opportunity for in-class application of the skills introduced. Prerequisite: COUN 606.

Course Prerequisites
Counseling 606 Theory and Principles of Individual Counseling

School of Education Conceptual Framework

The NMHU School of Education believes in democratic access to an education, both theoretical and authentic, that allows the reflective learner to continue to develop cultural schemas and diverse cognitive processing skills to construct a knowledge base, practice the skills and develop professional dispositions in authentic settings needed to excel in education, leadership, counseling or other self-determined endeavors.

Required / Supplemental Materials & Supplies

• May need electronic recording devices; voice, video

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1 SOE email from Associate Dean, 5/4/10
2 SOE email from Dean, 1/6/10
3 Email from C&W Coordinator, 8/9/10

version date: 12/17/10 km
**Course Objectives** The objectives for this course correspond with:

- **School of Education Themes (SOE):**
  - Diversity (D)
  - Reflective Practitioner (RP)
  - Culturally Inclusive (CI)
  - Authentic Settings (AS)
  - Practice (Pra)
  - Knowledge (K)
  - Professionalism (Pro)
  - Leadership (L)

- **NM Counseling and Therapy Practice Board – Mental Health Clinical Core Curriculum (NMAC Ch. 27):** [http://www.nmcpr.state.nm.us/nmac/parts/title16/16.027.0009.htm](http://www.nmcpr.state.nm.us/nmac/parts/title16/16.027.0009.htm)

- **NM Public Education Department – Licensure for School Counselors, Pre-K-12 (NMAC Ch. 63):** [http://www.nmcpr.state.nm.us/nmac/parts/title06/06.063.0006.htm](http://www.nmcpr.state.nm.us/nmac/parts/title06/06.063.0006.htm)

- **NM Public Education Department – Licensure for Rehabilitation Counselors, Pre-K-12 (NMAC Ch. 63):** [http://www.nmcpr.state.nm.us/nmac/parts/title06/06.063.0011.htm](http://www.nmcpr.state.nm.us/nmac/parts/title06/06.063.0011.htm)

- **Council on Rehabilitation Education: CORE Accreditation Standards:** [http://www.core-rehab.org/Standards.html](http://www.core-rehab.org/Standards.html)

- **North Central Association/Higher Learning Commission Student Traits (NCA):**
  1. Mastery of content knowledge and skills
  2. Effective communication skills
  3. Critical and reflective thinking skills
  4. Effective use of technology

**Course Outcomes**

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>NMC/TPB</th>
<th>NM PED – School Counseling</th>
<th>NM PED – Voc Rehab</th>
<th>CORE – Voc Rehab</th>
<th>CACREP</th>
<th>SOE Traits</th>
<th>NCA Traits</th>
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</thead>
<tbody>
<tr>
<td>1 While under the supervision of university faculty students will learn and practice how to establish and maintain a helpful family therapy counseling relationship in a multicultural society.</td>
<td>C</td>
<td>C.1</td>
<td>C</td>
<td>C.5.1</td>
<td>5</td>
<td>D, RP, CI, AS</td>
<td>1-4</td>
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<tr>
<td></td>
<td>C.2</td>
<td>D</td>
<td>F</td>
<td>C.5.2</td>
<td>5.b</td>
<td>B, AS, Pra, K, Pro, L</td>
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<tr>
<td></td>
<td>C.3</td>
<td>G</td>
<td>G</td>
<td>C.5.3</td>
<td>5.c</td>
<td>B, AS, Pra, K, Pro, L</td>
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<td></td>
<td>H</td>
<td>H.4</td>
<td>J</td>
<td>C.5.4</td>
<td>5.d</td>
<td>B.1, AS, Pra, K, Pro, L</td>
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<td></td>
<td>H.4</td>
<td>J</td>
<td></td>
<td>C.5.5.15</td>
<td>5.e</td>
<td>C.7, AS, Pra, K, Pro, L</td>
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<td>2 Students will learn how to develop and apply appropriate family counseling techniques; essential interviewing and family counseling skills; genogram plotting.</td>
<td>C</td>
<td>C.1</td>
<td>B, C, D, E, F, G, H</td>
<td>C.5</td>
<td>5.a</td>
<td>D, RP, CI, AS, Pra, K, Pro, L</td>
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<td></td>
<td>C.1</td>
<td>B, C, D, E, F, G, H</td>
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<td>5.b</td>
<td>5.c</td>
<td>D, RP, CI, AS, Pra, K, Pro, L</td>
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<td>C.3</td>
<td>B, C, D, E, F, G, H</td>
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<td>5.f</td>
<td>5.g</td>
<td>D, RP, CI, AS, Pra, K, Pro, L</td>
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<td>3 Students will learn how to work effectively with supervisors and colleagues; and will exhibit commitment to the counseling profession; along with demonstrating</td>
<td>C</td>
<td>C.1</td>
<td>B, C, D, E, F, G, H</td>
<td>C.5</td>
<td>D.9</td>
<td>RP, Pra, K, Pro</td>
<td>1-4</td>
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<td></td>
<td>C.3</td>
<td>B, C, D, E, F, G, H</td>
<td></td>
<td>5.a</td>
<td>5.b</td>
<td>D, RP, CI, AS, Pra, K, Pro, L</td>
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<td>C.3</td>
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<td>5.c</td>
<td>D, RP, CI, AS, Pra, K, Pro, L</td>
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</table>
3

