CityUniversity
of Seattle

Summer 2020 Syllabus

School of Education and Leadership

ECC 516: Family Systems and Conflict Management

3 Credits
Effective: January 2021

FACULTY

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COURSE DESCRIPTION

Candidates examine how the school leader and school counsellor contribute to establishing and maintaining a positive school climate. Topics include the roles played by members in hierarchical systems (family and organizations); and methods for the analyzing and resolving conflicts amongst key stakeholders both in home and work settings. Candidates will develop their understanding of how the family or origin impacts assessment and understanding in family systems (genograms), tools for analyzing and planning for conflict resolution and the ways in which multiple perspectives can be consider in responding to differences amongst key stakeholders within the school community.

COURSE RESOURCES (SUGGESTED – NOT REQUIRED)

Recommended resources to complete coursework and assignments are also found on the course Reading List. The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Main:

Auerbach, J.E*.* (2001) *Personal and executive coaching: The complete guide for mental health professionals*. Executive College Press, Ventura, California

Cooperrider, D. Whitney, D. & Stavros, J. (2008). *Appreciative Inquiry Handbook for Leaders of Change.* San Francisco, CA. Berrett-Koehler.

Grenny, J., McMillan, R., Patterson, K., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high*. New York, NY: McGraw-Hill
http://www.amazon.ca/Crucial-Conversations-Talking-Stakes-Edition/dp/1469266822

Verheijen,L, Tjepkema,S & Kabalt, J. (2020) *Appreciative Inquiry as a Daily Leadership Practice*. Chagrin Falls, Ohio. Taos Institute

Supplemental:

Costa, A. & Garmston, R. (2002) *Cognitive coaching: A foundation for renaissance schools.* Christopher- Gordon Publishers Inc. Norwood Massachusetts.

Bushe, Gervase. (2010). *Clear leadership: Sustaining real collaboration and partnership at w*ork. Boston, MA: Davies-Black.

Fullan, M. (2010). *Motion leadership: The skinny on becoming change savvy.* Thousand Oaks, CA: Corwin

Harper, G. (2004). *The joy of conflict resolution: Transforming victims, villains, and heroes in the workplace and home.*. New Society Publishers. (ISBN: 978-0-86571-515-8)

Katz, N. & Lawyer, J. (1994). *Resolving conflict successfully: Needed knowledge and skills*. Thousand Oaks, CA: Corwin Press

Katz, N. & Lawyer, J. (1994). *Preventing and managing conflict in schools*. Thousand Oaks, CA: Corwin Press

Public Conversations Project. (2011). Section 1: Why is it so difficult for us--as human beings--to deal with differences? Retrieved from https://www.youtube.com/watch?v=nbvZDh2n7MY

Public Conversations Project. (2011). Section 2: How do differences turn into conflict? Retrieved from https://www.youtube.com/watch?v=g9YZjkEK4qI

Public Conversations Project. (2011). Section 3: Section 3: How does dialogue help people constructively address conflict? Retrieved from https://www.youtube.com/watch?v=ejr9L14GBaw

Public Conversations Project. (2011). Section 5: How do you build an effective dialogue? Retrieved from https://www.youtube.com/watch?v=5ph2gUL_Ojs

Public Conversations Project. 92012). Public Conversations Project: An overview. Retrieved from https://www.youtube.com/watch?v=dJzSpmIZxsM&index=64&list=PLA133E21A785D527C

Whitney, D. (2011*). The power of appreciative inquiry: A practical guide to positive change* (2nd ed.). San Francisco, CA: Berrett-Koehler.

Recommended Resources

Bryan, J., & Henry, L. (2012). A model for building school-family-community partnerships: Principles and process. *Journal Of Counseling & Development*, *90*(4), 408-420. doi:10.1002/j.1556-6676.2012.00052.x

Davis, K. M., Lambie, G. W., & Ieva, K. P. (2011). Influence of familial spirituality: Implications for school counseling professionals. *Counseling and Values*, *55*(2), 199-209.

Eppler, C., & Weir, S. (2009). Family assessment in k-12 settings: understanding family systems to provide effective, collaborative services. *Psychology In The Schools*, *46*(6), 501-514. doi:10.1002/pits.20393

Fourali, C. (2009). Tackling conflict: A beyond opposites approach. *Counselling Psychology Quarterly*, *22*(2), 147-169. doi:10.1080/09515070903154898

Brack, G., Lassiter, P., Hill, M., & Moore, S. (2011). Ecosystemic complexity theory of conflict: Understanding the fog of conflict. *Journal Of Humanistic Counseling*, *50*(1), 3-15.

