

Course Syllabus

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PSY629: Marriage & Family Therapy

Dates: 8/28/2017 - 10/22/2017

Meeting Day/Time:

Mondays, 2:00 p.m. - 5:00 p.m.

Wednesdays, 3:00 p.m. - 5:00 p.m.

Location: Mission Valley Campus, Room 303

Credit Hours: 3

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.

Email: jcoil@pointloma.edu

[\(mailto:jcoil@pointloma.edu\)](mailto:jcoil@pointloma.edu)

RECOMMENDED RESOURCES

Gladding, S. T. (2007). *Family therapy: History, theory, and practice* (6th ed.). Upper Saddle River, NJ: Pearson.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York: Oxford Press.

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.

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 Class Participation

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 **100 points** is assigned to class attendance, active participation, and participation in three reflection discussions. These reflections will be in response to discussion posts on Canvas regarding key items covered during the week.

3. Weekly Reflection Discussions

Submit a 200-300 word reflection on what you feel were the key items covered during the week and how they might apply to your present or future education, life, or ministry. This is a very important part of the learning experience each week and should contain significant reflection of what you have learned.

Specifically, you should report on:

1. What is the most significant thing I learned this week?
2. How did what I learned change my thinking about this week's topic?
3. What previous experiences relate to what I read and learned?

4. How will I use (or have I used) this knowledge in my ministry or life?
5. What questions do I still have about this week's learning?

To score well, the discussion posts must address the questions above, class discussions and learning activities, include suggested real-world manifestations of the week's material, and include a plan for implementing the material in the student's personal and/or professional setting. Use APA format for title sheet, including appropriate citation and references page.

The active participation during the Weekly Reflection Discussions is a critical component of the course.

4. **Genogram and Interpretive Paper on Your Family of Origin. (Due Friday 10/1/17)**

1. Draw your family's genogram depicting at least three generations (including two before you).
2. The following should be in written form describing the genogram.
 - a. Identify two family rules from the past: one you have changed and why, and one you have kept and why.
 - b. Identify your family's worldview. How does it help you as a therapist? How does it hinder you as a therapist?
 - c. Identify your ethnic, cultural, and national origins. Explain what customs, attitudes, beliefs, and values come from your cultural and national background.
 - d. Look at differentiation. Identify any triangles you are aware of and explain how they limit the differentiation process. What theme causes you to be highly emotional in an interaction with a family member?
 - e. Identify your family's religious preference and practices. Select two strong religious beliefs: one you have kept and one you have changed. Give reasons for each.

5. **Clinical case analysis paper: (Due 10/15/17)**

- a. Watch the movie ***Ordinary People*** and analyze the family from a family therapy model of your choice.
- b. First, conceptualize the case according to the model of your choice. How would your theorist describe the nature of this family's problems and the method of helping them? Make sure that you use your theorist's concepts and terminology to discuss the case (3-4 pages)
- c. Second, discuss your ideas about:
 - i) how to engage the individuals and whole family in treatment;
 - ii) how to further assess the problems, needs, and strengths of the family;
 - iii) include a treatment plan including stages and steps of treatment; (3 – 4 pages).
- d. When necessary discuss how diversity issues (i.e. religion, culture, age, spirituality, etc.) may impact the family system and treatment. Include references (e.g., McGoldrick's *Ethnicity and Family Therapy*) (1-2 pages).
- e. In addition, describe your personal reactions to the family by addressing the following questions: (1-2 pages).
 - i) If you chose to see one person of the family, whom would you see and why?
 - ii) If you were to see the whole family for therapy, whom do you think might drop out of therapy first?

Discuss why you think so.

iii) If you were to see the family for therapy, whom do you think might get the most out of therapy at first, and whom later?

iv) Discuss your countertransference reactions to each of the family members.

f. All written projects are expected to be completed in APA format.

g. The length of the case analysis (excluding the title page and references) is **eight (8) to twelve (12) pages (double space with 12 point font)**.

6. Final exam: (Due 10/22/17)

Students will take a final exam that consist of multiple choice, short answer, and brief essay questions.

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](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/)
(<http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/>)
- Downloadable APA Style Helper: [APA for Psychology](http://www.docstyles.com/apaguide.html) (<http://www.docstyles.com/apaguide.html>)
- [Psychology with Style: A Hypertext Writing Guide](http://www.uwsp.edu/psych/APA4b.htm) (<http://www.uwsp.edu/psych/APA4b.htm>)
- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/) (<https://owl.english.purdue.edu/owl/section/2/10/>)

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):

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

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
TOTAL HOURS			134

ASSESSMENT AND GRADING

Assignments	Points
Attendance and Class Participation	10%
Weekly Reflection Discussions	10%
Genogram and Family of Origin Paper	20%
Case Analysis	30%
Final Exam	30%
Total	100%

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).

Note: All late assignments will receive a lower grade.

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

All assignments will be graded on a 100-point scale and a final grade will also be compiled on a 100 point scale. The final score on the 100-point scale will be translated into a grade according the following 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	

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, please contact the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodations 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 \(https://www.pointloma.edu/offices/records/class-schedules\)](https://www.pointloma.edu/offices/records/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.