professional family systems skills conducive to effective counseling relationships.

4 Students will learn how to select appropriate family systems comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols; screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders; be able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals; and present family case to supervisors and peers.

5 Students will learn to identify a counseling style and orientation conducive to wellness and prevention that is congruent with counselor and personal characteristics and behaviors that positively influence helping processes; and demonstrate the ability to modify counseling family systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

6 Students will be able to provide effective feedback that is concrete, specific, nonjudgmental & precise. Students will be able to demonstrate knowledge and the ability to apply and adhere to ethical and legal standards in a counseling setting.

7 Major Assignments (Outcome Measurements)
Students will be responsible for:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>Outcome Competencies</th>
<th>NCA TRAITS</th>
<th>SOE TRAITS</th>
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</thead>
<tbody>
<tr>
<td>1. Attendance, seminar participation, and in-class exercises</td>
<td>1-6</td>
<td>Mastery of content knowledge and skills; Critical and reflective thinking skills</td>
<td>Diversity (D) Reflective Practitioner (RP) Culturally Inclusive (CI) Knowledge (K)</td>
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<tr>
<td>2. Family</td>
<td>1-6</td>
<td>Mastery of content</td>
<td>Diversity (D)</td>
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<tr>
<td><strong>Genogram (paper)</strong></td>
<td>Knowledge and skills; Critical and reflective thinking skills; Effective use of technology</td>
<td>Reflective Practitioner (RP) Culturally Inclusive (CI) Knowledge (K)</td>
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<td><strong>3. Family Therapy Systems Paper discussion</strong></td>
<td>Mastery of content knowledge and skills; Effective communication skills; Critical and reflective thinking skills; Effective use of technology</td>
<td>Reflective Practitioner (RP) Diversity (D) Knowledge (K) Culturally Inclusive (CI) Professionalism (Pro)</td>
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<td><strong>4. Family Systems Therapy (paper)</strong></td>
<td>1-6</td>
<td>Mastery of content knowledge and skills; Effective communication skills; Critical and reflective thinking skills; Effective use of technology</td>
<td>Diversity (D) Reflective Practitioner (RP) Culturally Inclusive (CI) Knowledge (K) Professionalism (Pro) Leadership (L)</td>
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<td><strong>5. Family Systems Therapy presentation (verbal)</strong></td>
<td>2</td>
<td>Mastery of content knowledge and skills; Effective communication skills; Critical and reflective thinking skills; Effective use of technology</td>
<td>Diversity (D) Reflective Practitioner (RP) Culturally Inclusive (CI) Knowledge (K) Professionalism (Pro) Leadership (L)</td>
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</table>

