CO 710 Family Systems

Georgina Panting-Sierra
CO 710 Family Systems

Area of Counseling and Pastoral Care
Georgina Panting, Ed.D.
Adjunct Professor of Counseling
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Prerequisite: CO 601

Office Hours: By request only
Enrollment Limit: 20

Class Time: 9AM to 4pm on
Saturday Sept 13 and 27;
Oct 4 and 11, Nov. 1 and 15.

Course Description:

This course will provide an overview of the different schools of family systems theories, its general principles, and practical strategies for developing effective treatment interventions from a systemic framework. Attention will be given to the theoretical aspects, major contributors, assessment techniques and the application of the theories and techniques to family problems.

Course Goals:

At the end of this course, students should be able to:

1. Apply knowledge of systems theory to family issues across the life span.

2. Become familiar with the presentation of research findings from the current literature on systems theories and family therapy, articulating their applicability to counseling practice.

3. Experience and practice methods, techniques and procedures of systemic theories.

4. Develop skills in assessment and treatment planning from a systemic framework.

Required Texts:

Spring, 2007
CO 710 Family Systems


**Suggested Reading:**


All students are responsible for ordering their textbooks online or from another source. Some possible online sources are: www.cokesbury.com, www.amazon.com, www.christianbook.com, or www.bookfinder.com. If you need assistance or have any questions please contact Kandace Brooks at 407-482-7584.

**Course Policies:**

Attendance is required and essential for understanding and processing the material. Any absence or missed work due to an excused absence should be discussed with the instructor.

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes, or reading materials for the class. Activities like checking e-mail, chatting or browsing the net during class time are not allowed.

Each student is expected to complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assigned readings. Informed participation is expected and considered in your final grade.

Written Papers should followed the following guidelines:
All papers should have your name and your SPO number on them.

All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin.

As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted either in printed or digital form by the due date. Although late papers will be accepted, they will receive fewer written comments and lower grades.

Regarding incomplete work, a grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F.”

Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course.

**Course grading:**

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<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>94+</td>
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<tr>
<td>A-</td>
<td>90</td>
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<tr>
<td>B+</td>
<td>87</td>
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<td>B</td>
<td>83</td>
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<td>B-</td>
<td>80</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>63</td>
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<td>D-</td>
<td>60</td>
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<td>F</td>
<td>below 60</td>
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Spring, 2007
Course Requirements:

1. Participation

You are expected to attend all classes and actively participate in all class related activities and discussions. More than one absence during the semester will result in a reduction of one letter grade. If you miss 3 or more class sessions, you will not receive a passing grade. Poor participation will hurt your grade.

2. Contemporary Family Issue Paper and Presentation 25% October 4th

Choose a topic of interest in Family Therapy (see attached list). You will be expected to give an oral presentation on this topic for 20-30 minutes covering:
- An overview of the issue (description of problem, prevalence, etiology)
- Relevant research (what the current literature says about the problem)
- Therapeutic implications (what the literature says or does not say about treatment).

You may include interviews with families of the type you are studying or interviews of clinicians who work with these types of families. **DO NOT include identifiable information of the family, unless you have explicit permission from them to do so. Integration of theological and Christian life issues is expected.**

A 10-page paper (excluding Title Page and References) will be written. APA style is required. Paper needs to include a minimum of six references. (SEE “EXPECTATIONS OF WRITTEN PAPERS” AT THE END OF THE SYLLABUS).

The oral presentation will be graded for concision, clarity and demonstrated ability to conceptualize the issue as well as treatment interventions utilizing family systems approach within a Christian Framework.
3. **Mid-term Exam**  
   **25% November 1st.**

   There will be a one-hour mid-term exam that will address the different theories covered in class.

4. **Family Assessment**  
   **25% November 15th.**

   For this assessment, you will be responsible for completing a hand-written genogram and conceptualize the case using one particular systemic approach (boweninan, structural, etc.) For this project, you may use your family of origin, a case you are currently working with, or a family that we would all know from a movie, TV show, or politics. You will need to:
   1. Complete a genogram for the family you are using.
   2. Write a 5-page paper. For this paper you will need to:
      2.1. Choose a specific family systems theory
      2.2. Apply its assumptions, principles and therapeutic techniques to the family you are using.
      2.3. Integrate pertinent theological and Christian life issues.

   You may use the Initial Assessment Form on page 21 of your Midori’s textbook. I am sure if you follow Midori’s outline, you will have enough information to write about. If you have a different outline for your paper, that will be O.K. as long as you follow the instructions on this syllabus. **This paper should not exceed 5 pages.**

5. **Take Home Exam**  
   **25% Due No later than Dec. 5th**

   The final exam will consist of a case for you to assess and treat based on the material covered in the texts and in class. A few short essays on select topics may also be included.

   **Expectations for Written Papers**

   1. The Publication Manual of the APA is the only criteria you should follow when writing your paper. Please get a copy of this manual or go to the APA website to see the
CO 710 Family Systems

resources they have available there.

2. Papers should be limited to the length stated in the syllabus. Writing succinctly and clearly is one of the key characteristics of a graduate level education. The length excludes the cover page and reference list. The instructor will not read any pages that exceed the length requested and the paper will be graded based on the requested pages only.

3. All papers include a cover page, the body of the paper, and a reference list. There is no need for an abstract. Your cover page should include your name, SPO number, your paper’s title and our institution’s name (please follow APA style).

