

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Family Therapy: Theory/Practice
Course Number	504
Term	SP 07
Department	CPSY
Faculty Name	Taranum Chaudry, PhD

Catalogue Description (*copy from current catalogue*): Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Participants explore the application of course material to their work setting or training track. This course is not clinical in nature and is not designed to train or prepare participants to conduct family therapy.

Prerequisite: None.

Credit: 3 semester hours.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	R
Elementary 3 rd -8 th Grades in an Elementary School	R
Middle Level 5 th -9 th Grades in a Middle or Junior High School	R
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 2-3 of this syllabus (student performance includes goals, evidence, and levels of performance).

Family Therapy: Theory and Practice
Counseling Psychology 504
Spring 2007

Instructor: Taranum Chaudry. Ph.D., LMFT
 Phone: 503-768-6062 (Leave message with Juleen)
 e-mail: trchaudry@gmail.com
 Office Hours: Friday only and by appointment.
 Office: TBA

Schedule

Dates: Friday January 12th- April 27th
Time: 11:00 – 2:00

COURSE DESCRIPTION:

The purpose of this course is to examine the development of general systems theory and the various theoretical foundations of marital and family therapy. This includes knowledge of the processes of therapy, including the role and influence of the therapist, change theory and relevant interventions. The purpose of this course is to help students “think systemically” about the family and identify critical epistemological issues in both theoretical and applied parts of family therapy.

COURSE OBJECTIVES:

Upon completion of this course students will be able to:

1. Apply key concepts of general systems theory in conceptualizing processes in the family realm.
 2. Think “systemically” about theoretical and research issues relating to family relationships.
 3. Recognize the systemic patterns between subsystems of and within the family, ecosystems, race, culture, gender, age and family life cycle transitions in family relationships and the implication of these patterns for overall family functioning.
 4. Compare and delineate among the various theoretical approaches to family therapy.
 5. Identify personal issues from their own family of origin and/or present nuclear family and how these issues relate to the student’s function as a therapist-in-training. This includes issues which arise in families ethnic, culture or structural variations in family processes.
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Course Requirements:

1. **Attendance:** Students must attend ALL classes. Absences will be excused only in circumstances of emergency or illness. Students must get approval from the instructor for absences that are not due to emergency or illness.
2. **Punctuality:** Students must be in class on time, so as not to disrupt the flow of the class. Students who are habitually late will have to turn in an additional assignment.
Please be respectful of the class and instructor's time.
3. **Participation:** This course will for the most part be taught as a seminar. This requires active verbal participation of all students. The goal is to promote discussions and debates of the materials read and/or reviewed.
4. **Readings:** Students will be expected to have read the material prior to each class so they can share their perspective, question and discuss the material.
5. **Assignments:** All assignments must be turned in on the specified dates. Any extenuating circumstances must be negotiated with the instructor PRIOR to assignment deadlines (this however, does not guarantee that students will not lose point). Other wise late assignments will not be accepted. No additional make up assignments will be accepted either.
6. **Penalty for late assignments:** Assignments turned in three days after the deadline will cost the student 10 points for that particular assignment. Two points will be deducted each day after the deadline till the third day.
7. **Make up Assignments:** Please try to avoid circumstances that would lead to make up assignments. Students will be responsible for making up their own assignments after having it approved by the instructor.
8. **Midterm Exam:** this will be a take home exam, given on February 23rd and due March 2nd. (100 points)
9. **Class Presentation:** Format is group presentation, scheduled for **March 16th**. (100 points)
10. **Term Paper:** Due **April 6th**. (100 points)
11. **Final Exam:** In class. Written exam on **April 27th**. (100 points)

Grading Policy: Grades will be based on the percentage of points earned as follows:

Grading Scale:

- A 95-100
- A- 90-94
- B 85-89

- B- 80-84
- C 75-79
- C- 70-74
- D 65-69
- D- 60-64
- F Below 59

Required Texts

Lawson, David & Prevatt, Frances F. (1999). Casebook in family therapy. Brooks/Cole. An International Thomson Publishing Company.

Nichols, Michael P. & Schwartz, Richard C. (2004). Family therapy: Concepts and methods. Pearson Education Inc.

