

5753 Family Therapy

CATALOG DESCRIPTION: A focus on diagnosis/assessment and treatment processes for the family. Special attention given to gender and ethnicity issues. Within the context of marital and family systems, students will learn to diagnose and treat dysfunctional relationship patterns and nervous and mental disorders. Treatment processes will be studied for such specific problems as loss and bereavement, intense stress, substance abuse, suicide, incest, violence, sexual dysfunction, and divorce and remarriage.

Instructor:

John F. Kennedy, MA, LMFT, LPC-MHSP, NCC
1000 Cherry Road
Memphis, TN 38117

Semester: Spring 2011 (1/10 – 5/5)

Format: Blended Online/On Campus

Meets 3 weekends during semester

Dates: Jan. 28/29; Feb. 25/26; Apr. 15/16

Time: Fri.: 1 - 4:45 p.m. & 6 - 8:45 p.m.;

Sat.: 9 - 11:45 p.m. & 1 – 2:45 p.m.

Office Location: Ijams Administration Building, Room 226

Office Hours: Mon: 1 - 5 p.m./Thurs: 8 - 11 a.m. (by appointment)

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Website: <http://www.jfkcpa.com>

Skype ID: jfk1465

Graduate Assistant for Counseling Department: Rebecca Hooper (rhooper1@harding.edu)

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. Demonstrate proficiency at conducting family analyses (measured by their analysis of a volunteer client family through the creation of a detailed systemic assessment and treatment plan, genogram, and summary report).
2. Develop skill in describing and understanding the major models of marital and family therapy (measured by examination).
3. Develop diverse skill in various techniques of conducting family therapy (measured by viewing master therapists' videos and reporting on concepts learned).
4. Begin developing a personal conceptual framework for marriage and family therapy (measured by the family analysis project and by examination).
5. 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 address 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. Since this course meets in an intensive format, missing any portion of class would jeopardize your ability to complete the requirements of the course. **Your professor should be notified in advance regarding any absence or missed deadline for an assignment.** Be advised that missing more than an individual session may mean retaking the course at a later date.

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 80 points. Use the following link to access the reading evaluation form for this course:* <https://www.surveymonkey.com/s/SP11-5753-FamilyTherapyReadings>

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. Master Therapist Video Reviews

Students will select 6 videos from the AAMFT Master Therapist Videos in the counseling center group room. After watching the each video, provide a 3-page summary and critique of the video. Your paper should demonstrate critical thinking and interaction with your course readings regarding the specific theory used in the video. Students will use APA 6th

edition and the review should include a title page, abstract, body, and reference page. The body of each paper should be three pages in length. In lieu of this assignment, students may choose to attend one of the following professional conferences and write one 5-page summary of their experience at the conference:

CAPS Christian Association for Psychological Studies in Indianapolis, IN (Mar 31-Apr2)

ACA (American Counseling Association in New Orleans, LA (Mar 23-27)

TNAMFT (TN Association for Marriage & Family Therapy in Nashville, TN (Mar 3-5)

Each paper can earn 20 points and two reviews are due before each of the Friday class meetings via the Moodle assignments link. Total points available on this assignment is 120 points.

3. Systemic Family Assessment

In order to become a systems therapist, students will need to learn to assess families from a systemic perspective. To accomplish this task, each student will conduct a **comprehensive family assessment on a volunteer' client family**. Although "family" can be defined in many ways, for the purpose of this assignment, please select a family unit comprised of mother/father/child(ren). The children do not have to be any certain age.

Your volunteer family should be assessed and summarized in written form using Gehart (2010, p. 18 – 104) as a guide. You should prepare a systemic case conceptualization, which includes the following elements:

1. Introduction to client
2. Presenting concern
3. Background information
4. Systemic assessment
5. Genogram
6. Client perspectives

Gehart (2010) provides forms that students will use to prepare the family systemic case conceptualization. Students should also prepare a treatment plan using a systemic therapy approach. Your treatment plan should outline prospective interventions consistent with your therapeutic orientation of choice. The goal of the family systemic assessment is to provide you with experience in assessing and conceptualizing family systems. Do not use real names for individuals, instead use fictitious names or the terminology used by Gehart (e.g., A.M., A.F., etc...) to protect the confidentiality of your volunteer family.

