**PROVISIONAL INTERIM VERSION**

**PSY552 COUPLES AND FAMILY COUNSELING I**

**Reformed Theological Seminary**

Spring 2020

2 Credit Hours

**Instructor**

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

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| **Contact Information**  (W) 601-923-1630  (C) 601-316-7389  Email jhurley@rts.edu | **Class meeting time**  Monday 8-11  Prepare/Enrich 3/27/20 8 AM-5 PM  **Office Hours** |

By request

**Course Description**

This course provides a broad understanding of marriage and family theories and a systemic approach to conceptualizing and counseling with families. 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. Basic concepts and techniques of established models of family therapy. (2.F.5.b)
4. Transgenerational dynamics and family system transactions (2.F.5.b)
5. The Family Lifecycle (2.F.5.b)
6. His/her own family experience through a genogram exercise (2.F.5.b)
7. Skills pertinent to family counseling (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 (20%)**
2. **Taibbi Outline (15%)**
3. **Three-Generational genogram (40%)**
4. **Presentation of an approach to family counseling (25%)**

**A1. Taibbi Outline**

Robert Taibbi’s book walks you through family therapy process. It is laid out in a clear and well structured format. Your engagement with it will involve reading, creating an outline of the set chapters and trying out a few of the chapter exercises. The outline you create will be an important resource to help you with families you see.

1. Individual assignment
   1. Readings. Chapters to read: 1-7, which walk you through a basic family therapy treatment process.
   2. Create an annotated outline of Taibbi’s first seven chapters. Probably best done as you are reading through or after each chapter is complete. (Each person creates their own outline.)
      1. Outline headings: Use at least Taibbi’s **BOLDED ALL CAPS** headings and his **Bolded First Letter Capped** headings (e.g. Page 19: **PROCESS, Your Clinical Theory)** as headings for your outline.
      2. Beneath each heading, write a least two sentences summarizing his content. You may find that you want to use more of his headings as well. That is fine.
2. Dyadic Assignments (Minimum time: Average 15 minutes per chapter)
   1. Chapter review. Meet with your dyad partner and review the chapters, one at a time, in conjunction with your sets of notes. Some chapters will warrant more discussion than others.
   2. Exercise. Select one of the ‘Looking within’ exercises at the end of the chapter and explore it together.
   3. Documentation. (Each student submits their own material)
      1. Record the time spent on your discussions, include date, chapter, start time, end time, total time and ‘Looking in’ exercise worked on.
      2. Combine your summaries and the Discussion documentation into a single document and submit it in Canvas as ‘Taibbi’ followed by your SSID5 (e.g. Taibbi\_12345)

**Nichols Quizzes**

There will be two quizzes during the semester. The content of each quiz will be based on assigned readings (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 multiple choice questions. Each quiz will be available to take on Canvas during the first 20 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**

Construct 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 were married, do not include former spouse’s family of origin.) This software is free but written for PC computers. It can be used on MAC computers. 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. Other aspectss for constructing a genogram may be discussed in class. You responses should be written in bullet point form. Use APA format for the paper.
    4. Submit your genogram on Canvas as ‘Genogram’ followed by your SSID5, with an underscore between (e.g. Genogram\_12345).

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. Presenting an approach to family counseling: Nichols Assignment**

This is a dyadic assignment. Choose a partner. Both partners will receive the same grade.

* Select one approach to systems therapy from the following list

(Be SURE to look at the course schedule below and note when presentations are scheduled. Groups will present their material in lectures 5, 6 and perhaps 7.)

* Bowen
* Structural
* Experiential
* Narrative
* Cognitive-Behavioral
* Solution-Focused
* Research the approach in the professional literature.
  + Be sure to read Bill Nichols’ treatment of the approach in The Essentials of Family Therapy.
  + Include at least 15 bibliography items (8 recent within the last 8 years).
  + Annotate your bibliography with a brief paragraph for each item.
  + Assign a ‘star rating’ (below) for each bibliographic entry (You will include the bibliography as the last slides of your PowerPoint presentation.)
    - \*\*\*\* = Very useful for understanding the approach
    - \*\*\* = Helpful for understanding the approach
    - \*\* = Informative about the approach or an aspect of it
    - \* = Minimally useful but relevant
  + Prepare a 20 minute presentation of the approach, informed by the categories of Nichols’ chapters and by acquaintance with the Taibbi concepts and categories.
  + Prepare Power Point slides to go with your presentation and upload them to Canvas.
    - Your bibliography should be on the last slides.

Your presentation should include (at least) a clear explanation of the rationale for the approach, distinctive concepts and interventions involved, strengths of the approach, criticisms and limitations of the approach, major figures contributing to the approach and a stab at describing neuroscience concepts and processes lying behind the approach. Pictures of leading figures and/illustrations are welcome. A goal is that your audience has a distinct feeling of ‘I get what this approach is about and how it is trying to get there!’

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

1. Nichols, M. P. and Davis, S. D. (2020). The essentials of family therapy (7th ed.). Hoboken, NJ, Pearson Education. ISBN: 97801351680970, Chapters 1-12
2. Taibbi, R. (2015). Doing family therapy: Craft and creativity in clinical practice (3rd ed.). NY:Guilford. ISBN: 978-1462521203 Chapters 1-7

**Optional Materials**:

1. 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).

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. Students will present brief summaries of various approaches.Video of major figures in the field may be viewed.

