

FAMILY THERAPY II  
CPSY 445  
Spring 2008  
Thursdays 1:40 to 4:00 pm

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COURSE DESCRIPTION:

Building on Family Therapy I (CPSY 444 or its equivalent), this course focuses on integrated models of family and couples therapy which emphasize purposeful eclecticism. Cultural issues that must be included in conceptualizations will also be important focal points of this course. Research on best practices in specific types of couples counseling will be highlighted.

REQUIRED READINGS:

Bruenlin, D.C., Schwartz, R.C., & Mac Kune-Karrer, B. (2001). Metaframeworks. San Francisco: Jossey-Bass.

Gottman, J. M. (1999). *The Marriage Clinic: A Scientifically Based Marital Therapy*. New York: Norton.

*Sex Therapy*

Armstrong, L. (2006). Barriers to intimate sexuality: Concerns and meaning-based therapy approaches. *The Humanistic Psychologist*, 34, 281-298.

Weeks, G. (2005). The emergence of a new paradigm in sex therapy: Integration. *Sexual and Relationship Therapy*, 20, 89-103.

*GLBT couples*

Solomon, S., Rothblum, E., Balsam, K. (2004). Pioneers in Partnership: Lesbian and Gay Male Couples in Civil Unions Compared With Those Not in Civil Unions and Married Heterosexual Siblings. *Journal of Family Psychology*, 18(2), 275-286.

Spitalnick, J. & McNair, L. (2005). Couples therapy with gay and lesbian clients: An analysis of important clinical issues. *Journal of Sex and Marital Therapy*, 31, 43-56.

*Infidelity*

Atkins, D., Yi, J., Baucom, D., & Christensen, A. (2005). Infidelity in couples seeking marital therapy. *Journal of Family Psychology*, 19, 470-473.

DiBlasio, F. (2000). Decision-based forgiveness treatment in cases of marital infidelity.

*Psychotherapy: Theory, Research, Practice, Training*, 37(2), 149-158.

LaSala, M. (2001). Monogamous or not: Understanding and counseling gay male couples. *Families in Society: The Journal of Contemporary Human Services*, 82, 605-611.

### Violence

Hage, S. (2000). The role of counseling psychology in preventing male violence against female intimates. *The Counseling Psychologist*, 28, 797-828.

Miller, A., Bobner, R., & Zarski, J. (2000). Sexual identity development: The base for work with same sex couple partner abuse. *Contemporary Family Therapy*, 22, 189-200.

### COURSE REQUIREMENTS:

1. Participation. Class members will engage in critical discussion, role plays, and interpretation of clinical video tapes to demonstrate ability to apply therapeutic concepts and to distinguish between various types of interventions. Participation points will be given on a weekly basis, worth 30 points total.
2. Best Practice Presentation. Teams of class members will be asked to select a clinical issue of interest. Identify recent research articles that address the treatment of this issue from a systems perspective. Summarize from the articles and create recommendations for best practices in the treatment of this issue. Create a bibliography to be distributed during your presentation. Student-teams will present a 25-minute summary of their findings in class on the due dates indicated in the syllabus. Worth 30 points.
3. Final project-- Class members will be required to analyze a case that demonstrates their knowledge of either of the integrated models, which will include an application of core theoretical concepts, and an articulation of appropriate intervention strategies. Length: 10-12 pages. Worth 40 points.

EVALUATION PROCEDURES: A = 90 - 100, B+ = 87 - 89, B = 80 - 86, C = < 80

### SCHEDULE:

Jan 24	Introduction and overview of major schools of family therapy: Structural Family Therapy, Behavioral Family Therapy, Multigenerational Family Therapy, Humanistic/Experiential Family Therapy	
Jan 31	Metaframeworks – Assumptions & Development	( <u>Metaframeworks - 1,2,6</u> )
Feb 7	Metaframeworks – Organization & Sequences	(Metaframeworks – 4,5)
Feb 14	Metaframeworks -- Internal Family Systems	( <u>Metaframeworks -- 3</u> )

