

18:821:616:01 Family Therapy
Spring 2022

Rutgers University
Graduate School of Applied and Professional Psychology (GSAPP)

18:821:616:01 Family Therapy
Spring 2022
Tuesdays: 1:30 pm to 4:30 pm

Zoom Link for Family Therapy Class Sessions

<https://us02web.zoom.us/j/5814537339>

Meeting ID: 581 453 7339

Course Instructor

Tracey M. Duncan, Ph.D., Ed.S., LPC

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Course Description

The primary design of this course is to facilitate students' orientation to systemic perspective of working with individuals, couples, and families. Student will study the major family systems theories and models of family therapy including: Bowenian, Structural, Strategic, Experiential, Cognitive Behavioral, Functional Family Therapy, and the Multisystems Model. Students will also learn the major tenets of family systems, family-of-origin considerations, generational pattern and function, and the history and development of their own family genogram.

This course incorporates experiential learning techniques, such as video materials of family counseling sessions and self-reflective learning activities. Moreover, the highlight of this course is students will prepare his or her own family genogram to be shared within student triads.

Course Objectives

1. Students will learn the major schools of family therapy and will be exposed to postmodern theories and original sources written by major contributors of family therapy.
2. Students will learn family therapy interventions/strategies.
3. Students will participate in the development and self-reflection of their own family genogram. Also, students will learn about other family structures and cultures different from their own through class presentations.

Required Course Readings

All required course readings are provided on the Canvas weekly modules (refer to the Course Schedule for weekly readings)

Method of Instruction

Lecture; Class Discussions (small and large groups); Demonstrations (videotape example, role-play examples and experiential activities); Written Assignments; Student Presentations. Students are expected to demonstrate active roles in the instructional environment.

COURSE REQUIREMENTS

1. Class Attendance and Virtual (Netiquette) Class Participation **10 points**

It is the contention of this instructor that students need both to attend and to participate in virtual class discussions, breakout room work assignments, and be prepared to discuss weekly assigned readings.

Class Attendance/Participation will be graded based on the below grading rubric:

Grading Criteria	Never (0)	Occasionally (1)	Regularly (2)
Class Attendance - no missed classes			
Class Attendance - no lateness or leaving early without due reason			
Provide feedback, ask questions, and make observations that indicate reflection and knowledge of weekly assigned readings for class			
Prepared for class (course materials such as assigned readings and class handouts)			
Demonstrates appropriate professional behavior (including demonstration of virtual learning etiquette - Netiquette Behavior)			

2. Family Crucible Book Analysis Paper **20 points**

After reading the *Family Crucible: The Intense Experience of Family Therapy* (Napier & Whitaker, 1988), students are expected to write a 4-5 APA style book analysis paper on the Brice Family.

The Book Analysis Paper will be graded based on the below grading rubric:

Grading Criteria	Did Not Meet Competency (0 points)	Met Competency Minimally (1-2 points)	Exceeded Competency (3-4 points)
1. Briefly explain the benefits of working with Claudia and her family (as a system), rather than individual counseling.			
2. Describe the cause of the Brice family's unhealthy family structure and roles (integrate family therapy concepts from weekly readings in the response)			
3. Describe the consideration of family-of-origin (Carolyn's and David's) and the impact these considerations have on their relationships with their children.			
4. Which family member do you mostly identify with in the Brice family? Explain.			
5. Which family member do you least identify with in the Brice family? Explain.			

3. Family Genogram Project **70 points**

Part 1: Creating your Family Genogram **20 points**

Create a three generational genogram of your family. Use genogram symbols with developing your genogram and identifying family members and describing relationship dynamics. Your genogram is expected to be well organized and creative. Make it as complete as possible.

Part 2: Genogram Class Presentations **10 points**

On a selected weekly class session during the semester (refer to the Course Schedule), you will present your family genogram in triads (groups of 3 students). **THERE WILL BE NO MAKE UP ARRANGEMENTS FOR PRESENTING FAMILY GENOGRAMS.**

Part 3: Genogram Reflection Paper **40 points**

Students are expected to write a 10-15 APA style reflection paper.

