



**College of Health Sciences | MA in Clinical Counseling**

**PSY6029: Marriage and Family Therapy**

3 Units

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**Course Information:**

**Fall 2024**

**Course Dates:**

September 3 - December 22, 2024

(9/2 is a holiday)

**Meeting days/times:**

Thursdays | 5:30 PM - 8:15 PM

**Meeting location:** Mission Valley Campus (MV 301)

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**Instructor Information:**

**Instructor title and name:** Jaclyn Hadjipieris

**Email:** [jhadjipi@pointloma.edu](mailto:jhadjipi@pointloma.edu)

**Phone:** by appointment

Office Location and Hours: Zoom, by appointment

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**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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**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

## **Program Learning Outcomes**

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

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; 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.

**PLO 1:** Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

**PLO 2:** Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

**PLO 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.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

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## **Course Learning Outcomes**

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

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

CLO 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).

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:

### **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.

### **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.

### **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.

### **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.

### **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.

### **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:**

Gaining a basic understanding of the Learning to apply course

Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

## Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

**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
<b>TOTAL HOURS</b>			<b>134</b>

## Required Texts and Recommended Study 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.

**NOTE:** Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

### 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.

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## Assessment and Grading

- **Academic Honesty Verification**

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

- **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.

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
- **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.

- **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.

- **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.*

- **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.

- **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](#) 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.*

- **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 - 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:

- Title page
- Main body with headings
- Reference page

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

Name

Date

Dr. Hadjipieris

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.

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## Assignment Point Distribution

Assignments	Points
Attendance and Class Participation	150
Pre-Class Reading Organizers	100
Treatment Plans	50
Theory Application Paper w/ Genogram	100
Group Presentation	100
<b>Total</b>	<b>500</b>

*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).*

## Grading Scale:

Grade Scale Based on Percentage of Points Earned				
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	

Students must achieve a minimum grade of B- to pass this class.

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## PLNU Spiritual Care

**Mission Valley:** PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at [scortezm@pointloma.edu](mailto:scortezm@pointloma.edu).

In addition, on the MV campus there is a prayer chapel on the third floor. It 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.

## PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

*Note:* Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

## Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.



[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix) or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

## **PLNU Course Modality Definitions**

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
  - Synchronous Courses: At least one class meeting takes place at a designated time.
  - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

## **PLNU Attendance**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 5 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

Refer to [Academic Policies](#) for additional detail.

## Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](#).

## 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.

## Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

## GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](#) to help you start your research
  - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!

- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

## Course Schedule and Assignments

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

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### Assignments At-A-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.