



North Carolina Central University  
"Communicating to Succeed"  
School of Education  
"Preparing Educators for Diverse Cultural Contexts for the 21<sup>st</sup> Century"

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

**MISSION**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

[www.nccucounseling.com](http://www.nccucounseling.com)

**CON 5321**  
**Family Counseling**  
Summer Session I – 2024

**INSTRUCTOR:** Chadwick Royal, PhD, LCMHCS  
**OFFICE:** 2127 School of Education  
**OFFICE PHONE:** 919/530-6465  
**EMAIL:** [croyal@nccu.edu](mailto:croyal@nccu.edu)

**OFFICE HOURS:** No regular office hours during the summer – please email or call as needed.

**REQUIRED TEXTBOOKS**

Gladding, S. (2019). *Family Therapy: History, Theory and Practice* (7th Ed.). Prentice Hall. ISBN-13: 978-0-13-478543-1

## PREREQUISITES

### Required Course Prerequisites:

To take this course, students must have already completed CON 5201 (Professional and Ethical Orientation to Counseling), and CON 5310 (Theories and Techniques).

### Recommended Prerequisite:

It is highly recommended that you be a counseling major or graduate-level psychology major to take this class. Only legitimate helping professionals (i.e., counselors, psychologists, clinical social workers) under supervision should attempt techniques and theories covered in this course.

## COURSE DESCRIPTION

This course will consist of an in-depth study of the history, theory, and practice of family therapy. The focus will be on the understanding of families, therapeutic approaches to working with families, special populations in family therapy, and professional issues in family therapy.

## LEARNING OUTCOMES

### Counselor Education Program Objectives

#### The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

## CON 5321 – STUDENT LEARNING OUTCOMES

<i>The student will be able to...</i>	<b>METHOD FOR OBTAINING OUTCOME</b>	<b>METHOD FOR EVALUATION OF OUTCOME</b>
Articulate the history of family therapy.	Reading Video/video lecture	Quizzes Case Studies
Identify the overall process of family therapy.	Reading Video/video lecture	Quizzes Case Studies Discussion Boards
Identify theories of family therapy. These theories shall include: Psychodynamic and Bowenian, Experiential, Behavioral and Cognitive-behavioral, Structural, Strategic, Systemic, Solution-focused, and Narrative.	Reading Video/video lecture	Quizzes Case Studies
Articulate the dynamics of working with single-parent families.	Reading Case Studies Video/video lecture	Case Studies, Quizzes

Articulate the dynamics of working with remarried families.	Reading Case Studies Video/video lecture	Case Studies, Quizzes
Articulate the dynamics of working with culturally diverse families.	Reading Case Studies Discussion Boards Video/video lecture	Case Studies Discussion Boards
Identify ethical, legal, and professional issues in family therapy.	Reading Video/video lecture	Quizzes, Case Studies, Discussion Boards
Demonstrate technological competencies to engage in a graduate counseling course online (skills that will transfer to your future work).	Quizzes Case Studies Discussion Boards Video/video lecture	Quizzes Case Studies Discussion Boards
Self-analyze their own family-of-origin and apply concepts from the course to their family. This will include personal reflection regarding the material presented.	Discussion Boards Video/video lecture	Discussion Boards
Provide critical analysis of the use of family therapy.	Case Studies Discussion Boards Video/video lecture	Case Studies Discussion Boards

## COURSE POLICIES AND EXPECTATIONS

- Careless preparation of work submitted (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
- Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
- Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
- Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings.
- Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
- Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919/530-7676).
- Do not email your work to the instructor unless specifically asked to do so by the instructor. For most assignments, if not all of them, you will use designated links within Canvas to submit your work. Please use the Canvas system to submit your work; email submissions will not be accepted.
- You are given a "window" of time to complete assignments, and you do not have to wait until the last minute to complete your work. The Canvas system moves slowly and encounters problems from time to time. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arise.
- Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is an online class, the cancellation of university classes should not affect your coursework or assignments.
- Extra credit opportunities are not provided in the course. The grade received is the grade earned.

## COURSE REQUIREMENTS:

Each week, you will find dated folders under the "Modules" link within the course Canvas site. You will be expected to complete all tasks within the folder. These tasks may include the following: quizzes, video lectures, videos, discussion boards, and readings, just to name a few. All tasks need to be completed by 11:59pm on the day it is due.

Please complete all dated tasks as indicated within the Canvas site.

### 1. TESTS/QUIZZES

Distance education classes require a fair amount of self-discipline. It will be your responsibility to remember to take your quizzes. Once the due date ends for a quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a quiz, you will be given a zero.

Each quiz is automatically scored. However, I will not provide you with the correct answers until after the due date.

### 2. CASE STUDIES

You must create six written examples (i.e., case studies) of specific theories covered during the course. The theories are covered in chapters 9-16 of the Gladding text. You cannot re-use any family from any of the other case studies you write. Each case example you write must study a different family. The six specific theories you must address are: (1) Bowen Family Systems, (2) Behavioral/Cognitive Behavioral, (3) Experiential, (4) Structural, (5) Strategic, and (6) Solution-focused Brief Therapy.

