

**CPSY 444: Family Therapy I (Sec 1)**  
**Summer 2017**  
**Loyola University Chicago**

Time & Place: Monday & Wednesday, 1-4 pm; CLC 303

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### **Required Text**

Gladding, S. T. (2015). *Family therapy: History, theory, and practice (6<sup>th</sup> ed.)*. Hoboken, NJ: Pearson Education, Inc.

### **Recommended Text**

Nichols, M. P. (2013). *Family therapy: Concepts and methods, (10th ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

All students must have access to **LiveText** (<http://www.luc.edu/education/admission/tuition/course-management-fee/>).

### **Course Description and IDEA Objectives**

This course serves to facilitate students' examination of contemporary families from a life cycle perspective and to develop an understanding of families' "normal" transitional processes. Upon completion of the course, students should have an understanding of the major theoretical positions of family therapy and possess basic skills of assessment, conceptualization, and interventions in family therapy based on these major theoretical positions.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

### **School of Education Conceptual Framework**

The SOE's Conceptual Framework (CF)—*Social Action through Education*—is exemplified via students' learning of critically evaluating current bodies of knowledge in family therapy.

**Diversity:** The program is committed to issues of diversity including, but not limited to, race, ethnicity, gender, sexual orientation, social class, and ability status. Ethical practice requires an awareness of the sociocultural context. In this course, students will learn how issues of diversity in terms of multicultural competence apply to assessment, conceptualization, and interventions in family therapy. Students' awareness of the concept of multicultural competence in family therapy will be assessed via course assignments and an exam.

**Dispositions:** Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of *professionalism*, *inquiry*, and *social justice*. The specific disposition that students should develop in this class is professionalism. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.

**Evaluation:** Grades will be distributed according to the following scale and will be based on the course requirements that follow:

**Criteria..... Percentage of Final Grade**

Participation	10%
Genogram Paper	15%
Case Presentation	15%
Family Assessment Paper	30%
Final Exam	30%

**Late work will have 10% of points deducted from the total possible score for each delayed day (not class meeting).** No paper will be accepted 2 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies. Plan accordingly!!

**Course Requirements**

1. Participation (10%): Attendance, promptness, and active participation are essential to this class. I do expect students to come prepared to actively discuss the assigned readings. I also expect students to arrive on time and to contact me in advance if they will be absent.

2. Family Genogram Paper (15%):

Students will construct a genogram including their current family and family of origin (3 generations; include grandparents). The genogram should be accompanied with an autobiographical paper which outlines (a) significant events in the family, family relationships, explicit and implicit rules within the family, and your role in the family and (b) new insights gained about your family while doing the genogram activity. The autobiographical paper should be 5-7 pages.

Genogram software: The following packages may be useful. Hand drawing is fine as well.

<http://www.genopro.com/genogram/>

<http://www.smartdraw.com/specials/ppc/genogram.htm?id=45438&gclid=CL6ZxK3j2qICFVJH5wodhBf2-A>

3. Presentation (15%):

Students will present a 30-minute family case based on a specific theoretical orientation. Students may select a fictional family from the media or use a real family. Students will need to discuss the development of the problem, the nature of change, and interventions/techniques based on the theory.

Presentation should include:

- a. Present problems: Live role play consisting of 1-2 therapists and 2-5 family members.
- b. Discuss your case conceptualization and an intervention plan based on the theory (development of the problem, nature of change, and interventions/techniques)
- c. Demonstrate intervention: Live role play consisting of 1-2 therapists and 2-5 family members.
- d. Process your intervention and questions from the audience

#### 4. Family Assessment Paper (30%):

Focusing on information gathering, assessment, and initial case conceptualization based on a theory of your choice, students will write a family assessment paper on a family of their choice. Students will need to interview each member of the family on his/her experience and perceptions of being a member of the family. Students are also required to spend two hours observing the family, including interaction patterns, family rules, etc.

This paper consists of three parts: (a) collecting objective (i.e., two hours of observing the family) and subjective (i.e., interviewing each member of the family) data; (b) completing the family assessment form; and (c) writing a summary report based on a theory of your choice. You should submit both the family assessment form (no page limit) and a summary report (5-7 pages).

