## APPL.626.085 - Family Therapy University of Baltimore - Spring 2015 Academic Center Room 232

Monday 11:00 am -1:30 pm

Instructor: Professor Jackie Blair, MEd, LCMFT Office Phone: 410.837.5310 (Dept)

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## Course Description: APPL 626 Family Therapy presents an overview of various family therapy theories and techniques, including systems theory. An integration of these techniques into the therapy process with couples and families is explored. Special attention is given to specific issues such as the impact of gender and ethnicity on a family therapeutic intetvention. Sexual issues in a marriage/family context are examined. Students need to understand that if they wish to pursue being a family therapist they will have to undergo further training. Prerequisite: APPL 606 A

Course Objectives: Students will be able to-

1. Demonstrate a basic understanding of the key concepts &om which system theories originated
2. Apply knowledge of the major theories in the field
3. Discuss an understanding of family development over the life cycle
4. Develop an awareness, understanding and sensitivity to the manner in which families and family therapy are shaped by variables such as race, socioeconomic status, gender, ethnicity, spirituality/religion and sexual orientation
5. Demonstrate an understanding of the ethical issues and practice standards unique to family therapy practice
6. Discuss a preliminary basic understanding of family dynamics, treatment planning and basic intetvention
7. Articulate a personalized theoretical orientation specific to family therapy

Required Re@ding:

Nichols, M. (2010). Family Therapy Concepts and Methods. Boston: Allyn & Bacon. McGoldrick, M., Gerson, R. and Petry (2008). Genograms: Assessment and Intervention.

New York: W.W. Norton & Company.

Recommended/SUJn>lemental Reading: Recommended Reading:

McGoldrick, M., Giordano,]. and Garcia-Preto, N. (2005). Ethnicity & Family Therapy

(3"1 ed.). New York: Guilford Press.

# McGoldrick, M., Hardy, K. (ed.) (2008). Re-Visioning Family Therapy Race, Culture, and

Gender in Clinical Practice (2od ed). New York: Guilford Press.

Patterson,]., Williams, L., Edwards, T., Chamow, L, and Grauf-Grounds, C. (2009).

Essential Skills in Family Therapy (2nd ed). New York: Guilford Press •

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

Other Course Materials Ani1ah1e via UB Online Salcai

Most (if not all) handouts will be posted on Sakai and that students are expected to print out the materials in advance of class.

To access Sagi· On UB's home page ([www.ubalt.edu](http://www.ubalt.edu/) ), click "MyUB" and login. On

the right hand side of the screen, click on the icon for UB Online Sakai.

Your Sakai usemame and password are identical to your MyUB (Peoplesoft) username. For help whh MyUB and Sakai, coomct OTS at callcenter ubalt.edu or 410-837-6262.

NOTE: Do not use Sakai (such as the Messages or Forums functions) to communicate with

# yom instructor. UB email is the best way to communicate with yom instructor.

Recommended Movies;

* + The Descendants
	+ Meet the Parents
	+ Sister's Keeper
	+ Secret Life of Bees

# Too Loud and Incredibly Close

* + Family Stone
	+ Ordinary People
	+ Little Ms. Sunshine
* Silver Linings Playbook Assignments

Genogram construction: Create a three (or more) genera ·onal genogram/ family diagram of your own family.\Vhile exploring/interviewing extended family mf'mbers be sure to ask questions regarding ethnicity, cultural influences, gender roles, socioeconomic SL'ltus, education, spirituality, separations, divorces, chronic illnesses, causes of deaths, etc. Look for patterns through the generations or clear changes. (Please note that this assignment is due on March 9 so students should to schedule interviews with family members promptly. These should be scheduled by Feb 16th in order to allow yourself enough time to complete the assignment on time.

Film Analysis: Watch the film ''The Great Santini" and write a 3-4 page paper analyzing the family system in the film. Due April 20th. Come to class prepared to participate in a group analysis of their family system.

Personal Genogram.Theory paper: Write a 8-10 page paper describing your family's genogram and discuss what you have learned about yoursdf and your own family from doing the genogram.

Discuss your own ethnicity and cultural background. Explore your own position and role in your family of origin and the key issues you have identilied. Analyze your family using one or more of the major schools of family therapy. Discuss the impact of the above issues on your devdopment as a therapist. Due April 6th.

