

University of Oregon
Psychology 473/573
Marital and Family Therapies
Winter 2015
Class Location: McKenzie 221

Instructor: Tiffany B. Brown, Ph.D., LMFT
Email: tiffanyb@uoregon.edu
Office: HEDCO 263 (College of Education; corner of 17th and Alder, SW of the library)
Office Hours: Thursday's: 12-2p (starting week two) and by appointment
Phone: 541-346-2117 (office)
GTF: Laura Noll; lkn@uoregon.edu
GTF Office Hours: Wednesday's, 12-1:50pm, LISB 426 (starting week two) and by appointment

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.

PLEASE NOTE: If you are interested in this field for graduate school, please visit the Couples and Family Therapy website: <https://education.uoregon.edu/program/couples-and-family-therapy>. I am core faculty and clinical director of the program and encourage you to research our program along with other reputable, accredited programs in the region and across the country. However, I will not meet with you individually to discuss our program given the high demand of requests to do so (both in this class and otherwise). You are welcome to attend an information session hosted by my colleague, Dr. Jeff Todahl, who is the program director on February 27, 2015, 12p-1p, in HEDCO 340. You do not need to RSVP to attend.

Course Description:

This class is organized to be a survey of the distinct discipline of Marriage and Family Therapy. The name Couples and Family Therapy (CFT) more aptly refers to the work of this field and is more inclusive. Students will be introduced to the history, leaders, theoretical models, vocabulary and basic techniques in the field of Couples and Family Therapy.

Course Objectives/Learning Outcomes:

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 change assumptions of the major theoretical models in CFT.
4. Understand the application of the key theoretical 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. Becvar, D. & Becvar (1999; 2nd Edition). *Systems theory and family therapy: A primer*. University Press of America, Inc. (ISBN-10: 0-7618-1295-4)
 - III. Selected readings are available through Blackboard under "Course Readings" in the "Course Documents" section. Students are responsible for readings assigned.
-

Course Requirements

Attendance & Class Participation

Attendance is essential to successful mastery of course material and therefore attendance at every class is encouraged and expected. This class is an advanced level course, therefore, students are expected to have an *advanced* grasp of the content of the course, participate in class discussions, bring questions to class meetings, and complete assignments on time. I will not be collecting attendance, though I expect students to attend each class meeting to demonstrate commitment to the course content. If you miss a class, you will need to find the information that was missed through the notes online or a peer (meaning, do not contact me or the GTF expecting to receive the same amount of information via email that your colleagues received from attending class that day). The exams will include a great deal of information that can only be attained in the classroom. I encourage you to take an active role in your learning and synthesize the material that you gain in the readings, class discussions, and class lectures. It is my commitment to make class meetings worthwhile and meaningful.

Students are expected to complete the assigned readings prior to class and to actively participate in small group and class discussions. It will be assumed that you have read the assigned readings *prior* to class, meaning that class lecture, activities, and discussion will focus on an *extension* of those readings as we engage in a sophisticated review of the content. 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. This includes a balanced sharing of your thoughts (i.e. contributing to discussions, but not dominating), raising important questions, supporting other students in their learning, actively engaging the readings, and arriving at each class session on time and prepared to discuss and engage with the material. 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.

Extra Credit

I do not offer extra credit assignments for this course. You are responsible for the material presented and will be evaluated on your ability to synthesize the material in a way that demonstrates your overall grasp of concepts, theory, and ideas. I have chosen assignments that provide diverse opportunities to demonstrate mastery of course material given the diverse learning styles likely present among the class. Please do not ask for extra credit opportunities if you do not do well on an assignment.

Written Work

All written work in this class must include the following requirements in order to receive full credit, unless otherwise noted in the assignment expectations: a) use 12 point Times New Roman font, b) double space the paper, c) follow APA guidelines for paper formatting and citations/references, d) do not have unnecessary spaces between paragraphs, and e) limited writing/spelling/grammar errors. You are encouraged to print your work double sided (if possible) to save paper. You will be deducted points per assignment if you do not follow these requirements. **Book recommended:** American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Course Assignments

1. Systemic Therapy Concepts Through Application (50 points)

There are several concepts across the course that requires application to fully understand “how it works.” For this reason, students will learn these concepts through application. In class, we will discuss the concepts of *context* and *action maps*. Students will apply these ideas in their own life through interviewing others and bring back to class via reflection. Each interview should last 30-45 minutes. Students can interview the same person for each of these exercises, or choose to “mix it up” and find different people to participate as the interviewee. Each exercise is worth 25 points. Each reflection should be 3-4 pages and need to include the following sections to be considered a complete paper:

- 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. This is to take the form of an introduction of what you did for this reflection. (~1/2 page)
- b. Discuss what you learned from this interview based on the application topic. Detail what was discussed and explain the content of your interview. This section should have the majority of the content gained from your interview explained in detail. For the context application---discuss the specific context of the interviewee. For the action map assignment, draw the circular process of the action map and detail how it is a circular process and not linear. (Feel free to change the name of your interviewee to protect their identity). (~ 1.5 pages)
- c. 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 specific *concept* important as a Couples and Family Therapist? Include information from class and the readings in your response. Use APA citations. (~1 page)

- d. 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 two application assignments for this course will be:

Context Application: Students will interview someone in their life and ask about their *context*. Review the *context* of someone and attempt to understand the unique aspects that make up their identity. You can ask about their cultural identity/experiences, gender identity/experiences, their family history, past relationships, current relationships, experiences growing up, hurts/stressors, defining life moments, school experiences, major accomplishments, developmental milestones, medical experiences, plans for post graduation. In essence, be thinking about what you need to know about the person to best understand them, knowing that each person will have unique parts of themselves. Our context details the unique parts of our identity that make us who we are. For example, I am more than a white, female, privileged university instructor. Go further than the labels that constitute the person you are interviewing. “Zoom out” and understand their story.

Action maps: Students will interview someone and gain insight to a problem cycle, called an *action map*. What is the problem and what happens at the level of interaction regarding this problem? For example, if the problem is about a recent argument with a friend, what did the interactional cycle look like? This should not detail who said what, but rather the *process* of their relational dynamic. Build an action map and include this map in your assignment that you turn in. The ultimate task of this assignment is to understand how a particular concern or issue has a circular pattern. You, as the interviewer, will need to ask questions to build understanding of how the interactional cycle looks---leaning on your ability to “zoom out” and understand the problem/concern/issue from a systemic frame.

Your assignments do not need a cover page, but do need to have your name and date at the top. Please also add the application and concept under your name and date (i.e., “Application 1: Context). In your paper, provide headers to detail sections a-d as discussed above.

2. Bowen Family Therapy Genogram and Response Paper (50 points)

Students will learn the core assumptions of Bowen family therapy and the usefulness of genograms in therapy. 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 genogram (including at least 3 generations). Your genogram is an opportunity to examine relational patterns and explore themes within your system. 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 the GTF will see the genogram in its entirety. In addition to the genogram, students will turn in a 2-page response paper (15 points) that answers the following questions.

- a) What did you learn about yourself and your system by building your genogram? Give considerable detail to what you notice(d) based on the construction of your genogram. This section reviews the content of what you learned based on the Bowen model (use APA citations when discussing the model).
- b) What do you think is the relevance of this exercise in therapy? Why would a systemic/relational therapist be interested in using this assessment tool/intervention? Discuss any critiques of genograms you may have developed from reading the chapters and/or making your own genogram.
- c) What was it like to explore your family in this exercise? This section reviews what the process was like for you, detailing a personal reflection.

The genogram (35 points) itself will be graded on whether it contains significant contextual details, thorough relationship lines, key genogram components, and portrays 3 generations.

3. Celebrations of Knowledge (150 points)

In effort to assess your knowledge across the term, we will have three class periods dedicated to celebrating what we have learned to date in the course. You will be given the class period to respond to multiple-choice questions that cover the material to date. Celebrations of knowledge will not be cumulative. In these class periods, students are not allowed to use their notes or reading materials and will be responsible for coming to class prepared to celebrate their knowledge individually. Each celebration will be worth 50 points and will include *approximately* 25 multiple-choice questions. I do not provide review sheets. 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 to serve as your review sheet. I will also regularly share in class what you should focus on within your readings and class lectures to prepare for these celebrations. I will provide you with a scantron and you provide the writing instrument and knowledge.