#### Family Assessment Form

##### I. Identifying Information: Demographics

Name of Family: \_\_\_\_\_ (use pseudonyms)  
 Member's name \_\_\_\_\_ B.D: \_\_\_ - \_\_\_ - \_\_\_ Age: \_\_\_\_\_ Occupations: \_\_\_\_\_  
 Member's name \_\_\_\_\_ B.D: \_\_\_ - \_\_\_ - \_\_\_ Age: \_\_\_\_\_ Grade in school \_\_\_\_\_

##### II. Referral Information

- a. Who initiated this referral (class assignment)
- b. Reason for the referral

##### III. Behavioral observations

How do the clients appear; how are they dressed; what is the setting; any distinguishing marks or mannerisms? Do they seem to have any special or remarkable attitudes, or behaviors? Discuss anything that will attempt to communicate to another reader the sense and feel of the persons being interviewed and how they related during that time and space.

##### IV. Presenting Problem

- a. How do the clients see the problem? Why are they coming to see you?
- b. What attempts have been made to solve the problem, and by who?
- c. What does the referral source tell you about the needed reason for service?
- d. Duration and course of presenting problem - how long - nature of onset - why is help being sought now?

##### V. Family History -

##### Family of Origin (F-O)

- a. Ethnicity of family: If there are changes due to marriage, how has the new transformation effected the family organization? What are their experiences with, and beliefs about their culture, issues with the

dominant culture, and methods of maintaining and passing along culture to their children? How does culture effect their family adaptations and problems.

b. Mother: (B-M=biological mother, F-M= foster mother A-M=adoptive mother)

Age, and a physical description. What does the client know about her childhood and youth? What were her parents like? What was her family like, how many siblings, what order? What was she like during childhood? How did her parents meet? What is mother like now? What kind of relationship does the client have with her at present? Has the relationship changed over the years, and if so how and why? How does mother relate to those members of the client's nuclear family?

c. Father: (same as for mother)

d. Siblings: in their birth order (same as for parents)

e. Significant others in the F-O

## VI. Family Processes

a. Communication: Who communicates with whom and when. What is the verbal, body posture, and facial expressions like? Is communication clear, congruent and consistent?

b. Behavior Control: How is behavior controlled and maintained (what is static in this family)? How is complementarity effected? How does it constrain behavior?

c. Conflict: To what extent are conflicts overtly vs. covertly expressed (overall and within specific sub-systems)? Is it expressed indirectly, avoided, or dealt with directly? 1. What is the frequency and intensity? 2. What is the process for resolution?

d. Organizing Principles: What are the major myths of the family that maintain the system? What are the strengths of the family that contribute to its resiliency and flexibility?

## VII. Medical History

a. Hospitalizations (physical and emotional/psychological)

b. Outpatient care (physical and emotional/psychological)

c. Drug and Alcohol History/Use (note: It is more useful to ask the question "who in your family uses .....?")

## VIII. Support Systems:

a. Friends, b. Church/ Mosque/ Synagogue, c. Organizations, d. Other

## Summary Report

Write a summary report based on a theory of your choice (can be flexible as to your adherence to the theory). Summarize all of your data, then state your impressions of the family's level of functioning and their ability to deal with their present situation. What are the areas of concern that they present, what are the areas that you feel are of concern (your diagnostic impressions)? What is the interplay of the past history with their present situation and functioning? What interventions or support do you think need to be provided in order for the family to function at its maximum potential; could you help provide that service, and where hypothetically would you begin?

## 5. Final Exam (30%)

The final exam will be a comprehensive essay exam covering class material and assigned readings. The exam will also include a case study. You should choose two different theories and discuss case conceptualization and intervention plans based on the theories (development of the problem, nature of change, and interventions/techniques). The exam will be designed to allow you to demonstrate your evaluative understanding of course materials. You will receive the questions on 6/19/17.

