

**University of Oregon**  
Psychology 473  
*Marital and Family Therapies*  
Summer 2015  
Class Location: Straub 253

Instructor: Kristen Reinhardt, M.S. Doctoral Candidate, Clinical Psychology  
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Office: Straub Hall, room 364  
Office Hours: By appointment  
Phone: Email is best.

I am best reached by either of my email addresses (see above). I will check emails at least once a day and I will do my best to respond promptly (within 24 hours). When you send an email to me, please title it PSY 473 (and then put a word or two descriptor of the purpose of the email). Due to the way that I filter my email, I can't guarantee that I'll see your email unless you title it as I suggest above.

*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; 10<sup>th</sup> 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 essays, taking weekly reading quizzes, and in-class and homework assignments. There will *not* be a final exam.

**Attendance**

We will meet Monday through Thursday 10:00-11:50 AM June 22<sup>nd</sup>-July 16<sup>th</sup> 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 I 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, through your integration of class material in written assignments, and through class discussions).

### **Readings**

Readings are assigned Monday-Wednesday. 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.

### **Weekly Reading Quizzes (40 points)**

We will have weekly reading quizzes, which will consist of between 6-10 multiple-choice questions and potentially one short-answer question. Quizzes will be each Thursday (including the final class day). No scantrons forms are needed.

### **Homework & In-Class Exercises (30 points)**

Nearly each class will have a group discussion component, and we will have a long group discussion each Thursday. I will ask you to jot down notes from your group discussion and hand them in for in-class participation points. You will only be able to get these points (25 of them) if you are present in class, so this is another incentive to attend. There will be one homework assignment: a biographical index card (5 points), which will be described on day 1 of the class.

### **Citizenship (20 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, or regarding the reading from the week (as in the case of Thursdays, when there is no reading due).

**Questions must be submitted via email no later than 8pm the day before the next class. In order to receive credit, the subject of your email must be: PSY 437 citizenship question (list the due date of the readings). You will not receive points unless your email is titled like this. There will NOT be a citizenship question requirement for the first day of class. You will earn one point for each question (19 points), leaving 1 citizenship point that will be assigned at the discretion of the instructor (1 points).**

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 (100 points total):**

##### **Bowen Family Therapy Genogram (50 points)**

Students will learn the core assumptions of Bowen family therapy during week 4. Part of this discussion will be an overview of how 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 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 (it is fantastically beautiful, but also horribly

annoying to get off of my office floor!).

### **Bowen Family Therapy Genogram Reflection Essay (50 points)**

In addition to the genogram students must write a 2-page response paper (APA 6<sup>th</sup> edition formatted, no cover sheet necessary) that answers these questions:

- I. What was it like to explore your family in this exercise? What did you learn? Provide a personal reflection on your process. What did you notice?

### **Concepts Through Application (90 points)**

There are several concepts across the course that requires application to fully understand “how it works.” Due to the limited time of this summer course, we will explore one concept in detail: context. Students will apply this idea in their own life through interviewing another person and bring back to class via reflection. The interview should last 30-45 minutes. The reflection should be 3 pages, APA 6<sup>th</sup> edition formatted, no cover page needed. I will deduct points if your essay is longer than 3 pages. Each exercise will need to include the following three sections (please provide headers for the below sections):

- a) Detail whom you interviewed and any important information about the “set up” of the application. Discuss the problem/concern as discussed by your interviewee and review what happened in your interview and be specific. (1/2 page)
- b) What would a person miss about the person/problem/situation if they did not apply the concept and engage in a similar process that you did. What makes this process important as a Couples and Family Therapist? Include information from class and/or the readings in your response. Use proper citations and references. (1.5 pages)
- c) Review your personal reflection of the process—What did you notice about yourself and/or about your relationship with the person you interviewed? What was it like for you to apply this concept in “real life?” (1 page)

*The application assignment for this course will be:*

1. Context: Students will interview someone in their life and ask about their *context* in relation to a *problem/concern*. First, ask this person about a current problem in their life that they are willing to share. Get information about the problem, including how long has it been a problem, who is involved, what is their position on the problem, and what has the person done on their own to solve the problem? Next, review the *context* surrounding this problem. What do we need to know about the person to best understand this problem? For example, if the person shares that they are dealing with a decision of whether or not to drop out of school, what do we need to understand about their *context* to best understand this situation? “Zoom out” and understand how this problem makes sense for this person, within the context of their particular life.

### **Self-Care Project (20 points)**

Therapist self-care is incredibly important, and yet oftentimes not talked about very frequently. Following our class on therapist self-care, you will develop your own daily self-care routine, which you will follow for weeks 3 & 4 of the class. Details about what the self-care routine could consist of will be discussed in class. The assignment will entail two parts:

1. Your keeping a written log of what you did during your daily self-care routine (10 points)
2. A 2-page, double-spaced reflection paper about your experiences of carrying the self-care routine out (was it wonderful, challenging, would you modify it in the future, did you notice that it had an impact on your interactions with other people, etc.). This paper should be formatted in APA 6<sup>th</sup> edition style, though will not need a cover page (or likely a reference page, though some may choose to include one).

## Course Evaluation

Outside of exceptional circumstances (e.g., medical emergency), any assignment turned in beyond the deadline will be reduced in score by 10% for each day it is late. Assignments should be submitted via email (to kristen.reinhardt@gmail.com), entitled: 473 LAST NAME ASSIGNMENT TITLE. If you do not save your paper in this way, I will deduct 5% from the assignment. There will be no exceptions to this policy.

