

5751 Theories of Marital & Family Therapy

CATALOG DESCRIPTION: An introduction to systems and communication theory, theories of marriage and family relations, and their therapeutic implications. Provides a comprehensive survey of the major MFT models. Students will have opportunities to integrate models into a theoretical framework through application to their families of origin.

Instructor:

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1000 Cherry Road
Memphis, TN 38117

Semester: Spring 2009 (1/8 – 4/30)

Format: Blended Online (On Campus)

Day(s) Class Meets: Thursdays

Time Class Meets: 1:00 P.M. – 3:45 P.M.

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*** All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed with the instructor. The syllabus is our contract and will not be modified without the full agreement of students and the instructor.**

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Registrar, at (901) 761-1353.

LIBRARY RESOURCES: If you have not taken 5770-Research in Counseling, or took it more than a year ago, go to the HUGSR Web site (www.hugsr.edu) for information concerning library services to students. Under the “Library” tab, you will find a link and instructions for searching the HUGSR online catalog (Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. The research guides distributed in 5770-Research in Counseling are available on site as well. These annotated bibliographies list basic tools you will find helpful in your research.

I. COURSE DESCRIPTION

This course provides a thorough overview of the history and development of the major theories of marital and family therapy. A major portion of the course involves the students’ personal growth and insight relating to how their family of origin affects their personal style and

development as a marriage and family therapist. Students will conduct an in-depth exploration of their family's history on several levels, while at the same time, processing their experiences through the various models of marriage and family therapy.

II. COURSE OBJECTIVES

Students will:

1. Develop proficiency at conducting family analyses (measured by their analysis of their family of origin through the creation of a detailed multi-level genogram and summary paper, and responses to workbook questions assigned).
2. Develop skill in describing and understanding the major models of marital and family therapy (measured by examination).
3. Familiarize themselves with the training process of a marriage and family therapist and be able to discuss the nature of the process (measured by participation in discussion board on assigned text).
4. Understand the licensure process for marriage and family therapists (measured by examination).
5. Begin developing a personal conceptual framework for marriage and family therapy (measured by the family analysis project and by examination).
6. Demonstrate competency in the CACREP core competencies (as measured by examination, writing assignments, and discussion board participation).

III. CONTENT AREAS & CRITICAL COMPETENCIES

(CACREP 2001 Standards can be found at <http://www.cacrep.org/2001Standards.html>)

As a result of taking this course, students should be able to:

1. Demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following, by: (Fulfills CACREP common core curricular experiences 2001 Standards Section II K.5)
 - a. identifying and discussing counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
 - b. discussing an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
 - c. discussing counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent

- with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- d. learning a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
 - e. developing a general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
 - f. integrating technological strategies and applications within counseling and consultation processes; and,
 - g. identifying and discussing ethical and legal considerations.
2. Demonstrate knowledge and skill requirements for marital, couple, and family counseling/therapy by: (Fulfills CACREP 2001 Standards for Marital, Couple, and Family Counseling/Therapy Programs C)
 1. discussing family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems) and with individuals;
 2. identifying interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions;
 3. identifying and discussing preventive approaches for working with individuals, couples, families, and other systems such as pre-marital counseling, parenting skills training, and relationship enhancement;
 4. identifying and discussing specific problems that impede family functioning, including issues related to socioeconomic disadvantage, discrimination and bias, addictive behaviors, person abuse, and interventions for their resolution; and
 5. utilizing research and technology applications in marital, couple, and family counseling/therapy.

IV. USE OF TECHNOLOGY

This course is supported via **SKYPE** (free download from www.skype.com) and **Yugma** (free download from www.yugma.com) to facilitate synchronous class participation with off-campus students. The e-learning format of this course is a novelty. Use of technology in the counseling profession is a way to be on the cutting edge of the profession.

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for postings, discussions, submissions, etc.
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).

- Use of technology platforms for live-chats such as Blackboard (text chat) and SKYPE (live text, audio, and visual chat)

Equipment Requirements:

- Internet access using a graphical web browser such as FireFox 2.0 or higher, Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 4.01 or higher.
- SKYPE available free at www.skype.com

This course is designed to be completed in a blended face-to-face/online format. The minimum competencies include the use of standard course processes (homework and evaluation) and include the following technological competencies: email, Internet resources, dialogue via SKYPE. You may be asked to participate in asynchronous and synchronous discussion and feedback forums, submit written assignments via attached document files, and utilize electronic databases as well as hard-copy resources for research papers. Blackboard can be accessed via the Harding Pipeline at <https://luminisweb.harding.edu/cp/home/displaylogin>. Some assignments for the course will be submitted via the Blackboard course interface. If you have problems gaining access to the Blackboard system, contact technical support for students by calling (501) 279-4545. You will need your HUGSR username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email address is jkenned1@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

V. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment may be made even with permission for late submission. (*5 points/day for the first three days and one letter grade per day thereafter*).

