

COUN 664  
Children, Families and Systems in Counselor Education  
Spring 2014

Instructor: Robert F. Kronick

Office: 450 Claxton Complex

Email: [rkronick@utk.edu](mailto:rkronick@utk.edu)

Office phone: 974-8799

Office hours: M – 10-12 / T – 1:30 -4/F – 2-3 or by appointment

Support Staff: Joy DuVoisin – [duv@utk.edu](mailto:duv@utk.edu)

### Required Texts

Bronfenbrenner, Uriel The Ecology of Human Development.

Alinsky, Saul - Rules for Radicals

Pipher, Mary - Shelter of Each Other

I.

	Advanced knowledge of relevant material. Thorough, comprehensive, all components present and completed. Many examples provided. Very critical understanding of material. Methodical capacity to explain theory to practice implementation. Detailed evaluative component included.	Knowledge of relevant material. Comprehensive, all components present and completed. A few examples provided. Critical understanding of material. Capacity to explain theory to practice implementation. Evaluative components included.	Some knowledge of relevant material. Only a few examples provided, some irrelevant. Some capacity to explain theory to practice. Evaluative component included, but weak.	Inadequate knowledge of relevant material. Only a few components present and completed. Very few or no examples provided, mostly irrelevant. Little critical understanding of material. Little capacity to explain theory to practice implementation. Few evaluative components included.	Inadequate or no knowledge of relevant material demonstrated. Few to no components present and completed. Examples missing. No understanding of material. Capacity to explain theory to practice missing. Evaluative components missing.
Demonstrates knowledge through clear understanding of advocacy models	A	B	C	D	F
Identifies current multicultural issues as they relate to social change theories	A	B	C	D	F
Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters	A	B	C	D	F
Demonstrates skills and practices	A	B	C	D	F

associated with the ability to advocate for the profession and its clientele					
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- II. From your time at Pond Gap School design a program that you feel is needed. Agency collaboration, parent involvement and the importance of prevention are all viable possibilities. Use your observation and cognitive skills to develop this program. This is part of your overall paper.

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Demonstrates skills and practices associated with the ability to advocate for the profession and its clientele	A	B	C	D	F

#### IV. Class participation counts 20%. Includes Journals

	Innovative, thoughtful, insightful, frequent discussion of pertinent material.	Some thoughtful, semi-frequent discussion of pertinent material.	Few thoughtful, sporadic, discussion of pertinent material.	Scarce thoughtful, sporadic discussion of pertinent material.	No thoughtful discussion of pertinent material.
Demonstrates knowledge through clear understanding of advocacy models	A	B	C	D	F
Identifies current multicultural issues as they relate to social change theories	A	B	C	D	F
Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters	A	B	C	D	F
Demonstrates skills and practices associated with the ability to advocate for the profession and its clientele	A	B	C	D	F

## **Resources**

Films: Stand By Me

## **Course Description**

This class is about systems, families and children. You will read and we will discuss Urie Bronfenbrenner's classic The Ecology of Human Development. This is a dense reading so coming to class prepared is extremely important. For those in a Doctoral program this book will prepare you for the world of research. For those of you in Master's program this book will help you understand current thinking in your field. Though 33 years old this book is timeless in its importance.

Theories pertaining to the principles and practices of systems, consultation, crises and disasters come from the following sources. These sources are not exhaustive and will expand as the course evolves and emerges over the semester.

Systems—Bronfenbrenner, Von Bertanffy, Parsons and Habermas set the tone for understanding and implementing general systems theory. Benson, Harkavy and Puckett's (2007) Dewey's Dream serves as a bridge from general systems theory and community to family systems theory.

Family systems theory—Patterson (behavioral) Bowen (historical) Satir (existential) (Haley) structural and (Minuchin) strategic are stressed as key theories for counseling.

The Oregon Social Learning Center (OSLC) (Patterson, Conwill) is especially important as it is an ongoing research enterprise on children and families.

Pedagogy relevant to multicultural issues and competencies are addressed through the systems theories stressed in the course. The individual, family, and community are studied using a multicultural systems approach.

Traditional counseling theories tend to minimize a systems approach, often pathologizing close connections among family members with terms such as enmeshment and codependency and minimizing community and historical factors.

- A. Means Goals Dilemma
- B. Victim Blaming
- C. Legislation of Morality
- D. Role of the DSM

The above are theoretical constructs that will help the counselor educator become more adept in working with children and families and including a systems model in their approaches to the complex problems of the current era and into the future.

