

Course Syllabus

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 <p>POINT LOMA NAZARENE UNIVERSITY</p>	<p>College of Extended Learning MA in Clinical Counseling PSY6029: Marriage and Family Therapy 3 Units</p>
<p>Fall 2023 August 28th - December 17th, 2023</p>	
<p>Meeting days/times: Mondays, 5:30 p.m. - 8:15 p.m.</p>	<p>Instructor: Dr. Rebecca Kenyon Email: rkenyon@pointloma.edu</p>
<p>Meeting location: Mission Valley Campus</p>	<p>Phone: By request</p>

COURSE DESCRIPTION

This course is an overview of current theories and methods of marriage and family therapy interventions. The major theories, their founding clinicians, and some of their contemporaries are reviewed. The instructor will demonstrate each theory that is covered in class via role play demonstration or brief videotape review. There is an emphasis on how family therapy deals with diversity issues (e.g., ethnicity, integration, and blended families) during the clinical hour.

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers . . . we will learn from each other
5. Mistakes are okay . . . this is a no-guilt, no-blame zone
6. The point is to learn and grow ... grades are a by-product and not the goal
7. Integrity and honesty are expected

Please jot down some of your expectations for this course.

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, In a Christ-Centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. Serving, In a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Gehart, D.R. & Tuttle, A.R. (2003). *Theory-based treatment planning for marriage and family therapists*. Toronto, Canada: Brooks/Cole.

Nichols, Michael P. (2017). *Family Therapy Concepts & Methods* (11th ed.). Boston: Pearson.

ADDITIONAL READINGS

Carter, B., and McGoldrick, M. (2005). *The expanded family life cycle: Individual, family, and social perspectives* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Patterson, J., Williams, L., Grauf-Grounds, C., & Chamow, L. (1998). *Essential skills in family therapy: From the first interview to termination*. New York: Guilford Press.

Simon, G.M. (2003). *Beyond technique in family therapy: Finding your therapeutic voice*. Boston: Pearson Education

Sori, C. F. (2006). *Engaging children in family therapy: Creative approaches to integrating theory and research*. New York: Brunner-Routledge.

COURSE LEARNING OUTCOMES

Consistent with APA accreditation guidelines, this course will seek to develop and enhance outcome competencies that are important in professional psychology. The National Council of Schools and Programs of Professional Psychology have identified six core competency areas: this course will provide content for the

development of competencies in each of these areas and students will have the opportunity to demonstrate the following outcome competencies:

1. **Research and Evaluation**

Course lectures, readings, and assignments will review current research on family therapy and students will have the opportunity to interact critically with the research to form an understanding of Family Therapy that facilitates clinical interventions that have empirical validation. The clinical case analysis should demonstrate the student's ability to bring together theory and therapeutic practice in an integrated form.

2. **Relationship**

The course will provide opportunities for students to enhance their ability to develop and maintain an effective working relationship in the guided experiential exercises in class.

3. **Assessment**

Theoretical foundations of family assessment and family assessment instruments will be reviewed and students will have the opportunity to demonstrate their competency to interpret a family assessment device.

4. **Intervention**

A variety of family therapy models (including some empirically validated family psychology treatments) will be introduced in the lectures and readings. The clinical case analysis will provide an opportunity for the student to demonstrate their competency in utilizing these models in an actual clinical situation.

5. **Diversity**

Course lectures, readings, and assignments will review current research on family therapy with diverse populations and students will have the opportunity to demonstrate competency in application of course materials to diverse family constellations.

6. **Education**

Preventive and psycho-educational models will be reviewed and students will have the opportunity to include such collateral referrals in their clinical case analysis paper.

In addition, our program has emphases in Interdisciplinary Integration and Family Psychology. This course will provide opportunities for student development of outcome competencies in these areas as noted below:

1. **Interdisciplinary Integration:** Students will continue to develop their own theoretical framework for therapy, including a recognition of the interaction between the bio-psychosocial and the spiritual aspects of human existence.
2. **Family Psychology:** Students will continue to develop knowledge and skills in family psychology from a family therapy perspective.

COURSE REQUIREMENTS

1. **Completion of Readings**

Complete all readings by the date due and be prepared to discuss them in class. Discussion, informed by the week's reading, is a critical aspect of the learning experience in this class.

2. **Attendance and Participation (150-Points)**

Students are expected to attend promptly all classes and participate actively in class. Because this is an experiential learning course, any absence must be negotiated with the professor and equivalent exercises and learning experience must be conducted. Please contact the professor by e-mail or telephone if you are unable to attend class. A maximum of **150 points** is assigned to class attendance and active participation. There are 15-class meetings (5-points will be gained for attendance to each class meeting and 5-points will be gained for participation in discussion, role-plays, and evaluations).