Students are expected to demonstrate competency in the following: **Counselor characteristics:** empathy, genuineness, respect, open-mindedness, unconditional regard, professionalism, competence, responsibility, effective decision-making, appropriate interpersonal skills. **Counseling skills:** active listening, empathic highlights, encouragers, restatements, paraphrasing, open/closed questions, confrontation, self-disclosure, summarizing, immediacy, concretizing, non-verbal counseling skills (3 V’s and a B); understanding client’s story, (experience, behavior, thoughts, feelings), re-storying with client, and handling resistance. **Counseling considerations:** structure of counseling interview, therapeutic orientation, establish goals for counseling, disclosure, termination, written and oral skill. **Bowen Family Systems Counseling theory:** identify a theoretical orientation and demonstrate appropriate techniques.

**Assignments, Assessment, & Schedule**

1. **Class participation, discussion, and in-class exercises (100 points):** selected topic presentations, discussion, role-plays, ethics, multicultural/diversity considerations, personal concerns, Family systems counseling skills, etc.

2. **Family Genogram (100 points):** Write a 4 to 5 page paper assessing your family genogram as a developing counselor. The paper should include the following: (a) Family genogram with yourself included. The paper must be written using APA style. Due 09/07/16.

3. **The Eight Concepts of Bowen Theory by Roberta M. Gilbert. (100 points):** Each week you will need to read the assigned chapter(s) and participate and discuss in classroom discussion.
4. **Multisystemic Therapy** (article handout). You will need to read the handout and participate in classroom discussion *(100 points)*.

5. **Community Reinforcement and Family Training (CRAFT); Engaging unmotivated drug users in treatment** by Robert Meyers and William Miller (article handout). **Bleak and Hopeless no more; Engagement of reluctant substance-abusing runaway youth and their families** by Slesnick, Meyers, Meade, and Segelken (article handout). You will need to read the handout and participate in classroom discussion *(100 points)*.

6. **Family Systems – paper (100 points):** Each student will choose a Family Systems issue they are struggling with or have struggled with in the past, and discuss the nature of the issue, etiology, effects on self and the issues that could develop or have developed that has affected their lives and its impact upon their role as a professional counselor in the future. **Due 11/30/16**

7. **Family Systems discussion (100 points):** Each student will make one major presentation. An oral description of the Family Systems paper. Each student will choose a Family Systems issue they are struggling with or have struggled with in the past, and discuss the nature of the issue, etiology, effects on self and the issues that could develop or have developed that has affected their lives and its impact upon their role as a professional counselor in the future. **Due 11/30/16 and 12/7/16.**

**Course Evaluation Policy**
- Classroom participation, class discussion, and in-class exercises *(Worth 100 points)*
- Family Genogram *(Worth 100 points)*
- The Eight Concepts of Bowen Theory by Roberta M. Gilbert *(Worth 100 points)*
- Multisystemic Therapy (article handout) *(Worth 100 points)*
- Community Reinforcement and Family Training (CRAFT); Engaging unmotivated drug users in treatment by Robert Meyers and William Miller (article handout). **Bleak and Hopeless no more; Engagement of reluctant substance-abusing runaway youth and their families** by Slesnick, Meyers, Meade, and Segelken (article handout) *(Worth 100 points).*
- Family Systems Paper *(Worth 100 points)*
- Family Systems Verbal Presentation *(Worth 100 points)*

Total possible points: 700

**Course Grading Policy**
Grades will be assigned as follows:  
- A/S (700-500)
- B/S (499-400)
- C/S (399-300)
- D/U (299-200)
- F/U (199-Below)

In addition to completing all course requirements in a timely manner, the student must demonstrate strong counseling skills, evidences high standards of personal and professional behavior, demonstrates a willingness to learn, is cooperative and resourceful in his or her work environment and is committed to the counseling profession, which is reflective in class and at the practicum site.

All students are expected to follow profession standards as outlined by the New Mexico Counseling Therapy Practice Board and the American Counseling Association and/or American School Counseling Association.

