CO614 FAMILY SYSTEMS THEORY
Summer 2012: July 16-20;  9:00 AM - 4:30 PM
Professor: Maria L. Boccia, Ph.D., D.Min.

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Charlotte NC 28273
office hours: Thursday afternoons, and
Fridays, by appointment

COURSE DESCRIPTION:
The purpose of this course is to provide an introduction to family systems theory. The intent is to
introduce students to the theoretical foundations of the most prominent contemporary therapeutic approaches.
This course will thus provide the foundation for further course work in family systems therapies. Students are
expected to read critically the source materials summarized in the text, paying particular attention to basic
assumptions and constructs in order to understand the methodologies derived from them. Further, the course
will provide an opportunity for evaluating the various theoretical stances with biblical/theological concepts of
family and family function.

COURSE OBJECTIVES:
1. To develop an understanding and appreciation for the history and development of family systems
theory.
2. To review major contemporary theoretical formulations and to critique these theories on the basis
of biblical/theological understanding of the nature of the family.
3. To develop an appreciation for the therapeutic implications of the various major theoretical
approaches
4. To review current trends and develop an understanding for the direction of future research and
development in the field of family therapy.

COURSE REQUIREMENTS:
Achievement of the course objectives will be measured through a variety of assignments and activities as
described below. The successful completion of these activities will require each student to spend approximately
135 hours devoted to coursework, both in class and out of class. The following chart indicates how these hours
are distributed across the various course assignments. Descriptions of the assignments are listed below.

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Expected Time Commitment (hrs)</th>
<th>Student’s actual time on task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Preparation of Class Presentation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>studying for &amp; taking exam</td>
<td>25</td>
<td></td>
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<tr>
<td>Total Time</td>
<td>135</td>
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Students will keep a record of time spent on each course-related task, and will submit a final report, as above,
with their actual hours spent on each task listed in the last column of the table.
TEXTBOOKS:


WEB-ENHANCED FEATURES:

All course assignments will be posted in Sakai. Class work will include accessing resources on the internet. Therefore, students are expected to have computers with which to complete these in-class assignments.

COURSE ASSIGNMENTS:

**DOCUMENT FILE NAMING CONVENTIONS**: all files submitted for this course should be named with the convention of student name, course number, assignment name. For example: the annotated bibliography for this course may be named: Smith CO614 annotated bibliography.docx

**WRITING ASSIGNMENTS**: All writing assignments should be written in APA publication style, and submitted electronically in the Sakai course assignments area. Assistance with correct APA format is available on line at [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/). Plagiarism is considered a serious academic offense at GCTS. Please note the guidelines at [http://www.indiana.edu/~wts/wts/plagiarism.html](http://www.indiana.edu/~wts/wts/plagiarism.html).

Course assignments include:

1. Class presentation on a topic related to the course, to be assigned by the professor. Handout due to be posted in the Sakai Discussion Forum by Noon of Wednesday, July 11, 2012
2. Final Exam - Due September 3rd, 2012
3. Annotated bibliography - Due August 17th, 2012

**1. REQUIRED READING**: 20% of the final grade.

To develop an adequate foundation in family systems theory, students are expected to read from a variety of sources. In addition to the textbooks, books may be chosen from the appended bibliography, the bibliographies in the textbooks, or books or articles from the primary literature selected by the students provided they pertain to the topics covered by this course.

The student will keep account of these readings by means of an annotated bibliography that shall include the following components, using APA style format:

1. Author(s), Title of the book, chapter, or journal article, Publisher and year of publication
2. Number of pages read by source (total pages read should also be tallied on first page)
3. Brief summary of the central ideas and concept presented. Journal articles and book chapters can be summarized in a paragraph (at least 200 words), and books can be summarized in one-half to one page, typed single spaced. Although the core of the grade for this assignment is based on the number of pages read, the nuance (+/-) is based on the quality of the annotation.
4. If the resource was a videotape, indicate a page number equivalency (1 hour = 33 pages; 6 hour maximum).
Grading criteria for this assignment are:
   2000 pages = A
   1600 pages = B
   1200 pages = C
   <1200 pages = D

Due date: August 17, 2012

CLASS PARTICIPATION: 40% of the final grade.

Students will participate in a small group presentation of one of the theoretical approaches to family therapy listed below. Students may indicate to the instructor their top 3 choices of models to present by completing the form below and posting to Sakai by midnight of Friday June 15th. By Monday June 18, students will be notified regarding which model they have been assigned. This will provide one full month in advance of class for preparation time. Each group will be responsible to provide the class with a handout that includes the following information: (a) the principal theorists and practitioners, and a brief historical overview of the approach; (b) the main theoretical constructs employed; (c) biblical and theological critique and reflections; and (d) a short annotated bibliography of significant writings. The group will distribute among the individual members the responsibility for presentation of these content areas, present some form of case material (e.g., case study, film clip, role play) and, as a group, lead a discussion with the class of the case material in terms of the theoretical perspective under consideration by offering several discussion questions. It should be noted that although the group may choose to divide up the presentation, it is expected that each student will be fully informed of all aspects of the model presented.