Be sure to have a referral source for your family from which the family could obtain counseling should they feel the need as a result of anything that might come up from your interview and assessment. Your task is NOT to conduct therapy as you are not licensed to actively engage in family therapy at this point in your training. *This assignment is worth 200 points and is to be uploaded in Moodle no later than the start of class on April 16, 2011.*

6. Final assessment

The final assessment will consist of questions in short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed and will be comprehensive in nature to assess students' grasp of the course content and implications. *The final assessment is worth 100 points and will be given during class April 16, 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		80 points
2. Video Reviews (6 in all)	(2 before each Friday meeting)	120 points
3. Family Assessment	(Apr 16 th)	200 points
4. Final assessment	(Apr 16 th)	150 points
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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

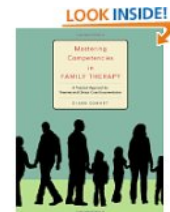
Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information.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

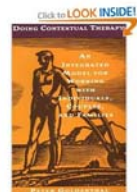
Textbooks are available through our book services on campus. You can order them by email (bdavid@hugsr.edu), phone (901-432-7735 or 800-366-7481), or fax (901-761-1358).

Required Texts/Readings:

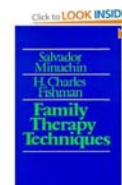
Gehart, D. (2010). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. Belmont, CA: Brooks/Cole.
ISBN-13: 978-0495597247



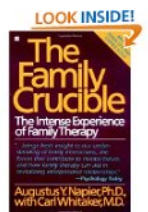
Goldenthal, P. (1996). *Doing contextual therapy: An integrated model for working with individuals, couples, and families*. New York, NY: W. W. Norton & Co.
ISBN-13: 978-0393702088



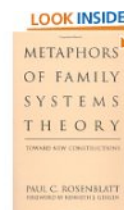
Minuchin, S., & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.
ISBN-13: 978-0674294103



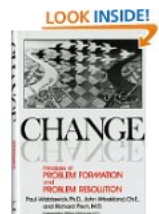
Napier, A. Y., & Whitaker, C. (1988). *The family crucible: The intense experience of family therapy*. New York, NY: Harper & Row.
ISBN-13: 978-0060914899



Rosenblatt, P. C. (1994). *Metaphors of family systems theory: Towards new constructions*. New York, NY: Guilford.
ISBN-13: 978-1572301726



Watzlawick, P., Weakland, J., & Fisch, R. (1974). *Change: Principles of problem formation and problem resolution*. New York, NY: W. W. Norton & Co.
ISBN-13: 978-0393011043



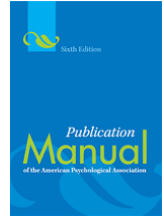
Bibliography:

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: 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 (subject to modification)

Date/Time	Topics/Assignments Due	Readings
Friday, Jan 28 1:00–4:45 p.m.	I. Theory and practice of family therapy Review of systems theory	Gehart: Ch. 7, 8 Rosenblatt: All
6:00–8:45 p.m.	Strategic family therapy: Review	Gehart: Ch 9 Watzlawick et al.: All
Saturday, Jan 29 9:00 a.m.–11:45 p.m.	Strategic family therapy: Techniques	Video in class
1:00–2:45 p.m.	Reflecting teams (Hopefully a live family session)	
Friday, Feb 25 1:00–4:45 p.m.	II. The process of change in families Structural family therapy: Review	Gehart: Ch. 10 Video in class
6:00–8:45 p.m.	Structural family therapy: Techniques	Minuchin & Fishman: All
Saturday, Feb 26 9:00 a.m.–11:45 p.m.	Experiential family therapy	Whitaker & Napier: All Gehart: Ch. 11
1:00–2:45 p.m.	TBA (Hopefully a live family session)	
Friday, Apr 15 1:00–4:45 p.m.	III. The family therapy toolkit Bowenian family therapy	Gehart: Ch. 12
6:00–8:45 p.m.	Contextual family therapy: Review	Goldenthal: All Video in class
Saturday, Apr 16 9:00 a.m.–11:45 p.m.	Contextual family therapy: Techniques	Goldenthal: All
1:00–2:45 p.m.	Supervision & Co-therapy Final Exam	Gehart: Ch. 17, Appendix A