

University of Oregon
Psychology 473
Marital and Family Therapies
Spring 2014
Class Location: 117 Global Scholars Hall

Instructor: Kristen Reinhardt, M.S., Doctoral Candidate, Clinical Psychology
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Office Hours: Wednesdays 10am-12noon (starting week 2)
Phone: Email is best
GTF grader: Benjamin Nelson, Doctoral Candidate, Clinical Psychology

I am best reached by email at kreinha5@uoregon.edu. I check my email at least once a day (unless I am traveling). I will do my best to respond promptly (within 24 hours). I encourage you to visit during my office hours.

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 discipline of Couples and Family Therapy. While the course is titled Marital and Family Therapy and the psychological field generally uses that term, in the spirit of inclusivity and diversity, many of us in the field now utilize the term Couples and Family Therapy (CFT). From here forward, this is the term I will use and I invite you to as well, if you so choose. Students will be introduced to the history, leaders, theoretical models, vocabulary and basic techniques in the field of CFT.

Course Objectives:

Students in this course will be able to:

1. Develop an understanding of systemic epistemologies, including the theoretical background and history of the field of CFT.
2. Demonstrate knowledge of the concepts and terms of the discipline of CFT.
3. Demonstrate knowledge of the primary assumptions of the major theoretical models in CFT.
4. Begin the process of understanding the application of the key contributions of the field.
5. Understand the unique contribution of Couples and Family Therapists in mental health services.

Required Texts and Readings:

- I. Nichols, M. (2013; 10th Edition). Family therapy: Concepts and Methods. Pearson Education Inc. (ISBN-10: 0-205-82719-5)
 - II. Supplementary readings available through Blackboard under “Articles” in the “Course Documents” section.
- **NB: Students are responsible to complete all assigned readings.
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Course Requirements

General

The course requirements include doing the reading, attending class, writing an essay, in-class and homework assignments, and taking three tests. There will *not* be a final exam.

Attendance

We will meet each Monday and Wednesday 8:30-9:50 AM and your attendance is expected. This is not a course to take if you anticipate missing more than one class meeting. Absences should be explained in an email or note to me. During class meetings we will combine a variety of activities: lecture, film clips about CFT, and small group and class discussion. Sometimes we will have a guest lecturer with expertise in a particular aspect of the psychology of CFT. You will be responsible for all of this material covered in class (your comprehension and retention of which will be assessed on the tests).

Readings

Readings are assigned on a weekly basis. Readings are to be completed BEFORE the class meeting for which they are assigned. Students are expected to complete the assigned readings prior to class and to actively participate in small group and class discussions. I take completion and comprehension of readings very seriously, and as a result may call on students at random to provide summaries of key points in the readings in order to facilitate citizenship and discussion.

Homework & In-Class Exercises (20 points)

Nearly each class will have a group discussion component. I will sometimes ask you to jot down notes from your group discussion and hand them in for in-class participation exercise points. You will only be able to get these points if you are present in class, so this is another incentive to attend.

There will be one homework assignment: a biographical index card. I will provide more details on this assignment at the start of the term.

Citizenship (30 points)

This is about forming a psychological community over the course of the term. Citizenship means being present in class as well as being active and engaged. Students who earn high grades for citizenship typically miss few, if any, class periods, always come prepared with readings completed and notes and questions on the day's topics. As part of the citizenship grade, students are required to submit 1 question prior to each class time regarding the reading for that day. **Questions must be submitted to the discussion board on Blackboard no later than 1pm on Sunday and Tuesday. You will earn one point for each question, leaving 11 citizenship points that will be divided up over attendance and active participation.**

I encourage you to take a very active role in the course not only for your learning, but also for the benefit of your peers. It is important to me that our work together is focused and very active. An important part of creating a successful and meaningful learning community is being respectful in making space for all students. Each of us has an important role toward that end.

Written Work

Bowen Assignment (70 points total):

Bowen Family Therapy Genogram (35 points)

Students will learn the core assumptions of Bowen family therapy during week 4. Part of this discussion will be an overview of how (and why) to construct a family genogram with clients and how to utilize this information in both assessment and intervention.

To further understand the concepts, students will construct their own family genogram (including at least 3 generations). Your genogram is an opportunity to examine family patterns and explore themes within your system. In addition to your nuclear family (whether blood-related or adopted), I encourage you to include any other sentient beings who you consider important in your system (including but not limited to surrogate family, friends, pets, etc.). Students will have the opportunity to share their genogram with another student on the day it is due, though you can choose to share as little or as much as you would like in that discussion in order to protect your privacy. Only the instructor and GTF will see the genogram in its entirety. The genogram itself will be graded on whether it contains significant contextual details, thorough relationship lines, and portrays 3 generations (we will thoroughly cover the key components of a genogram in class). Your genogram may be on any size paper equal to or less than 11x17". You may decorate it, if you so choose, but please do not use any glitter.

