

Chaminade University
Masters of Science in Counseling Psychology
PSY 575- Family Systems Approach to Counseling (Independent Study)

Instructor: Blendine P. Hawkins, Ph.D., LMFT **Room:** BS118
Number: 808-739-7495 **Day/Time:** TBD (every 2 weeks)
Email: blendine.hawkins@chaminade.edu
Office Hours: By appointment- please feel free to email me to set up a time to meet.

Required Text:

Patterson, J. et al. (2009). *Essential skills in family therapy: From the first interview to termination.* (2nd Ed). NY: The Guilford Press (ISBN: 978-1-60623-305-4)

*Other required reading will be provided to the student.

Recommended Reference/Resource Readings:

Becvar, D., & Becvar, R. (1999). *Systems theory and family therapy: A primer.* Lanham, Maryland: University Press of America, Inc.

Luepnitz, D. A. (1988). *The family interpreted: Feminist theory in clinical practice.* Basic Books.

Napier, A. Y., & Whitaker, C. A. (2011). *The family crucible: One family's therapy, an experience that illuminates all our lives.* Harper Collins.

Watzlawick, P., Beavin, J., & Jackson, D. (1967). *Pragmatics of human communication: A study of interactional patterns, pathologies, and paradoxes.* New York: W.W. Norton & Company.

Catalog Course Description A study of the family as a system of interactive elements with a focus on the therapeutic implications of treating patterns of behavior rather than personalities. Coursework combines readings, simulations, and videotaped role-plays to increase understanding of the complexities and intricacies of a family system. Students will examine basic differences between individual problems and family problems, individual maladaptive behaviors compared to family maladaptive behaviors, and individual consequences versus family consequences as these impact treatment design and interventions. *Prerequisite: PSY 756*

Program Linking Statement This course develops and assesses the skills and competencies for the MSCP program marriage and family counseling emphasis student learning outcomes of knowledge and skills for the practice of marriage and family counseling. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

This course develops and assesses the skills and competencies for the MSCP program community counseling emphasis student learning outcomes of 1) knowledge and skills for the practice of community counseling and 2) contextual dimensions: community counseling. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

Course Description

This class will continue to develop systems knowledge in couple and family counseling consistent with its prerequisite, PSY 756. The student should consider the texts used in PSY 756 as references for use in this class and the program. Where appropriate, audio-video recordings may accompany lecture/reading material depending on topic and availability. This class continues the study of the

family as a system. This class will also endeavor to give the student opportunities to further learning of current theory, assessment and practice in couple and family therapy, as outlined in PSY 756.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The differences between an individual orientation and a systems orientation to couple and family assessment and counseling.
2. The complexities and intricacies of a couple and family system.
3. The differences between individual problems and family problems, individual maladaptive behaviors compared to couple and family maladaptive behaviors, and individual consequences vs. couple and family consequences.
4. The effects of culture on couple and family relationships.
5. Methodological strategies and statistical analysis in the study of couple and family interactions.
6. The ethical issues relative to couple and family counseling.

Assessment

Assessment	Description	Points
Class Attendance	Student will meet with instructor a total of 5 times throughout the 10 week term. Student should come prepared having already read the reading assigned for that week and being able to summarize key points and ask for clarification on unclear concepts.	20
Systemic Concepts Papers	Each paper should be 3+ pages, constructed in APA format. Student will be provided with prompting questions to accurately describe family systems theory concepts. Paper 1: System and context Paper 2: Communication Paper 3: Reframing technique Paper 4: Circular process	40
Role-play Activity	Student will expand on their family therapy skills by demonstrating how they would conduct an initial assessment with a family, manage conflict within a session, and begin to build a therapeutic alliance with a family. Details will be finalized by week 5.	20
Case Conceptualization Final Exam Presentation	Student will be provided with a vignette prior to the last week of class and will have to apply the concepts learnt throughout the term to the client system in the vignette. The exam will be completed via a verbal presentation. Student will discuss how they conceptualize the client system, provide a systemic diagnosis, identify relational dynamics, and provide recommendations on how to work with the client system.	20
TOTAL		100

Grading A = 90-100 B = 80-89 C = below 79 (requires retake)

Assignments

All hard copies of the written assignments will be collected when student meets with instructor or via Canvas. Late submissions will be accepted but 10 percent of the total possible points will be deducted for each day it is late. Student will be allowed to revise 1 written assignment (with the exception of any Final Paper) to be resubmitted by the end of week 9.

Attendance

Student is required to meet with instructor for 5 times throughout the term.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Course Schedule

Week	Topic	Readings	Meeting with Instructor & Assignments Due
Week 1	• Evolution of Family Therapy • General Systems Theory	Guerin (1997) Patterson et. al (2009). Ch. 1	Meeting 1 with Instructor
Week 2	• Common Factors in Family Therapy • Family Systems Theory concepts I	Becvar & Becvar (1999) Ch. 1-3 Sprenkle, Davis & LeBow (2009)	Paper 1 DUE: System and context
Week 3	• Family Systems Theory concepts II • Initial session & Assessment in MFT	Patterson et. al (2009). Ch. 2-4 Ray, Stivers & Brasher (2011)	Meeting 2 with Instructor
Week 4	• Communications Theory; Axioms of Communication • Goal-setting and Treatment Planning	Watzlawick, Beavin & Jackson (1967) Ch. 2 Patterson et. al (2009). Ch. 5	Paper 2 DUE: Communication
Week 5	• Case Conceptualization	Patterson et. al (2009). Ch. 6, 8 Walsh (1996)	Meeting 3 with Instructor
Week 6	• Family Therapy skills • Working with children	Patterson et. al (2009). Ch. 7 Constantine, Fish & Piercy (1984)	Paper 3 DUE: Reframing technique
Week 7	• Working with couples- Circular process • Feminist Family Perspective	Davis & Piercy (2007) Knudson-Martin et.al, (2015)	Paper 4 DUE: Circular process
Week 8	• Working with diverse families • Ending Therapy	Patterson et. al (2009). Ch. 11 Celano & Kaslow (2000)	Meeting 4 with Instructor Role-play Activity
Week 9	• Consolidation of Learning • Layering on Family Models	Reading	
Week 10	Final Exam		Meeting 5 with Instructor Case Conceptualization Final Exam Presentation

**Readings not found in the text will be provided to student on Canvas.*