### Supplementary Reading List

#### Ackerman

Ackerman, N. W. (1981). The functions of the family therapist. In Green, R. G., and Framo, J. L. (Eds.), *Family therapy: Major contributions*, (343-374). Madison: International Universities Press.

#### Bowen

Anonymous (1972). Toward the differentiation of self in one's own family. In J. L. Framo (Ed.), *Family interaction: A dialogue between family researchers and family therapists*, (111-166). New York: Springer.

Bowen, M. (1978). *Family therapy and clinical practice*. New York: Jason/Aranson.

#### Minuchin

Minuchin, S. (1981). Structural family therapy. In Green, R. G., and Framo, J. L. (Eds.), *Family therapy: Major contributions*, (445-474). Madison: International Universities Press.

Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.

Minuchin, S., & Fishman, C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.

#### Satir

Satir, V. M. (1967). *Conjoint family therapy*. Palo Alto: Science and Behavior Books.

Satir, V. M. (1989). *The new peoplemaking*. Palo Alto: Science and Behavior Books.

#### Whitaker

Whitaker, C. A., & Keith, D. V. (1981). Symbolic-Existential family therapy. In A. S. Gurman and D. P. Kniskern, (Eds.), *Handbook of family therapy*. New York: Brunner/Mazel.

Whitaker, C. A. (1981). Process techniques of family therapy. In Green, R. G., and Framo, J. L. (Eds.), *Family therapy: Major contributions*, (419-444). Madison: International Universities Press.

#### Brief family therapy

Weakland, J. H., Fisch, R., Watzlawick, P., & Bodin, A. M. (1981). Brief therapy: Focused problem resolution. In Green, R. G., and Framo, J. L. (Eds.), *Family therapy: Major contributions*, (493-526). Madison: International Universities Press.

#### Multicultural concerns

McGoldrick, M., Pearce, J. K., & Giordano, J. (Eds.) (1996,1982). *Ethnicity and family therapy*. New York: Guilford.

Boyd-Franklin, N. (2003). *Black families in therapy: A multisystems approach*, (2nd ed.). New York: Guilford. 3.

**\*\*This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

<b>CLASS SCHEDULE</b>			
<b>Date</b>	<b>Topic(s)</b>	<b>Readings</b>	<b>Assignment</b>
5/22	Introduction and overview Theoretical context, fundamental concepts	Ch.2: The theoretical context of family therapy	
5/24	Family types and functionality Single-parent and blended families	Ch.3: Types and functionality of families Ch.4: Working with single-parent and blended families	
5/29	No Class (Memorial Day)		
5/31	Genogram Cultural diversity Ethics	Ch.5: Working with culturally diverse families Ch.6: Ethical, legal, and professional issues in family therapy	Case presentation sign-up
6/05	Process Assessment Couple and marriage therapy History	Ch.7: The process of family therapy pp. 397-403: Assessment Ch.8: Couple and marriage therapy and enrichment Ch.1: The history of family therapy	
6/07	Psychodynamic Bowen	Ch.9: Transgenerational theories	<b>Family genogram due</b>
6/12	Experiential	Ch.10: Experiential family therapy	<b>Presentation 1: Psychodynamic</b> <b>Presentation 2: Bowen</b>
6/14	Behavioral and CBT Structural	Ch.11: Behavioral and cognitive-behavioral family therapies Ch.12: Structural family therapy	<b>Presentation 3: Experiential</b>

6/19	Strategic Glossary in family therapy	Ch.13: Strategic family therapies	<b>Presentation 4: Behavioral and CBT</b> <b>Presentation 5: Structural</b> <b>Family assessment paper due</b> Study guide for final exam
6/21	Solution-focused Narrative	Ch.14: Solution-focused brief therapy and narrative family therapy	<b>Presentation 6: Strategic</b>
6/26	Comparative analysis Remaining issues	Ch.15: Working with substance-related disorders, domestic violence and child abuse Ch.16: Research and assessment in family therapy	<b>Presentation 7: Solution-focused</b> <b>Presentation 8: Narrative</b>
6/28	Final exam		<b>Final exam</b>