(573 Students only) Major Paper (65 points)

Graduate students in the course will be expected to complete a professional paper (15 pages minimum). Papers should be typed APA style (6th edition) with all references appropriately cited. The basic foundation of the paper is a thorough, up-to-date literature review discussing the family/relational dynamics associated with an identified presenting problem from a systemic point of view and how therapists and/or other mental health professionals have treated this problem historically. Include any empirically validated techniques that have been implemented by CFTs and/or other mental health professionals in working with the issue. Build on this foundation by detailing your approach to therapy (based on the existing literature and a systemic therapy model), as it seems most appropriate for addressing this particular issue. In other words, given your knowledge of the problem, what would be your treatment approach for working with clients dealing with the problem? Describe the model components, rationale for model use, interventions, role of the therapist, treatment course, etc. If you have clinical experience with this issue, you can include an actual case study or even transcripts of dialogues between therapist and clients for examples. End with a summary or critical review of what was presented and possible limitations of the proposed model.

Your paper will be evaluated on: (1) Professional appearance of paper. (APA style, spelling, sentence structure, organization, etc., but most importantly for your critical thinking and sophistication of your ideas). (2) Accuracy and thoroughness of your review of the literature. Provision of examining the issue through a systemic lens. The literature review should demonstrate an up to date understanding of the issue. (3) Integration of treatment issues and treatment strategies. For example, if you found in your literature review that children who have grown up with a parent struggling with a chronic illness are more likely to have somatic complaints, then what would be the interventions you suggest for dealing with these issues? In other words, tie together your review of the issue and your approach to treatment. (4) Clarity in explanation of your treatment approach.

You have three due dates for this paper, please see the course schedule for exact dates. *First*, please let me know of your choice of topic, via email or a written document handed to me in class (you will lose points without this correspondence). *Second*, you will need to turn in a thorough outline. *Third*, the final document that is due at the end of the term. We can discuss how to adequately prepare for this assignment and I will support you in building a thorough outline as needed. The assignment is intentionally broad, as I would like you to consider what is most interesting as it applies to your personal studies and interest areas. We can discuss how to build specifics once you have an idea as to what you would like to formally explore.

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 (this includes the GTF). All assignments are to be turned in at the beginning of class on the day it is due or it will be considered late.

Area of Evaluation	Points Possible
Concepts through Application Papers (2 @ 25 points each)	50
Genogram Assignment (Response Paper @ 15 pts; Genogram @ 35 pts)	50
Celebrations of Knowledge (3 @ 50 points each)	150
TOTAL (473 undergraduate students) ----->	250
+ Major Paper (10 points for paper topic; 15 points for thorough outline; 40 points for the paper)	65
TOTAL (573 graduate students) ----->	315

LETTER GRADES (I do not "round up" to receive + grades: 86.5% would be a B)

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 university

Cell Phones & Laptops

Due to the fact that cell phones (e.g., text messaging, internet surfing) are disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced and text messaging and cell phone internet access is not allowed during class. If you have an exceptional circumstance (e.g., ill child), and need to be on “standby” for a possible cell phone call, please let me know and set your cell to vibrate and exit the classroom if you receive a call. If an alternate learning ability requires the use of a laptop, please contact me on the first day of class about this. Additionally, if you use a laptop to take notes during class, please seek the permission of those around you. Typing notes during class can be very disruptive for people sitting near you – be sure that those around you are not distracted by your note taking. Computer laptop internet surfing and/or chatting is prohibited during class. Bottom line, be respectful.

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://www.uoregon.edu/~conduct>). 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.

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.

