

**Sam Houston State University, College of Education  
Department of Educational Leadership and Counseling**

CNE 632 Theories of Marriage and Family Therapy

Spring, 2008

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**Text/Readings:** Goldenberg, I., & Goldenberg, H. (2008). *Family therapy: An overview* (7<sup>th</sup> Ed.). Pacific Grove, CA: Books/Cole.

**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.

**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:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <i>Specialty Organization Standards</i></li> </ul>
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	Audio tape of family/couple interview	Presentation of audio tape for instructor review; Group discussion of findings	SB-g2 CA=K8b, K8c, K2c
3. Explore the evolving viewpoints, perspectives, and values of marriage and family therapy including the history of	Completion of the exams	Assessment of the exams	CA=K1a, K2a

marital couple, and family counseling			
4. Understand principles and concepts delineated in professional, state, and institutional standards as they relate to a variety of professional settings	Critique on professional videos	Oral presentation on video critiques	NC-Standard 1 SB-g3
5. Experience school, family, and community contexts in working with clients	**Conduct an audio taped interview with a couple	Oral presentation and written assessment of the audio taped interview	SB-f4
6. Explore ways in which families operate as social systems, developing and changing as they move through the family life cycle	**Conduct an audio taped interview with a couple	Oral presentation within groups and written assessment of the audio tape	SB-f4 CA=K2a, K3a,K3d
7. Distinguish families on a continuum from a temporary crisis to a continually, severely dysfunctional level	Write an autobiography	Written assessment of the marriage and family terminology within the autobiography	SB-f3 CA=K3c, K3d
8. Understand current theories and practices of marriage and family therapy, and the relationship to similar theories and practices in 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	Complete an autobiography	Written assessment of marriage and family terminology within the autobiography	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.	Cultural Genogram tracking ethnicity, customs, rituals, beliefs influenced by culture of student (both sides of three-four generational genogram).	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 Examination	SB-g3 CA=K3e

### Cell Phones:

Please turn your cell phones off before class. If you are expecting an emergency call, please contact that individual during the mid-class break. Discuss with professor before using any electronic equipment during class.

**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:**

Any students with a handicapping/disabling condition should arrange for a conference with the instructor in order that appropriate strategies are considered to assure that participation and achievement opportunities are not impaired. The Committee for Continuing Assistance for Disabled Students may be contracted for further information. The Chairperson is the Director of the Counseling Center (936-294-1720).

**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. 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).

**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* (5<sup>th</sup> 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](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.

### **Course Evaluation:**

#### **1. Introspective Autobiography (100 points):**

Write an introspective autobiography. This exploration of the student's own family-of-origin will shed light on the origin and development of the writer's "world view." A format will be provided. The paper should be a minimum of 10 double-spaced typed pages using size 12 font. **Due 4/7.**

#### **2. Cultural Genogram (100 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 will accompany the introspective autobiography. The genogram must be minimally three generations, including the student (and significant other (s.o.)/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. Students will present a brief presentation to the class. **Due 4/21.**

#### **3. Audio Tape Interview (100 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. For this assignment, you may not interview your nuclear or extended family. You may interview neighbors, coworkers, classmates, etc.

You will prepare a two-page critique of the interview that will assess the strengths and weaknesses of the tape (your interviewing skills) and then assess the couple/family against the developmental models/tasks discussed in class.

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

- Single young adult leaves home
- Formation of a family through marriage
- A family with young children (0 to 10 years of age)
- A family with pre-teens or teenagers
- A family launching children, children moving out
- Empty nest family

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 2<sup>nd</sup> order changes as discussed in Chapter 2 of your text. Be creative!
- Discuss in groups possible questions for a family at the chosen life cycle stage.

Students will present in groups and discuss the interview experience and findings. Each group will make a short summary presentation (approximately 10 minutes) of the collective findings in class. You will turn in the audiotapes with your paper. Please inform your interviewees that I will listen to the tapes. Please assure them that confidentiality will be respected at all times. **Due 3/3.**

- 4. Examinations:** Three examinations will be given, on **2/25** (100 points), **3/31** (100 points) and **5/12** (100 points), that will cover all readings, videos and class lectures/discussions.
- 5.** Additional readings may be assigned throughout the semester. Students are expected to read the articles and be prepared to discuss them in class.
- 6. Participation and Preparedness:** 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.

Total Points:

Exam 1	100
Exam 2	100
Exam 3	100
Autobiography	100
Genogram	100
Audio Tape Interview	100
Class participation	20
Total Possible Points	620

Grade Determination:

A	= 558 – 620
B	= 496 – 557
C	= 434 – 495
F	= 433 and Below

**Tentative Course Outline:**

<b>Date</b>	<b>Lecture/activity</b>	<b>Assignment Due</b>	<b>Homework</b>
1/21	Holiday		
1/28	Introduction to the course, review of the syllabus Chapter 1: Adopting a Family Relationship Framework		Read Chapters 1, 4, 5, Read Chapter 2 (Background information for family life cycle assessment Interview)
2/4	Chapter 4: Interlocking Systems: The Individual, the Family, and the Community Chapter 5: Origins and Growth of Family Therapy		Read Chapters 7
2/11	Chapter 7: Psychodynamic Models		Read Chapter 8
2/18	Chapter 8: Transgenerational Model (Bowen's Family model)		Prepare for Exam
2/25	1 <sup>st</sup> exam (Chapters 1, 4, 5, 7) <b>NO CLASS</b>		Review Chapter 8 Read Chapters 9
3/3	Individual presentations to groups class of interview experience and findings (10 minutes) Chapter 9: Experiential Models	Audio-tape interview & written critique & family assessment	Read Chapters 10 & 11
3/10	Chapter 10: The Structural Model Chapter 11: Strategic Models		Prepare for Exam
3/17	Spring Break <b>NO CLASS</b>		
3/24	ACA Conference <b>NO CLASS</b>		Prepare for exam (Chapters 8, 9, 10, 11)
3/31	2 <sup>nd</sup> Test Chapters 8, 9, 10, 11	2 <sup>nd</sup> Exam	Complete Introspective Autobiography Read Chapters 12 & 13
4/7	Chapter 12: The Milan Systemic Model Chapter 13: Behavioral & Cognitive Models	Introspective Autobiography	Read Chapter 14
4/14	Chapter 14: Social Construction Models: Solution-Focused Therapy and Collaborative Therapy		Complete genogram
4/21	Individual presentations to class of genogram (10 minutes)	Genogram	
4/28	Individual presentations to class of genogram (10 minutes)		
5/5	Chapter 15: Social Construction Models II: Narrative Therapy		Prepare for Exam
5/12	Exam 3 (Chapters 12, 13, 14, 15)		

## References

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