

CO 714
FAMILY COUNSELING/THERAPY
SUMMER 2010: June 21 - June 25
M-F 9:00-12:00; 1:00-4:00
PROF. PENDLETON

This is a course designed to give the student an opportunity to translate the theories of Family Therapy into practice. The primary focus of the course is clinical in nature. It is generally expected that students will have already completed CO614, Family Systems Theory.

The structure of the course provides for the majority of the work in the praxis of Family Therapy. There will be a lecture-discussion period during the first hour each day. This will be followed by a video-taped role-play of Family Therapy. The purpose of this praxis application is to provide a mechanism for theoretical application in a pseudo clinical framework.

OBJECTIVES -

- To introduce each student to the clinical application of Family Systems Theory.
- To develop rudimentary skills in the evaluation of the family unit as a system.
- To begin to develop practical skills in the process of Family Therapy.
- To provide a structure for the integration of Biblical and theological foundations of family relationships.
- To explore the various avenues available for further training in Family Therapy.

TEXTS -

McGoldrick, M., Gerson, R. & Petry, S. (2008). *Genograms: Assessment and intervention*. (3rd Ed.) New York: W. W. Norton & Co.

Mikesell, R. H., Lusteran, D. & S. H. McDaniel (1995). *Integrating family therapy: Handbook of family psychology and systems theory*. Washington, DC: American Psychological Association.

Nichols, Michael P. & Schwartz, C. Richard (2003). *Family Therapy: Concepts and Methods* (6th Ed.). Needham, MA: Allyn & Bacon.

Note: An additional book for excellent theoretical review -

Goldenberg, I & Goldenberg, H. (1985). *Family therapy: an overview*. Pacific Grove, CA: Brooks/Cole.

COURSE REQUIREMENTS

READING -

A total of 1500 pages in areas included within Family Systems Theory and Therapy. This requirement includes the textbooks. Slower readers are invited to contract with the professor for an hour equivalency for pages read. A reading log of all the books read will account for 10% of the grade.

WRITTEN WORK -

1. A detailed, personal family history going back three generations, beginning with your own generation. If you are married, this assignment includes the family of your spouse. This accounts for 15% of the grade.
2. A carefully constructed genogram covering the material described in requirement. Be sure to use standard genogram notations as illustrated in the textbook. This accounts for 30% of the grade.
3. A preliminary statement outlining your own theology, philosophy and theory of Family Therapy. This is your final paper assignment and should be no more than 10 pages plus bibliography. This accounts for 30% of the grade.
4. Regular evaluations of class members who are taking the role of counselor. We will discuss the structure of these evaluations in the first class. Class Participation will account for 15% of the grade.

PROCESS for Clinical Practice Component of the course

The class will be divided into several families (depending on class size).

Each "family" will structure an issue that brings them to Family Counseling. The situation should be sufficiently complex to bridge 2-3 days of class involvement.

Each member of the class will have an opportunity to counsel one of these “families” at least twice.

At the conclusion of the role play of approximately 25-30 minutes the video tape will be replayed and the evaluation of each “counselor” will be made by the persons previously designated as “clinical observers” and the professor.

Each member not actively involved in either the role play or evaluation will be given an evaluation sheet to be filled out for each counselor. These sheets will be collected and then given to the counselor to provide additional feedback in order to improve counseling skills. Videos are not retained.

EXPECTATIONS OF THE PROFESSOR -

Classes begin ***promptly*** at the time announced. All students are expected to be ***present*** at the beginning of the class period.

With few exceptions, each student is expected to be ***present for all class periods.***

The class will be evaluated at the last session by small group conferences.

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COURSE OUTLINE

SESSION 1 -

Introduction: Learning to think in covenantal and systemic terms.
Developing Systemic patterns of clinical observation.
Learning to respond in terms of specific Family Therapy models.
A review of highlights from the Family Life Cycle.

SESSION 2 -

Clinical Evaluation of the family unit.
Understanding the distinctive of normal and healthy families.
Review of models of function/dysfunction of family organization.
A more detailed review of Olsen's Circumplex Model.

Read Chapters 9 & 12 Mikesell et al.

SESSION 3 -

The Genogram as a tool for gathering family history and as a tool for evaluation and treatment of the family.
A brief review of Psychodynamic Family Therapy.
Clinical Practice.

Read Chapter 4 Nichols & Schwartz.

SESSION 4 -

A brief review of Intergenerational Family Therapy [Bowenian approach]
Clinical Practice.

Read Chapters 5 & 8 Mikesell et al. and Chapter 5 in Nichols & Schwartz.

SESSION 5 -

A brief review of Structural Family Therapy.
Clinical Practice.

Read Chapter 6 Mikesell et al. and chapter 8 in Nichols & Schwartz.

SESSION 6 -

A brief review of Strategic Family Therapy.
Discussion of the usual and predictable stages of Family Therapy.
Clinical Practice.

Read Chapter 11 Nichols & Schwartz

SESSION 7 -

A discussion of acceptable parameters for intervention in Family Therapy.
A brief review of Systemic Family Therapy.
Clinical Practice.

Read Chapter 7 Mikesell et al. and Chapter 13 in Nichols & Schwartz

SESSION 8 -

The relationship of the family therapist to the family in the counseling process.
A discussion of the formation of alliances, goal-setting and feedback.
A brief review of Behavioral Family Therapy.
Clinical Practice.

Read Chapters 22 & 23 Mikesell et al. and Chapter 9 in Nichols & Schwartz

SESSION 9 -

Time-Limited Family Therapy
Evaluation of Initial Goals and Re-contracting.
Recognizing potential limitations of the counseled family.
A brief review of Communication/Experiential Family Therapy.
Clinical Practice.

Read Chapters 31, 32 & 33 Mikesell et al. and review Chapter 13 in Nichols & Schwartz

SESSION 10 -

Continuing education in Family Therapy.
Opportunities for skill enhancement in Family Therapy.
Specialized training possibilities in academic and clinical settings.
The necessity of continuing education.
Considerations for developing a Covenant Family Therapy Theory based upon a Biblical framework.
Clinical Practice.

Course Evaluation

Read Chapter 14 Nichols & Schwartz

BIBLIOGRAPHY

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