Hornby, G. (2011). Parental involvement in childhood education: Building effective school-family partnerships. New York: Springer.

McClellan, J. (2005). Increasing advisor effectiveness by understanding conflict and conflict resolution. *NACADA Journal*, *25*(2), 57-64.

Miller-Day, M. (2012). *Family communication, connections, and health transitions: Going through this together*. New York: Peter Lang.

Paylo, M. (2011). Preparing school counseling students to aid families: Integrating a family systems perspective. *Family Journal*, *19*(2), 140-146. doi:10.1177/1066480710397130

Yacco, S., & Smith, S. (2010). Getting along in middle school: Understanding multiparty student conflict. *Counseling & Human Development*, *42*(7), 1-12.

Yavuzer, Y. (2012). Effect of Creative drama-based group guidance on male-adolescents' conflict resolution skills. *Eurasian Journal Of Educational Research (EJER)*, (47), 113-130.

CITYU LEARNING GOALS

This course supports the following City University learning goals:
- City University of Seattle graduates have strong communication and interpersonal skills

COURSE OUTCOMES

In this course, learners:
- Evaluation of conflicts and key stakeholders' positions.
- Planning for conflict resolution using de- escalation techniques, mediation, and counselling.
- Demonstration of professional competency in use of genograms as an assessment and understanding tool.
- Demonstration of professional competency for conflict resolution of the school leader or counsellor.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

All in the context of school leadership:

- Conflict resolution
- Ethical decision making
- Dialogue across difference
- Family profiles
- Genogram as assessment and understanding tool
- Influence of family of origin on role as a school counsellor or leader
- Mediation
- Role of family in supporting student academic success
- Role of school counsellor, administrator or colleague in advocating for the student's well-being and academic success

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Family Dynamics and Genogram Reflective Analysis	40%
Conflict Resolution Analysis and Plan	40%
Case Analysis and Role Play	20%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Family Dynamics and Genogram Reflective Analysis

Candidates describe the culture of their family of origin to consider the following: roles and responsibilities of each member; influences of birth order; power structure within the family; cultural influences; political influences; mental health; communication styles, parental expectations and patterns of response. As an appendix to the paper, candidates create a genogram for their family of origin highlighting the considerations noted above.

Utilizing information from assigned readings and the scholarly literature (with citations and reference list), analyze dynamics in terms of perceived strengths and challenges. As you reflect

on the culture of your own family of origin also consider ways you and your family might have been impacted by the socio-cultural context of the time?

As part of your analysis, reflect on the following questions. How has your experience and the relationships in your family of origin shaped who you are as an individual, a teacher and leader? How have they informed your worldview and the assumptions you bring to your understanding of conflict and its resolution

Components	% of Grade
Description of family culture	25%
Application of theory to family culture	20%
Analysis of strengths and challenges	25%
APA format and writing conventions	5%
Genogram	25%
TOTAL	**100%**

NB: If there are circumstances surrounding this assignment including role playing and discussion within the class that makes you feel uncomfortable please talk to me ASAP. Together we will come up with an alternative assignment.

Conflict Resolution Analysis and Plan

Candidates (a) analyze a specific, re-occurring conflict in their school, (b) develop a plan for its constructive resolution, and (c) provide references used. The analysis is based on application of conflict resolution theory and practice, and includes: an assessment of the interests of the parties involved, an examination of past strategies and outcomes, and an assessment of personal abilities in conflict resolution pertaining to the issue.

The plan should build upon the analysis of the recurring conflict and propose strategies for resolution that are beneficial to all stakeholders.

Components	% of Grade
Analysis of recurring conflict	40%
Plan for resolution	40%
Personal reflection	20%
TOTAL	**100%**

Case Analysis and Role Play

It is very important that you actively participate in this course everyday. By no means is it a passive, sit back and "get", you need to be part of the conversations and part of the role pays. Candidates will engage actively in feedback to other groups regarding the role plays and case analysis presentations. It is for this reason that that participation mark is 20% for ECC516.

Candidates will provide to the class a case analysis of a conflict resolution scenario, presenting the key aspects of the conflict based on a theoretical approach. The scenario can be the same one as for the written assignment, a new personal scenario or one provided by the instructor. Then, in pairs or small groups, candidates will role play the conflict resolution scenario. The case analysis may be focused on the role of the VP, Principal, school counsellor or colleague in mediating conflicts within schools amongst staff, students, families or community stakeholders.

Components	*% of Grade*
Case analysis	40%
Case presentation within role play	40%
Feedback to others (during the whole class including role play)	20%
TOTAL	**100%**

COURSE POLICIES

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations
City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.