**PSY552 COUPLES AND FAMILY COUNSELING I**

**Reformed Theological Seminary**

Spring 2019

2 Credit Hours

**Instructor**

Prof. James Hurley, D. Phil., Ph. D., LMFT

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**Course Description**

This course provides a broad understanding of marriage and family theories and a systemic approach to conceptualizing and counseling with families and couples. Students will gain an acquaintance with the emergence of systems counseling 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 counselors.

**Course Objectives (Knowledge and Skill Outcomes)**

Students will demonstrate comprehension of the following:

1. History and development of marriage, couple, and family counseling (2.F.5.b)
2. Understand General Systems Theory and its relation to counseling (2.F.5.b)
3. Become familiar with basic concepts and techniques of established models of family therapy. (2.F.5.b)
4. Understand Transgenerational dynamics and family system transactions (2.F.5.b)
5. Understand the Family Lifecycle (2.F.5.b)
6. Examine his/her family experience through genogram construction (2.F.5.b)
7. Demonstrate skills pertinent to family (2.F.5.b)

**Methods of Instruction**

This course will be taught in the following format: Lecture, small group interaction, case study reviews, video observation, genogram construction, and reading.

**Assignments (Student Performance Evaluation Criteria)**

1. **Quizzes (45%)**
2. **Three-Generational genogram (40%)**
3. **Family Sculpture and presentation (15%)**

**A1. Quizzes**

There will be five quizzes during the semester. The content of each quiz will be based on assigned readings for the week of the quiz (Listed in the Course Schedule) and on class lectures. Note that the quiz content does not correlate 1-to-1 with lecture material. The quizzes will consist of up to 15 multiple choice questions. Each quiz will be available to take on Canvas during the first 15 minutes of class on the day when it is scheduled.

Bring your laptop to class with you and arrange to be in class ready for the test before class begins. Absences from taking the quiz at the scheduled time MUST be prearranged. A makeup time must be scheduled very quickly after the missed quiz. There is no make up for missed quizzes.

**A2. Three-Generational Genogram**

1. Construct during your family genogram with interpretation.
	* 1. You will receive instructions in class on how to construct your family genogram.
		2. Construct a **three**-generation genogram of your family with *Genopro* software. (If you are or were married, do not include your present or former spouse’s family of origin.) This software is free but written for PC computers. It can be used on MAC computers and directions on how to do this will be provided. Use 3 or more “layers” to underscore different family patterns and issues. The first layer should be a general family tree with demographic information. The second layer should be the family tree with descriptive information for the most significant family members. The third layer should be the family tree with relationship descriptors. Additional layers can be added, if desired, to highlight particular family dynamics. The 3 or more layers will make the genogram clearer and help in the interpretative process. Your genogram must be constructed using the proper symbols and structure.
		3. b. Write an interpretation of your family genogram. Use the interpretative format described in the McGoldrick & Gerson text listed below to help you identify and highlight family patterns and issues in your genogram. A summary of this interpretive format will be discussed in class, and an outline of the interpretative categories can be downloaded from Canvas. Use this outline to write your paper. You responses should be written in bullet point form. Use APA format for the paper.
		4. Due date: Electronic copies of your genogram file (“your name.gno”; e.g., JillSmith.gno) and your interpretation in outline form should be uploaded to your Canvas account before the last class meeting

M3. McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention (3rd ed.)*, New York: W. W. Norton. This text is available on reserve in the library.