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional detail.

In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation:

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoid dominating discussions
- Class participation demonstrates understanding of learned theory

3. **Treatment Plans (50-Points, 5-Plans @ 10-Points Each)**

Students will be given a case study of a couple or family and will prepare treatment plans for five (5) of the MFT Theories/Approaches we study during the term. You may also use a case from your previous practicum experience. Please make sure no identifying information is given. The preparation of the treatment plans is intended to help facilitate your mastery of the material and help you prepare for the final exam, practicum and the licensing exam. Students will be evaluated on how well they demonstrate their knowledge of the information presented in assigned reading and class discussion. This assignment may be done individually or collaboratively. Please use the template provided for each treatment plan. ***Please submit your assignments via Canvas on the due date.***

4. **Family Therapy Theory Application Paper and Genogram (100 points)**

First, you will apply a given family therapy theory that we have studied this semester to your FOO. Your paper should include sections addressing the following:

- Brief introduction of the family members (10-points)
- Conceptualization and description of the family's problems, interaction patterns, individual behaviors, and overall functioning in terms of your chosen theory (25-points)
- Description of actual (or proposed) interventions to promote change and growth according to your chosen theory and actual (or expected) outcomes/changes (25-points)

Second, you will discuss your own reflections about the theory:

- What are the strengths and weaknesses of this approach? (10-points)
- How comfortable would you be using this approach? Why or why not? (10-points)

Third, you will draw your family's genogram depicting at least three (3) generations (20-points). Your FOO genogram should include: ages, marriages, deaths, relationship dynamics, mental health (current/historical), substance use/abuse (current/historical), triangles, and any other details that you may include to depict your family's multigenerational processes. **Family Therapy Theory Application Paper and Genogram (100 points)**

The family therapy application paper is a 6-8 page (typed, double-spaced) paper and is to be written for a professional audience using APA style. You may use first person language as this will be based on your family-of-origin (FOO). You are required to include at least **three** sources in addition to your textbook. All sources should be referenced in the paper and included in a reference section at the end of the paper according to APA style. Students will be evaluated on the degree to which

they demonstrate an understanding of the theory, complete the above criteria, and write in a professional manner. **Please upload your submissions via Canvas. Please submit a photo or scan of your Genogram that is clear and large enough to see the details.**

5. Small Group Presentation (100-Points)

Small groups will present on a specific family systems theory. The list of theories is limited to the following: Bowen Family Systems, Experiential therapy (Whitaker / Satir), Structural Family Therapy (Minuchin), Strategic Family Therapy, Solution-Focused Brief Family Therapy, Experiential or Narrative Family Therapy.

Group Projects will be determined by drawing names from a hat. Presentations will include major contributors to the theory, premises of the theory, the role of the therapist, terminology, techniques, and process and outcomes associated with the theory. In addition, the presentation will include either a live in-class role play or a recorded video demonstration of the theory. Preferably, if a video is utilized it will incorporate the small group presenters (and classmates, if needed).

The length of your presentation should be a **minimum of 20-minutes and a maximum of 30-minutes.**

The presentation must include PowerPoint slides and a 1-page outline of your presentation for each student in class. ***The PowerPoint must be submitted via Canvas the day before your scheduled presentation.*** The late assignment policy will be enforced for presentations not submitted the day prior.

6. Comprehensive Final Exam (100-Points)

Students will complete a comprehensive final exam in the final week of class.

7. End-of-Course Evaluation Survey

Students are requested to complete the end-of-course survey and submit it by the last day of class.

8. Academic Honesty Verification

Students must complete the verification before gaining access to the rest of the content.

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA Style Essentials - Prof. Degelman Vanguard University](#) ↗
- [Psychology with Style: A Hypertext Writing Guide](#) ↗
- [The OWL at Purdue: APA Style](#) ↗

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Distribution of Course Hours

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
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Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions		40	
Online Participation in forums, groups, etc.	5		5
Reading	10	5	10
Writing		10	20
Other Assignments and Learning Activities	5	5	5
Exams & Quizzes	4	5	5
	24	65	45
TOTAL HOURS			134

ASSESSMENT AND GRADING

Assignments with Point Values

Assignments	Points
Attendance and Class Participation	150
Treatment Plans	50
Theory Application Paper w/Genogram	100
Group Presentation	100
Final Exam	100
Total	500

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 10% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 20% of the grade. Assignments submitted up to 72 hours past the due date will be deducted 30% of the grade. Any assignment turned in after 72 hours past the due date will receive no credit.

