

University of Oregon
2009-Spring
Psychology 473-573
Marital and Family Therapies

Instructor: John K. Miller, Ph.D., LMFT
 Program Clinical Director
 Couples and Family Therapy Program, College of Education
 Office: College of Education HEDCO #263
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Marriage and Family Therapy (MFT) deals primarily with relationships and interaction within a systemic perspective. Thus, MFT requires special conceptualization as well as procedures that are distinct from individually oriented therapies. It is the specific expertise in interpersonal relationships, interaction, and systems theory that qualifies a professional as a marriage and family therapist. –American Association for Marriage and Family Therapy (AAMFT) Glossary of Terms, pg. 17, 1990

Course Description:

This class is organized to be a survey of the distinct disciplines of marital and family therapy (MFT). One goal of the course will be to introduce the student to the history, leaders, theoretical models, vocabulary and basic techniques in the field of marital and family therapy. As part of this course, students will also begin the process of developing their own systemic model of change.

Course Objectives:

Students in this course will be able to:

1. Develop an understanding of systemic epistemologies (a paradigm shift including constructivism and social constructionism)
2. Demonstrate knowledge of the concepts and terms of the discipline of MFT.
3. Demonstrate knowledge of the primary assumptions of the major theoretical models in MFT. Various models include:
 - Strategic Family Therapy (Haley)
 - Mental Research Institute (MRI) Models (Jackson, Weakland, Bateson, Fisch, Watzlawick etc.)
 - Milan Systemic Family Therapy (Palazzoli, Boscolo, Cecchin, Pratta)
 - Structural Family Therapy (Minuchin etc.)
 - Bowenian Family Therapy & Intergenerational Family Therapy (Bowen, Friedman)
 - Brief and Solution Focus Family Therapy Models (de Shazer & Berg; Walter & Peller; Weiner Davis; O'Hanlon etc.)
 - Narrative Therapy (White, Epston, Parry, Tomm)
 - Behavioral Approaches (Weiss, Patterson etc.)
 - Contextual Approaches (Boszormenyi-Nagy)
 - Experiential Approaches (Whitaker)
4. Begin the process of defining your own epistemological position regarding:
 - your beliefs about the nature of human beings and human behavior
 - your beliefs about the nature of change and how to bring it about

Required Texts and Readings:

Becvar R., & Becvar, D. (most recent). Family therapy: A systemic integration. Allyn and Bacon. (ISBN 020517275X)

Reader available through Blackboard under “Articles” in the “Course Documents” section.

Students are responsible for readings assigned in class.

Recommended Readings:

American Psychological Association (most recent edition) Publication manual of the American Psychological Association. Washington, D.C.: Author.

Sullivan, H. S. (1938). Conceptions in modern psychiatry. Norton. (ISBN 0393007405)

Course Requirements:

Attendance & Class Participation:

Attendance is essential to successful mastery of course material and therefore attendance at every class is encouraged. Each student is responsible for signing the class roster, to be circulated at the beginning of each class.

This class is an advanced level course. In advanced courses, students are expected to have an advanced grasp of the content of the course, participate in class discussions, bring questions to the class and complete assignments on time.

Outside of exceptional circumstances (e.g. medical emergency), any assignment turned in beyond the deadline will be reduced in score by 25% for each day it is late.

Professional Standards Agreement:

Students are required to read and return the Professional Standards Agreement regarding appropriate professional behavior in the class. This agreement will be circulated early in the term.

Readings:

Students are expected to complete all assigned readings prior to class meetings.

Questions from the Readings:

For each class meeting, bring questions that you have drawn from the readings. The questions should reflect your reading of the material and be the type of questions that generate group discussion.

Journal Project : The Development of My Personal Epistemology

(each entry should be 1-2 typed pages, double or single space, APA format, 12 pt. font)

Journal entries should be written as an informal reflection essay. You are encouraged to integrate class discussions and assigned readings into your entries, but this is not mandatory. Please note, the page limit will be strictly adhered to, so plan your content carefully. Each of the commentaries should answer the following questions, in this order. There are no “correct” answers. Moreover, these questions are designed to develop your critical thinking and to help clarify your own ideas about “how you know what you know” about human nature and change. Responses are evaluated based on their completeness, relevance, and clarity. Only answer one question each week (due at the beginning of the Thursday class). Each Thursday you will turn in your response to the subsequent question. You will not receive any written feedback regarding the content of your paper. Responses are evaluated based on their completeness, relevance, and clarity.

