

COUN 665: Adv. Group and Systems Theory and Interventions
5:05pm – 7:45pm, Tuesdays

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Guest Lecturer: Joel Diambra
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Required Texts:

Bronfenbrenner, Urie – The Ecology of Human Development (1979)
Kronick, R. and D. Basma (2017) – Wicked Problems: The Community School Solution

Course Description:

As you read Bronfenbrenner you will notice how he points out the shortcomings of certain often classical research stories, such as Milgrams Story of Compliance, but he then brings in studies that he sees as iconic, but that most of us have not heard of. Think about this process in terms of theory and practice. How will you use this information as you develop into a Counselor Educator?

Systems thinking focuses on rules, roles, and responsibilities. Knowledge of these factors helps in learning how to enter systems such as family, community, state or international. This approach and style of thinking can be contrasted with victim blaming (Ryan 1971) that is popular, simple and often wrong.

From this course, various ways of thinking will emerge and help you develop your style as a counselor educator. Your practice will be more rewarding as your knowledge and practice base develop and grow.

The best way to understand behaviors is to try to change them. There is nothing so useful as a good theory.

Assignments for COUN 665:

Dr. Diambra Assignments:

Family Systems Theories Presentation (100 pts.) Due: March 3 or 10

Family is considered a group by many counselor educators. Family counseling theorists use group constructs in their approaches (e.g., Minuchin – Structural Family Theory, Bowen – General Systems Theory, Satir – Communication Theory, and Haley – Strategic family therapy). In a group/team of 3 (or 4 if necessary), research one family systems counseling theory and create a presentation demonstrating what you've learned. When you present, you are facilitating a psycho-educational group. Present using a variety of creative techniques: include tangible products as part of your presentation such as a PowerPoint presentation, variety of presentation handouts, involve the audience in a couple of ways, demonstrate techniques, etc. Each

presentation is 45 minutes in length. Team members will earn the same grade for the presentation. Your grade will be determined by the cogency of your presentation, ability to relay the most important aspects of the theory, ability to get the audience engaged, and quality of your handouts, PowerPoint, etc. Sign up for your family system (refer to sign up sheet).

Grading Rubric:

Family Systems Presentation Grading Rubric(10 points for each item)

1. Introduction & organization of content. Sets the stage at beginning of presentation. Quality of handouts provided. Stayed within the allotted time period. Use of additional teaching resources (e.g., Power Point)
2. Ability to identify and present the main points in the theory especially as related to family/group dynamics.
3. Clarity & depth of content, ability to articulate depth of material presented (e.g., free flow delivery versus reading notes; details rather than glossing over material)
4. Use of examples/illustrations/case studies/stories to underscore concepts or ideas
5. Activities that engage audience and highlight a concept or point
6. Infusion of additional outside resources (e.g., research articles, additional reference list with related readings, video clip, examples of local family groups, etc.)
7. Summary & integration of information presented and family/group concepts.
8. Response to questions and comments (initiated a question and comment discussion)
9. Creativity
10. Shared presentation responsibility between presentation dyad/team members

10	Outstanding
8	Well done, but something missing
6	Several things missing or disconnects occurred
4	Inadequately accomplished
2	Poor performance
0	Missing from presentation

Score /100

*Each section is worth 10 points. All group members will receive the same evaluation (score/grade).

Dr. Kronick Assignments:

- One paper utilizing Systems Theory and a topic of your choice, mental health, crime, poverty, juvenile justice, etc. This paper must be submitted for publication by **May 1, 2017** to avoid an incomplete. Value - 40 points.
- Take home exam – I will get this to you on or before April 1st. This exam is due **April 15th**. Value – 40 points.

- You will teach a class for one hour on systems theory and a topic of your choice. Value – 20 points.

These assignments are designed to help you with writing for your dissertation and refereed publications, gain practice in writing comps, and practice in teaching and making a professional presentation at professional meetings.

I am available during the semester.

If you want to do a paper involving engaged scholarship, Pond Gap and Inskip are available to you as well as other programs.

COUN 665: 5:05 – 7:45pm
Spring 2017
Room: BEC 327

- Jan 17 Dr. Diambra
- Jan 24 Introduction to Systems Theory. Read Bronfenbrenner (B), Chapter 1
Example: R. Merton and victimless crimes. Pp. 23 – 39. How theories are created.
- Jan 31 Lecture will come from Kronick (2005). Criminal Juvenile Justice Systems,
interlocking systems, criminal justice, mental health, and education failing
schools and failing neighborhoods. Read Bronfenbrenner, Chapter 2.
- Feb 7 Person – environment interaction roles and dyads.
Read B Chapters 3 – 4.
Student Instruction 6:45 – 7:45pm.
- Feb 14 Zimbardo’s Prison Experiment and Milgram’s Social Compliance Experiment.
What went wrong methodologically? Read B Chapter 5.
Student instruction 6:45 – 7:45pm.
- Feb 21 The microsystem, the macrosystem and what’s in between. Read B Chapter 6.
Speaker: Andre Canty – Highlander Center
Read Chapter 6.
Student instruction 6:45 – 7:45pm.
- Feb 28 Children’s institution and daycare
Speaker: Lindsey Pasco – Knox Co. Juvenile Court
Read B Chapter 7.
Student instruction 6:45 – 7:45pm.
- Mar 7 The Criminal Justice System. The perspective of Judge Mary Beth Leibowitz,
Knox Co. Criminal Court (Retired). Read B – Chapter 8.
Student instruction 6:45 – 7:45pm.
- Mar 14 Spring Break – No Class
- Mar 21 The structure of the person and the environment. Heredity and environment.
Read B Chapters 8 -9.
Student instruction 6:45 – 7:45pm.

- Mar 28 Dr. Diambra
Student instruction 6:45 – 7:45pm.
- Apr 4 Dr. Diambra
- Apr 11 John Ogbu's Research on acting white to succeed in school. Influence on systems.
Read B Chapters 10 – 11.
Student instruction 6:45 – 7:45pm.
- Apr 18 Free for all on systems theory.
Informal discussion of research paper.
Student instruction 6:45 – 7:45pm.
- Apr 25 Concluding thoughts.
Informal discussion of research paper.
Student instruction 6:45 – 7:45pm.

