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).

NOTE ON READINGS: The list of readings on this preliminary syllabus is provisional. Items may be added or changed for the start of 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, 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. 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.

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
- General systems theory
- Systemic models of family functioning
- The significance of developmental issues in the family life cycle
- Transgenerational transmission of family characteristics
- Basic concepts and terminology of family therapy
- Transgenerational patterns in their own family of origin
- The impact of cultural context on family functioning
- Skills needed rapidly to evaluate major areas of research and controversy in family psychology

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.

**NOTES about submitting assignments**

Where to submit your work: All written work is to be submitted digitally to jhurleyrts@gmail.com. NEVER, EVER give materials directly to Dr. Hurley. If it is an item to be handed in, hand it in at the office. ALWAYS keep a physical or digital copy.

Anonymity: All written assignments and exams should be identified by the last five digits of your Self-Service id number in the top header of each page and NOT by your name. Anonymity permits more objectivity in grading. The only exception is your genogram, which may have actual names.

Text formatting: Items should be in Georgia Font, 12 points, double spaced. (Georgia font has been selected because research indicates it gets the best grades.)

Submission time and date: Items are due by midnight of the due date. The date stamp on the email will be considered the submission time and date of the item.

Scanning as PDFs: Some items may need to be scanned and emailed as PDF files. If you have a problem achieving a scan, chat with someone. Many smart phone apps can do the scan for you.

Naming emails and files: Each submission must have the assigned assignment ID on the email title and on the attached assignment. Please match the capitalization and underscores of the assignment name exactly as that will allow them to sort properly in the computer. Assignment IDs have the form: Course_Year_Item_SSID5_SSID5, for instance: 1PSY564_2014_Paper_12345_56789. SSID5 means the last 5 digits of a Self-Service ID. If there are multiple authors, list all SSID5s at the end of the assignment ID.

Late work: A penalty of 1/2 letter grade will be assessed for each late day. After three days, an assignment may be unacceptable.

**Course Assignments**

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. **Multi-systemic analysis: Social/cultural/family/individual systems interface** in Shipler’s *Working Poor*. (15%)  
   Due Date: October 24  
   Assignment ID: 1PSY564_2014_Shipler_SSID5. Email to jhurleyrts@gmail.com. Both the email and the paper should be named by the assignment ID.

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]

- 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.

3. **Paper: Exploration of a Major Area of Research/Controversy (MARC) (25%)**
   Due Date: November 19.
   Assignment ID: 1PSY564_2014_MARCSSID5. Email to jhurleyrts@gmail.com. Both the email and the paper should be named by the assignment ID.

   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]

4. **Family Genogram (25%)**
   Due Date: December 3.
   Assignment ID: 1PSY564_2014_GenogramSSID5. Email to jhurleyrts@gmail.com. Both the email and the paper should be named by the assignment ID.

   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 from infancy. 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 and video 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.[COMP 1.1.1, 1.2.1, 1.2.2, 1.3.1, 2.1.1, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 2.3.3, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.4.1, 2.4.2, 2.4.3, 4.2.1, 4.2.2, 4.3.3, 4.5.2,]
Readings

Part 1. Introduction to family therapy

Chapters 1-3  Note: Much of this material will appear also in later portions of this course. Study hint: Chapters have subheadings. Licensure exams and course exams may ask you about them. Try verbalizing them to one another.


Part 1. Perspectives


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


Parts 2 and 3. Systems and transgenerational transmission.


Part 4. Family interactions

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.**

08/25 **The Emergence of Family Psychology**  
General Systems Theory 1

09/01 **Labor Day - No Class**

09/08 **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

**9/12 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 $35 for the first use of the instrument (Recovers $35 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 2, 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.

09/15 **Tracing Intergenerational Relationships 1, 2 and 3**

09/22 Various uses of genograms

09/29 Constructing a personal family genogram  
Readings: Transgenerational

10/06 **Reading Week**

10/13 **No class for 1PSY564.** Note: 1PSY 622 lecture 1 meets in this time slot.