Due Wednesday Week # 2	<i>What experiences and/or factors have contributed to your interest in marriage and family therapy?</i>
Due Wednesday Week # 3	<i>What is your personal belief about the basic nature of human beings (good/bad?, sinful?, holy?, basically flawed or basically normal/functional? etc.)?</i>
Due Wednesday Week # 4	<i>How do you determine what counts as knowledge (and/or truth)? If you were to learn about a new discovery, how would you determine the truthfulness or validity of the new information?</i>
Due Wednesday Week # 5	<i>Is permanent change in human behavior possible? Defend your answer with an example.</i>
Due Wednesday Week # 6	<i>What are your ideas about some of the important conditions for change in human behavior and relationships? What factors are most important? What factors are over or under-appreciated in our current culture?</i>
Due Wednesday Week # 7	<i>Based on your answer to the previous question, consider the <u>process of change</u> in human behavior. Specifically, consider whether people change because their thoughts/feelings/beliefs/values change (intrapsychic)...or because their context and interpersonal relationships change.</i>
Due Wednesday Week # 8	<i>What are my beliefs about the important characteristics for a therapist to possess (directive, reflexive, accepting, caring, challenging, dogmatic, neutral etc.). Why are these important?</i>
Due Wednesday Week # 9	<i>What are your thoughts about the role of therapists in society as a whole? Why do we have therapists and what function do they serve in the big picture?</i>

Major Paper:

Students will be expected to complete a major paper (10 pages). Please follow APA guidelines. Include references where appropriate. Papers will be graded for completeness, clarity, grammar, evidence of critical thinking, and relevance to the topic.

Your paper should focus on the contributions of a prominent leader in the field of MFT (i.e. Madanes, Satir, Bateson, Jackson, Haley, Weakland, Watzlawick, White, de Shazer, Bowen, Tomm, Weiner-Davis, O'Hanlon, Cecchin, Fisch, Becvar, Gergen, Figley, Minuchin, Whitaker, Nagy, Weiss etc.). Your paper should include a review of the fundamental literature produced by this leader and include at least 10 references from major publications. Do not use the text for the class as a reference. The paper should reflect your understanding of subject based on lectures, assigned readings, and your own library work (e.g. journal articles). The theoretical assumptions and/or therapy techniques associated with this figure should be included. All paper topics will be derived from the names listed above. The leader you will write about will be assigned in class by the instructor.

Quizzes:

Three quizzes will be given during the term regarding the reading, lecture, and class discussion to date.

Course Evaluation:

Your grade will be determined by your performance in the assigned areas specified previously and summarized as follows:

Course Requirements and Evaluation:

Area of Evaluation	Points (total=100)
Journal Project : The Development of My Personal Epistemology	32 (4 pts each)
Class Participation, Discussion, Questions, and Attendance	8
Paper (10 pages)	30
Quizzes	30
TOTAL----->	100

Course Grading:

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-68
B-	80-83	D-	60-63

Courses receiving C+ and lower are not accepted for graduate credit, even though they may be computed in the G.P.A.

Students with Disabilities:

Appropriate accommodations will be provided for students with documented disabilities. This documentation must come in writing from the Disability Services in the Office of Academic Advising and Student Services. To obtain this document contact Molly Sirois at 346-1073 or sirois@uoregon.edu. If you have a documented disability and require accommodation, you must meet with the course instructor within the first two weeks of the term. The University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible format upon request.