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 | 01/27/19 | Introduction  Emergence of Systemic Counseling  Systems theory and concepts 1 | N, Ch. Intro, 1-2; T, Ch. 2 |  | (2.F.5.b) |
| L2 | 02/03/19 | Systems theory and concepts 2 | N, Ch. 3; T, Ch. 3 |  | (2.F.5.b) |
| L3 | 02/10/19 | Family therapy process and techniques  Constructing and interpreting a genogram 1 | T, Ch. 1, 5, 6 | Quiz 1- On readings for L1-L3 and content of L1 and L2 | (2.F.5.b) |
| L4 | 02/17/19 | Constructing and interpreting a genogram 2 |  |  | (2.F.5.b) |
| L5 | 02/24/19 | Major Family Therapy approaches 1  Bowen family system therapy  Structural Family Therapy | N, Ch. 4; T, Ch.7  N, Ch.6 | Bowen Group  Structural Group | (2.F.5.b) |
|  |  |  |  |  |  |
| L6 | 03/02/19 | Major Family Therapy approaches 2  Experiential Therapy  Narrative Therapy  Solution-focused Therapy  Cognitive-Behavioral Therapy | N, Ch.10  N, Ch. 7  N, Ch. 12;  N, CH. 11;  N, Ch. 9 | Quiz 2 – On readings for L5-L6 and content of L3-L5  Solution Focused Group  Narrative Group | (2.F.5.b) |
|  | 03/09/19 | No Class - Reading Week |  |  |  |
| L7 | 03/16/19 | Family therapy demonstration: Clinical Video: Initial Therapy Session |  |  | (2.F.5.b) |
| L8 | 03/24/19 | Comparing approaches – Wrap up |  |  | (2.F.5.b) |
|  | 03/26/20 | **FRIDAY** Prepare/Enrich Seminar 8 AM-5 PM |  |  |  |
|  | 04/06/19 | NO class |  |  |  |
|  | 04/13/19 | NO class |  |  |  |
|  | 04/20/19 | NO class |  |  |  |
|  | 04/27/19 | NO class |  | Genogram |  |
|  | 05/04/19 | NO class |  |  | (2.F.5.b) |
|  | 05/11/19 | 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 are included in the syllabus)

**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 five 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**: Note: Hurley uses a 12 point scale. Values are listed beside the letter grades below.

A 12 (97-100)

A- 11 (94-96)

B+ 10 (91-93)

B 9 (88-90)

B- 8 (86-87)

C+ 7 (83-85)

C 6 (80-82)

C- 5 (78-79)

D+ 4 (75-77)

D 3 (72-74)

D- 2 (70-71)

F 0 (Below 70)

**Attendance Policy:**

Regular attendance is expected and required. Excessive absences (more than 3 class meetings) will result in the loss of points equal to 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. 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 may 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.

**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 later sections of this syllabus.

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| **Course Objective** | | **Lecture(s)** | **Assignment(s)** | | **Material(s)** | | **CACREP Standard(s)** | |
| CO1 History and development of marriage, couple, and family counseling (2.F.5.b) | | L1 | | | A1 | | M1, M2 | (CACREP 2.F.3.f; 2.F.5.b)*)* |
| CO2 Understand General Systems Theory and its relation to counseling (2.F.5.b) | | L2 | | | A2 | | M1, M2 | (CACREP 2.F.3.f; 2.F.5.b |
| 1. Basic concepts and techniques of established models of family therapy. (2.F.5.b) | | L3-L8 | | | A1, A3 | | M1, M2 | (CACREP 2.F.3.f; 2.F.5.b |
| 1. Transgenerational dynamics and family system transactions (2.F.5.b) | | L3, L4, L8 | | | A2 | | M1, M2 | (CACREP 2.F.3.f; 2.F.5.b |
| 1. The Family Lifecycle (2.F.5.b) | | L1 | | | A1 | | M1, M2 | (CACREP 2.F.3.f; 2.F.5.b |
| 1. His/her own family experience through a genogram exercise (2.F.5.b) | | L3, L4 | | | A2 | | M1, M2 | (CACREP 2.F.3.f; 2.F.5.b |
| 1. Skills pertinent to family counseling (2.F.5.b) | | L3-L8 | | | A1-A3 | | M1, M2 | (CACREP 2.F.3.f; 2.F.5.b |
| 1. Initial skills needed to conduct couple therapy. | | L2-L8 | | | A1, A2 | | M1-M8 | (CACREP 2.F.3.f; 2.F.5.b) |

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| **Estimated Time Demands** |  |  |  |  |
| Assignment | Reading Pages | Presentation | Genogram | Total Hours |
| Tabbai | 138 pp |  |  | 7 |
| Nichols | 200 pp |  |  | 10 |
| Presentation |  | 10 hours |  | 10 |
| Genogram |  |  | 25 hours | 25 |
|  |  |  |  |  |
|  |  |  |  | 52 |



**Course Objectives Related to MAC\* Student Learning Outcomes**

Course: PSY5190 Couples and Family Counseling 1

Professor: James Hurley

Campus: Jackson

Date: Spring 2020

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| **MAC\* Student Learning Outcomes**  *In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.* | | **Rubric**   * **Strong** * **Moderate** * **Minimal** * **None** | **Mini-Justification** |
| **Professional Counseling Orientation & Ethical Practice** | Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling. | Minimal | Theological framework for family relationships and patterns |
| **Social & Cultural Diversity** | Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one’s own life and career and those of the client. | Minimal | Relation between social context and family structure |
| **Human Growth & Development** | Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas. | Moderate | Marital and family composition and development; neuroscience of martial interactions |
| **Career Development** | Understands and applies theories and models of career development, counseling, and decision making. | None | Not related to career counseling |