Note: All late assignments will receive a lower grade.

Details of evaluation criteria for the clinical case analysis paper will be provided in class.

The final score on the 100-point scale will be translated into a grade according the following grade scale:

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	

	B- 80-82	C- 70-72	D- 60-62	
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Note: In graduate school, MFT students must maintain a minimum cumulative GPA of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or when they obtain a grade below a B- in their course work. MFT students may be disqualified from further graduate work if a cumulative 3.0 GPA is not maintained or if they obtain a total of two grades below a B- in their coursework.

ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619.563.2810. You may also ask your academic advisor or program director for any additional accommodation information.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations will be approved.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222. See the [IT Technology Requirements](#).

You are welcome to bring your laptop, iPad, and/or cell phone to class, which we will utilize during many class sessions—but please make sure you use them appropriately and responsibly. ***If a tech tool becomes a distraction or disruption while class is in session, I will simply invite you to no longer bring it to class.***

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." See [Academic Policies](#) for full text.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. There are resources for your Christian faith journey available at the [Graduate & Professional Student Spiritual Life web page](#).

For Mission Valley students there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the **Title IX Office**. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at the **Title IX Office** | **Get Help Now**

COURSE SCHEDULE

The schedule of topics and due dates can be found on the [Course Schedule](#) page.

Course Summary:

Date	Details	Due
Mon Aug 28, 2023	<u>Instructor Video for The Light Week</u>	to do: 5:30pm
	<u>Session 1 Agenda: LIGHT WEEK</u>	to do: 5:30pm
Tue Aug 29, 2023	<u>Academic Honesty Verification Statement</u> 	due by 11:59pm
Sun Sep 3, 2023	<u>Introductions Discussion Post</u> 	due by 11:59pm
Mon Sep 4, 2023	<u>Session 2 Agenda</u>	to do: 5:30pm
Sun Sep 10, 2023	<u>Treatment Plan Discussion</u> 	due by 11:59pm
Mon Sep 11, 2023	<u>Session 3 Agenda</u>	to do: 5:30pm
	<u>Session 4 Agenda</u>	to do: 5:30pm
Mon Sep 18, 2023	<u>Treatment Plan 1: Bowen Family Systems</u> 	due by 8:15pm
Mon Sep 25, 2023	<u>Session 5 Agenda</u>	to do: 5:30pm

Date	Details	Due
Mon Oct 2, 2023	<u>Session 6 Agenda</u>	to do: 5:30pm
Mon Oct 9, 2023	<u>Treatment Plan 2: Strategic Family Therapy</u> 	due by 5:30pm
	<u>Session 7 Agenda</u>	to do: 5:30pm
Mon Oct 16, 2023	<u>Session 8 Agenda</u>	to do: 5:30pm
	<u>Mid-Course Survey</u> 	due by 5:30pm
Mon Oct 23, 2023	<u>Treatment Plan 3: Structural Family Therapy</u> 	due by 5:30pm
	<u>Session 9 Agenda</u>	to do: 5:30pm
Mon Oct 30, 2023	<u>Session 10 Agenda</u>	to do: 5:30pm
Mon Nov 6, 2023	<u>Treatment Plan 4: Experiential Family Therapy</u> 	due by 5:30pm
	<u>Session 11 Agenda</u>	to do: 5:30pm
Mon Nov 13, 2023	<u>Session 12 Agenda</u>	to do: 5:30pm
Mon Nov 20, 2023	<u>Treatment Plan 5: Solution-Focused Therapy</u> 	due by 5:30pm
	<u>Session 13 Agenda</u>	to do: 5:30pm
Mon Nov 27, 2023	<u>Genogram</u> 	due by 5:30pm
	<u>Session 14 Agenda</u>	to do: 5:30pm
Mon Dec 4, 2023	<u>Session 15 Agenda</u>	to do: 5:30pm

Date	Details	Due
Mon Dec 11, 2023	<u>Family Therapy Theory Application Paper</u> 	due by 5:30pm
	<u>Session 16 Agenda</u>	to do: 5:30pm
Fri Dec 15, 2023	<u>Take Home Final Exam</u> 	due by 11:59pm
Sun Dec 17, 2023	<u>End-of-Course Evaluation</u> 	due by 11:59pm
	<u>Attendance and Participation (150-Points)</u> 	
	<u>Group Presentation</u> 	