



Master of Arts of Counseling Program

Theories of Family Therapy
MCPY 665 – 3 credits

Course Description: Explores the historical development of theories of family therapy which have grown out of the paradigmatic shift from focusing on the individual to focusing on the influences of the family system and larger social contexts. NOTE: MACP Program students only. (3 credits)

PREREQUISITES FOR THIS COURSE:
MCPY 635 - Counseling Techniques I

Course Format: Lecture and experiential land-based.

Outcomes:

At the completion of this course, the student will:

1. Relate the history and development of systems theory and its application to marriage and family therapy.
2. Understand the concepts which are basic to systems theory at the level of both simple cybernetics and cybernetics of cybernetics, as well as to constructivist and social constructionist perspectives.
3. Understand and discuss the epistemological challenges inherent in a shift to systemic thinking and constructivist and social constructionist perspectives.
4. Understand and apply the major theoretical models used in marriage and family therapy, including natural systems, object relations, contextual, experiential, structural, strategic, cognitive-behavioral, solution focused, and narrative.
5. Examine the impact of culture, gender, social change and other factors on our understanding of the family.
6. Compare, contrast and apply various family system approaches to specific clinical cases.

Required Texts:

Becvar, D. S., & Becvar, R. J. (2006). *Family therapy: A systemic integration*. (6th ed.). Boston: Allyn & Bacon/Longman.

Supplemental Readings:

Boscolo, L., Cecchin, G., Hoffman, L., & Penn, P. (1987) *Milan Systemic Family Therapy: Conversations in Theory & Practice*. New York: Basic Books.

Boszormenyi-Nagy, I. (1987). *Foundations of contextual therapy*. New York: Brunner/Mazel.

Bowan, M. (1978). *Family therapy in clinical practice*. New York: Aronson.

Breunlin, D., Schwartz, R., & MacKune-Karrer, B. (1992). *Metaframeworks: Transcending the models of family therapy*. San Francisco: Jossey-Bass.

Coleman, S. (Ed.) (1985). *Failures in family therapy*. New York: Guilford Press.

DeShazer, S. (1985). *Keys to Solution in Brief Therapy*. New York: W W Norton.

Freedman, J. & Combs, G. (). *Narrative Therapy: The Social construction of preferred realities*. New York: W W Norton & Co.

Haley, J. (1973). *Uncommon therapy*. New York: W. W. Norton.

Hoffman, L. (1981). *Foundations of family therapy*. New York: Basic Books.

Imber-Black, E. (1998). *The secret life of families*. New York: Bantam.

Madanes, C. (1981). *Strategic family therapy*. San Francisco, CA: Josey-Bass.

McGoldrick, M., Giordano, J., & Pearce, J. (Eds) (1996). *Ethnicity and family therapy* (2nd ed.). New York: Guilford Press.

Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.

Minuchin, S., & Fishman, H. C. (1981). *Family Therapy Techniques*. Cambridge, MA: Harvard University Press.

Napier, A. Y., & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. New York: Harper & Row.

O'Hanlon, W. H., & Weiner-Davis, M. (1989). *In search of solutions: A new direction in psychotherapy*. New York: W. W. Norton.

Satir, V., Banmen, J., Gerber, J., & Gomori M. (1991). *The Satir model: Family therapy and beyond*. Palo Alto, CA: Science and Behavior Books

Scharff, D. E., & Scharff, J. S. (1987). *Object relations family therapy*. Northvale, NJ: Jason Aronson.

Schnarch, D. (1997). *Passionate marriage: Sex, love and intimacy in emotionally committed relationships*. New York: W.W. Norton.

White, M. & Epston, D. (1990). *Narrative Means to Therapeutic Ends*. New York: W W Norton & Co.

Plus additional readings from current MFT journals.

Course Requirements:

- Complete an annotated bibliography of your readings for this semester. Include readings from your textbook, supplemental readings, and journal articles.
 - 850+ pages read to earn an A
 - 700 – 849 pages read to earn a B
 - 600 – 699 pages read to earn a C
- Complete summary sheets for the following theories of family therapy:
 - Contextual (Boszormenyi-Nagy)
 - Natural Systems (Bowen)
 - Experiential/Communication (Satir)
 - Structural (Minuchin)
 - Strategic
 - Cognitive/Behavioral
 - Solution Focused
 - Narrative

The summary sheets include major theorists, theoretical tenets, therapeutic process, and techniques. An example will be provided.
- Creatively present one theory to a MFT class. In this presentation you will demonstrate your understanding of the tenets of the theory. You may choose to involve fellow students in a classroom activity, create a movie, or do a demonstration in class. BE CREATIVE!
- At the time of your creative presentation, provide Academic Definitions and Teaching Definitions for the major components of your chosen theory to all members of the class (make _____ copies). The Academic Definitions would include academic language and the Teaching Definitions would be the way you would explain the concepts to your clients. An example will be provided.
- Write a 7 to 10 page paper based on a family case. Choose a theory of family therapy as a basis for analyzing the family structure, patterns, roles, problems and other relevant concerns. Propose a treatment plan and interventions consistent with the chosen theory that a counselor would use in working with the family. Use APA referencing for any sources used.

