The Family as a Social System
in cultural and cross-cultural perspective
Fall, 2013
Dr. Hurley

NOTE ON LECTURE DATES: This course is a two credit course scheduled to meet in three hour blocks and it has a special seminar attached (Prepare-Enrich). Dr. Hurley’s schedule will be disrupted somewhere in October when his son’s triplets are born. It is not clear when that will happen. That means the lecture sequence for the course may have an unpredictable hiatus in it.

PLEASE arrange your schedules to be available for class at the scheduled time through the entire term.

Course Description

This course is designed to provide first year graduate students with an acquaintance with the emergence of systems therapy as a discipline within the field of psychology, [STD 101.01] with a broad introduction to the study of the family as a culturally influenced, ongoing, interacting social system and with an awareness of central conceptual and therapeutic issues of importance to family therapists. [STD 101.03] A central goal of the course is to help students critically to evaluate modern and postmodern views of families as conglomerations of biologically or affectionately related individuals and to learn to perceive them as complex, systemically functioning, historically and culturally developed entities, i.e. in a manner which is more in line with the corporate identity of Israel in the Old Testament or the New Testament understanding of the church as a body of differentiated members in a dynamic relation to one another. [III-F]

Note: The Prepare/Enrich seminar meets for a full day on a Friday.

Course Objectives

Students successfully completing this course will have demonstrated by exercise or exam an understanding of and/or skills related to:

- The emergence of family therapy as a discipline [STD 101.01, 101.02]
- General systems theory [STD 101.03]
- Systemic models of family functioning [STD 101.03]
- The significance of developmental issues in the family life cycle [STD 103.01]
- Transgenerational transmission of family characteristics [STD 103.01]
- Basic concepts and terminology of family therapy [STD 103.01]
- Transgenerational patterns in their own family of origin [STD 103.01]
• The impact of cultural context on family functioning [STD 103.01]
• Skills needed rapidly to evaluate major areas of research and controversy in family psychology [STD 101.03]

Upon completion of the course students should be oriented to the discipline and equipped to pursue more advanced studies in family therapy.

Course Process

Part 1: Introduction to Family Therapy. The initial block of lecture material will consider the place of family therapy among major approaches to psychology and the emergence of marriage and family (systemic) therapy as a discipline.

Part 2: General Systems Theory. This block will examine macro (general) systems theory and its relation to families, particularly to changes in a typical family life cycle.

Part 3. Transgenerational transmission. This section of the course will examine transgenerational transmission of individual and family functioning patterns. Video and class examples will be used to acquaint students with the construction of a therapeutic genogram. Each student will construct a personal family genogram.

Part 4. Family interaction processes. This segment of the course will present micro systems theory (transactions between individuals in relationships) with special attention to families. Examples from the class, videotapes of therapy situations, and role plays will be used to illustrate these concepts in action.

A final exam will be given.

Course Assignments

Written assignments are to be handed in to the MFT office by 4:00 on the due dates. On the cover of your work, write the due date and time, the date and time of submission, and the difference followed by early or late as appropriate.

• NEVER, EVER give materials directly to Dr. Hurley. Hand them in at the office. To be recorded as having been turned it.

• NEVER turn in your ONLY copy of an assignment. Keep a digital or physical copy.

• Anonymity. All written assignments and exams should be identified by the last four digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading. Materials should be in 10 or 12 pt Arial font and either single or double spaced. The only exception is your genogram, which may have actual names.

1. Preparation for and appropriate participation in class sessions. (Particularly relevant if student is at a border between grades). [COMP 1.1.1, 1.1.4, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.3.6, 1.3.9, 2.1.1, 2.1.4, 2.1.6, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 2.3.2, 2.3.8, 2.3.9, 3.1.1, 3.3.1, 3.3.2, 3.3.4, 3.3.5, 3.3.7, 3.4.1, 3.4.2, 3.4.5, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.3.1, 4.3.5, 4.3.6, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.5.2, 6.1.1, 6.3.1]

2. Social/cultural/family/individual systems interface in Shipler’s Working Poor. (15%)

Shipler’s book describes the constraints placed on individuals and families in a category which he describes as the ‘working poor’. Students will prepare a paper examining the interface between the individual, family and social systems of individuals or families in the book. [COMP 1.1.1, 1.1.4, 1.2.1, 1.2.2, 2.1.1, 2.1.6, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 2.3.2, 2.3.6, 2.3.7, 2.3.8, 2.4.1, 2.4.2, 2.4.3, 3.3.4, 3.3.7, 3.3.8, 3.4.2, 3.5.1, 4.1.1, 4.1.2, 4.2.1,
4.2.2, 4.3.1, 4.3.2, 4.3.3, 4.3.5, 4.3.6, 4.3.7, 4.3.8, 4.3.10, 4.4.4, 4.4.6, 4.5.1, 4.5.2, 4.5.3, 6.1.1, 6.3.1]

