

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	Fall 2006
Department	CPSY
Faculty Name	Bobby Powell

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

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

Student Performance:

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

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

Please attach completed Course Syllabus Cover Sheet to course syllabus.

Course Name	Family Therapy: Theory & Practice
Course Number	CPSY 504, Section 2
Term	Fall 2006
Department	Counseling Psychology
Textbooks/Materials	Lawson, David & Prevatt, Frances F. (1999). <u>Casebook in family therapy</u> . Brooks/Cole. An International Thomson Publishing Company. Nichols, Michael P. & Schwartz, Richard C. (2004). <u>Family therapy: Concepts and methods</u> . Pearson Education Inc.
Faculty Name	Bobby N. Powell, MMFT, LMFT
Faculty Phone/E-mail	503-231-5672; famtalk@wa-net.com
Faculty Office	None

Catalogue Description (*copy from current catalogue*):

Required Course for Area I: Theoretical Foundations of Marital and Family Therapy.
504 Family Therapy: Theory and Practice, 3 Semester Hours.

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 for each of the theoretical models. 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 Goals and Objectives:

Upon completion of this course students will be able to:

1. Apply key concepts of general systems theory to 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 and interventions 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.
6. Develop their own theoretical stance.

Course Calendar:

DATE	TOPIC	READINGS
Sept 11	Introduction, syllabus review, Foundation, Evolution & Early Models of Family Therapy.	Introduction, course & syllabus review. Nichols & Schwartz: Chps. 1-3
Sept 18	Concepts of Family Therapy Bowen Family Systems	Nichols & Schwartz: Chp. 4 Nichols & Schwartz: Chp. 5 Lawson & Prevatt: Chp. 2
Sept 25	Bowen Family Systems Therapy (contd.)	Nichols & Schwartz: Chp. 5 Lawson & Prevatt: Chp. 2
Oct 2	Psychoanalytic Family Therapy.	Nichols & Schwartz: Chp. 9 Lawson & Prevatt: Chp. 1
Oct 9	Psychoanalytic Family Therapy (contd). Structural Family Therapy	Nichols & Schwartz: Chp. 7 Lawson & Prevatt: Chp. 5
Oct 16	Structural Family Therapy (contd.)	Nichols & Schwartz: Chp. 7 Lawson & Prevatt: Chp. 5
Oct 23	Experiential Family Therapy	Nichols & Schwartz: Chp. 8 Lawson & Prevatt: Chps. 6&7.
Oct 30	Strategic Family Therapy Cognitive Behav. Therapy	Nichols & Schwartz: Chp. 6. Lawson & Prevatt: Chp. 8 & 9 Nichols & Schwartz: Chp. 10. Lawson & Prevatt: Chp. 3 & 4.
Nov 6	Cognitive Behav. Therapy (contd). Integrative Models	Nichols & Schwartz: Chp. 10. Lawson & Prevatt: Chp. 3 & 4. Nichols & Schwartz: Chp. 14
Nov 13	CLASS PRESENTATION	
Nov 20	CLASS PRESENTATION	
Nov 27	Solution- Focused Therapy	Nichols & Schwartz: Chp. 12 Lawson & Prevatt: Chp. 10
Dec 4	Narrative Therapy	Nichols & Schwartz: Chp. 13 Lawson & Prevatt: Chp. 12.
Dec 11	Post modernism & Advances In Family therapy	Nichols & Schwartz: Chp. 11 & 16 Lawson & Prevatt: Chp. 11,13 & 14

December 11 FINAL EXAM- IN CLASS

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

Course Requirements:

1. **Attendance:** Students must attend ALL classes and be on TIME. Please notify the instructor if you are unable to attend class. (75 points)
2. **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.
3. **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. A brief reading quiz will be given at the beginning of each class. (150 points)
4. **Midterm Exam:** This will be a take home exam, given on **October 23rd** and **DUE October 30th**. (100 points)
5. **Class Presentation:** Format is group presentation, scheduled for **November 13th and 20th**. (100 points)
6. **Term Paper:** Due **November 27th**. (100 points)
7. **Final Exam:** In class. Written exam on **December 11th**. (100 points)
8. **Late Assignment:** Assignments need to be turned in on time. Late assignments will be subject to point deduction.

Evaluation and Assessment:

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

100- 90% = A
89 - 80% = B
79 – 70% = C
69 – 60% = D
Below 59% = F

Authorization Levels:

Bibliography:

- 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.