The context and background of various family structures are a central theme of the course. Systems theory is applied to current issues and various roles that counselor educators encounter.

## **Methods of Instruction**

Eclectic lecture, class discussion, and experiential learning are all key in this class.

## **INPUT STANDARDS**

### **KNOWLEDGE**

- C. Learning experiences beyond the entry level are required in all of the following content areas:
  1. Theories pertaining to the principles and practice of systems.
  4. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.

## **OUTPUT STANDARDS**

### **LEADERSHIP AND ADVOCACY**

- I. Knowledge
  2. Understands advocacy models.
  3. Identifies current multicultural issues as they relate to social change theories.
  4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.
- J. Skills and Practices
  2. Demonstrates the ability to advocate for the profession and its clientele.

### **Personal Dispositions**

As of fall, 2008, the Counseling Program has adopted a set of personal dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced ‘chorus’) to help you remember them. The dispositions include:

- ◆ *Commitment*, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ *Openness* to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ *Respect* to self and others, including honoring diversity, self-care, and wellness
- ◆ *Integrity*, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ *Self-awareness*, including humility, self-reflection, and understanding of place in history

All students will be expected to model these dispositions during class meetings and UT related functions.

### **Writing Quality**

All written work is expected to be mechanically and grammatically correct (i.e., APA style, well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of the writing as well as the content. All work should be typewritten, in 12-point font (preferably Times New Roman), double-spaced, with one-inch margins, and stapled. Additionally, if you choose to use any materials or ideas borrowed from other sources other than your own creative head, you must attach a full reference list of these sources using APA style and cite these ideas in the body of the paper using APA style.

### **UTK Honor Statement & Pledge**

*“An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”*

### **Students with Disabilities Statement**

Students who have a disability that requires accommodation(s) should make an appointment with the Office of Disability Services (974-6087) to discuss their specific needs.

### **Attendance**

Given the nature of the course attendance and participation are important. Please let me know if you will miss class beforehand if possible. The class is a system if you are absent the class changes. Attendance and participation are factored into your grade. Each class, one student will present a case of a child you are working with.

### **Late Work**

Work that is late must be justified by the student. An incomplete is the most likely outcome of late work.

### **Grading Scale A, B+, I**

Weighted assignments based on grade and assignments percent of total grade.

Paper I – 40%

Paper II – 40%

Reaction paper to Kronick paper – 20%

### Schedule

- 1/8 Introduction. Read Kronick Chapter on Systems Theory. What are the basics of Systems Theory. When is it band aids? Read Kronick Ch. 4. Read Lawson article. Be prepared to discuss your paper on Kronick paper.
- 1/15 Discuss concepts of Edwin Friedman a therapist in Washington D.C. for 40 years. Read Saul Alinsky. pp 1-80.
- 1/22 Compare and contrast Friedman with Saul Alinsky. Do radicals have a failure of nerve. Read Alinsky pp 81-125.
- 1/29 Speaker: George Doebler, Founder of Pastoral Care at U.T. Hospital. Topic: Friedman, Bowen, and Systems Theory.  
Meet at Pastoral Care at U.T. Hospital
- 2/5 Systems and Alinsky. Read Alinsky pp. 125-195
- 2/12 Know Bronfenbrenner's levels of systems, Russian Dolls. How systems influence Human Development. Read Bronfenbrenner. pp. 1-84
- 2/19 Zimbardo's Prison Experiment. What was the role of the researcher?  
Compare John Ogbu's and Milgram's Study of Conformity. Read Bronfenbrenner, pp. 85-134.
- 2/26 John Ogbu's Work on the Academic Achievement of African-American Youth.  
Read Bronfenbrenner pp. 162-262.  
Read Alinsky pp. 125-196.
- 3/3 Speaker-Susan Kovac, J.D. Attorney for State Department of Children Services
- 3/5 Mary Pipher, Ph.D. Part I.
- 3/12 Victim Blaming – Compare Ryan's Paradigm with Bronfenbrenner.  
Read Bronfenbrenner 262-291.
- 3/19 No class

3/28 Speaker: Mark Stephens, J.D.  
Knox County Public Defender

4/9 No Class

4/16 Read Mary Pipher Parts II & VI.

4/23 Last Class – Present Papers. Professional Conference Style.

This class will meet Wednesdays 10-12. Please use the 9-10 hour to prepare for class. A seminar is not a spectator sport.