Respect for Diversity:

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

MARITAL AND FAMILY THERAPIES – PSY 473-573
COURSE SCHEDULE

CLASS#	TOPIC	READINGS	ASSIGNMENT DUE
Week #1	Introductions Syllabus From the Modernism to Post-Modernism and Systems Theory: A Paradigm Shift Video: <i>Mind Walk</i> (1992)	For Thursday's Class: Article: e-reserve Glassersfeld's "An introduction to radical constructivism"	Attendance and Participation
Week #2	The History of Family Therapy Systems Theory-Key Concepts Video: Jay Haley interview by Bill Doherty	Becvar and Becvar, Intro.- pg. 149 Article: e-reserve Bateson et al. "Toward a theory of schizophrenia"	Wednesday: Journal Entry Due #1
Week #3	Postmodernism and Social Constructionism Psycho-dynamic Approaches	Becvar and Becvar, Chapter 7 Article: e-reserve Friedman's "Bowen theory and therapy"	Monday: Major paper subjects assigned Wednesday: Journal Entry Due #2
Week #4	Experiential Approaches	Becvar and Becvar, Chapter 8 Article: e-reserve Jackson's "The questions of family homeostasis"	Monday: Quiz #1 Wednesday: Journal Entry Due #3
Week #5	The Structural Approach	Becvar and Becvar, Chapter 9 Article: e-reserve Minuchin's "Structural Family Therapy"	Wednesday: Journal Entry Due #4
Week #6	Communication Approaches	Becvar and Becvar, Chapter 10 Article: e-reserve: Jackson's "The study of the family"	Wednesday: Journal Entry Due #5
Week #7	Strategic Approaches and the Milan Influence	Becvar and Becvar, Chapter 11 Article: e-reserve: Madanes "Strategic family therapy"	Monday: Quiz #2 Thursday: Journal Entry Due #6
Week #8	Behavioral/Cognitive Approaches	Becvar and Becvar, Chapter 12 Article: e-reserve: Nichols & Minuchin "Short-term structural family therapy with couples"	Monday: Major Paper due Thursday: Journal Entry Due #7
Week #9	Evolving Therapeutic Models	Becvar and Becvar, Chapter 13 Article: e-reserve: Gergen's "The social constructionist movement in modern psychology"	Wednesday: Journal Entry Due #8
Week #10	The Many Modalities of Family Therapy	Review Becvar and Becvar, Chapter 14, 15, 16 Article: e-reserve: Boszormenyi-Nagy "Contextual family therapy"	Monday: Quiz #3

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MARITAL AND FAMILY THERAPY READER
Available on course Blackboard at <http://blackboard.uoregon.edu>
Instructor: John K. Miller, Ph.D., LMFT

Course Reader:

- Bateson, G., Jackson, D., Haley, J., & Weakland, J. (1956). Toward a theory of schizophrenia. Behavioral Science, 1, 4.
- Boszormenyi-Nagy, I., & Ulrich, D. (1981). Chapter 5: Contextual family therapy, in the Handbook of Family Therapy Volume I, edited by Gruman A., & Kniskern, D. New York: Brunner/Mazel.
- Friedman, E. H. (1991). Chapter 5: Bowen theory and therapy in The Handbook of family therapy Volume II. Edited by Gurman, A., & Kniskern D. New York: Brunner/Mazel.
- Gergen, K. J. (1985). The social constructionist movement in modern psychology. American Psychologist, 40, 3.
- Glassersfeld, E. (1981). An introduction to radical constructivism. English translation of a chapter written for Die Erfundene Wirklichkeit, Paul Watzlawick (Ed.), Munich: Piper.
- Jackson, D. D. (1954). The question of family homeostasis. The Psychiatric Quarterly Supplement, 31. Utica, New York: State Hospital Press.
- Jackson, D. D. (1963). The sick, the sad, the savage, and the sane. Annual Academic Lecture to the Society of Medical Psychoanalysts and Department of Psychiatry, New York Medical College.
- Jackson, D. D. (1965). The study of the family. Family Process 4, 1.
- Jackson, D. D. (1967). Play, paradox and people: The myth of normality. Medical Opinion and Review, May, 3, 5.
- Madanes, C. (1991). Chapter 12: Strategic family therapy, in The Handbook of family therapy. Edited by Gurman, A., & Kniskern D. New York: Brunner/Mazel.
- Minuchin, S. (1974). Structural family therapy. From the American Handbook of Psychiatry, Volume II, revised edition edited by S. Arieti. New York: Basic Books.
- Nichols, M., & Minuchin, S. (1999). Chapter 6: Short-term structural family therapy with couples, in Short Term Couple Therapy edited by James Donovan. New York: Guilford.
- Tannenbaum, F. (1938). The dramatization of evil. Crime and the community: New York: Columbia Press.
- Tomm, K. (1984). One perspective on the Milan systemic approach: Part I. Overview of development, theory and practice. Journal of Marital and Family Therapy, 10, 2.