Self and peer ratings will be used to help determine the participation portion of your grade. **Students are to have read the assigned readings prior to the beginning of class per the course schedule.** You will be asked to evaluate your preparation for each class period at the beginning of class. I will assign a rating ranging between 0 and 3 points each week for 13 weeks. I will also have 1 additional point to assign to students who have participated as expected. Thus, a total of 40 points of the 50 available points will be assigned by the instructor. The remaining 10

points will be assigned by your peers. You will be working in groups and much of this portion of your grade will be based on how well you contributed to the group work. Peer assessment and evaluation is an important part of being a counseling professional. Remember, that this is not a popularity grade; rather, a qualitative assessment of your peers' work.

Each week you will also use the attached reading sheet to self-evaluate your preparation for each week's class. *Make copies of the form on page 11 of this syllabus for your evaluation. A total of 50 points can be earned in this area.*

Weekly evaluation of attendance and participation will be based on the following criteria:

Attendance and Participation Grading Rubric	Points
<ul style="list-style-type: none"> • Absent 	0
<ul style="list-style-type: none"> • Present, but not involved in discussions. 	1
<ul style="list-style-type: none"> • Demonstrates adequate participation: knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy) 	2
<ul style="list-style-type: none"> • Demonstrates good preparation: knows readings well, has thought through implications of readings. • Offers interpretations and analysis of materials (not just recalling of facts). • Interacts with other students; able to hear other views, and respond professionally. <p style="text-align: center;"><i>13 class periods x 3 points per class = 40 points from instructor</i></p> <p style="text-align: center;"><i>The additional 10 points will be given based on peer assessment during group work and peer interaction. (Students are not rated on exam days; therefore, only 13 class periods count, plus an additional awarded by the instructor for overall participation.)</i></p>	3

2. Family Workbook

Students will complete the accompanying workbook to Goldenberg and Goldenberg (2008) as a beginning exercise in exploring their own family system. I will provide guidance during the first week of class on this assignment, specifically on which questions should be considered. Points will be assigned based on the instructor's assessment of how much thought and effort each student seems to have put into reflecting on and responding to the assignment. *This assignment is worth 100 point. Students will turn in their workbooks at midterm and final exam for review and grading by the instructor.*

3. Structured Family Interview Probe

In order to become a systems therapist, students will need to first assess their own families of origin from a systemic perspective. To accomplish this task, each student will conduct a **comprehensive family interview on their family of origin**. The information should be assessed and summarized in written form (**approximately 10-12 pages**). Students will use their responses to the questions assigned in the Goldenberg student workbook to assist with this process. Structure your paper with headings as outlined below to help you organize your project:

a. **Structural Information** (must be in **narrative** form)

- What are the names (first name only), ages, and birth order of all family members?
- What are the occupations and education levels of all family members (where appropriate)?
- What is the history of mental illness, substance use/abuse, relational dysfunction, etc...?
- What are the roles of each family member?
- What does the family like to do together?
- Who does each member spend most of his or her time with?
- Who makes decisions within the family and how are they made?

b. Family Genogram (must be in both **graphic and narrative** form)

- The genogram must account for **at least four generations of your family of origin**. One generation **must include** you as the “**identified persons**” and the second generation must include **your children (if applicable)**. The third and fourth generations should include the **your parents and grandparents**. Information regarding proper genogram construction and the appropriate symbols to use will be posted in the “Course Materials” section of Blackboard. Students should **note generational trends and issues or problems** (can be both positive and/or negative). This might include things like divorces/remarriages, medical issues, psychiatric issues, education levels, career paths, alcohol/drug issues, cultural factors, etc. A **color code system** and an **explanatory key** must be utilized for this purpose. Students should consider creating “layered” genograms that can be overlaid to address family history regarding physical and mental health, occupational, educational, spiritual, and relational histories. Students may find Genopro software (listed below) particularly helpful for completing this assignment; although, it is not a requirement.
- The following websites may be helpful in completing this assignment.

www.genopro.com/genogram

www.genogram.freeservers.com

www.faculty-web.at.nwu.edu/commstud/galvin/genograms

www.smartdraw.com/specials/genealogy.asp

c. **Developmental Information** (must be in **narrative** form)

- What is the developmental stage of the family at this time?
- Are there any recent significant events/losses in the family?
- Are there any anticipated changes/transitions in the near future?
- How are these anticipated changes/transitions affecting the family?
- What are the current goals of the family, including what goals have already been met and how?
- What is the spiritual life/climate of the family like?