The Genogram Reflection Paper will be graded based on the below grading criteria:

Grading Criteria	Points Distribution	Points Earned
1. Describe 3 generations of your family genogram	6 points	
2. Discuss your own ethnicity and cultural background	6 points	
3. Explore your own position and role in your family-of-origin and identify the key issues	6 points	
4. Analyze your own family using one or more of the major schools of family therapy	6 points	
5. Discuss the impact of the above issues on your development as a therapist. <i>Note countertransference issues that may arise for you as a family therapy.</i>	6 points	
6. Discuss what you have learned about yourself and your own family from this genogram project.	6 points	
7. What was the easiest for you as you completed this genogram project?	2 points	
8. What was most difficult for you as you completed this genogram project?	2 points	

ACADEMIC INTEGRITY

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

RUTGERS statement on Accommodations due to Disability

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at:

<https://ods.rutgers.edu/students/registration-form>

COURSE SCHEDULE OUTLINE: MODULES

Week/Module	Class Content	Assignments Due
Week 1 01-18-22	Course Overview Review of Course Syllabus <i>"The Meaning of Family"</i>	
Week 2 01-26-22	Introduction to General Family Systems and Family Therapy	
<p style="text-align: center;">Assigned Readings for Week 2</p> <ul style="list-style-type: none"> • Nichols, M. (2013). The evolution of family therapy. In <i>The essentials of family therapy</i>, (Chapter 2). • Nichols, M. (2013). Basic techniques of family therapy. In <i>The essentials of family therapy</i>, (Chapter 3). <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		
Week 3 02-01-22	Family Genogram Demonstration - Dr. Duncan <i>Family Crucible Discussion: Chapters 1-7</i>	
<p style="text-align: center;">Assigned Readings for Week 3</p> <ul style="list-style-type: none"> • Guerin & Pendagast. (1994). "Evaluation of family systems and genograms." In P. Guerin, (Ed.), <i>Family therapy</i>, New York: Gardner Press. • McGoldrick & Gerson - <i>Genograms in Family Assessment</i>. • Napier, A.Y. & Whitaker, C. (1988). <i>The family crucible: The intense experience of family therapy</i>, (Chapters 1-7). <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		
Week 4 02-08-22	Introduction: Intergenerational Family Therapy (Bowenian) <i>Family Crucible Discussion: Chapters 8-13</i>	<i>Begin Preparation for your family genogram by conducting family interviews</i>
<p style="text-align: center;">Assigned Readings for Week 4</p> <ul style="list-style-type: none"> • Nichols, M. (2013). Bowen family systems therapy. In <i>The essentials of family therapy</i>, (Chapter 5). • Bowen, M. (1994). Theory in the practice of psychotherapy. In P. Guerin, <i>Family Therapy</i>, (pg. 65-90). New York: Gardner Press. • Napier, A.Y. & Whitaker, C. (1988). <i>The family crucible: The intense experience of family therapy</i>, (Chapters 8-13). <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		

Week 5 02-15-22	Bowenian - Family Therapy with One Person <i>Family Crucible Discussion: Chapters 14-20</i>	Book Analysis Paper Due (Submit via Canvas)
<p style="text-align: center;">Assigned Readings for Week 5</p> <ul style="list-style-type: none"> • Carter, E. & McGoldrick, O.M. (1994). Family therapy with one person and the family therapist's own family. In P. Guerin, <i>Family Therapy</i>, (pg. 193-219). New York: Gardner Press. • McGoldrick & Gerson - <i>Genograms in Family Assessment</i>. • Napier, A.Y. & Whitaker, C. (1988). <i>The family crucible: The intense experience of family therapy</i>, (Chapters 14-20). <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		
Week 6 02-22-22	Introduction: Structural Family Therapy	
<p style="text-align: center;">Assigned Readings for Week 6</p> <ul style="list-style-type: none"> • Nichols, M. (2013). Structural family therapy. In <i>The essentials of family therapy</i>, (Chapter 7). • Read from Minuchin, S. (1974). <i>Families and family therapy</i>. <ol style="list-style-type: none"> 1. "A Family Model" (Chapter 3) 2. "Therapeutic Implications of a Structural Approach" (Chapter 5) 3. "The Family in Therapy" (Chapter 6) 4. "Restructuring the Family" (Chapter 8) <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		
Week 7 03-01-22	Structural with Strategic Family Therapy - Conducting the First Interview	<i>Draft of family genogram</i>
<p style="text-align: center;">Assigned Readings for Week 7</p> <ul style="list-style-type: none"> • Nichols, M. (2013). Strategic family therapy. In <i>The essentials of family therapy</i>, (Chapter 6). • Read from Haley, J. (1987). <i>Problem solving therapy</i>. <ol style="list-style-type: none"> 1. "Conducting the first interview" (Chapter 1) 2. "Giving directives" (Chapter 2) <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		
Week 8 03-08-22	Therapists' Use of Self-Development of Yourself as a Family Therapist	
<p style="text-align: center;">Assigned Readings for Week 8</p> <ul style="list-style-type: none"> • Aponte, H.J. & Carlsen, J.C. (2009). An instrument for person-of-the-therapist supervision. <i>Journal of Marital and Family Therapy</i>, 35, 395-405. • Aponte, H. J., et al. (2009). Training the Person of the Therapist in an Academic Setting. <i>Journal of Marital and Family Therapy</i>, 35, 381-394. <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		