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EXPERIENTIAL EXERCISE

Please record your answers on this page (and back, if necessary).

Please keep your work to yourself.

The following video clip is of a healthy family. Please write down on this sheet of paper all of the behaviors that indicate strength.

STUDENT NAME: _____

University of Oregon

PSYCHOLOGY 473-573---MARITAL AND FAMILY THERAPIES

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MAJOR PAPER EVALUATION

DIRECTIONS FOR THE PAPER FROM THE SYLLABUS

Students will be expected to complete a major paper (10 pages). Please follow APA guidelines. Include references where appropriate. Papers will be graded for completeness, clarity, grammar, evidence of critical thinking, and relevance to the topic.

*Your paper should focus on the contributions of a prominent leader in the field of MFT (i.e. Madanes, Satir, Bateson, Jackson, Haley, Weakland, Watzlawick, White, de Shazer, Bowen, Tomm, Weiner-Davis, O'Hanlon, Cecchin, Fisch, Becvar, Gergen, Figley, Minuchin, Whitaker, Nagy, Weiss etc.). Your paper should include a review of the fundamental literature produced by this leader and include at least 10 references from major publications. Do not use the text for the class as a reference. The paper should reflect your understanding of subject based on lectures, assigned readings, and **your own library work** (e.g. journal articles). The theoretical assumptions and/or therapy techniques associated with this figure should be included. All paper topics will be derived from the names listed above. The leader you will write about will be assigned in class by the instructor.*

AREA OF EVALUATION	POINTS POSSIBLE	POINTS EARNED
APA guidelines, Completeness, grammar, and spelling	5	
Appropriate References (10)	5	
Review of fundamental literature produced by this leader	10	
Theoretical Assumptions of this leader/therapy / therapy techniques	10	
Total Points Awarded:	30	

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Psychology 473-573

Marital and Family Therapies

PROFESSIONAL STANDARDS AGREEMENT

It is an expectation that all MFT clinical staff, interns, students, and supervisors uphold the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics regarding clinical treatment and maintenance of client confidentiality (Code 2.1).

With this in mind, Psychology 473/573 students are expected to make every effort to avoid dual relationships with clients. When a dual relationship cannot be avoided, students take appropriate professional precautions to ensure judgment is not impaired and no exploitation occurs (Code 1.2).

During the course you will watch videotapes of therapists conducting therapy with actual clients. These clients have signed waivers allowing these tapes to be used for this purpose. In the unlikely event that you should recognize someone in any of the tapes, please immediately approach the instructor and inform them of the possible dual relationship. They will help you take appropriate precautions.

As a student in the class you will explore the history and techniques of marriage and family therapy. This is not meant to be a therapeutic experience, nor does it give you expert knowledge as a therapist or qualify you to conduct therapy in any way.

Students are advised to use caution when making any recommendations or giving advice to others based on the information gained in this class, pursuant to AAMFT ethical code 3.8 (...because if their ability to influence and alter the lives of others, exercise special care when making public their recommendations, opinions, testimony, or other public statements).

I agree to maintain the highest standard of client confidentiality and professionalism as a student in the Psychology 473-573 class. Furthermore, I agree to keep strictly confidential any information regarding clients observed in video demonstrations...in keeping with the above noted ethical codes. I agree to use caution when making any public recommendations, opinions, testimony, or other statements. I understand that taking this class is not a form of therapy, and that it does not qualify me to conduct therapy in any way.

Printed Name

Signature

Date