

Sam Houston State University
College of Education
Department of Educational Leadership and Counseling
Fall 2007

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 Office hours: by appointment

Text/Readings: Goldenberg, I., & Goldenberg, H. (2004). *Family therapy: An overview (7th Ed.)*. Pacific Grove, CA: Books/Cole.

Articles placed on Electronic Reserve (marriage)

Prerequisite: CNE 564 Theories of Counseling

Course Description: The purpose of this course is to provide students with an overview of prominent marriage and family theories and an understanding of systematic approaches and techniques when working with couples and families.

This course will be a combination of lecture and discussion. Role plays and video tapes will be used to demonstrate the major components of theoretical approaches.

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

IDEA Objectives:

Essential: gaining factual knowledge (terminology, classifications, methods, trends); learning fundamental principles, generalizations, or theories

Important: learning to analyze and critically evaluate ideas, arguments, and points of view

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • <u>State Standards</u> • <u>Specialty Organization Standards</u>
1. Demonstrate effective communication through oral, written, and nonverbal expression	Participate in role plays Complete writing assignments	Observation by instructor Grading of written assignments	SB-f1

2. Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth	Critique a journal article. Audio tape of couple interview	Written critique of article Presentation of audio tape for instructor review; 5 minute presentation summary of findings to class	SB-g2 CA=K8b, K8c, K2c
1. Provide students with an overview of the evolving viewpoints, perspectives, and values of marriage and family therapy including the history of marital couple, and family counseling	Completion of the four exams	Written assessment the four exams	CA=K1a, K2a
4. Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.	Critique on professional videos	Oral presentation on video critiques	NC-Standard 1 SB-g3
5. Counselors consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences	**Conduct an audio taped interview with a couple	Oral presentation and written assessment of the audio taped interview.	SB-f4
6. Acquaint students with ways in which families operate as social systems, developing and changing as they move through the family life cycle	**Conduct an audio interview with a couple	Oral presentation and written assessment of the audio tape	SB-f4 CA=K2a, K3a,K3d
7. Assist students in distinguishing families on a continuum from a temporary crisis to a continually, severely dysfunctional level	Assigned readings, attend lectures/discussions	Examinations and class participation	SB-f3 CA=K3c, K3d
8. Introduce students to current theories and practices of marriage and family therapy, and the relationship to similar theories and practices and individual and group counseling.	Critique videos of master therapists Role Plays	Observation of role plays Oral assessment of the video critiques	CA=K3a, K6c,K6e,K5d
9. Develop an understanding of marriage and family therapy	Critique videos, assigned readings, attend lectures/discussions	Oral assessment of the marriage and family therapy videos, examinations	CA=K5d
10. Develop an understanding of the systematic interaction patterns in families with special problems such as abuse, alcohol, divorce and remarriage	Assigned readings, attend lectures/discussions	Examinations and class participation	SB-f3 CA=K3c

11. Explore the influence of cultural heritage on marriage and family patterns and counseling: curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning.	Genogram tracking ethnicity and cultural aspects of student (both sides of three-four generational genogram).	Oral assessment of diversity comprehension	NC-Standard 4 SB-e1 SB-e2 CA=K2b, K2c
12. Discuss professional and ethical issues in marriage and family therapy	Conduct role plays of ethical vignettes	Oral assessment of ethical and legal issues	SB-g3 CA=K3e

Cell Phones:

Please turn your cell phones off before class. If you are expecting an emergency call, let me know.

Attendance Policy:

Regular and punctual class attendance is expected by each student. The attendance policy as stated in the *Handbook* for all is as follows:

- (1) “Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected.
- (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The Faculty will discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that absence.
- (3) A drop of a letter grade will occur for each subsequent absence.”

Consistent or prolonged tardiness will be recorded and may be added up to equal an absence. Please inform me of the nature of any absence (before class if possible). Any exam missed due to absence must be made-up on campus by appointment. It is the student's responsibility to contact me to set the make-up appointment.

Disabilities:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.html

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

Confidentiality:

All information about clients or information shared by students in class will be held in the strictest confidence and falls under the ethical guidelines of the American Counseling Association and the American Association for Marriage and Family Therapy. Any violation of these ethical codes may result in a student failing this course plus possible dismissal from the counseling program.

Written Work:

All written work must be written at the graduate level and follow *Publication manual of the American Psychological Association* (5th ed.) (2001) format as indicated in the SHSU Educational Leadership and Counseling Department Writing Standards. (NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4). The Department standards may be downloaded at http://www.shsu.edu/~edu_elc/counseling/documents/writingstandards.pdf.

Periodically, student work may be filtered through the SHSU online Turnitin.com program, which validates whether the work is original or plagiarized. Students are encouraged to carefully cite any work that is not their own.