Bowen Family Therapy Genogram Reflection Essay (35 points)

In addition to the genogram students must write a 5-6 page response paper (double spaced) that answers these sections (use headers in your paper to organize these sections):

- I. Write an introduction that discusses the Bowen model with a summary of the overall approach and key model assumptions. (~1.5 pages)
- II. Write a description of your family in terms of the major concepts of the Bowen approach. This is not an entire family history, but rather a description that emphasizes an analysis of relationships from a Bowenian perspective. Next, choose three of the following concepts and briefly define the concept and then provide a thorough example that you see within your system to demonstrate your understanding of this concept.

Concepts to choose from: Triangles; Differentiation of Self; Nuclear Family Emotional System; Multigenerational Transmission Process; Emotional Cutoff; Sibling Position. (~ 3 pages)

- III. What was it like to explore your family in this exercise? What did you learn? Provide a personal reflection on your process. (~1 page)

The response paper should also include these elements: a) include three main headers as outlined above (you may simply label them I, II, III, if you'd like); b) use **bold** type to indicate the concepts discussed in section two. I will provide a grading rubric for each part of the assignment; c) use 1" margins; d) utilize APA formatted in-text citations and a reference page. Please refer to this website for formatting details: <https://owl.english.purdue.edu/owl/resource/560/01/>

Tests (180 points)

In effort to assess your knowledge across the term, you will be given three tests, each containing 28 multiple-choice questions and one short answer question that cover the material to date. These are closed book and note tests. Each test will be worth 60 points.

I will not provide review sheets for the tests. You are responsible for making your own review sheets by regularly coming to class and discovering what is punctuated as important by way of lecture and our class discussions. I encourage you to keep a running list of topics that are emphasized in each section. I will also regularly share in class what you should focus on within your readings to prepare for these tests. I will provide you with a scantron, you provide the writing instrument and knowledge.

Course Evaluation

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. In addition, I DO NOT accept assignments via email. No exceptions. All assignments are to be printed and turned in at the beginning of class on the day it is due.

Area of Evaluation	Points Possible
Homework, In-Class exercises	20
Citizenship	30
Genogram Assignment (Paper @ 35 pts; Genogram @ 35 pts)	70
Tests (3 @ 60 points each)	180
TOTAL ----->	300

LETTER GRADES

A+	97-100%	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D	64-69
B	84-86	D-	60-63
B-	80-83	F	<59

Policies

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. Some of the readings in this class do not adequately address diversity so we will be discussing how we might be able to make clinical practices more sensitive to diversity.

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the learning community

Cell Phones & Laptops

Because cell phone use (e.g., text messaging, internet browsing, playing games, Facebook, etc.) is often disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced or set to vibrate. Only emergency-related use of cell phones is allowed during class.

Laptops and similar electronic devices (tablets, etc.) may not be used during class, because it can be extremely disruptive to other students in the class. Additionally, the temptation to unnecessarily use the Internet during class is another reason why I won't allow you to use your laptops.

Learning Accommodations

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course that create barriers to your participation. If you have a documented disability, please provide your notification letter and meet with me as soon as possible to discuss accommodations. Students without a documented disability who are experiencing learning difficulties are encouraged to consult the *Accessible Education Center* (<http://aec.uoregon.edu/>) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu. In addition, tutoring services and study skills training are available through the University Teaching and Learning Center (68 PLC; 346-3226; <http://tlc.uoregon.edu/>).

Student Conduct

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University. While I don't anticipate there will be any problems with plagiarism or cheating, if I suspect any such behavior, you may receive a zero on the paper or test in question or a failing grade in the class. All suspected Academic Misconduct will be reported to Office of Student Conduct. If you have any questions around this policy, don't hesitate to ask me.

Inclement Weather Policy

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the University's schedule will be posted on the UO main homepage (in the "News" section) at <http://www.uoregon.edu>.

Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has "reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child." UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains "credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring." "Prohibited discrimination" includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>
- <http://around.uoregon.edu/mandatoryreporting>

There is one other important thing to keep in mind. The instructor and GTF may be required to let the Office of the Dean of Students or the Office of Affirmative Action & Equal Opportunity know about discrimination, harassment, or physical and sexual assault students disclose in our presence.