- d. **General Impressions** (must be in **narrative** form)
- Who does the most talking and what might account for this?
 - What are the family's boundaries with the outside world?
 - How affectionate is the family?
 - What are the strengths and weaknesses of the family system?
 - Is there any evidence of cutoffs, triangles, rituals, secrets or multigenerational effects?
 - Other comments/observations

*This assignment is worth 200 points and is to be **uploaded in Blackboard no later than midnight CST, April 1, 2009.***

4. Midterm assessment

The midterm assessment will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover readings and class discussions. *The midterm assessment is worth 150 points and will be given in class, **February 26, 2009.***

5. Discussion Board

Students will interact in monitored peer discussion via Blackboard. Questions will be posted in Blackboard by Sunday, 8:00 pm each week. Initial student responses are due by midnight **Wednesday** each week. Students are then to post a response to a peer by midnight **Saturday** each week. All Students will be required to **post twice** during each discussion week:

1. The first post is an answer to the instructor's initial discussion question.
2. The second is a response post to a peer's initial post. There is a **limit of three (3) students** allowed to reply to any one post. Please choose another if three (3) have already replied.

Since not everyone will see things identically, students are to review one another's postings in order to further their insight and learning. This is an important benefit of dialogue. Students are encouraged to post responses to other students' postings or to a follow-up question/thought posed by the instructors. Students are expected to support their assertions via citation of readings, research, critical thinking skills, logic, and historical/psychological references, including the Bible. **APA reference format is required for citations in posts, and a reference list in APA format is required at the conclusion of each post.**

IMPORTANT: If any reference to current/past students/clients is made during Discussion Board postings, students must ensure that identities are always kept confidential.

Grading for the dialogue will be based on the following criteria:

Weekly Online Discussion Board Posts Grading Rubric	Points
Word count (each post should be 200-250 words).	2
Integration of texts, other readings, pertinent research, and Scriptural principles, currency and potency of research and references.	3
Independent/critical thinking (reflects master's level work/Bloom's Taxonomy), succinct presentation of ideas, substance and depth of responses.	3
Correct APA format of citations, as well as correct spelling, grammar, and punctuation.	2
Total for each one week post	10
* Late or missing posts will result in a grade of zero for the week. Three (3) or more late or missing posts during the semester will result in a zero on this portion of your grade. That would be zero out of 100 points.	

6. Final assessment

The final assessment will consist of questions in multiple choice, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed since the midterm and will include some comprehensive questions to assess students' grasp of the course content and implications. *The final assessment is worth 150 points and will be given during class April 30, 2009.*

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage of points needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Attendance/Participation	50 points
2. Family Workbook (<i>midterm & final</i>)	100 points
3. Family of Origin Assessment (<i>Apr 1st</i>)	200 points
4. Midterm Assessment (<i>Feb 26th</i>)	150 points
5. Discussion Board (<i>weekly</i>)	100 points
6. Final assessment (<i>April 30th</i>)	150 points

Total points available for course	750 points
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VI. NATURE OF COUNSELOR EDUCATION AND TRAINING

Becoming a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and practicum/internship experiences, you may also expect that some of your training may possibly invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally-charged issues. You are encouraged to make faculty and staff members aware of strong personal reactions related to course materials, assignments, and experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

VII. CONFIDENTIALITY

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.

VIII. TEXTS/MATERIALS

Required Texts/Readings:

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

*****Must use 5th edition.**

Paperback ISBN: 1-55798-791-2

Hardcover ISBN: 1-55798-790-4

Spiral ISBN: 1-55798-810-2

Goldenberg, I., & Goldenberg, H. (2008). *Family Therapy: An Overview* (7th ed.). Wadsworth ISBN: 978-0-495-09759-4 *****Must use 7th edition.**

Goldenberg, I., & Goldenberg, H. (2008). *Student Workbook-Family Exploration: Personal Viewpoint for Multiple Perspectives*. Pacific Grove, CA: Wadsworth. ISBN: 978-0-495-10031-7

Wells, C. C. (1997). *Stepping to the Dance: The Training of a Family Therapist*. Pacific Grove, CA: Brooks/Cole. ***Suggest getting a used copy of this if possible. Two copies are in reserve in the library as well.

ISBN: 978-0-534-34950-9

Selected research articles or materials to be downloaded and/or collected by students.