Recommended Readings.

McGoldrick, M, Gerson, R., & Shellenberger S. (1999). Genograms: Assessment and interventions. W.W. Norton & Co., NY.

McGoldrick, Monica (Ed.) (1998). Re-visioning family therapy: Race, culture and gender in clinical practice. The Guilford Press, NY.

Nichols, Michael P. & Schwartz, Richard C. (2004). Family therapy: Concepts and methods. Pearson Education Inc.

Kerr, M. & Bowen, M. (1988). Family evaluation. W.W. Norton, NY.

Minuchin, S., Lee, W-Y, & Simon, G.M. (1996). Mastering family therapy: Journeys of growth and transformations. Wiley, NY.

Napier, A.Y. & Whitaker, C. A. (1978). The family crucible. Harper & Row: NY.

Satir, V.M. (1972). Peoplemaking. Palo Alto, CA: Science and Behavior Books.

Kempler, W. (1981). Experiential psychotherapy with families. Brunner/Mazel: NY.

Boszormenyi-Nagy, I. (1987). Foundations of contextual therapy. Brunner/Mazel: NY.

Kellner, D. (1991). Postmodern theory. Guilford Press: NY.

Haley, J. (1980). Leaving home. McGraw-Hill: NY.

Freedman, J. & Combs, G. (1996). Narrative therapy: The social construction of preferred reality. Norton, NY.

SCHEDULE OF COURSE TOPICS AND READINGS
CPSY 504
SPRING 2007

DATE	TOPIC	READINGS
Jan 12	Introduction, syllabus review, Foundation, Evolution & Early Models of Family Therapy.	Intoduction, course & syllabus review. Nichols & Schwartz: Chps. 1-3
Jan 19	Concepts of Family Therapy Bowen Family Systems Lawson & Prevatt: Chp. 2	Nichols & Schwartz: Chp. 4 Nichols & Schwartz: Chp. 5
Jan 26	Bowen Family Systems Therapy (contd.)	Nichols & Schwartz: Chp. 5 Lawson & Prevatt: Chp. 2
Feb 2	Psychoanalytic Family Therapy.	Nichols & Schwartz: Chp. 9 Lawson & Prevatt: Chp. 1
Feb 9	Psychoanalytic Family Therapy (contd). Structural Family Therapy	Nichols & Schwartz: Chp. 7 Lawson & Prevatt: Chp. 5
Feb 16	Structural Family Therapy (contd.)	Nichols & Schwartz: Chp. 7 Lawson & Prevatt: Chp. 5
Feb 23	Midterm Exam- Take Home	
Feb 23	Experiential Family Therapy	Nichols & Schwartz: Chp. 8 Lawson & Prevatt: Chps. 6&7.
Mar 2	Take home exam due.	
Mar 2	Strategic Family Therapy Cognitive Behav. Therapy	Nichols & Schwartz: Chp. 6. Lawson & Prevatt: Chp. 8 & 9 Nichols & Schwartz: Chp. 10. Lawson & Prevatt: Chp. 3 & 4.
Mar 9	Cognitive Behav. Therapy (contd).	Nichols & Schwartz: Chp. 10. Lawson & Prevatt: Chp. 3 & 4.

Intergrative Models

Nichols & Schwartz: Chp. 14

MAR 16 CLASS PRESENTATION

Mar 23 Solution- Focused Therapy Nichols & Schwartz: Chp. 12
Lawson & Prevatt: Chp. 10

MAR 30 SPRING BREAK

APR 6th TERM PAPER DUE.

Apr 6 Narrative Therapy Nichols & Schwartz: Chp. 13
Lawson & Prevatt: Chp. 12.

Apr 13 Narrative (contd.)
Post modernism & Advances Lawson & Prevatt: Chp. 11,13 & 14
In Family therapy Nichols & Schwartz: Chp. 11 & 16

Apr 20 Post modernism & Advances
In Family Therapy. (contd.)

APRIL 27 FINAL EXAM- IN CLASS

* **Class Activities:** Will include role plays, discussions, and watching videos of the master therapist from the various schools of thought.