Feb 21	Metaframeworks -- Gender, Culture	<u>(Metaframeworks -- 7,8)</u>
Feb 28	Integration and Blueprint	<u>(Metaframeworks - 9, 10, 11)</u>
March 6	No Class-Spring break	
March 13	Gottman's Couples Therapy	Marriage Clinic 1-3
March 20	Gottman's Assessment	Marriage Clinic 4-6
March 27	Gottman's Interventions	Marriage Clinic 7-11
April 3	Gottman's Integration	Marriage Clinic 12-15
April 10	GLBT Couples	Articles
April 17	Infidelity	Articles
April 24	Violence	Articles
May 1	Sex Therapy	Articles

## **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

[http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty)

## **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>.

## **Harassment**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

## **Conceptual Framework**

This course fulfills the expectations of Loyola University Chicago's School of Education's conceptual framework CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

## **Technology**

Use of technology is integrated into this course through the Best Practices paper/report requirement. In order to successfully complete these assignments, students will be required to search electronic databases and to use some form of technology in their oral presentations.

## **Diversity**

In this course, learning how to apply couples and family theories to multicultural populations is predicated on a respect and appreciation of diversity in many forms. Such diversity includes but is not limited to cultural diversity (such as gender, age, ethnicity, race, religion, sexual orientation, social class, and ability status) and family composition.

### Services for Students with Disabilities (SSWD)

Office of Academic Advising and Services

#### Policy on Accommodations to Course Requirements and Class Participation

This policy provides guidelines for accommodations to course requirements and class participation for students with disabilities. The authority to approve accommodations is assigned by the Provost to the Director of the Office of Academic Advising and Services and to the Services for Students with Disabilities (SSWD) Coordinators/Assistant Coordinators. If instructors have questions about the application of accommodations in his/her course section, the instructor is encouraged to contact the SSWD for further guidance.

#### Participation accommodations

Participation accommodations may be approved, on a case by case basis, only for students who have provided appropriate documentation to SSWD. Clinical courses will be handled separately on a case by case basis by an SSWD staff member and the department or school representative. Documentation must provide data that supports the necessity for the Participation Accommodation.

In courses where the instructor has determined that absences from class will impact students' grades and has communicated his/her attendance expectations in this regard to all students enrolled in the course at the beginning of course, students granted the Participation Accommodation should be allowed to miss 25% more of the class sessions for the course than students without this accommodation without negatively impacting their grade for the course. However, if it is the instructor's judgment that a student would not be able to satisfy the requirements of the course if the student misses 25% more of the class sessions than required of students without this accommodation, then the instructor should advise the student of this promptly after the student has provided the instructor with the SSWD documentation indicating that the Participation Accommodation has been granted. At that time, the instructor should also advise the student what percentage of class sessions may be missed without a negative impact on the student's grade for that course and confirm this in writing.

An instructor who does not communicate attendance expectations to all students enrolled in the course at the beginning of the course should not impose an attendance expectation on a student who has been granted the Participation Accommodation. In other words, the grade of a student who has been granted the Participation Accommodation should not be negatively impacted due to the student's rate of attendance in such circumstances.

For courses in which the instructor has determined that participation in class sessions is expected of students and failure to participate will impact the student's grade and the instructor has communicated his/her participation expectations in this regard to all students enrolled at the

beginning of the course, students granted the Participation Accommodation should be allowed to participate less than others without negatively impacting their grade for the course. As participation may be subjective and therefore difficult to quantify, the instructor and student should discuss the instructor's participation expectations promptly after the student has provided the instructor with the SSWD documentation indicating that the Participation Accommodation has been granted and any expectations in this regard should be confirmed by the instructor in writing.

An instructor who does not communicate class participation expectations to all students enrolled in the course at the beginning of the course should not impose a class participation expectation on a student who has been granted the Participation Accommodation. In other words, the grade of a student who has been granted the Participation Accommodation should not be negatively impacted due to the student's level of participation in class sessions in such circumstances.