Bibliography:

Further information on APA format can be obtained from the following websites:

<http://www.wisc.edu/writing/Handbook/DocAPAHeadings.html>

<http://www.psywww.com>

<http://www.bedfordstmartins.com/online/index.html>

Balswick, J. O., & Balswick, J. K. (1989). *The family: A Christian perspective of the contemporary home*. Grand Rapids, MI: Baker Book House.

Baucom, D. H., & Epstein, N. (1990). *Cognitive behavioral marital therapy*. New York: Brunner/Mazel.

Beck, A. T. (1988). *Love is never enough*. New York: Harper & Row.

Becvar, D. S., & Becvar, R. J. (2000). *Family therapy: A systemic integration*. Boston: Allyn and Bacon.

Boscolo, L., Cecchin, G., Hoffman, L., & Penn, P. (1987). *The Milan approach to therapy*. New York: Basic Books.

Boss, P. (Ed.). (1993). *Sourcebook of family theories and methods: A contextual approach*. New York: Plenum Press.

Boszormenyi-Nagy, I., & Krasner, B. B. (1993). *Between give and take: A clinical guide to contextual therapy*. New York: Brunner/Mazel.

Boszormenyi-Nagy, I., & Framo, J. (Eds.). (1965). *Intensive family therapy*. New York: Harper & Row.

Bowen, M. (1978). *Family therapy in clinical practice*. New York: Jason Aronson.

Brown, P., & Shalett, J. S. (Eds.). (1977). *Cross-cultural practice with couples with couples and families*. New York: Hayworth Press.

Cohen, N. J. (1995). *Self, struggle and change: Family conflict in Genesis and their healing insights for our lives*. Woodstock, VT: Jewish Lights.

DeShazer, S. (1994). *Words were originally magic*. New York: W. W. Norton.

Fishman, H. C. (1993). *Intensive structural therapy: Treating families in their social conflicts*. New York: Basic Books.

Flatt, B. (1993). *Building a healthy family*. Nashville, TN: Gospel Advocate.

Framo, J. L. (1992). *Family of origin therapy: An intergenerational approach*. New York: Brunner/Mazel.

- Freedman, J., & Combs, G. (1996). *Narrative therapy: The social construction of preferred realities*. New York: W. W. Norton.
- Gelcer, E., & McCabe, A., Smith-Resnick, C. (1990). *Milan family therapy: Variant and invariant methods*. Northvale, NJ: J. Aronson.
- Gelles, R. J. (1995). *Contemporary families: A sociological view*. Thousand Oaks, CA: Sage.
- Griffin, W., & Greene, S. M. (1998). *Models of family therapy: The essential guide*. New York: Brunner/Mazel.
- Haley, J. (1989). *Problem-centered therapy*. San Francisco, CA: Jossey-Bass.
- Hite, S. (1996). *The hite report on the family: Growing up under patriarchy*. New York: Grove Press.
- Hudson, P. (1996). *The solution-oriented woman: Creating the life you want*. New York: W. W. Norton.
- Imber-Black, E. (1988). *Families and larger systems*. New York: Guilford Press.
- Jacobson, N. S., & Gurman, A. S. (Eds.). (1995). *Clinical handbook of couples therapy*. New York: Guilford Press.
- Jacobson, N. S., & Margolin, G. (1979). *Marital therapy*. New York: Brunner/Mazel.
- Jordan, M. R. (1999). *Reclaiming your story: Family history and spiritual growth*. Louisville: John Knox Press.
- Kemper, W. (1981). *Experiential psychotherapy within families*. New York: Brunner/Mazel.
- Kerr, M., & Bowen, M. (1988). *Family evaluation*. New York: W. W. Norton.
- Lamb, M. E. (Ed.). (1996). *The role of the father in child development* (3rd ed.). New York: Wiley.
- Levinson, D. (Ed.). (1995). *Encyclopedia of marriage and the family*. New York: Macmillan Library Reference.
- Madaness, C. (1981). *Strategic family therapy*. San Francisco: Jossey-Bass.
- McGoldrich, M., Pearce, J. K., & Giordano, J. (Eds.). (1982). *Ethnicity and family therapy*. New York: Guilford Press.
- Miermont, J. (1995). *A dictionary of family therapy*. Oxford: Blackwell Reference.
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.
- Minuchin, S. (1984). *Family kaleidoscope*. Cambridge, MA: Harvard University Press.
- Minuchin, S., & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.
- Napier, A., & Whitaker, C. (1960). *The family crucible*. New York: Harper & Row.
- Nichols, W. C. (1996). *Treating people in families: An integrative framework*. New York: Guilford Press.