A Special Note about The Nature of Discussions in this Class

In this class we will be discussing issues, which may have, at times, an intense personal significance for some members of the class. There are no taboos for discussion topics in this course. We will exercise and respect freedom of speech. At the same time, we must take responsibility to ensure that we are respectful of everyone's opinion and that we stay on topic. If you find you are troubled by material while taking this course, and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service. A sample of counseling and social service resources follows. **Disclaimer: We do not assume any responsibility for the quality of services offered by the following organizations.**

Local Crisis Lines

University of Oregon Crisis Line	541-346-3227
Sexual Assault Support Services Crisis Line	541-343-7277
Whitebird Clinic Crisis Line	541-687-4000
Womenspace Crisis Line	541-485-6513

Local Counseling

University of Oregon Counseling Center	541-346-3227
Center for Community Counseling	541-344-0620
Options Counseling Services	541-687-6983
Sexual Assault Support Services (SASS)	541-484-9791
Center for Family Therapy	541-346-0923

Some Additional Campus Resources

UO Women's Center	541-346-4095
Office of Affirmative Action	541-346-3123
Student Advocacy	541-346-3722
Multicultural Center	541-346-4321
LGBT Educational and Support Services	541-346-6105

COURSE SCHEDULE

Week	Date	Topic(s)	Readings	Assignments DUE NB: citizenship reading questions always due by 1pm the day prior to class (see above for description)
1	3.31.14	Introductions; Review syllabus		
1	4.2.14	Overview of Couples and Family Therapy; Historical perspectives; Concept of Context	<input type="checkbox"/> © Intro, Ch. 1, & Ch. 2	
2	4.7.14	Systems theory; Cybernetics	<input type="checkbox"/> ® Becvar (1982), "Systems Theory and Family Therapy: A Primer"	Notecard due
2	4.9.14	Fundamental concepts and theorists of family therapy	<input type="checkbox"/> © Ch. 3 <input type="checkbox"/> ® Jackson (1967), "The Myth of Normality" <input type="checkbox"/> ® Jackson (1965), "The Study of the Family"	
3	4.14.13	Wrap up and review of material thus far covered	<i>No readings</i>	
3	4.16.14	Test	<i>No readings</i>	Test #1
4	4.21.14	Overview of therapeutic models; Bowen therapy; Genogram introduction	<input type="checkbox"/> © Ch. 4 <input type="checkbox"/> ® Nelson, 2003, pp. 255-293	
4	4.23.14	Genograms	<input type="checkbox"/> ® McGoldrick, Gerson, & Petry (2008), "Genograms: Assessment and Intervention"	
5	4.28.14	Structural therapy	<input type="checkbox"/> © Ch. 6 <input type="checkbox"/> ® (2003) Wetchler "Structural Family Therapy"	

5	4.30.14	Strategic therapy; Concept of action maps <i>Guest Speaker: TBD</i>	<input type="checkbox"/> © Ch. 5 <input type="checkbox"/> ® Jackson (1954), "The Question of Family Homeostasis" <input type="checkbox"/> ® Bobrow & Ray (2004)	
6	5.5.14	Wrap up and review of material thus far covered	<i>No readings</i>	
6	5.7.14	Test	<i>No readings</i>	Test #2
7	5.12.14	Experiential therapy ---- The Satir model <i>Guest Speaker: TBD</i>	<input type="checkbox"/> © Ch. 7 <input type="checkbox"/> ® Lum (2002) <input type="checkbox"/> ® Banmen (2002)	Bowen Assignment due
7	5.14.14	Solution-Focused therapy; Concept of solution talk	<input type="checkbox"/> © Ch. 11 <input type="checkbox"/> ® Stith et al. (2012) <input type="checkbox"/> ® Ch. 1 and Ch. 10 (Brief overview and Questions, misconceptions, and joys)	
8	5.19.14	Influence of The Gottman Institute; Couples Therapy	<input type="checkbox"/> ® Gottman Website Handout <input type="checkbox"/> ® Gottman & DeClaire (2001) (Chs 1-3; "How We Connect Emotionally;" "Step One: Look at Your Bids at Connection;" "Six Bid Busters and How to Avoid Them" (one packet of reading)	
8	5.21.14	Guest panel—Therapists in the Community	<i>No readings</i>	
9	5.26.14	<i>Memorial Day – no class</i>	<i>No readings</i>	
9	5.28.14	CFT Application---Working with Addiction <i>Guest Speaker: TBD</i>	<input type="checkbox"/> TBD	
10	6.2.14	Wrap up and review of material thus far covered	<i>No readings</i>	
10	6.4.14	Test	<i>No readings</i>	Test #3
Finals Week		No class meeting, no final!		

© = Chapter from the Nichols text; ® = Reserved reading available on Blackboard

Note: The course schedule is subject to change as deemed necessary by the instructor (i.e. adding additional articles to read).