4.3.1, 4.3.2, 4.3.3, 4.3.5, 4.3.6, 4.3.7, 4.3.8, 4.3.10, 4.4.4, 4.4.6, 4.5.1, 4.5.2, 4.5.3, 6.1.1, 6.3.1]

- Students will read any chapters for a total of 150 pages. Identify them explicitly at the end of your paper.
- Students will reflect on the various systems described in the book and select an individual or family for a systemic analysis.
- The assessment should include
  - A genogram of the family system, including the social system in which the family or individual functions.
  - Describe the situation in a systemic way that highlights cybernetic processes influencing the family or individual functioning.
  - Highlight levels and orders of functioning that influence the situation, either in an homeostatic manner or toward change. Be sure to identify any second order changes that were efficacious as well as those that were not.

**Due Date:** BY October 24

**Written assignments are to be handed in** to the MFT office by 4:00 on the due dates. On the cover of your work, write the due date and time, the date and time of submission, and the difference followed by early or late as appropriate. **Identifier:** Last four digits of Self-Service ID number in upper right corner of each page.

3. **Paper: Exploration of a Major Area of Research/Controversy (MARC) (25%)**

Marriage and family therapy and counseling are developing fields. Ongoing acquaintance with the research literature and current discussions is important to practicing therapists. Students will review current (at least the last 36 months) issues of family psychology journals and select a topic of interest that is currently being debated or explored by research in refereed journals. They will then examine the topic in contemporary journals and trace its development over the last ten years, if it goes back that far. Particular attention should be paid to major figures, theoretical approaches, points of controversy and findings. Students will then prepare a ‘state of the frontier’ MARC paper of no less than 15 pages that presents their findings. Your target audience is your peers. Your goal is to present an overview of your area that would effectively orient a fellow graduate student to your MARC area. Your paper is likely to be used for exactly that purpose. Bibliography should be presented in APA format. [COMP 1.1.1, 1.1.4, 1.2.1, 1.2.2, 1.3.2, 1.3.3, 1.3.6, 2.1.1, 2.1.4, 2.1.6, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 2.3.2, 2.4.1, 2.4.2, 3.1.1, 3.3.4, 3.3.5, 3.3.7, 3.4.2, 3.5.1, 4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.3.2, 4.3.5, 4.3.6, 4.3.8, 4.5.2, 5.3.8, 6.1.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.1]

**Due Date:** BY November 19

**Written assignments are to be handed in** to the MFT office by 4:00 on the due dates. On the cover of your work, write the due date and time, the date and time of submission, and the difference followed by early or late as appropriate. **Identifier:** Last four digits of Self-Service ID number in upper right corner.

4. **Family Genogram (25%)**

Persons do not develop in isolation. We develop in a complex matrix of interactions and influences. One of the most important influences on our development is our family. In it we learn at many different levels. A genogram is a tool of enormous potential benefit in understanding how we operate in the world. It is a tool for the practitioner individually and professionally. Each student will prepare a three generational genogram. Class discussion will set out a framework for the form and content of the genogram. The Gerson, McGoldrick and Petry reading provides substantial guidance. Additionally, students can draw on the expertise of more advanced students (or any other chosen resource!). This exercise is often extremely fruitful for students in both their personal and professional life.

**Due Date:** BY December 3
5. **Final examination (35%)**
   Taken in exam week.
   [COMP 1.1.1, 1.1.4, 1.2.1, 1.2.2, 1.3.2, 1.3.6, 1.3.9, 2.1.1, 2.1.6, 2.2.3, 2.2.5, 2.3.1, 2.3.2, 2.3.8, 2.4.2, 2.4.3, 3.1.1, 3.3.1, 3.3.2, 3.3.5, 3.3.7, 3.4.1, 3.4.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.3.1, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7, 4.3.8, 4.4.1, 4.4.2, 4.4.4, 4.4.5, 4.4.6, 4.5.2, 4.5.3]

**Readings**

**Part 1. Introduction to family therapy**

Datillo, F., et al. (2011) A Survey of Homework Use, Experience of Barriers to Homework, and Attitudes About the Barriers to Homework Among Couples and Family Therapists. JMFT 37:121-136


**Part 3. Transgenerational transmission.**


**Part 4. Family interactions**


**Part 5: Perspectives**


Readings should be completed as early as possible in the course. Begin with Nichols on Inside the Family

The required reading list for the course is relatively light. Your reading for the MARC paper and attendance at the Prepare/Enrich seminar are additional course learning elements.