Student topical presentation: Each student will conduct a topical presentation for the class, utilizing assigned theoretical framework. Topics will be discussed in class and may be related to clients you are working with or simply a topic of interest to you in the fidd of family therapy. You are encouraged to include and summarize rdevant work from both research and clinical literature. Create a handout for the class that includes 1) a definition/ description of topic, 2) key constructs, 3) recommended theoretical techniques, and 4) an annotated professional reference list and a client resource lisL

Exams: There will be two exams given during the course. These exams may vary in format, though will likdy be comprised of short answer/essay and short (one word or phrase) answers. The first exam, Exam I,will cover all material presented before the day of the exam. The second exam, Exam II, will cover all material presented after the first exam.

Attendance and Class Participation: Each student must sign in at the beginning of each

class. This class is designed for interaction and participation. Show up to class, add to the discussion and participate in role plays or small group discussions. If the student does not attend class and participate actively an ..A" grade cannot be earned. Each student is asked to bring 3 talking points to class based on assigned reading. A talking point is a statement or query comprised of a sentence or two, that summarizes, expands, reframes or questions reading content. These will be collected and integrated into overall grade.

Evaluation and Gm.ding:

Attendance/ class participation 10 points

Genogram construction 10 points

Midterm 20 points

Genogram/ theory paper 20 points

Student topical presentation 10 points

Film analysis 10 points

Final Exam 20 points

There are a total of 100 points possible in the course. See "Assignments" section above for the break-down of points. Your grade will be determined jointly through calculating the total points you have earned in the class (dividing the total number of points you earned from the total number of possible points) AND through your demonstration of interpersonal skills during class time. This means that not coming to class on time, being disrespectful to other classmates and/ or the instructor, not being appropriately open to feedback, displaying an inability or unwillingness to be vulnerable at some level, or other interpersonal deficiencies that are commonly deemed as inappropriate in therapists-in-training can result in a lower course grade. The reason that these kinds of things can affect your grade is that these are skills that are important for a therapist to have in

lcarniag Co be md *in* being m effective therapist. *Also, if* you are unable Co develop these skills, there

may be some serious ramifications in your work with clients, and it is the ethical responsibility of both counselors-in-training and supervisors to guard against harm or potential sources of harm to clients (APA Ethks Cooe, 2002). Thttapists iliemseNes an be a sous:ce of hum. Of coutse, it is not

expected that you automatically have all of these types of skills at the outset of the beginning of class;

rather, it is expected that you have some of these skills and also show a level of significant

*.improvement (rehtive* to your *own W.seline or* JeveJ you *were* jlt *upon beginning tms course) in these*

skills over the course of the semester.

This grading system is intended to promote mastery of the mat not competition among students. Using this grading system, there is theoretically no upper limit on the number of As or Bs

in the class and there do not have to be any Ds or Fs. You are competing only with yourself and not with other class members.

# Grading Scale

A = 95 - 100% A- = 90 -94

## B+ = 87-89 B 84-86

C+ = 77-79 C 74-76

C- = 70- 73 F = 69 and below

# Policies:

Regarding This Syllabus

The instructor reserves the right to make any changes to the course or this syJlabus at any time, as appropriate. The instructor will announce any changes either in class verbally or in writing via email

# Participation

As a graduate-level course, students are expected to be active participants in their learning (hint you

cannot be an active participant if you are textingQ. This means that students should come to class prepared to discuss course readings and exercises: a central component of class will be discussion of the readings and class activities. This class will be conducted as a graduate seminar. Please bring a

written question or note for discussion, dntwn from your readings or from your testing experiences for the week, to every class meeting. Be prepared to be called on and asked you to share yours.

Students are expected to be punctual in their an:ivaI to class, and are expected to attend every class period. Remember, it is seen as a part of your professionalism that you demonstrate respect for your classmates as well as the instructor-being late to class is not a way to demonstrate that respect! Two late arrivals (more than 15minutes) to class also constitute an absence. Students will be held responsible for what goes on in class regardless of whether they are actually in class or not; hence, if you are absent, it is your responstbility to find out what you missed. You should first ask another student or a *few* other students *to* update you about *wh:at* you missed-the coucse instructor should be the person you go to SECOND should you have further questions after talking to your

classmates. Should you be unable to attend class, be sure to inform me before class that day. To take

into 'AC.count illne5s and mil emetgencies, students ue ?allowed to miss class twice; afttt the second absence, your total course grade will be reduced by 10% for every missed class period OR you may be administratively dropped from the course, at the instructor's discretion.

## Assignment Expectations

All assignments are due on the date stated on the syllabus or announced in class. Unexcused late papers will be subjected to a 10% grade reduction per day. Incases of excused late assignments, you must communicate with me prior to the due date to set up a date by which the assignment will be turned in. Extensions to due dates will be granted only for dire unforeseen situations.