**Course Attendance Policy**
Class begins at 7:00 pm and lasts until 9:50 pm. Please be on time, and remain for the entire class meeting. If you are absent or late for class, it is expected that you will be responsible to get notes, assignments, etc. Absences and tardiness will not be acceptable excuses for misunderstanding or not
completing assignments. **Regular attendance is vital** to gain the full benefit of this course and your success in this course. **NO MORE THAN TWO UNEXCUSED ABSENCES WILL BE ALLOWED. YOUR LETTER GRADE WILL BE REDUCED BY ONE LETTER GRADE FOR EACH SUBSEQUENT UNEXCUSED ABSENCE.** Materials covered in class will not always be found in your readings. Students should read assigned material **before** class so they can participate in class activities and discussions. Cell phones/pagers must be turned off or placed on silent prior to class beginning – and **NO TEXTING IN CLASS PLEASE.**

**Confidentiality**

As counselors-in-training, students are expected to behave in a professional, ethical manner. During many of our classroom sessions, real life examples may be utilized to help students understand various concepts and theory application. The real life examples that your instructor uses will **ALWAYS** be changed to insure complete confidentiality of the actual individuals involved in the example. In addition, during classroom discussion, personal disclosures may be made by your instructor or classmates. Students must agree to keep such disclosed information **confidential.** Only when harm could come to someone should confidentiality be breached. All concerns in this regard should be brought to your instructor’s attention immediately.

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**University Policies & Safety Issues**

**Student Academic Integrity Policy**

“Student Academic Integrity Policy: This course follows the Highlands Student Academic Integrity Policy as described in the catalog. New Mexico Highlands University students are expected to maintain integrity through honesty and responsibility in all their academic work. Examples of academic dishonesty include: Plagiarism, Cheating, Collusion, Facilitation, Fabrication, Multiple Submissions, and Falsification of Record. Penalties may range from a reduced grade on an individual assignment to a failing grade in the class. Students may also be flagged for major cases of academic dishonesty, and multiple flaggings of academic dishonesty may result in suspension (2 flags) or expulsion (3 flags). For additional information and more detailed definitions of academic dishonesty, please see the Student Academic Integrity Policy in the catalog and/or the Student Handbook.”

Center for Advocacy, Resources, Education, & Support (HU-CARES)  
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you are encouraged to contact the Center for Advocacy, Resources, Education, & Support (HU-CARES) located in the Student Union Building at 800 National Ave in Suite 306. If you have questions or need to speak to someone regarding a concern, please call HU-CARES at 505-454-3529 or email preventviolence@nmhu.edu. HU-CARES can support you in various ways, regardless if you want to report to police or not. All services are confidential, student-centered, and free for all NMHU students, including center campuses.

Additional resources available to you include:

- Student Health Center Main Campus-(Counseling) 505-454-3218
- Campus Police 505-454-3278
- NMHU Dean of Students 505-454-3020
- Human Resources, Title IX Officer 505-426-2240
- NM Crisis & Access Line (Professional Counselors available 24/7) 1-855-662-7474

Center students are encouraged to contact HU-CARES for resources near the center campuses.
Disabilities Accommodations (ADA Policy)

NOTE: “In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Accessibility Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit the Felix Martinez Building, Room 111 on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Accessibility Service.” David Esquibel, Student Advisor/Coordinator of Testing and Accessibility Services

NMHU Inclement Hotline
505-426-2297 1-866-231-2366 www.nmhu.edu

NMHU Academic Integrity Policy
Because academic dishonesty in any form compromises the university’s reputation and thus devalues the NMHU degree, it simply will not be tolerated. Consequently, students caught cheating, plagiarizing, or doing anything which involves trying to pass off someone else’s intellectual work as their own, will be subject to disciplinary action (NMHU Student Handbook, page 28; http://bit.ly/nmhustudenthandbook).

Electronic Devices in the Classroom
Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non academic reasons. This includes emailing, texting, social networking and use of the internet. The use of cell phones during class time is prohibited and should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or to be asked to leave class.