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 \(https://catalog.pointloma.edu/index.php\)](https://catalog.pointloma.edu/index.php) for full text.

SPIRITUAL CARE

A cornerstone of a PLNU education is helping students realize their mental, physical, social, moral, and spiritual ideals. Understanding and living out a personal commitment to faith and our Wesleyan heritage are means for achieving self-worth and understanding, the motivation for building a just social order. Students receive support to build skills and habits in spiritual formation that motivate a life of service which is lifetime. PLNU encourages community engagement among students, faculty, and staff that honors service to others as an expression of that commitment. There are resources for your Christian faith journey available at [Graduate and Professional Student Spiritual Life \(https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life\)](https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life).

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 violate the law.

COURSE SCHEDULE AND ASSIGNMENTS

Note: Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion.

Date	Topic	Required Reading Assignments Due
Mon 8/28	Introduction/Overview of the course. Rationale for Family Therapy Foundation of Family Therapy.	Syllabus
Wed 8/30	The Theoretical Context of Family Therapy Constructing a Genogram. Video: Genogram	Gladding: Ch. 1 & 2 Weekly Discussion
Mon 9/4	Types & Functionality of Families Fundamental Concepts of Family Therapy. Process of Family Therapy Working with Single-Parent & Blended Families	Gladding: Ch. 3 & 4
Wed 9/6	Working With Culturally Diverse Families	Gladding: Ch. 5 McGoldrick: Ch. 1, 2 Weekly Discussion
Mon 9/11	Ethical, Legal, and Professional Issues in Family Therapy	Gladding: Ch. 6
Wed 9/13	The Process of Family Therapy	Gladding Ch. 7 McGoldrick Ch. 5, 11 Weekly Discussion
Mon 9/18	Couple & Marriage Therapy and Enrichment	Gladding: Ch. 8
Wed 9/20	Transgenerational Theories: Psychodynamic	Gladding: Ch. 9

	Family Theory & Bowen Family Systems Theory Greg McCord – Special Speaker	McGoldrick Ch. 20, 28 Weekly Discussion
Mon 9/25	Experiential Family Therapy	Gladding: Ch. 10
Wed 9/27	Behavioral and Cognitive-Behavioral Family Therapies	Gladding: Ch. 11 Genogram Paper Weekly Discussion
Mon 10/2	Structural Family Therapy	Gladding Ch. 12
Wed 10/4	Strategic Family Therapies	Gladding Ch. 13 McGoldrick Ch. 31, 36, & 48 Weekly Discussion
Mon 10/9	Solution-Focused Brief Therapy & Narrative Family Therapy Speaker: Dr. Baya Mebarek	Gladding: Ch 14
Wed 10/11	Working with Substance-Related Disorders, Domestic Violence, and Child Abuse	Gladding: Ch 15 Case Analysis Weekly Discussion
Mon 10/16	Research and Assessment in Family Therapy Practice family sessions Brief Review for Final Exam & Class Evaluation	Gladding: Ch 16
Wed 10/18	Final Exam	Final Weekly Discussion

Course Summary:

Date	Details	due by 11:59pm
Thu Aug 31, 2017	 WK1: Weekly Reflection https://canvas.pointloma.edu/courses/36392/assignments/221807	due by 11:59pm
Thu Sep 7, 2017	 WK2: Weekly Reflection https://canvas.pointloma.edu/courses/36392/assignments/221808	due by 11:59pm
Thu Sep 14, 2017	 WK3: Weekly Reflection https://canvas.pointloma.edu/courses/36392/assignments/221809	due by 11:59pm
Thu Sep 21, 2017	 WK4: Weekly Reflection https://canvas.pointloma.edu/courses/36392/assignments/221810	due by 11:59pm
Sun Sep 24, 2017	 Mid-Course Evaluation https://canvas.pointloma.edu/courses/36392/assignments/221805	due by 11:59pm
Thu Sep 28, 2017	 WK5: Weekly Reflection https://canvas.pointloma.edu/courses/36392/assignments/221811	due by 11:59pm
Sun Oct 1, 2017	 Genogram and Interpretive Paper on your Family of Origin https://canvas.pointloma.edu/courses/36392/assignments/221818	due by 11:59pm
Thu Oct 5, 2017	 WK6: Weekly Reflection https://canvas.pointloma.edu/courses/36392/assignments/221812	due by 11:59pm
Thu Oct 12, 2017	 WK7: Weekly Reflection https://canvas.pointloma.edu/courses/36392/assignments/221813	due by 11:59pm
Sun Oct 15, 2017	 Clinical Case Analysis Paper https://canvas.pointloma.edu/courses/36392/assignments/221816	due by 11:59pm
Thu Oct 19, 2017	 WK8: Weekly Reflection https://canvas.pointloma.edu/courses/36392/assignments/221814	due by 11:59pm
Sun Oct 22, 2017	 Attendance and Participation https://canvas.pointloma.edu/courses/36392/assignments/221815	due by 11:59pm
Sun Oct 22, 2017	 End-of-Course Evaluation https://canvas.pointloma.edu/courses/36392/assignments/221817	due by 11:59pm
Sun Oct 22, 2017	 Exam 1 https://canvas.pointloma.edu/courses/36392/assignments/221806	due by 11:59pm