CPSY 444 (sec 1): Family Therapy I  
Summer 2021  
Loyola University Chicago

Time & Place: Asynchronous online course

Instructor: Eunju Yoon, Ph.D.  
Office: LT 1036  
Phone: (312) 915-6461  
Email: eyoon@luc.edu  
Office Hours: By appointment  
Responsiveness: During the weekdays, students can expect to get responses to their emails within 24-48 hours.  
Group meetings: Please see p. 5 to find information about synchronous discussion sessions.

Required Text


Recommended Text


School of Education Commitment - COVID-19:

Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the summer-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola’s COVID-19 Response webpage](https://www.luc.edu/coronavirus/) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.
KEY COVID-19 Resources for your Summer – 2021 Return

RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

Course Description and Objectives

This course serves to facilitate students’ examination of contemporary families from a life cycle perspective. Upon completion of the course, students should have knowledge 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 Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

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, gender identity, social class, and ability status. Ethical practice requires an awareness of the sociocultural context. In this course, students will learn how issues of diversity apply to assessment, conceptualization, and interventions in family therapy. Students’ sensitivity to cultural responsiveness in family therapy will be assessed via course assignments.
**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.

**Smart Evaluation:** Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

**Technology**
In this course you will use technology as the primary learning tool. As an on-line course, most interaction with the instructor and between students will be conducted asynchronously via the course website in Sakai. The Sakai website will contain a general overview of the course expectations and outcomes, lectures, readings, assignments and supplemental resources.

Although this is an asynchronous online course, you are encouraged to reach out to the instructor at any time with questions or concerns that you may have. I am more than willing to talk with you via Zoom, as our schedules allow.

**Sakai Support Documentation**

**ITS HelpDesk**
- Email: helpdesk@luc.edu
- Phone: 773-508-4487

**Intellectual Property**
All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission.

**Links to Resources**

- **ITS HelpDesk**
  - Email: helpdesk@luc.edu
  - Phone: 773-508-4487
- **Library**
  - **Subject Specialists**
- **Student Accessibility Center**
- **Writing Center**
- **Ethics Hotline**
  - Phone: 855.603.6988
Grading: For the course grade, the total accumulation of points will be used to determine your grade based on the following:

- 100-93 points A
- 92.99-90 points A-
- 89.99-87 points B+
- 86.99-83 points B
- 82.99-80 points B-
- 79.99-77 points C+
- 76.99-73 points C
- 72.99-70 points C-
- 69.99-67 points D+
- 66.99-60 points D
- 59.99- F

Course Requirements

1. Self-Introduction Video (5 points)

To facilitate class interaction, you will record a short video introducing yourself to the entire class. Please include your name, your program, what you hope to learn from this class, how this course can be helpful to your clinical practice, and anything else you would like other students and the instructor to know about you.

Submit your pre-recorded video (by using your cell phone, for example) through the VoiceThread tool in Sakai: 1. go to the Sakai VoiceThread, 2. click on “add your own,” 3. select “create a new VoiceThread,” 4. drop your video file, 5. save with your name in title, 6. click on “share and return to course.” Or, if you want to record your video using VoiceThread: 1. go to the Sakai VoiceThread, 2. click on “open in a new tab,” 3. click on “add your own,” 4. select “create a new VoiceThread,” 5. click on “add media,” 6. select “webcam video,” 7. record your video, 8. save with your name in title, 9. click on “share and return to course.” Due 7/09 (Fri), 11pm.

2. Weekly Small Group Discussion Forum (45 points)

a. Students will be assigned to small groups, which will be announced in the Sakai Overview. You will participate in weekly small group discussions asynchronously via the Sakai discussion forums.

b. Reflection on weekly learning materials (i.e., readings and lectures) (2 topics per week x 5 weeks x 3 points = 30 points): Starting the week of 7/12, post 250-500 words of your reflection on the learning materials (i.e., readings and lectures) for each topic by Wed 11pm each week, and two or more responses to other students’ postings by Fri 11pm each week. As shown in the syllabus, each week includes two topics, meaning you should post two initial reflections by Wed and four or more responses to your group members’ postings by Fri.
• Read your weekly reading assignments and listen to weekly lecture recordings. You can find weekly reading assignments and power point slides in the Sakai weekly pages. Lecture recordings will be posted on the Sakai Panopto by every early Monday morning. Power point slides and lecture recordings are my intellectual properties, so they may not be distributed or shared in any manner, either on paper or virtually, without my written permission.