**A3. Family Sculpture and presentation**

The goal of the family sculpture is to create a sculpture that is a figurative depiction encapsulating the relational dynamics of your family at a formative time frame in your life. This sculpture allows you to reflect on your family system’s characteristics and may give you a different perspective on your family as a group and your role in the family. There is no right or wrong way to do a family sculpture. Use your imagination.

a. Decide what family you want to sculpt. You may sculpt your family of origin, or, if you are married and have children, your family of procreation.

b. Pick a time period on which to focus (e.g., your preteen years; your junior year in high school; when your children where four and six years old, etc.)

c. Select objects and/or pictures for all persons/things you wish to include. Objects and/or pictures should be made for all persons and things who or which had/have a significant effect on the family. Think in terms of shape, size, color, texture, etc.

d. Arrange the objects and/or pictures so that they express the past family relationships and dynamics as you understand them now. Consider the meaning of the size, shape, color, texture, and proximity of the objects and/or pictures to one another. When you are satisfied with the arrangement, secure them in place. (Note: a piece of paper with a few magazine clips or photographs attached to it does not meet the level of creativity expected for this project.) Photographs of example sculptures will be provided.

e. This sculpture will not be turned in, but will be presented to the class on December 5th or 12th. You will have 20 minutes for your presentation.

f. Address the following in your presentation:

i. Identify the time period in your life that is represented by your sculpture.

ii. Identify who or what the objects and/or pictures are (age, sex, relationship to you, why included), why you arranged them as you did, the meaning of any connecting or boundary lines, and any special uses of size, shape, color, texture, proximity.

iii. Describe the family dynamics depicted in your paper sculpture.

iv. What were the roles of the family members?

v. How did you respond to these dynamics at the time of the scene?

vi. How has your response to these dynamics changed since then (if applicable), and/or how would like to see it changed?

vii. How have you sought to “honor your father and mother,” and love the other family members depicted in your paper sculpture.

Due date: Before the last class meeting.

**Required Course Materials (Texts, Readings, and Videos)**:

1. Nichols, M. P. (2013). The essentials of family therapy (6th ed.).Upper Saddle River, NJ: Prentice Hall. ISBN: 978-0205249008
2. Taibbi, R. (2015). Doing family therapy: Craft and creativity in clinical practice (3rd ed.). NY:Guilford. ISBN: 978-1462521203

**Optional Materials**:

1. M3. McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention (3rd ed.)*, New York: W. W. Norton. This text is available on reserve in the library.

**Course Process and Schedule**

**Course Process**

This course is a 2 credit hour course taught in 3 hour blocks. Class meetings will therefore finish before the end of the term.

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

Part 2: Systems Theory. This block will examine macro (general) systems theory, concepts emerging from it and its application to families, particularly to changes in a typical family life cycle. Class exercises will allow students to practice skills related to learning about and changing relationship systems.

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 (A2) and present a family sculpture in class (A3).

Part 4. Major approaches. Family systems are complexly organized and amenable to a wide variety of approaches to promoting change. This portion of the course will review selected major theoretical approaches and their strategies for promoting change. Class exercises will practice skills and interventions related to various theories.

Part 5. The final portion of the course will review an initial family therapy session.

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| † | **Date** | **Topic** | **Reading Due** | **Assignments Due** | **CACREP Standard** |
| L1 | 01/28/19 | IntroductionEmergence of Systemic CounselingSystems theory and concepts 1 | This week’s readings will be included in Quiz 1N, Ch. 1-2; T, Ch. 2 |  | (2.F.5.b) |
| L2 | 02/04/19 | Systems theory and concepts 2 | N, pp.49-62; T, Ch. 3 | Quiz 1 | (2.F.5.b) |
| L3 | 02/11/19 | Family life cycleFamily therapy process and techniquesConstructing and interpreting a genogram 1 | N, pp.62-68; T, Ch. 5N, Ch. 3; T, Ch. 6T, Ch. 1 | Quiz 2 | (2.F.5.b) |
| L4 | 02/18/19 | Constructing and interpreting a genogram 2 |  |  | (2.F.5.b) |
| L5 | 02/25/19 | Major Family Therapy approaches 1Bowen family system therapyStructural Family Therapy | N, Ch. 5; T, Ch.7N, Ch.7; T, Ch. 8 | Quiz 3 | (2.F.5.b) |
|  | 03/04/19 | No Class - Reading Week (May Move) |  |  | (2.F.5.b) |
| L6 | 03/11/19 | Major Family Therapy approaches 2 Strategic & Systemic therapiesNarrative and Solution-focused therapy | N, Ch. 6, 10; T, Ch. 9N, CH. 11-13; T, Ch.10 | Quiz 4 | (2.F.5.b) |
| L7 | 03/18/19 | Family therapy demonstration: Clinical Video: Initial Therapy Session | N, Ch. 14; T, Ch. 12N, Ch. 15; | Quiz 5 | (2.F.5.b) |
| L8 | 03/25/19 | Presentation of family sculpture |  | Family Sculpture | (2.F.5.b) |
|  | 04/04/19 | NO class |  |  | (2.F.5.b) |
|  | 04/11/19 | NO class |  |  | (2.F.5.b) |
|  | 04/18/19 | NO class |  |  | (2.F.5.b) |
|  | 04/25/19 | NO class |  | Genogram | (2.F.5.b) |
|  | 05/06/19 | NO class |  |  | (2.F.5.b) |
|  | 05/13/19 | Exam Week |  |  | (2.F.5.b) |