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School of Education Policies

Instructional Disposition Inventory
The School of Education has developed an inventory to help students and faculty evaluate the dispositions of students. These surveys will be used to help students identify strengths and areas for improvement in their dispositions for their professions. All students in designated courses will complete a dispositions inventory at midterm and at the end of the semester. The professor will also complete a dispositions inventory for each student at those times. Any dispositions suggesting the
need for support will be discussed. The instructional dispositions include: *empathy, genuineness, acceptance, open-mindedness, cognitive complexity, psychological adjustment, competence, and sensitivity to issues of diversity.*

Tentative Agenda

**August 17, 2016**  
Review of:  
Syllabus  
Student Info Sheet  
*Assignment:* The Eight Concepts of Bowen Theory by Roberta M. Gilbert Paperback  

**August 24, 2016**  
Review of:  
Overview of Family Systems Theory vs. Linear Theory  
*Assignment due:* Evaluation of family system and genogram by Guerin and Pendagast (article handout)

**August 31, 2016**  
Review of:  
Evaluation of Family System and Genogram  
*Assignment due:* Family Genogram (due 9/7/16)

**September 7, 2016**  
Review of:  
Bowen Theory  
*Assignment due:* Family Genogram  
*Chapter 1.* The Eight Concepts of Bowen Theory by Roberta M. Gilbert

**September 14, 2016**  
Review of:  
Topic presentation/in-class exercise: Role Plays & Bowen Family Systems theoretical orientation discussion  
*Assignment due:* Chapter 2. The Eight Concepts of Bowen Theory by Roberta M. Gilbert

**September 21, 2016**  
Review of:  
Topic presentation/in-class exercise: Role Plays & Bowen Family Systems theoretical orientation discussion  
*Assignment due:* Chapter 3. The Eight Concepts of Bowen Theory by Roberta M. Gilbert

**September 28, 2016**  
Review of:  
Topic presentation/in-class exercise: Role Plays & Bowen Family Systems theoretical orientation discussion  
*Assignment due:* Chapter 4,5 The Eight Concepts of Bowen Theory by Roberta M.
October 5, 2016  Review of:
Topic presentation/in-class exercise: Role Plays &
Bowen Family Systems theoretical orientation discussion
Assignment due: Chapter 6,7.  The Eight Concepts of Bowen Theory by Roberta M.
Gilbert

October 12, 2016  Review of:
Topic presentation/in-class exercise: Role Plays &
Bowen Family Systems theoretical orientation discussion
Assignment due: Chapter 8.  The Eight Concepts of Bowen Theory by Roberta M.
Gilbert
Virginia Satir Family Systems Therapy Chapter 4 in Communications/Humanistic Family Therapy (article handout)

October 19, 2016  Fall BREAK!  NO CLASS!
NO CLASS!

October 26, 2016  Review of:
Topic presentation/in-class exercise: Role Plays &
Virginia Satir Family Systems theoretical orientation discussion
Assignment due: Virginia Satir Family Systems Therapy; The Effect of Family Roles on Life’s Choices (article handout)

November 2, 2016  Review of:
Topic presentation/in-class exercise: Role Plays &
Virginia Satir Family Systems theoretical orientation discussion
Assignment due: Multisystemic Therapy (article handout)
Assignment due: Family Systems Paper (due 11.30.16)

November 9, 2016  Review of:
Evidence Based Treatment:  Multisystemic Therapy
Assignment due: Community Reinforcement and Family Training (CRAFT):
Engaging unmotivated drug users in treatment by Robert Meyers and William Miller (article handout)
Bleak and Hopeless no more; Engagement of reluctant substance-abusing runaway youth and their families by Slesnick, Meyers, Meade and Segelken (article handout)
November 16, 2016  Review of:
Evidence Based Treatment: Community Reinforcement and Family Training (CRAFT)

November 23, 2016  FALL RECESS  No Class!

November 30, 2016  Case presentations (oral presentation of Family Systems paper )

December 7, 2016  Case presentations (oral presentation of Family Systems paper )
Final Grade due!

NMHU MLB 08.11.216