

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 2011 (1/10 – 5/5)

Format: Blended Online (On Campus)

Day(s) Class Meets: Thursdays

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

Location: Ijams Administration Building, Room 226

Office Hours: Mon 1-5, Tue & Thur 8 - 11 (please schedule appointments)

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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, Associate Dean, at (901)761-1353.

LIBRARY RESOURCES: Information concerning library resources for students is available the HUGSR Web site (www.hugsr.edu). 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.

ACADEMIC INTEGRITY: Harding University’s Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

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 content areas (as measured by examination, writing assignments, and discussion board participation).

III. CONTENT AREAS & CRITICAL COMPETENCIES

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

1. Demonstrate knowledge and skill requirements for marital, couple, and family counseling/therapy by:
 - a. 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;
 - b. identifying interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions;
 - c. 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;
 - d. 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

- e. 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 **Moodle** (available at <http://elearning.harding.edu/>) to facilitate synchronous class participation. 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 submissions
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).
- Use of technology platforms for live-chats such as Moodle (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.

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, and use of Moodle. 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. Moodle can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Moodle 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 addresses is jfkennedy@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.** In your professional practice as a counselor, you will need to notify your clients and employer should you need to reschedule appointments or meetings. 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 will be made even with permission for late submission; however, a lack of prior notification for missed classes or assignments will increase the point reduction significantly.

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 at the beginning of each class to help determine the participation portion of your grade. *This course requirement is worth 50 points. Use the following link to access the reading evaluation form for this course:* <https://www.surveymonkey.com/s/SP5751-Theories-of-MFT-Readings>

Evaluation of your level of participation this semester will be based on the following criteria:

Level of Participation Rubric	Level
<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	A-level
<ul style="list-style-type: none">• Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy)	B-level
<ul style="list-style-type: none">• Present, but not involved in discussions.	C-level

2. Book Review

Students will write a book review of Keeney (1983) *Aesthetics of change*. The review should summarize your understanding of cybernetics and epistemology as used in family systems theory. Students will use APA 6th edition and the review should include a title page, abstract, body, and reference page. The body of the paper should be 8-10 pages in length. *This assignment is worth 100 points and is due before class via the Moodle assignments link on February 24, 2011.*

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 Moodle. 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 150 points and is to be uploaded in Moodle no later than the start of class on April 21, 2011.

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 100 points and will be given in class, March 24, 2011.*

5. Discussion Board

Students will interact in monitored peer discussion via Moodle. Questions will be posted in Moodle 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 * 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.	10

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 100 points and will be given during class May 5, 2011.***

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. Book Review	(Feb 24 th)	100 points
3. Family of Origin Assessment	(Apr 21 st)	150 points
4. Midterm Assessment	(Mar 24 th)	100 points
5. Discussion Board	(weekly)	100 points
6. Final assessment	(May 5 th)	100 points

Total points available for course 600 points

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

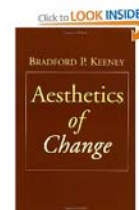
Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. 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

Textbooks are available through our book services on campus. You can order them by email (bdavid@hugsr.edu), phone (901-432-7735 or 800-366-7481), or fax (901-761-1358).

Required Texts/Readings:

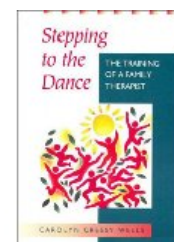
Keeney, B. P. (1983). *Aesthetics of change*. New York, NY: Guilford.
ISBN-13: 9781572308305



Nichols, M. P. (2010). *Family therapy: Concepts and methods* (9th ed.). Boston, MA: Allyn & Bacon. ISBN-13: 978-0-205-76893-6



Wells, C. C. (1997). *Stepping to the Dance: The Training of a Family Therapist*. Pacific Grove, CA: Brooks/Cole.
ISBN: 978-0-534-34950-9 ***Suggest getting a used copy of this if possible. Two copies are in reserve in the library as well.



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

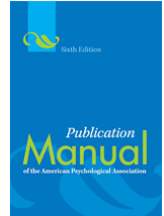
Bibliography:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

*****Must use 6th edition. Be sure to get the CORRECTED version!**

*Paperback ISBN: 1-4338-0561-8

Spiral ISBN: 1-4338-0562-6



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.
- Goldenberg, I., & Goldenberg, H. (2008). *Family Therapy: An Overview* (7th ed.). Wadsworth. ISBN: 978-0-495-09759-4
- Goldenberg, I., & Goldenberg, H. (2008). *Student Workbook-Family Exploration: Personal Viewpoint for Multiple Perspectives*. Pacific Grove, CA: Wadsworth. ISBN: 978-0-495-10031-7
- 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: Guildford Press.
- Jacobson, N. S., & Gurman, A. S. (Eds.). (1995). *Clinical handbook of couples therapy*. New York: Guildford 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/ Week #	Topics/Assignments Due	Nichols Readings	Wells Readings/ Discussion Board #
Jan 13 (1)	I. The Context of Family Therapy The evolution of family therapy: Beginnings	Chapters 1 & 2	
Jan 20 (2)	Basic techniques of family therapy	Chapter 3	Chapters 1 & 2 DB#1
Jan 27 (3)	Fundamental concepts of family therapy	Chapter 4	Chapters 3 & 4 DB#2
Feb 3 (4)	II. The Classic Schools of Family Therapy Bowen Family Systems Therapy	Chapter 5	Chapters 5, 6, 7 DB#3
Feb 10 (5)	Strategic Family Therapy	Chapter 6	Chapters 8, 9, 10 DB#4
Feb 17 (6)	Structural Family Therapy	Chapter 7	Chapters 11, 12, 13 DB#5
Feb 24 (7)	Experiential Family Therapy Book review due before class via Moodle	Chapter 8	Chapters 14, 15, 16 DB#6
Mar 3 (8)	Contemporary Issues TNMFT Conference in Nashville, TN	Chapter 11	Chapters 17, 18, 19 DB#7
Mar 10 (9)	No classes – Study Week		
Mar 17 (10)	No classes – Spring Break		
Mar 24 (10)	Mid-term exam ACA Conference in New Orleans, LA		
Mar 31 (12)	Psychoanalytic Family Therapy CAPS Conference in Indianapolis, IN	Chapter 9	Chapters 20, 21, 22 DB#8
Apr 7 (13)	Cognitive-Behavioral Family Therapy	Chapter 10	Chapters 23, 24, 25 DB#9
Apr 14 (14)	III. Recent Developments in Family Therapy Solution-Focused Therapy/Narrative Therapy	Chapter 12 & 13	Chapters 26, 27, 28 DB#10
Apr 21 (15)	Integrative Models <i>Family assessment paper due before class via Moodle</i>	Chapter 14	
Apr 28 (16)	Research on Family Intervention	Chapter 16	
May 5 (17)	Final exam		