COURSE SCHEDULE

Week	Date	Topic(s)	Readings <i>MN: Nichols Text; BB: Becvar & Becvar Text</i>	Assignments DUE
1	1.5.15	Introductions; Syllabus <i>What is the field of Couples and Family Therapy?</i>		
1	1.7.15	Overview of Couples and Family Therapy History and Core Assumptions; Concept of Context	<input type="checkbox"/> © MN: Intro- Ch. 2 <input type="checkbox"/> ® Jackson (1967), "The Myth of Normality"	
2	1.12.15	Family Systems Theory---A Paradigm Shift NO CLASS MEETING--- NATIONAL CHAMPIONSHIP! GO DUCKS! <i>(review folder on blackboard---you will be responsible for the material)</i>	<input type="checkbox"/> © MN: Ch. 3 <input type="checkbox"/> © BB: Chs. 1- 2 <input type="checkbox"/> ® Family Therapy Pioneers (2008) (<i>Optional</i>)	
2	1.14.15	Family Systems Theory---Cybernetics and Homeostasis	<input type="checkbox"/> © BB: Ch. 3 <input type="checkbox"/> ® Jackson (1965), "The Study of the Family"	573 Students: Topic Due
3	1.19.15	<i>No Class, Martin Luther King Holiday</i>		
3	1.21.15	Family Systems Theory---Integrating the major concepts/feminist perspective	<input type="checkbox"/> © BB: Chs. 5-10 <input type="checkbox"/> © MN: Ch. 10 <input type="checkbox"/> ® Knudson-Martin (2002) "Feminism in MFT"	Context Application Due
4	1.26.15	Celebration of Knowledge	<i>No readings</i>	Celebration of Knowledge #1
4	1.28.15	Bowen Family Systems Therapy	<input type="checkbox"/> © MN: Ch. 4 (read first) <input type="checkbox"/> ® Kim et al. (2013) "Differentiation..."	
5	2.2.15	Bowen Family Systems Therapy --- Genograms <i>Guest Speaker: Laurie King</i>	<input type="checkbox"/> ® McGoldrick, Gerson, & Petry (2008) Ch. 1 <input type="checkbox"/> ® McGoldrick, Gerson, & Petry (2008) Ch. 2 <input type="checkbox"/> ® McGoldrick, Gerson, & Petry (2008) Ch. 3 <input type="checkbox"/> ® Kuehl (2008) "Genogram of Family Therapy"	
5	2.4.15	Satir Experiential Family Therapy	<input type="checkbox"/> © MN: Ch. 7 <input type="checkbox"/> ® Lum (2002) <input type="checkbox"/> ® Banmen (2002) <input type="checkbox"/> Watch video of Virginia Satir http://www.youtube.com/watch?v=BVbNxSNZmyk	573 Students: Outline Due
6	2.9.15	Strategic Family Therapy; Concept of Action Maps	<input type="checkbox"/> © MN: Ch. 5 <input type="checkbox"/> ® Robbins & Szapocznik (2005) "Brief Strategic Family Therapy..."	
6	2.11.15	Strategic Family Therapy; Concept of Action Maps	<input type="checkbox"/> ® Gardner, Burr, & Wiedower (2006)	Bowen Project (genogram and response paper) Due
7	2.16.15	Celebration of Knowledge	<i>No readings</i>	Celebration of Knowledge #2
7	2.18.15	The Gottman Institute; Evidence-based Couples Therapy <i>Video in Class: John Gottman</i>	<input type="checkbox"/> Explore the Gottman Website: www.gottman.com (Explore the contents of the "about" tab. Give considerable attention to "The Research" and "About the Gottman Method") <input type="checkbox"/> ® Gottman et al. (2003)	
8	2.23.15	The Gottman Institute; Evidence-based Couples Therapy	<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	2.25.15	Application: Family Systems Theory and the Intersection of Identity/Culture <i>Guest Instructor: Blendine Hawkins</i>	<input type="checkbox"/> Readings to be announced	
9	3.2.15	Application: Family Systems Theory and Self-Harm	<input type="checkbox"/> ® Brown & Kimball (2013), "Cutting to Live"	Action Maps Application Due
9	3.4.15	Application: Family Systems Theory and Eating Disorders <i>Guest Instructor: Jason Roberts</i>	<input type="checkbox"/> ® Costin (2007) Chs. 4 & 5	
10	3.9.15	Guest panel—Therapists in the Community	<i>No readings</i>	
10	3.11.15	Celebration of Knowledge	<i>No readings</i>	Celebration of Knowledge #3
Finals Week		<i>No class meeting</i>	Major Papers Due for 573 students; Turn into my mailbox in HEDCO, suite 240 by 5pm on 3/18/15	

© = Chapter from an assigned text; ® = Reserved reading/article available on Blackboard

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



COUPLES AND FAMILY THERAPY GRADUATE PROGRAM

Tiffany Brown, Ph.D., LMFT

Clinical Director; Lecturer

CONFIDENTIALITY STATEMENT

In this course you will hear information about past client situations as a part of your learning. In order to maintain the highest degree of confidentiality possible given the circumstances, please understand that it's imperative that you keep the information private and confidential.

STUDENT CONFIDENTIALITY AGREEMENT

I agree to maintain the highest standard of client confidentiality and professionalism regarding clients discussed in the PSY 473/573 course. Furthermore, I agree to keep strictly confidential any information regarding the daily operation and administration of the Center for Family Therapy, as discussed in class. In addition, I understand that what I am learning in this class does not give me the skill set, education, or license to be a therapist.

Print Name (Clearly)

Sign Name

Date