Spring Break - Saturday, 03-12-22 - 03-20-22		
Week 9 03-22-22	Ethnic and Racial Diversity in Family Therapy	
Assigned Readings for Week 9		
<ul style="list-style-type: none"> • Nichols, M. (2013). Family therapy in the 21st Century. In <i>The essentials of family therapy</i>, (Chapter 8). • Hines & Boyd-Franklin (2005). "African American Families," In McGoldrick et al., <i>Ethnicity and family therapy</i>, (Chapter 6). • Garcia Preto, N. (2005). "Puerto Rican Families," In McGoldrick et al., <i>Ethnicity and family therapy</i>, (Chapter 18). <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		
Week 10 03-29-22	Genogram Presentations-Class Session 1	Genogram Presentations (Present Genogram in Triads)
Assigned Readings for Week 10		
<p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		
Week 11 04-05-22	Genogram Presentations-Class Session 2 (<i>Genogram Reflection and Assessment</i>)	Bring Genograms to class (again)
Assigned Readings for Week 11		
<ul style="list-style-type: none"> • McGoldrick & Gerson - <i>Genograms in Family Assessment</i>. <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		
Week 12 04-12-22	Post-Modern Family Therapy Models	
Assigned Readings for Week 12		
<ul style="list-style-type: none"> • Nichols, M. (2013). Solution-Focused Family Therapy. In <i>The essentials of family therapy</i>, (Chapter 12). • Nichols, M. (2013). Narrative Family Therapy. In <i>The essentials of family therapy</i>, (Chapter 13). • Haber, R. (2002). Virginia Satir: An integrated, humanistic approach. <i>Contemporary Family Therapy</i>, 24, 23-34. • Banmen, J. (2002). The Satir mode: Yesterday and today. <i>Contemporary Family Therapy</i>, 24, 7-22. <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		

<p>Week 13 04-19-22</p>	<p>Evidence-Based Family Therapy Models</p>	
<p style="text-align: center;">Assigned Readings for Week 13</p> <ul style="list-style-type: none"> • Nichols, M. (2013). Research on family interventions: Family treatment and intervention programs. In <i>The essentials of family therapy</i>, (Chapter 10). • Robin & Foster (2002). <i>Negotiating parent-adolescent conflict: A behavioral family systems approach</i>. New York: Guilford Press. (Chapter 7: Problem Solving Training and Chapter 8: Communication Training) • Sexton, T. & Alexander, J. (2000). Functional Family Therapy. <i>Juvenile Justice Bulletin</i>, December 1-7. <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		
<p>Week 14 04-26-22</p>	<p>Multisystems Model of Family Therapy</p>	<p style="text-align: center;">Genogram Reflection Paper Due (Submit via Canvas)</p>
<p style="text-align: center;">Assigned Readings for Week 14</p> <ul style="list-style-type: none"> • Boyd-Franklin, N. & Bry, B. (2019). <i>Adolescents at risk: Home-based family therapy & school-based intervention</i>. (pg. 63-86 and 121-188). New York: Guilford Press. • Henggler, S. & Sheidow, A.J. (2012). Empirically supported family-based treatments for conduct disorder and delinquency in adolescents. <i>Journal of Marital and Family Therapy</i>, 38 (30-58). <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		
<p>Week 15 05-03-22</p>	<p>Cognitive Behavioral Family and Couple Therapy</p>	
<p style="text-align: center;">Assigned Readings for Week 15</p> <ul style="list-style-type: none"> • Nichols, M. (2013). Cognitive Behavioral Family Therapy. In <i>The essentials of family therapy</i>, (Chapter 10). • Epstein, N. (2003). Cognitive-behavioral therapies for couples and families. In L.L. Hecker & J. L. Wetchler (Eds.), <i>An introduction to marriage and family therapy</i> (pg. 203-254). New York: Haworth Clinical Practice Press. • Baucom, D.H., et al. (2008). Cognitive-behavioral couple therapy. In A.S. Gurman (Ed.), <i>Clinical handbook of couple therapy</i> (pg. 31-72). New York: Guildford Press. <p><i>Review additional Course Materials on Weekly Module on Canvas</i></p>		