

 <p>POINT LOMA NAZARENE UNIVERSITY</p>	<p>College of Health Sciences MA in Clinical Counseling PSY6029: Marriage and Family Therapy 3 Units</p>
<p>Spring 2024 January 8th - May 5th, 2024</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>Office Phone: (619) 849-7851</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

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):

The educational goals of Point Loma Nazarene University's *Masters of Arts in Clinical Counseling (MACC)* are to develop graduate students and psychotherapists who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches, particularly depending on attachment-based models of human functioning (minds);
2. able to evaluate and apply personal and professional values and ethics to the practice of psychotherapy (character); and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved (service).

PROGRAM STUDENT LEARNING OUTCOMES (SLOs):

SLO 1: Demonstrate competent application of theoretical models and research based clinical interventions to therapeutic work with individuals, couples, groups and/or families (minds).

SLO 2: Demonstrate competent application of personal and professional values into an ethical practice of psychotherapy (character).

SLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care (service).

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

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

Theoretical models will be reviewed and students will have the opportunity to include them in their family therapy theory application paper.

In addition, our program has emphasis 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.

RELEVANT IDEA OBJECTIVES:

1. Gaining a basic understanding of the subject.
2. Learning to apply course material.
3. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

COURSE REQUIREMENTS:

1. **Academic Honesty Verification**

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

2. **Attendance and Participation (150 points)**

In this experiential learning course, attendance and participation are essential. There is significant classroom interaction between the instructor and students, as well as between students to learn and apply theories. Additionally with role plays and group presentations student contributions constitute a significant component of the learning process. Absences could impact class learning for others as well. Therefore, class attendance is expected at every class meeting. The only exceptions are if there are extenuating circumstances and the professor is informed directly via email or phone prior to an absence (or as soon as practically possible following a sudden emergency).

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 discussions, role-plays, in-class/asynchronous tasks, 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.

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 and role plays
- 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. 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.

4. Pre-Class Reading Organizer (100 points, 5 organizers, 20 points each)

The Pre-Class Reading Organizer is designed to assess students' preparation and engagement with assigned readings before class. This tool aims to provide both educators and students with a clear understanding of the expectations for effective pre-class reading organization and comprehension.

Prior to class, students will be asked to complete a Pre-Class Reading Organizer designated to organize and reflect on the information read. Grading will be done on thoroughness of responses based on the readings, rather than correctness of responses. Full credit (20 points) given for answering all questions thoroughly. Partial credit (10 points) if mostly thorough, but some incomplete responses. No credit given if inadequate responses overall.

There are six required reading theory organizers for this course and each is worth 20 points. However, the lowest score of the six will be dropped from the final grading for a total of 100 points possible.

5. 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. 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 will be done individually. Please use the template

provided for each treatment plan and further instructions within the assignment description. ***Please submit your assignments via Canvas on the due date.***

6. Group Theory Presentation & Role Play (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 (Satir), Structural Family Therapy (Minuchin), Cognitive-Behavioral Family Therapy, Solution-Focused Brief Family Therapy, or Narrative Family Therapy.

Groups for the Group Theory Presentation and Role Plays will be randomly assigned via Canvas groups. Presentations will include major contributors to the theory, premises of the theory, the role of the therapist, terminology defined, key 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 between 25-30-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 prior to your scheduled presentation.** The late assignment policy will be enforced for presentations not submitted by 5pm on your group presentation date. Please include a Reference slide at the end of the Powerpoint.

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

This Assignment Consists of Three Parts:

(PART 1 SUBMITTED IN ADVANCE ON GENOGRAM DUE DATE)

Part 1: You will draw your family's genogram depicting at least three (3) generations (you, your parents, and grandparents) (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 using the designated symbols properly.

Part 2: 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)
 - Interventions can be drawn from either present day or a past time period that feels more relevant for treatment

Part 3: 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 with a family? Why or why not? (10-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 7 student style. For APA, please use APA 7, student guidelines. Reference OwlPurdue sample student paper

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html) for any APA questions. Because the Genogram is submitted separately, there is no need to attach the Genogram as an Appendix.

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 textbooks. All sources should be referenced in the paper and included in a reference section at the end of the paper according to APA 7 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. **You will not be evaluated on the extent to which you share your family-of-origin "secrets"**. You can self filter as you see fit. Please allow plenty of time to complete this assignment. We all have our own woundedness and some students may have trauma from their family-of-origin. Although it's necessary as therapists for us to look at how our family-of-origin has shaped us, this takes a lot of courage and vulnerability. I encourage you to work on this paper over time and when you have the opportunity for self-care following your writing. I invite you to schedule to meet with myself or my TA to discuss how

best to conceptualize your family-of-origin. It can be challenging to be objective about your own family system.

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. The genogram is submitted in advance on the genogram due date and does not need to be re-submitted with the final paper.

8. End-of-Course Evaluation Survey

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

APA 7 Papers

Papers written in the Graduate Counseling program should be in APA 7 student 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](#)

In this course, the final paper needs to include:

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

For all other assignments, a small header at the top will suffice:

Name

Date

Dr. Kenyon

Marriage and Family Theories

A title page is not needed for other assignments and a References page is only needed if you use outside resources other than the textbook. Please include a Reference slide on the Powerpoint for the group presentation.

Please check the *APA 7 Manual* or the websites for further formatting help.

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	5	5	20
Other Assignments and Learning Activities	9	10	10
	29	60	45
TOTAL HOURS			134

ASSESSMENT AND GRADING

Assignments	Points
Attendance and Class Participation	150
Pre-Class Reading Organizers	100
Treatment Plans	50
Theory Application Paper w/ Genogram	100
Group Presentation	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).

MACC Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late.

Professors can extend these late penalties if arrangements are made in advance based on formal accommodations or major extenuating circumstances.

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 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.

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 violate the law.

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.