Your case studies do not have to cite real-life families with which you are familiar. You may create a fictional family – or use one from “pop-culture” (e.g., television show or movie). If you do cite an actual (non-fiction) family, please do not give ANY information that might reveal the true identity of the family members.

- Your case study should provide details of all family members and a description of the issues with which they are struggling (separately, as a family, or both). The more details that you can provide, the better. You are allowed to be as creative as possible in the development of each family.
- Imagine that they are seeing you for family counseling (you are the counselor). Please use and mention concepts you are learning from each respective theory to describe family dynamics and the interventions that you would apply as their counselor.
- It is requested that you divide your case study into three sections:
  - (1) Family Background,
  - (2) Conceptualization of the Family, and
  - (3) Process of Treatment

Case studies will be subjectively graded based on your applied knowledge of the theory. Use specific terms and keywords appropriate to the theory. There is no length requirement for each case study. Keep in mind that you want to give **enough** of an example for the instructor to be able to evaluate your knowledge and comprehension of the material. The more details you can provide, the better off you will be. Each case study will receive a separate grade, but they are all due on the same day. There is a model example of a well-written case study available on the course website.

**3. FINAL EXAM:**

The final exam will be an online, open-book, open-note exam. It is comprehensive, covering all content presented within the course. It may include a combination of multiple-choice, true-false, fill-in-the-blank, and essay questions.

**4. PARTICIPATION:**

Your participation grade is based on your completion (and timeliness) of all class discussions (discussion boards). This includes regularly reading what others are writing and contributing to the discussion. Contributing to a discussion is not just about responding to a discussion board prompt from the instructor. It is about communicating with your classmates and personalizing the course as much as possible. Connect (virtually) with your classmates. Please do not contribute to the discussion just before the deadline ends for a respective unit. This is not really an attempt to communicate with your classmates.

**COURSE EVALUATION:**

Quizzes - 17 quizzes at 10pts/each	170
Case Studies	30
Final Exam	50
<u>Participation Grade</u>	<u>10</u>
Total Points Available	260

**GRADING SCALE:**

234 - 260	A
208 - 233	B
182 - 207	C
< 182	F

**COURSE OUTLINE:** *The instructor reserves the right to adjust the schedule and assignments.*

All UNITS and tasks can be located under “Modules” on the course website

<b>DATE</b>	<b>TOPIC/DISCUSSION</b>	<b>Reading due</b>	<b>DUE By 11:59pm</b>
May 21 Tuesday	Classes begin		“Getting Started” Folder Contents (on the first day of class)
May 29 Wednesday	History of Family Therapy: Evolution... Theoretical Context of Family Therapy Types and Functionality of Families Working with Single-Parent and Blended Families Working with Culturally Diverse Families	Glad - Ch 1 Glad - Ch 2 Glad - Ch 3 Glad - Ch 4 Glad - Ch 5	UNIT 1 Folder Contents
June 5 Wednesday	Ethical, Legal, and Professional Issues Process of Family Therapy Couple and Marriage Therapy and Enrichment Psychodynamic Family Therapy Bowen Family Systems Therapy	Glad - Ch 6 Glad - Ch 7 Glad - Ch 8 Glad - Ch 9 Glad - Ch 10	UNIT 2 Folder Contents
June 12 Wednesday	Behavioral and Cognitive-Behavioral Experiential Family Therapy Structural Family Therapies Strategic Family Therapies Solution-focused Brief Therapy	Glad - Ch 11 Glad - Ch 12 Glad - Ch 13 Glad - Ch 14 Glad - Ch 15	UNIT 3 Folder Contents
June 17 Monday	Narrative Family Therapy Working with Substance-related Disorders, Domestic Violence, and Child Abuse	Glad - Ch 16 Glad - Ch 18	UNIT 4 Folder Contents
June 21 Friday			<b>UNIT 5 - Case Studies</b>
June 24 Monday			FINAL EXAM

Notes:  
Glad = Gladding text

- **May 22: Drop/Add ends – last day to withdraw and receive tuition adjustment/refund**
- **May 29: Last day for graduate students to withdraw from a class with a WC grade**

## NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

## COVID-19 HEALTH AND SAFETY REQUIREMENT FOR WEARING A FACE MASK OR OTHER FACE COVERING IN THE CLASSROOM OR OTHER INSTRUCTIONAL SETTING

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

## STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

## STUDENT ACCESSIBILITY SERVICES



Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website at <https://nccu-accommodate.symplicity.com/students/index.php> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

## CONFIDENTIALITY AND MANDATORY REPORTING

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

## OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).
- *Counseling Center*. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).
- *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).

## VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or [veteransaffairs@nccu.edu](mailto:veteransaffairs@nccu.edu).



## ADDITIONAL RESOURCES:

- Andersen, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process*, 26, 415-428.
- Bateson, G. (1972). *Steps to an ecology of mind*. New York: Ballantine.
- Becvar, D.S., & Becvar, R.J. (2012). *Family therapy: A systemic integration*, 8th ed. Pearson.
- Berg-Cross, L. (2000). *Basic concepts in family therapy: An introductory text*, 2nd edition. Haworth Press.
- Bray, J.H., & Stanton, M. (Eds.) (2013). *Handbook of family psychology*. Malden, MA: WileyBlackwell.
- Bowen, M. (1978). *Family therapy in clinical practice*. New York: Jason Aronson.
- Boyd-Franklin, N. (2003). *Black families in therapy: Understanding the African American experience*, 2nd edition. NY: Guilford.
- Brown, B. (2010). *The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are*. Hazelden Publishing.
- Chapman, G. (2015). *The 5 love languages: The secret to love that lasts* (reprint ed.). Chicago, IL: Northfield.
- Daneshpour, M. (1998). Muslim families and family therapy. *Marital and Family Therapy*, 23, 355-390.
- Datillio, F. M., & Padesky, C. A. (1990). *Cognitive therapy with couples*. Sarasota, FL: Professional Resource Exchange.
- Framo, J. (1992). *Family of origin therapy: An intergenerational approach*. New York: Brunner/Mazel.
- Gehart, D. (2017/2018). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*, 3rd edition. Belmont, CA: Brooks/Cole.
- Goldenberg, H. (2013). *Family therapy: An overview*. Brooks/Cole Publishing.
- Gottman, J. (1995). *Why marriages succeed or fail*. New York: Simon & Schuster.
- Gottman, J. (2004). *7 Principles of making marriage work*. London: Orion.
- Gottman, J. M., & Silver, N. (2015). *The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert* (Revised ed.). Harmony.
- Gurman, A. S., & Jacobson, N. S. (Eds.). (1998). *Clinical handbook of couple therapy* (2nd ed.). New York: Guilford.
- Haley, J. (1976). *Problem-solving therapy*. New York: Harper Colophon.
- Hare-Mustin, R. T. (1978). A feminist approach to family therapy. *Family Process*, 17, 181-194.
- Hecker, L. L. (2010). *Ethics in Marriage and Family Therapy*. Taylor & Francis.
- Hoffman, L. (1990). Constructing realities: An art of lenses. *Family Process*, 29, 1-12.
- Jackson, D. D. (1957). The question of family homeostasis. *Psychiatric Quarterly Supplement*, 31, 71-90.
- Johnson, S.M. (2004). *The practice of emotionally focused marital therapy: Creating connection*. Philadelphia, PA: Brunner/Mazel. [Optional workbook and book re: EFT with trauma survivors are available.]
- Kim, J.M. (2003). Structural Family Therapy and its implications for the Asian American family. *The Family Journal: Counseling and Therapy for Couples and Families*, 11, 388-392.
- Lebow, J.L. (2013). Editorial: DSM-V and Family Therapy. *Family Process*, 52 (2), 155-160.
- Madanes, C. (1981). *Strategic family therapy*. San Francisco: Jossey-Bass.
- Minuchin, S. (1974/2012). *Families and family therapy*. Cambridge: Harvard University Press.
- Minuchin, S., Fishman, C. H., & Fishman, H. C. (2009). *Family Therapy Techniques*. Harvard University Press.
- Minuchin, S., Nichols, M.P., & Lee, W.Y. (2006). *Assessing Families and Couples: From Symptom to System*. Allyn & Bacon.
- McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York: Norton.
- Nelson, T. S., & Thomas, F. N. (2007). *Solution-Focused Brief Therapy with Families*. Guilford Press.
- Nichols, M., & Schwartz, R. (2013). *Family therapy: Concepts and methods*, 10th edition. Allyn & Bacon.
- Piercy, F. P., Sprenkle, D. H., & Wetchler, J. L. (1996). *Family therapy sourcebook* (2nd ed.). New York: Guilford.
- Royal, C., & Baker, S. (2005). Effects of a moral education program on parents of elementary school students, *Journal of Moral Education*, 28(2), 1-16.
- Satir, V. (1964). *Conjoint family therapy*. Palo Alto: Science and Behavior Books.

- Selvini Palazzoli, M., Boscolo, L., Cecchin, G., & Prata, G. (1980). *Paradox and counterparadox*. New York: Jason Aronson.
- Sexton, T.L. & Lebow, J.L. (2016). *Handbook of family therapy*. Routledge.
- Smith, R.L., & Montilla, R.E. (2006). *Counseling and family therapy with Latino populations*. NY: Routledge.
- Thomlison, B. (2015). *Family assessment handbook: An introductory practice guide to family assessment*, 4th ed. Brooks Cole.
- Tomm, K. (1987). Interactive interviewing: Part I. *Family Process*, 26, 167-183.
- Walsh, F. (2012). *Normal family processes: Growing diversity and complexity*, 4th Edition. NY: Guilford.
- White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: Norton.