• Postings must reflect your knowledge of the material from the current week’s readings and lectures. You may react to another student’s post as a part of your post, but it cannot be a duplication of content (i.e., it can be a "starting off" point for your reflection).

• Postings should also display your critical thinking and careful analysis of the issue at hand. They should not stray far from the topics posed at the beginning of the week.

• Each small group should sign up for one one-hour synchronous discussion with the instructor. This will be an opportunity to meet with the instructor as a group, have discussion on the course materials, and ask questions. This synchronous discussion will substitute the Sakai asynchronous discussion for the week, meaning you will receive 6 points (2 topics x 3 points) by fully attending the synchronous discussion. Your group should decide on the time when everyone can meet and sign up by 7/21 (Wed), 11pm.

Google Doc link to a sign-up sheet:
https://docs.google.com/document/d/10IUqIZElRhLRg9OPlr303TyqiNq_lNvf/edit

c. Discussion on therapy demonstration videos (Bowen, Experiential, Structural, Solution-Focused, and Narrative) (5 videos x 3 points = 15 points): In a similar way, starting the week of 7/19, watch the therapy videos and participate in asynchronous small group discussion by posting your responses to specific discussion questions. The links to videos and discussion questions are listed in Sakai as well as in the lecture notes. Your initial postings should be 250-500 words in length and are due Wed 11pm each week, and two or more responses to other students’ postings are due Fri 11pm each week.

3. Family Genogram Paper (20 points)

Students will construct a genogram including their current family and family of origin (a minimum of 3 generations of extended family with grandparents and/or your own children included). 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. Use the concepts and terms you learned in this class to describe your family. The autobiographical paper should be 5-7 pages long excluding a title page or references (double-spaced). Submit the genogram and the autobiographical paper via the Sakai Assignment. Due 7/25 (Sun), 11pm.

Genogram software: The following packages may be useful. A scanned hand drawing is fine as well.
http://www.genopro.com/genogram/
https://www.smartdraw.com/genogram/

4. Family Case Study Paper (30 points)

You will write a family case study paper by using two family theories of your choice. Select a family for your case study. You may choose a real family (e.g., relatives, friends, etc.) or a fictional family from films, books, etc. Gather information about the family relationships, process, history, problems, etc. via observation, interview, watching, reading, etc. Based on your clinical assessment of the family, develop
initial case conceptualization and intervention plans. This paper should be 10-12 pages long excluding a title page or references (double-spaced). Submit the paper via the Sakai Assignment. Due 8/08 (Sun), 11pm.

1. Briefly describe the family and their presenting issues.
2. Write two separate case studies by using two different theories. Each case study should discuss your case conceptualization and intervention plans based on the theory of your choice (i.e., development of the problem, nature of change, and interventions/techniques). Focus on applying the theory to the case as opposed to just explaining the theory.
3. Compare and contrast the two theories of your choice in working with this family (e.g., similarities, differences, strengths, weaknesses, etc.).

***Late work will have 10% of points deducted from the total possible score for each delayed day.***
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!!

### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Learning Materials</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Introduction and overview</strong></td>
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<tr>
<td>7/06-7/09</td>
<td><strong>T1: Theoretical context</strong></td>
<td><strong>Ch.2: The theoretical context of family therapy</strong></td>
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<td></td>
<td><strong>T2: Fundamental concepts</strong></td>
<td><strong>Sakai syllabus and lecture recordings</strong></td>
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<td><strong>Assignments:</strong></td>
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<td></td>
<td>1. Post your self-introduction video</td>
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<td>to the Sakai VoiceThread tool,</td>
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<td>due 7/09 (Fri), 11 pm.</td>
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<td><strong>Week 2</strong></td>
<td><strong>T3: Family functionality</strong></td>
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<td>7/12-7/16</td>
<td><strong>Genogram</strong></td>
<td><strong>Ch.3: Types and functionality of families</strong></td>
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<td></td>
<td><strong>T4: Process</strong></td>
<td><strong>pp. 232-234, 239-241</strong></td>
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<td></td>
<td><strong>Assessment</strong></td>
<td><strong>Ch.7: The process of family therapy</strong></td>
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<td></td>
<td><strong>Family types</strong></td>
<td><strong>pp. 372-377: Assessment</strong></td>
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<td><strong>Cultural diversity</strong></td>
<td><strong>Ch.4: Working with single-parent and blended families</strong></td>
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<td><strong>Ethics</strong></td>
<td><strong>Ch.5: Working with culturally diverse families</strong></td>
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<td><strong>Assignments:</strong></td>
<td><strong>Ch.6: Ethnical, legal, and professional issues in family</strong></td>
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<td></td>
<td>1. Participate in your small group</td>
<td><strong>Ch.8: Couple and marriage therapy and enrichment</strong></td>
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<td></td>
<td>discussion forum (T3, T4).</td>
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<td><strong>Week 3</strong></td>
<td><strong>T5: Family therapy history</strong></td>
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<tr>
<td>7/19-7/23</td>
<td><strong>Bowen</strong></td>
<td><strong>Ch.1: The history of family therapy</strong></td>
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<td><strong>T6: Psychodynamic</strong></td>
<td><strong>Ch. 10: Bowenian family theory</strong></td>
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<td><strong>Ch.9: Psychodynamic family theory</strong></td>
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<tr>
<td>Week 4</td>
<td>T7: Behavioral and CBT</td>
<td>Ch.11: Behavioral and cognitive-behavioral family therapies</td>
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<td>7/26-7/30</td>
<td>T8: Experiential</td>
<td>Ch.12: Experiential family therapy</td>
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<td>Sakai lecture recordings</td>
<td>Experiential video</td>
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<td>Assignments:</td>
<td>1. Participate in your small group discussion forum (T5, T6, Bowen video).</td>
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<td>2. Sign-up for a one-hour synchronous group discussion with the instructor, due 7/21 (Wed), 11pm.</td>
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<td>3. Family genogram paper is due 7/25 (Sun), 11pm</td>
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<td>Week 5</td>
<td>T9: Structural</td>
<td>Ch.13: Structural family therapy</td>
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<td>8/02-8/06</td>
<td>T10: Strategic</td>
<td>Ch.14: Strategic family therapies</td>
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<td>Sakai lecture recordings</td>
<td>Structural video</td>
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<tr>
<td>Assignments:</td>
<td>1. Participate in your small group discussion forum (T7, T8, Experiential video).</td>
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<td>2. Family case study paper is due 8/08 (Sun), 11pm</td>
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<td>Week 6</td>
<td>T11: Solution-focused</td>
<td>Ch.15: Solution-focused brief therapy</td>
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<td>8/09-8/13</td>
<td>T12: Narrative Comparative analysis</td>
<td>Ch. 16: Narrative family therapy</td>
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<td>Sakai lecture recordings</td>
<td>Ch.17: Research and assessment in family therapy</td>
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<td></td>
<td>Solution-focused video</td>
<td>Ch.18: Working with substance-related disorders, domestic violence and child abuse</td>
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<tr>
<td>Assignments:</td>
<td>1. Participate in your small group discussion forum (T11, T12, Solution-focused video, Narrative video).</td>
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**This syllabus and schedule are subject to change in the event of extenuating circumstances.**
Loyola University Chicago  
School of Education  
Syllabus Addendum

Smart Evaluation: 
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

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, Digication 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](#).

**Additional ONLINE Course Policies**

Privacy Statement: 
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Synchronous Meetings: Please see p. 5.

Student Participation: Please see pp. 4-5.

Class Conduct: 
One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please
respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

**Student Support:**
Special Circumstances—Receiving Assistance
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

**Center for Student Access and Assistance (CSAA):**
*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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.*

**Syllabus Addendum Link:**

https://www.luc.edu/education/academics/syllabi/