**The required texts are:**

Bronfenbrenner (1993) The Ecology of Human Development. Alinsky Saul (1932) Rules for Radicals.

Pipher, Mary (1996) Shelter of Each Other.

**Recommended Readings – I will make these available.**

Friedman, Edwin (1999) A Failure of Nerve.

Pipher, M (1994) Reviving Ophelia

Pollack, W (1998) Real Boys

**Articles**

Kronick, R (2005) – Ch. 4 – “Full Service”Community Schools – A Systems View.

Kronick, R. (2013)

## Assignments

### Select Paper One or Two

#### Paper One

Use one of the studies i.e. Zimbardo, Sherif, and discuss how you would do something like this in a class you are teaching in Counselor Education. Focus on specifics and how you would make teachable moments out of them. The paper is due March 26 and should be documented in A.P.A. format. It should be a minimum of 20 pages.

#### Paper Two

This paper should address model, leadership roles and strategies for responding to community, national, and international crises and disasters.

Saul Alinsky's **Rules for Radicals** and Edwin Friedman's **A Failure of Nerve**, are good beginning points for this paper. George Doebler's lecture on Friedman and Murray Bowen is a good opportunity to test your ideas and generate new ones.

This paper should be a minimum of 20 pages and be documented in A.P.A. format. The paper is due March 26.

#### Final Paper

There are four major Human Services Systems in our society. Corrections, Mental Health, Education and Welfare. I can find little or no evidence that show they work together and/or collaborate. I believe this is true inter as well as intra departmentally. I can't see that level of government, local, state, national or international makes any difference either. Maybe Bronfrenbrenner provides some clues here. I think this takes more than an organizer like Alinsky to make this happen. What are your thoughts?

These thoughts stated above are themes that will provide a focus for this course and the foundation for this paper. I hope you will think broadly, in an interdisciplinary mode as you craft this paper. You may do an in-depth paper on one system or a broadly based paper on all four. There surely will be current political, social and economic events that will inform your paper. In the end, how will you use this paper as you begin your career as a Counselor in Education?

This paper is due when you are pleased with it.

This page is for departmental information only and should not be turned in with the proposal.

**Terms Used:**

**Course Hours/Credit And Repeatability**

If a course has variable credit (3-6, etc.), repeatability must be indicated. Use the following statements.

*Repeatability: May be repeated. Maximum \_\_\_\_ hours.*

*Repeatability: May be taken once for credit.*

**Course Description**

Maximum characters (including spaces): 992.

**Cross-Listing**

It is important that cross-listed courses have parallel proposals from all departments (primary and secondary). This is needed to ensure that the updated information appears in the catalog.

**Grading**

Courses numbered 500-699 are graded letter grade only, except where the Graduate Catalog indicates Satisfactory/No Credit grading only or optional Satisfactory/No Credit or letter grade. Veterinary Medicine courses are letter grade only except where noted Satisfactory/No Credit only. Law courses are numeric except where noted otherwise.

If a course has special grading, this must be indicated so it can appear in the catalog and be entered on the Curriculum System Grading Options screen.

*EXAMPLES*

*Grading Restriction: Satisfactory/No Credit grading only.*

*Grading: Satisfactory/No Credit or letter grade.*

**Credit Restrictions**

Credit restrictions must be stated in the catalog.

*EXAMPLES*

*Credit Restriction(s): Maximum 4 hours may be applied toward departmental major. Credit Restriction(s): May not be applied toward degree requirements. Credit Restriction(s): Students cannot receive credit for both 595 and 495.*

**Prerequisites/Corequisites**

Prerequisites and Corequisites must be course numbers; limit 2 of each to be enforced by registration.

Prerequisites and corequisites to be enforced by the Registration System must be preceded by (RE). Currently, only undergraduate courses have enforced prerequisites and corequisites.

Prerequisites and corequisites to be enforced by the department must be preceded by (DE).

**Recommended Background**

*EXAMPLES Recommended Background: 12 hours of child and family studies courses. Recommended Background: introductory economics and microcomputer competence.*

**Comments**

Use Comments for additional information or for requirements (other than prerequisites/corequisites) that will be enforced by the department but not by the Registration System.

**Registration Restrictions**

Registration may be restricted to a minimum GPA, minimum student level, or a specific qualification such as teacher licensure.

Registration may also be restricted to a college, major, concentration and/or degree or can exclude any of these. The system will not enforce minors.

**Registration Permission**

If permission of the instructor or department is required, it should be indicated.