The handout for the class should be provided electronically, by posting it in the Sakai Discussion Forum by noon of the Wednesday July 11. Theories from which students may choose include:

1. Bowen family systems therapy.
2. Object Relations therapy
3. Strategic family therapy.
4. Structural family therapy.
5. Emotionally focused therapy.
6. Experiential family therapy.
8. Solution focused family therapy.
9. family therapy with racial, ethnic, economic minorities.
10. Narrative family therapy.

Students are expected to review handouts from all the models presented, as we will discuss a case study in class, which we will analyze from the perspective of the various models studied.

Grading for this assignment will be as follows:

1. Completeness and accuracy of content 20 pts
2. Biblical and theological critique 10 pts
3. Bibliography 5 pts
4. Use of case material 5 pts
5. Organization 5 pts
6. Creativity 5 pts

Total 50 pts
Non-counseling students may opt out of the presentation of a family systems theory, and instead prepare a research paper on the relevance and application of systems theory to the local church. This paper will be 8-10 pages, written in APA format, double spaced, and must include at least 5 professional references. Time will be allotted for a brief presentation of conclusions from your research in the class during the third weekend of class.

Exam: 40% of the final grade.

There will be one final exam. At the end of Friday’s class, students will given a take-home exam. This exam will be taken at home with a proctor postmarked no later than September 3, 2011. The exam will be multiple choice questions, and will be based on materials in the textbooks, handouts, and class presentations. A study guide will be provided. The licensing exams you will take in order to secure your LPC or MFT license are all multiple choice tests. I am committed to helping you prepare for these exams by ensuring that you have the opportunity to practice this format in your classes here at GCTS. Therefore, the final exam will be a multiple choice test.

Grading:
All writing assignments should be submitted electronically in the Sakai course assignments area.

Lateness will be penalized 1 point for each day an assignment is late. Excessive or insufficient length will be penalized ½ letter grade per page over/under limits. Failure to use APA format will be penalized ½ to 1 letter grade, depending on the errors. Assistance with correct APA format is available on line at http://owl.english.purdue.edu/owl/section/2/10/). Plagiarism is considered a serious academic offense at GCTS. Please note the guidelines at http://www.indiana.edu/~wts/wts/plagiarism.html.

Attendance and full participation is expected during all class meetings. If you miss up to three hours of class for any reason, you can either choose to (1) Submit an annotation for an additional 500 pages of reading pertaining to course content missed as well as making up any pertinent assignments, to be decided by professor or (2) have five points deducted from your final course grade.

The student’s final grade in this course is based on class participation, writing assignments and exams, distributed as follows:

- class presentation: 40%
- exam: 40%
- annotated bibliography: 20%
- Total: 100%
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<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>9:00-9:55</td>
<td>Introduction to the course.</td>
<td>Cybernetics, social constructionism, post-modernism</td>
<td>Bowen family systems therapy</td>
<td>Introduction to contemporaneously oriented &amp; postmodern models</td>
<td>Narrative family therapy</td>
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<td>General systems theory and fundamental concepts of family therapy.</td>
<td>Discussion of systems theory and Biblical perspectives. how to do theological and biblical critique</td>
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<td>10:00 - 10:55</td>
<td>弓*</td>
<td>Object relations therapy</td>
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<td>family therapy with racial, ethnic, economic minorities</td>
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<td>Arch</td>
<td>Strategic family therapy</td>
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<td>11:00-11:55</td>
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<td>Case presentations and discussion</td>
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<td>12:00-1:30</td>
<td>Lunch</td>
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<td>1:30 - 2:25</td>
<td>Early models and techniques; communications analysis;</td>
<td>Introduction to psychodynamic and intergenerational models</td>
<td>Structural family therapy.</td>
<td>Experiential family therapy.</td>
<td>Systems Theory in the Church</td>
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<td>Discussion of world views of psychology in historical perspective</td>
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<td>2:30 - 3:25</td>
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<td>Exotionally focused therapy</td>
<td>Cognitive behavioral family therapy</td>
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<td>3:30-4:25</td>
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<td></td>
<td>Case presentations and discussion</td>
<td>Solution focused family therapy</td>
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</table>
Student Top Three Preferences of Models for Class Presentations

please provide your name, ID and indicate your top 3 preferences for your presentation. Save this page as a separate file, and upload into Sakai under the course assignment “presentation preferences” by Midnight, June 15th, 2012. Assignments will be made by June 18.

Student Name: ____________________________  Student ID: __________________________________

___________ Bowen family systems therapy.

___________ Object Relations therapy

___________ Strategic family therapy.

___________ Structural family therapy.

___________ Emotionally focused therapy.

___________ Experiential family therapy.

___________ Cognitive behavioral family therapy.

___________ Solution focused family therapy.

___________ family therapy with racial, ethnic, economic minorities.

___________ Narrative family therapy.
COURSE READINGS BIBLIOGRAPHY


**Classics in Family Systems Theory**


Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work,” as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.