Papers must meet graduate-level standards for quality of writing, including grammar, spelling, sentence structure, and paragraph construction. Quality of writing will be weighted equally with content in determining your grade. Achievement and Leaming Center (ALC) staff members are available in AC 113 daily, 9-5, to assist you with improving your writing skills and with any of your papers (call 410-837-5383 or email arc@ubalt.edu).

## Student Behavior Guidelines

Texting in class, talking out of tum, and other disruptive behaviors will not be tolerated. Ifyou must have your phone on, make sure it is on vibrate and in your pock.et-your cell phone is considered a big distraction, and texting is often a major disttactor to your classmates.

## Students with Disabilities

Ifyou need special accommodations as a result of a disability, please inform your instructor immediately after the first meeting of the class so that every effort to accommodate your disability can be made. Documentation of your disability and the resources required must be provided before accommodations will be made.

## Academic Honesty

Students also are expected to be honest and to do their own work. This includes quizzes, exams, *p:ipas,* homework, extr.a credit wor.k, p.resent.ations, .and *.any* otha .assignment *to* be completed .in *or* out of this and any other class (unless otherwise directly indicated by the instructor). Academic honesty includes, at the very least, submitting work that is yours, giving appropriate credit whenever someone else's work is use and taking tests and completing assignments strictly according to the conditions specified by the instructor. Any evidence to the contrary *wiU* result in a failing grade on the assignment AND/OR a failing grade for this course, as well the filing of a report of academic dishonesty with the Academic Integrity Review Board. *Chea'ling wiU not be tolerated 11nder a'!Y*

*cirrt1mstance.* If you are not sure what the expectations are for any assignment, it is up to you to ask your instructor for clarification.

For papers, research reports, and other typed/word-processed assignments, you may have someone else proofread your work prior to submission to check spelling, grammar, writing style, punctuation, proper vocabulary, correct (Le., APA) paper format, etc., and you are encouraged to make use of the services provided by the Langsdale Library and the Achievement & Leaming Center for the preparation of student papers. However, the work of actually researching and writing a paper is your responsibility.

The most frequently occurring problem behavior in this context is plagiarism Plagiarism occurs when a person submits written work as her/his own, when in fact the work has been done entirely or in part by someone else to whom the person has not given appropriate credit. This includes any written work that copies the language, structure, ideas, or thoughts of another (UB Student Handbook, 2006), work that has been paraphrased, and even the reporting of facts derived from another source and not a part of common knowledge. Ifyou do not give appropriate credit to any source of your written words besides your own ideas or common knowledge, you have committed plagiarism.

*If* you make a statement in a written assignment *chat is* not original and is not gcoeotl, publi.c knowledge, then you MUSI tell the reader the source of the statement. This is done in APA format through in-text, parenthetical citations of sources, and a reference page at the end of the paper. In genual, you must give enough infonnation so that the s:eades: an easily look up and verify the.

source. See the current edition of the *P11bli&ation Manllal of theAmeri&an P!Jchological Association* for

specific citation formats.

*CAUTION!* If the nature of an assignment is for you to express*yo11r own* ideas and interpretations about a topic, and if what you submit are largely or entirely the ideas and interpretations of someone else, even if you provide all the proper citations, you will not have satisfied the requirements of the assignment.

**Family Therapy 626.085**

**Course Schedule Summary Mondays 11:00 am - 1:30 pm**

1/26 Introduction to course and each other (Read Nichols Chapters 1& 2 & 3)

2/2 Genogmms , (McGoldrick, Read Chapter 2 & 5); Bowen Therapy (Read Nichole; Chapter 4) 2/9 Strategic Therapy (Read Nichols Chapter 5)

2/16 Structural Therapy (Read Nichols Chapter 6) 2/23 Experiential Therapy (Read Nichols Chapters 7)

3/2 Psychoanalytic/Object Relations Therapy (Read Nichols Chapters 8)

3/9 Cognitive Behavioral Therapy (Read Nichols Chapter 9); **Genogram due**

3/16 Spring Break- enjoy!

3/23 Solution-focused Therapy (Read Nichols Chapter 11); **Exam I**

3/30 Narrative Therapy (Read Nichols Chapter 12)

4/6 Guest speaker, Culture and Ethnicity; Readings to be provided; **Genogram/Theory Paper due**

## 4/13 Family assessment; Watch film 'The Great Santini"

4/20 Great Santini discussion; **Film analysis assignment due**

## 4/27 Guest speaker, Couples work; Readings to be provided

5/4 Guest speaker, Families in Trauma; Readings to be provided 5/11 Exam II and wrap up