Area of Evaluation	Points Possible
In-class exercises	30
Citizenship	20
Genogram assignment (Paper @ 50 pts; Genogram @ 50 pts)	100
Weekly reading quizzes (4 @ 10 points each)	40
Self-care project	20
Concepts through application	90
<b>TOTAL -----&gt;</b>	<b>300</b>

## LETTER GRADES

<b>A+</b>	97-100%	<b>C+</b>	77-79
<b>A</b>	94-96	<b>C</b>	74-76
<b>A-</b>	90-93	<b>C-</b>	70-73
<b>B+</b>	87-89	<b>D</b>	64-69
<b>B</b>	84-86	<b>D-</b>	60-63
<b>B-</b>	80-83	<b>F</b>	<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.) can be used during class, but please do so in a way that is not disruptive to other students in the class. Please only use your laptop to take class/discussion notes. The temptation to unnecessarily use the Internet during class is hard to resist (I am tempted by it, too!), but I assure you that you will miss important material if you aren't paying attention.

## **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](mailto: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. Although 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.

## **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. I 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. You may also set up an appointment to come speak with me outside of class. A sample of counseling and social service resources follows. **Disclaimer: I do not assume any responsibility for the quality of services offered by the following organizations.**

<i>Local Crisis Lines</i>	
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
<i>Local Counseling</i>	
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
<i>Some Additional Campus Resources</i>	
UO Women's Center	541-346-4095
Office of the Dean of Students * this is the number you'd call if you were sexually harassed or assaulted by another student.	541-364-3216
Office of Affirmative Action * this is the number you'd call if you were sexually harassed or assaulted by a university employee.	541-346-3123
Student Advocacy	541-346-3722
Multicultural Center	541-346-4321
LGBT Educational and Support Services	541-346-6105

### **Sexual harassment, assault, and gender harassment:**

#### **Student Support and Resources**

The University does not tolerate sexual harassment, sexual assault, intimate partner/relationship violence, gender-based stalking or bullying or any other form of gender discrimination, and takes seriously all reported incidents of such conduct.

The University is intentional in reaching out to and [providing support](#) to students and employees who have experienced any form of sexual harassment or sexual assault. The University is equally intentional in [holding accountable](#) those who engage in any sexual harassment or sexual assault through administrative proceedings that ensure due process.

Please see the above resources if you or someone you know has experienced sexual harassment, assault, and/or gender harassment. Please also see this website for more information:

<http://aaeo.uoregon.edu/sexual-harassment-assault/student-support-and-resources>

### COURSE SCHEDULE

Week	Date	Topic(s)	Readings (the order in which the readings are listed is the suggested reading order)	Assignments DUE NB: citizenship reading questions always due by 8pm the day prior to the next class (see above for description)
1	6.22.14	Introductions & Context Review syllabus	<input type="checkbox"/> No readings due	
1	6.23.14	Overview of Couples and Family Therapy Historical perspectives Concept of Context	<input type="checkbox"/> © Intro & Ch. 1 <input type="checkbox"/> Major events in the History of Family Therapy table (pp. xv-xix)	Notecard due
1	6.24.14	Systems theory Cybernetics Review of material covered thus far <sup>3</sup>	<input type="checkbox"/> © Ch. 3 <input type="checkbox"/> ® Becvar (1982), "Systems Theory and Family Therapy: A Primer", ch 1 & 2	
1	6.25.14	Weekly group discussion	<input type="checkbox"/> No readings due	Weekly reading quiz
2	6.29.14	Fundamental concepts and theorists of family therapy	<input type="checkbox"/> ® Becvar (1982), "Systems Theory and Family Therapy: A Primer", ch 3 & 4 <input type="checkbox"/> © Ch. 2 (optional)	
2	6.30.14	Overview of therapeutic models Bowen therapy	<input type="checkbox"/> © Ch. 4 <input type="checkbox"/> ® McGoldrick, Gerson, & Petry (2008), "Genograms: Assessment and Intervention" CH 1 only	
2	7.1.14	Bowen therapy Genograms Review of material covered thus far	<input type="checkbox"/> ® Jackson (1967), "The Myth of Normality"	Concepts through applications: Context paper due
2	7.2.14	Weekly group discussion	<input type="checkbox"/> No reading due	Weekly reading quiz
3	7.6.14	Therapist Self-Care	<input type="checkbox"/> Top 12 Self Care Tips <input type="checkbox"/> Boellinghaus et al., 2013	
3	7.7.14	Structural therapy	<input type="checkbox"/> © Ch. 6	
3	7.8.14	Solution-Focused therapy Concept of solution talk Review of material covered thus far	<input type="checkbox"/> © Ch. 11 <input type="checkbox"/> ® Stith et al. (2012)	Bowen Assignment due
3	7.9.14	Weekly group discussion	<input type="checkbox"/> No reading due	Weekly reading quiz
4	7.13.14	Strategic therapy Concept of action maps	<input type="checkbox"/> © Ch. 5 <input type="checkbox"/> ® Bobrow & Ray (2004)	
4	7.14.14	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)	
4	7.15.14	Experiential therapy ---- The Satir model Review of material covered thus far	<input type="checkbox"/> © Ch. 7 <input type="checkbox"/> ® Lum (2002) <input type="checkbox"/> ® Banmen (2002) (optional)	Self-care project due
4	7.16.14	Weekly group discussion Optional Documentary	<input type="checkbox"/> No reading due	Weekly reading quiz

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

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