Calendar:

Weekend 1: Introduction to Course & Review Syllabus
Intro to Systems Epistemology
Family Life Cycle
Family Health & Dysfunction
Strategic
Contextual

Via email: **Strategic and Contextual Summary Sheets Due**

Weekend 2: Natural Systems Theory
Structural
Experiential

Via email: **Natural Systems & Structural & Experiential/Communication Summary Sheets Due**

Weekend 3: Cognitive Behavioral
Solution Focused
Narrative

Via email: **Cognitive Behavioral Summary Sheet Due
Solution Focused Summary Sheet Due
Narrative Summary Sheet Due**

Weekend 4: Legal & Ethical Issues
Creative Presentations
Academic & Teaching Definitions Due

Via email: **Final Papers Due
Annotated Bibliography Due**

Grades:

| | |
|-----------------------------------|-----|
| ▪ Annotated bibliography | 10% |
| ▪ Summary sheets | 25% |
| ▪ Creative presentation | 20% |
| ▪ Academic & Teaching Definitions | 15% |
| ▪ Participation | 10% |
| ▪ Final paper | 20% |

GRADING CRITERIA

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

A-: Also displays outstanding scholarship

1. May contain few minor errors in writing, documentation, or reasoning.

B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

B: Satisfactory

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

STUDENT RESOURCES

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Writing Assistance – Smarthinking

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through TMSMARTHINKING. The tutoring year begins on March 8 of the current year. To register for TMSMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select TMSMARTHINKING.

Equal Access & Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft1/26/04

Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

STUDENT RESPONSIBILITIES

Ethics and Confidentiality

An integral component of CPS Counseling Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Student Conduct

CPS Graduate Programs' students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

COUNSELING FACULTY RESPONSIBILITIES

Student Performance Evaluations

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques) and supervised experience courses to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

Student Performance Evaluation (Page 1)

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

| | | | | |
|---|--|---|---|---|
| Rating Scale | | | | |
| N - No Opportunity to observe | 1 - Meets criteria minimally or inconsistently for program level | | | |
| 0 - Does not meet criteria for program level | 2 - Meets criteria consistently at this program level | | | |
| Communication Skills and Abilities | | | | |
| 1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created | N | 0 | 1 | 2 |
| 2. The student demonstrates effective communication skills including: | | | | |
| a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc. | N | 0 | 1 | 2 |
| b. Understanding content - understanding the primary elements of the conversation | N | 0 | 1 | 2 |
| c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings | N | 0 | 1 | 2 |
| d. Responding to feelings - identifying affect and addressing those feelings in a empathetic manner | N | 0 | 1 | 2 |
| e. Congruence - genuineness; external behavior consistent with internal affect | N | 0 | 1 | 2 |
| f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual | N | 0 | 1 | 2 |
| g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc. | N | 0 | 1 | 2 |
| h. Immediacy – communicating by staying in the here and now | N | 0 | 1 | 2 |
| i. Timing - responding at the optimal moment | N | 0 | 1 | 2 |
| j. Intentionality - responding with a clear understanding of the outcomes desired | N | 0 | 1 | 2 |
| k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose | N | 0 | 1 | 2 |
| 3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively | N | 0 | 1 | 2 |
| 4. The student collaborates with an individual to establish clear strategic goals | N | 0 | 1 | 2 |
| 5. The student facilitates movement toward the individual's goals | N | 0 | 1 | 2 |
| 6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner | N | 0 | 1 | 2 |
| 7. The student creates a safe environment | N | 0 | 1 | 2 |
| 8. The student demonstrates analysis and resolution of ethical dilemmas | N | 0 | 1 | 2 |
| Professional Responsibility | | | | |
| 1. The student conducts self in an ethical manner so as to promote confidence in the profession | N | 0 | 1 | 2 |
| 2. The student relates to peers, professors, and others in a manner consistent with stated professional standards | N | 0 | 1 | 2 |
| 3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships | N | 0 | 1 | 2 |
| 4. The student demonstrates application of legal requirements relevant to professional training and practice | N | 0 | 1 | 2 |
| Competence | | | | |
| 1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise | N | 0 | 1 | 2 |
| 2. The student takes responsibility for compensating for her/his deficiencies | N | 0 | 1 | 2 |
| 3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise | N | 0 | 1 | 2 |
| 4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience | N | 0 | 1 | 2 |