4. Use 12 cpi font with 1” margins all around. Double space. Paginate.

5. In APA style there must be 100% agreement between your reference list and your use of in-body citations. In other words, there should be an in-body citation for every item in your reference list.


7. Your research should include only current literature, which is defined as that written since 1997. The paper must include a minimum of 6 references. Magazines (Newsweek, Time, Psychology Today, Ladies Home Journal, etc.) do not count as scholarly journals, therefore they only count as additional information. Web-based references must come from journals whose contexts have been placed on the web.

8. The REFERENCE list [not bibliography] at the end of your paper denotes everything that you cited in the body of your paper. In other words, all references should show up at least once in the text of your paper (and not necessarily as a direct quote!) and the bibliographic data is given at the end of the paper in the Reference list.

9. Do not make your paper a series of quotes! Use direct quotes sparingly. Instead, paraphrase important concepts and then cite the source. If you have questions about this, see the current edition of the American Psychological Association Publication Manual.

10. Do not make your paper a serial book report. An integration of sources yields a better paper. Serially summarizing authors’ work without critique, comparison, or evaluation
CO 710 Family Systems

yields a mediocre grade.

11. Your paper needs to start with an introduction, which states the purpose of it and describes the major movements of your presentation (tell me what you are going to write about). Conclude your paper with a well-written paragraph or two that restates your purpose and reviews the flow of your work (tell me what you wrote about).

12. Check and double-check your spelling and grammar. Have somebody else read your paper before you submit it.

Instructor reserves the right to change this schedule of class topics and assignments any time during the semester.

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<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
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<tbody>
<tr>
<td>September 13</td>
<td>Introduction to family therapy Fundamental Concepts.</td>
<td>Nichols and Schwartz Chapters 1-4</td>
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<td>Midori Hanna/ Chapters 1-2</td>
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<td>September 27</td>
<td>Family Therapy Approaches (Structural, Strategic, Experiential)</td>
<td>Nichols and Schwartz Chapters 5-7</td>
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<td>October 4</td>
<td>Family Therapy Approaches (Psychoanalytic (Bowenian, Object Relations, Attachment)Cognitive Behavioral) <strong>Contemporary family Issue paper/presentation Due</strong></td>
<td>Nichols and Schwartz/ Chapters 8-11</td>
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<td>Date</td>
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<td>October 11</td>
<td>Solution Focused, Narrative and Integrative models. Integration of theory and practice</td>
<td>Nichols and Schwartz Chapters 12-14 Midori Hanna/Chapters 3-4</td>
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<tr>
<td>November 1</td>
<td>Family Systems Practice and Integration</td>
<td>Midori Hanna/ Chapters 5-7</td>
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<td>November 15</td>
<td>Promoting Relational Change Family Therapy and Research Family Assessment project Take home exam will be handed out. Due no later than DECEMBER 5th</td>
<td>Midori Hanna/ Chapters 8-9 Nichols and Schwartz/ Chapters 15-16</td>
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Family Issues you may use for Contemporary family Issue paper and presentation:

- Substance Abuse
- Disability
- Geriatrics
- Infertility, Adoption Issues
- Abuse in the family (ex. domestic violence, physical abuse, incest)
- Poverty
- Divorce
CO 710 Family Systems

Trauma (ex. military families)

Bereavement (ex. Death and Dying)

Immigrant families

Additional titles and resources may be found at the ATS library.

**Communication Schools of Family Therapy**

Helping Families Change, Satir
Conjoint Family Therapy, Satir
Satir Step by Step, Satir
Family communication & growth, Satir audiotape

**Structural School of Family Therapy**

Family Therapy Techniques, Minuchin
Families & Family Therapy, Minuchin

**Strategic School of Family Therapy**

Problem-solving Therapy, Haley
Uncommon Therapy, Haley
Changing Families, Haley
Leaving Home, Haley
Strategic Family Therapy, Madanes
Changing Children & Families, Erikson

**Cognitive-Behavioral Family Therapy**

Integrative Couples Therapy, Jacobson
Rational-emotive couples therapy, Ellis
Helping Couples Change, Stuart

**Intergenerational Family Therapy**

Family therapy in clinical practice, Bowen
From psyche to system (about Carl Whitaker), Neill
Midnight musings of a family therapist, Whitaker
The intimacy paradox, Williamson
Finishing well, Hargrave

**Narrative & Solution-Focused Therapy**

Playful approaches to serious problems, Freeman
Rewriting family scripts, Byng-John
Solution-focused therapy with children, Selekman
CO 710 Family Systems

Patterns of Brief Family Therapy, deShazer
Keys to solution in brief therapy, deShazer

Culturally Sensitive Therapy
Counseling African-American Marriages & Families, Wimberly
The Invisible Web, Walters
Black Families in Therapy, Boyd-Franklin
Bread & Spirit: Therapy with the new poor, Harry Aponte
Ethnicity and family therapy, McGoldrick

Other
Principles of Gestalt family therapy, Kempler
The process of change, Papp
Family systems therapy (Milan school), Jones
Paradox & counter-paradox, Selvini
Systemic family therapy: An integrative approach, Nichols
Secrets in family & family therapy, Imber-Black
Rituals in family & family therapy, Imber-Black
Integrative family therapy, Olsen
Expanding theory & practice in family therapy, Ackerman