- O'Hanlon, B., & Hudson, P. (1996). *Stop blaming, start loving: A solution-oriented approach to improving your relationship*. New York: W. W. Norton.
- Okun, B. F. (1996). *Understanding diverse families*. New York: Guilford Press.
- Parke, R. D., & Kellam, S. G. (Eds.). (1994). *Exploring family relationships with other social contexts*. Hillsdale, NJ: L. Erlbaum Associates.
- Roberto, L. G. (1992). *Transgenerational family therapies*. New York: Guilford Press.
- Satir, V. (1983). *Conjoint family therapy*. Palo Alto, CA: Science & Behavior Books.
- Scharff, D., & Scharff, J. (1987). *Object relations family therapy*. Northvale, NJ: Jason Aronson.
- Schwartzberg, N., Berliner, K., & Jacob, D. (1995). *Single in a married world: A life-cycle framework for working with the unmarried adult*. New York: W. W. Norton.
- Stinnett, N. (1999). *Fantastic families*. West Monroe, LA: Howard Publishing.
- Walsh, F. (Ed.). (1999). *Spiritual resources in family therapy*. New York: Guilford Press.
- Wynne, J. C. (1982). *Family therapy in pastoral ministry*. San Francisco: Harper & Row.

IX. COURSE SCHEDULE

Date	Topics/ <i>Assignments Due</i>	Goldenberg & Goldenberg Readings	Wells Readings/ <i>Discussion Question #</i>
Jan 8 (1)	Adopting a Family Relationship Framework/ Family Development: Continuity and Change	Chapters 1 & 2	
Jan 15 (2)	Gender, Culture, and Ethnicity Factors in Family Functioning/ Interlocking Systems: The Individual, the Family, and the Community	Chapters 3 & 4	Chapters 1 & 2 DB#1
Jan 22 (3)	Origins and Growth of Family Therapy/Professional Issues & Ethics	Chapters 5 & 6	Chapters 3 & 4 DB#2
Jan 29 (4)	Psychodynamic Models	Chapter 7	Chapters 5, 6, 7 DB#3
Feb 5 (5)	Transgenerational Models	Chapter 8	Chapters 8, 9 10 DB#4
Feb 12 (6)	Experiential Models	Chapter 9	Chapters 11, 12, 13 DB#5
Feb 19 (7)	The Structural Models	Chapter 10	Chapters 14, 15, 16 DB#6
Feb 26 (8)	Mid-term exam <i>Turn in workbooks in class</i>	Catch up	Catch up
Mar 5	No classes – Study Week	Catch up	Catch up
Mar 12	No classes – Spring Break	Catch up	Catch up
Mar 19 (9)	Strategic Models	Chapter 11	Chapters 17, 18, 19 DB#7
Mar 26 (10)	The Milan Systemic Model	Chapter 12	Chapters 20, 21, 22 DB#8
Mar 30 (11)	Behavioral and Cognitive-Behavioral Models <i>Family assessment paper due April 1, midnight</i>	Chapter 13	Chapters 23, 24, 25 DB#9
Apr 2 (12)	Social Construction Models-I: Solution-Focused Therapy and Collaborative Therapy	Chapter 14	Chapters 26, 27, 28 DB#10
Apr 9 (13)	Social Construction Models-II: Narrative Therapy	Chapter 15	
Apr 16 (14)	Psychoeducational Models & Research in MFT	Chapter 16	
Apr 23 (15)	Comparison of Theories & Therapies-Review	Chapter 18	

Apr 30 (16)	Final exam <i>Turn in workbooks in class</i>		
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Name _____ Date _____

Theories of MFT – Spring 2009

Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading . .

Goldenberg & Goldenberg: *Family therapy-An overview*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Wells: *Stepping to the Dance*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Assigned Article(s): Author(s): _____ (on reserve in library)

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____



AUDIOVISUAL RECORDING CONSENT FORM

Doctoral Program in Counselor Education and Supervision

I _____, a student enrolled at Harding University Graduate School of Religion in the course 5751 – Theories of Marital and Family Therapy agree to be videotaped by my instructor (John F. Kennedy), a student enrolled in the School of Psychology and Counseling at Regent University. I understand that the purpose of the videotape is to assist professors at Regent University and Harding University Graduate School of Religion as part of the learning/feedback process and professional development of my instructor. I further understand that all materials/information will be kept in the strictest of confidence with respect to privacy. I also understand that tape recordings will be erased after viewing by supervisors, unless special permission has been obtained from me, with the exception that some recordings may be used to provide a sample of the instructors teaching style and methodology. In this case, the recordings will be part of an electronic teaching portfolio stored on a secure server with appropriate secured access to Regent and Harding professors/supervisors.

I fully understand the information regarding audiovisual recording and its use, and my signature indicates my consent.

Participant's Signature

Date

John F. Kennedy, MA

Date