10/20 **No class for 1PSY564.** Note: 1PSY 622 lecture 2 meets in this time slot.

10/27 **No class for 1PSY564.** Note: 1PSY 622 lecture 3 meets in this time slot.
11/03  **No class for 1PSY564**  Note: 1PSY 622 lecture 4 meets in this time slot.

11/10  **No class for 1PSY564**

11/18  **Micro-systems and Clinical video: Family Interview**

11/25  **No class for 1PSY564**  Note: 1PSY622 exam will be given in this time slot

12/2  **Wrap up and Family Interview 2**
### Course Objectives Related to MAMFTC Student Learning Outcomes

**Course:** 1PSY564 Family Systems in Cultural Perspective  
**Professor:** Jim Hurley  
**Campus:** Jackson

<table>
<thead>
<tr>
<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Students will be professionally competent conceptually</td>
<td>Strong</td>
<td>This course introduces students to systems theory and to its therapeutic applications</td>
</tr>
<tr>
<td>SLO 2: Students will be professionally competent clinically</td>
<td>Strong</td>
<td>Students begin to observe family process and construct a three generational genogram</td>
</tr>
<tr>
<td>SLO 3: Students will be able to integrate their faith and worldview with their therapy.</td>
<td>Strong</td>
<td>Students consider the role of families and social systems in the light of biblical teaching</td>
</tr>
<tr>
<td>SLO 4: Students will learn to serve both churched and unchurched populations.</td>
<td>Moderate</td>
<td>Genograms expose students to the contributions to the present state of their families made by churched and unchurched members of their own family</td>
</tr>
<tr>
<td>SLO 5: Students will be prepared successfully to enter the helping field</td>
<td>Strong</td>
<td>Awareness of systems theory is a sine qua non of entering the helping field as a family therapist</td>
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Date: 4/3/14
Course Objectives Related to MAMFTC Student Learning Outcomes

<table>
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<th>MAMFTC Student Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>Completion of Curriculum Requirements</strong></td>
<td>Strong</td>
<td>This course is a requirement of the curriculum</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Licensure Requirements</strong></td>
<td>Strong</td>
<td>LMFT licensure requires this course</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Theoretical/Philosophical Concepts</strong></td>
<td>Strong</td>
<td>This course deals directly with the theoretical and philosophical concepts underlying MFT</td>
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<tr>
<td>Understand the theoretical and philosophical concepts underlying marriage and family therapy</td>
<td></td>
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<tr>
<td><strong>Individual Development/Family Relations</strong></td>
<td>Strong</td>
<td>The course looks directly at individual development in a family context</td>
</tr>
<tr>
<td>Gain an understanding of individual development and family relations</td>
<td></td>
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<tr>
<td><strong>Clinical Knowledge</strong></td>
<td>Moderate</td>
<td>The course introduces concepts and has students directly apply the concepts in a personal family genogram</td>
</tr>
<tr>
<td>Achieve the ability to understand and to apply clinical knowledge effectively</td>
<td></td>
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<tr>
<td><strong>Professional Identity &amp; Ethics/Ethical Conduct</strong></td>
<td>Minimal</td>
<td>Ethical practice comes into focus in the gathering of information pertaining to the genogram</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>Form a professional identity and awareness of ethics and ethical conduct</td>
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<tr>
<th><strong>Integration</strong></th>
<th>Strong</th>
<th>Students move from theory to clinical practice in the course assignments</th>
</tr>
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<tbody>
<tr>
<td>Integrate research and clinical skills and knowledge</td>
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<tr>
<th><strong>Contemporary Culture</strong></th>
<th>Strong</th>
<th>Exploration and discussion of family histories directly involves processing cultural differences</th>
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<tbody>
<tr>
<td>Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews)</td>
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<tr>
<th><strong>Biblical Worldview</strong></th>
<th>Minimal</th>
<th>Biblical worldview enters directly into discussion of families and family function in the light of biblical teaching.</th>
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</thead>
<tbody>
<tr>
<td>Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy</td>
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