**Policies and Important Information**

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. https://owl.english.purdue.edu/owl/resource/560/01/). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

**Submission of work**. **(Site specific instructions)**

**Late work.** All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

**Anonymity**. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

**Return of work**. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

**Grading Scale:**

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

**Attendance Policy:**

Regular attendance is expected and required. Absences must be pre-arranged and confirmed by email between the professor and student. Quizzes are available only at the start of class on quiz days. Unexcused absences on quiz days will result in no credit for the exam. Unexcused absence for more than one 3 hour class will result in the loss of one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins by email and by phone (601-316-7389). It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**Class Participation:**

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

**NOTES about submitting assignments**

Where to submit your work: All written work is to be submitted digitally to hurleypapers@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. **NOTE TO HURLEY: LEARN HOW TO DO THIS ON CANVAS?**

Anonymity: All written assignments and exams should be identified by the last six digits of your Self-Service Id number (SSID6) 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 Submit by date. The date stamp on the email will be considered the submission time and date of the item.

Scanning as JPGs: Some items may need to be scanned and inserted into .doc files as .jpg images. 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 your professor’s computer. Assignment IDs have the form: Course\_Year\_Item\_SSID6\_SSID6, for instance: 1PSY564\_2017\_Paper\_123456\_567890. SSID6 means the last 6 digits of a Self-Service ID. If there are multiple authors, list all SSID6s at the end of the assignment ID. Note the underscore (‘\_’) between elements.

**Late work**: Submit by dates represent the latest date an assignment may be handed in. They are not suggested ‘target’ dates. In a professional work setting, especially in mental health settings where notes must be written within certain time limits, Submit by dates are not flexible. Schedule your work to allow for unexpected delays. Late work will be assigned a D on the first late day. On the second late day, it will receive an F.

**Student Learning Outcome Table**

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in the Course Schedule of this syllabus.

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| **Course Objective** | **Lecture(s)** | **Material(s)** | **Assignment(s)** | **CACREP Standard(s)** |
| 1. History and development of marriage, couple, and family counseling
 | L1,  | M1, M2 | A1  | 2.F.5.b |
| 1. Understand General Systems Theory and its relation to counseling
 | L1, L2 | M1, M2 | A1 | 2.F.5.b |
| 1. Become familiar with basic concepts and techniques of established models of family therapy.
 | L5, L6 | M1, M2 | A1 | 2.F.5.b |
| 1. Understand Transgenerational dynamics and family system transactions
 | L3, L4 | M1, M2, M3 | A1 | 2.F.5.b |
| 1. Understand the Family Lifecycle
 | L3 | M1, M2 | A1 | 2.F.5.b |
| 1. Examine his/her family experience through genogram construction
 | L3, L4, L8 | M1, M2 | A2, A3 | 2.F.5.b |
| 1. Demonstrate skills pertinent to family
 | L7, L8 | M1, M2, M3 | A2, A3 | 2.F.5.b |