The pace of the course varies from year to year. As we move through the term, you should try to be ahead of lectures. You will be asked whether you have completed the reading.

**Course Schedule**

**NOTE: Actual course progress may vary from projections.**

08/26  *The Emergence of Family Psychology*  
*General Systems Theory 1*

09/02  Labor Day - No Class

09/9  *General Systems Theory 2*  
Family Life Cycle as System Development  
"Typical" Developmental history  
1. The Spousal system  
2. The Parent-child system  
3. Multi-family systems  
4. Extra-familial issues

09/13  *Prepare/Enrich Certification Seminar*  
*NOTE: THIS IS A FRIDAY*  
*SC1 8:00 AM – 4:00 PM*  
A Prepare/Enrich Certification Seminar will be offered on FRIDAY, 8:00AM-4:00PM at RTS in SC1. Prepare/Enrich is a singularly effective tool for pre-marital counseling. Training is necessary to be certified to use the instrument. The training fee includes certification, a manual and sample tests and an online credit worth $29.95 for the first use of the instrument (Recovers $29.95 of the cost). Training normally costs $175. Class members’ cost at RTS is $140. You must sign up and pay the fee before Tuesday, Sept 3, the date when the materials will be ordered. The materials are non-refundable once ordered. Please sign up and pay in the MFT office (by check payable to Dr. Hurley). If a student is entirely unable to adjust her/his schedule to attend the seminar, they should contact Dr. Hurley immediately to locate a training seminar elsewhere in the Southeast.

09/16  *Tracing Intergenerational Relationships 1, 2 and 3*  
09/23  Various uses of genograms  
09/30  Constructing a personal family genogram  
Readings: Transgenerational

10/07  *Reading Week*

10/14 No class scheduled. May be needed if baby comes early.

10/21 No class scheduled. May be needed if baby comes early.

10/24  *Multi-Systemic analysis paper due (15%)*

10/28 No class for 1PSY564. Note: PSY 622 lecture 1 meets in this time slot.
11/04  No class for 1PSY564  Note: PSY 622 lecture 2 meets in this time slot.

11/11  No class for 1PSY564  Note: PSY 622 lecture 3 meets in this time slot.

11/18  No class for 1PSY564  Note: PSY 622 lecture 4 meets in this time slot.

11/19  **MARC Paper due  (25%)**

11/25  Microsystems and
12/2   **Family Interview 1 and 2**

12/03  **Genogram Due  (25)%**
# Course Objectives Related to MAMFTC Student Learning Outcomes

**Course:** 1PSY564 Family as a Social System  
**Professor:** James Hurley  
**Campus:** Jackson  
**Date:** 6/29/2013

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<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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| **Completion of Curriculum Requirements**  
Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent marriage and family therapists. | Strong | This course is a requirement of the curriculum |
| **Licensure Requirements**  
Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists. | Strong | LMFT licensure requires this course |
| **Theoretical/Philosophical Concepts**  
Understand the theoretical and philosophical concepts underlying marriage and family therapy | Strong | This course deals directly with the theoretical and philosophical concepts underlying MFT |
| **Individual Development/Family Relations**  
Gain an understanding of individual development and family relations | Strong | The course looks directly at individual development in a family context |
| **Clinical Knowledge**  
Achieve the ability to understand and to apply clinical knowledge effectively | Moderate | The course introduces concepts and has students directly apply the concepts in a personal family genogram |
| **Professional Identity & Ethics/Ethical Conduct**  
Form a professional identity and awareness of ethics and ethical conduct | Minimal | Ethical practice comes into focus in the gathering of information pertaining to the genogram |
| **Integration**  
Integrate research and clinical skills and knowledge | Strong | Students move from theory to clinical practice in the course assignments |
| **Contemporary Culture**  
Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews) | Strong | Exploration and discussion of family histories directly involves processing cultural differences |
| **Biblical Worldview**  
Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy | Minimal | Biblical worldview enters directly into discussion of families and family function in the light of biblical teaching. |