Academic Honesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Course Evaluation:**1. Cultural Genogram (50 Points):**

A cultural genogram of one's own family of origin is required. A genogram must contain at a minimum the information specified in class and follow the guidelines provided. The genogram must be minimally three generations, including the student (and significant other/spouse if applicable), his/her parents and those of s.o./spouse, and his/her grandparents as well as that of s.o./spouse. If the student has children, expand to four generations. If the student has grandchildren, extend to five generations, etc. Include a key for the cultural information (see Hardy's article). Each student will discuss his/her cultural genogram for 15 minutes.

2. Discussion Board (150 points):

Students will respond to prompts on the Blackboard discussion board. It is your responsibility to check with computer services if you are not able to open Blackboard. Check blackboard often. I will post a topic for discussion once per week. To receive full credit you must:

- Reply to my discussion topic - at least three sentences minimum
- AND
- Reply to one of your classmate's comments

On line Participation Policy:

Use of good "Netiquette" is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on the subject.
- b) Focus on one subject per message or use pertinent subject titles.
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interactions. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
- e) Cite all quotes, references and sources.
- f) Never forward someone else's messages without their permission, this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
- h) All postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in counseling, diversity and leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above "Netiquette" guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom.)

2. **Participation and Preparedness (75 points):** Students are to come to class prepared for discussion of the assigned readings for that class and be prepared to participate in class role plays. **Additional readings** may be assigned throughout the semester. Students are expected to read the articles and be prepared to discuss them in class.

Role Play: You may be asked to discuss the chapter readings as they apply a “family” or “family member” made up of class volunteers. You are expected to participate in this role play as a counselor or family member. You must be prepared to include the following:

- Primary themes
- Dysfunction is a result of.....
- Deals in what time frame?
- Major theories
- Leading figures
- Concepts this theory is known for
- Role of the therapist
- Goals of treatment (how will the therapist and the client know they are ‘better’)

4. Assessments (50 points each): Four assessments will be given covering all readings, videos and class discussions.

5. Family Life Cycle Interview (50 Points):

Select one couple/family in one of the following life-cycle stages and conduct a brief (15 minutes to receive full credit) audio-taped interview addressing the current life-cycle issues they are facing. I recommend that you choose someone other than your immediate family – a classmate or friend is fine.

You will transcribe five minutes of your interview. Then, prepare a one-page critique of the interview that will assess the strengths and weaknesses of the tape (your interviewing skills). Finally, write a one page paper assessing the couple/family against the developmental models/tasks discussed in class.

The stages for the couple/family to be interviewed are:

- A young couple with no children or a couple of any age with no children.
- A family with young children (0 to 10 years of age)
- A family with pre-teens or teenagers
- A family launching children
- A family in later life

Suggested questions for the interview:

- What are the biggest tasks/challenges for your family in this life-cycle stage?
- What is different/the same for how you had imagined your life at this point?
- What do you anticipate for the next stage of the family life-cycle?
- What goals have you set for the next five (5) years and 10 years as a family?
- Prepare your own questions based on the family life cycle emotional processes and 2nd order changes as discussed in Chapter 2 of your text. Be creative!

6. Reflection papers (40 points): Students will write reflection papers on assigned readings, videotapes, or other assignments. Reflection papers will be no less than two paragraphs equaling one full page and no more than two full pages (double spaced, Times, 12 point font).

7. Group Wiki (20 points): Students will collaborate on a Wiki. What is a Wiki? Wiki comes from Hawaiian word *wiki* meaning “quick.” It is a collaborative website that allows visitors to add, remove or edit content. One example is the Wikipedia encyclopedia, and the Wiktionary dictionary. Students will be divided into 3 groups. Each group will use tools on Blackboard to create a Wiki – a website study guide that can be viewed by other students. We will view the Wiki created by each group in class. These Wikis will become your study guides for your exams and final.

Total Points:

Assessment 1	50
Assessment 2	50
Assessment 3	50
Assessment 4	50
Reflections	40
Genogram & presentation	50
Participation	75
Family Life Cycle Interview	50
Discussion board	150
Group Wiki	20
Total Possible Points	585

Grade Determination:

A = 585 - 527

B = 526 – 468

C = 467 – 410

F = 409 and Below

Tentative Course Outline:

Date	Lecture/activity	Assignment Due	Homework
8-21	Introduction Review syllabus Chapter 1 -2 Adopting a Family Relationship Framework Family Development: Continuity and Change		<ul style="list-style-type: none"> • Read chapters 1, 2, 3, 4 • Read Hardy article • Locate a couple willing to be interviewed for the Family Life Cycle Interview • Participate in Discussion Board
8-28	Chapter 3-4 Gender, Culture, and Ethnicity Factors in Family Functioning Interlocking Systems: The Individual, the Family, and the Community Discuss Hardy Article Genogram examples Role-play for couple interview		<ul style="list-style-type: none"> • Conduct the Family Life Cycle Interview • Read chapters 5 and 6 • Read Framo article and write a reflection • Prepare 2-3 minutes of your interview to play in class and discuss • Participate in Discussion Board
9-4	Chapters 5-6 Origins and Growth of Family Therapy Professional Issues and Ethical Practices Share 1 – 2 minutes of your recorded interviews and your first impressions of your interviewees Role play ethical vignettes	Turn in Reflection #1 – Framo article	<ul style="list-style-type: none"> • Study for Assessment #1 over chapters 1 – 6 • Participate in Discussion Board
9-11	**Assessment #1 over chapters 1 - 6 Discuss Wiki assignment		<ul style="list-style-type: none"> • Read chapter 7 • Read Scharff and Scharff article and write reflection #2 (this article will be handed out in class) • Participate in Discussion Board • Complete Couple Interview Assignment • Begin Wiki assignment Group A
9-18	Discuss Chapter 7 Psychodynamic Models Discuss Scharff and Scharff article View Master Counselor Video View Wiki	Turn in Reflection #2 – Object Relations Couple Therapy	<ul style="list-style-type: none"> • Read chapter 8 • Read Bowen article and write reflection • Participate in Discussion Board • Wiki Group A
9-25	Discuss Chapter 8 Transgenerational Models Discuss Bowen article View Wiki	Turn in Family Life Cycle interviews Turn in reflection paper #3 (Bowen)	<ul style="list-style-type: none"> • Read chapter 9 and 10 • Participate in Discussion Board • Wiki Group A • Read <i>Alcohol and the Family System</i> and <i>The systemic view of violence: An ethical perspective</i> and write a reflection paper on one. Be prepared to present your views.

10-2	Discuss Chapters 9 and 10 Experiential Models Structural Models Present views on the reflection paper you chose to write View Wiki	Turn in reflection paper #4 Group A final version of Wiki available for group view/comments	<ul style="list-style-type: none"> • Study for Assessment #2 over chapters 7 - 10 next week • Participate in Discussion Board
10-9	**Assessment #2 over chapters 7 - 10		<ul style="list-style-type: none"> • Read Fogarty part I and II (Pendagast ed) and write a two page reflection • Read chapter 11 • Participate in Discussion Board • Begin Wiki Group B
10-16	Discuss Chapter 11 Strategic Models Discuss Fogarty View Wiki	Turn in reflection #5	<ul style="list-style-type: none"> • Read <i>One perspective on the Milan systemic approach</i>. Write a one page reflection • Read Chapter 12 • Wiki Group B • Participate in Discussion Board
10-23	Discuss Chapter 12 The Milan Systemic Models Watch master counselor video View Wiki	Turn in reflection #6	<ul style="list-style-type: none"> • Read chapter 13 • Participate in Discussion Board • Wiki Group B • Read <i>Facilitating Healthy Divorce Processes and Emotionally Focused Couple Therapy</i> and write reflection on one.
10-30	Discuss Chapter 13 Behavioral and Cognitive-Behavioral Models Discuss reflection topics View Wiki	Turn in reflection #7 Group B final version of Wiki available for group view/comments	<ul style="list-style-type: none"> • Study for Assessment #3 over chapters 11-13 • Participate in Discussion Board
11-6	**Assessment #3 chapters 9 – 13		<ul style="list-style-type: none"> • Participate in Discussion Board • Read DeShazer article and write reflection • Group A prepare presentation • Begin Wiki group C
11-13	Discuss Chapter 14 Social Construction Models – Solution-Focused and Collaborative Therapy View Wiki	Turn in reflection #8 Cultural Genogram Presentations Group A	<ul style="list-style-type: none"> • Participate in Discussion Board • Wiki group C • Participate in Discussion Board • Group B prepare presentation
11-20	Discuss Chapter 15 Social Construction Models– Narrative Therapy View Wiki	Cultural Genogram Presentations Group B	<ul style="list-style-type: none"> • Participate in Discussion Board • Wiki group C • Group C prepare presentation
11-27	Discuss Chapter 16 and 17 Psychoeducational Models View Wiki	Cultural Genogram Presentations Group C	<ul style="list-style-type: none"> • Wiki group C • Participate in Discussion Board • Optional Reflection Assignment
12-4	Chapter 18 Review all Theories for Final Exam	Turn in optional reflection Group C final version of Wiki available for groupview/comments	Prepare Final Exam
12-11	Final Exam over ALL theories		

References

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