

**Chaminade University**  
**Masters of Science in Counseling Psychology**  
**PSY-757-01-3 Counseling Theories • FALL19**

**Instructor:** Blendine P. Hawkins, Ph.D. LMFT   **Room:** Keifer Rm 10  
**Contact Number:** 808-739-7495   **Day/Time:** Mondays 5:30pm-9:30pm  
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**Office Hours:** By appointment- please feel free to email me to set up a time to meet.

**Textbook**

***Required:***

Becvar, D., & Becvar, R. (2018). *Systems theory and family therapy: A primer*. Lanham, Maryland: Hamilton Books.

***Recommended:***

Smith-Acuna, S. (2010). *Systems theory in action: Applications to individual, couple, and family therapy*. John Wiley & Sons.

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

Walsh, F. (2015). *Strengthening family resilience*. Guilford Publications.

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.

McGoldrick, M., & Hardy, K. V. (Eds.). (2019). *Re-visioning family therapy*. Guilford Publications.

DeMaria, R., Twist, M. L., & Weeks, G. R. (2017). *Focused genograms: Intergenerational assessment of individuals, couples, and families*. Routledge.

McGoldrick, M., Preto, N. A. G., & Carter, B. A. (2015). *The expanding family life cycle: Individual, family, and social perspectives*. Pearson.

***\*Students are also responsible for additional assigned articles and chapters that will be posted on Canvas.***

**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. Each 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**

Class Attendance & Participation:	10pts
Class Activities	10pts
Personal Epistemology Paper:	10pts
Cultural Genogram & Reflection Paper:	15pts
Circular Process Paper:	15pts
Clinical Application Paper & Presentation:	<u>40pts</u>
Total Points:	100pts

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

<b>Assessment</b>	<b>Description</b>	<b>Points</b>	<b>Applicable SLO</b>
<b>Attendance &amp; Participation</b>	Attendance in class is critical to benefit from the course. To earn full credit for each class attended you must be on-time, and not leave early; if you miss more than one class, you risk losing a letter grade. You are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. You are required to attend all class sessions. If you are going to miss a class based on an emergency, it is expected that you will contact me prior to the class or ASAP. The materials of a	10pts	1-5

	<p>missed week need to be made up if you do not want to miss points. Please ask me for more information. This class is collaborative; meaningful engagement means that your comments are additive to the discussion at hand, does not detract from the dialogue, and are not solely focused on personal issues. Please read the assigned readings prior to class and be prepared to discuss during class. Lecture and small group discussion times will highlight the materials assigned for that day.</p> <p><i>If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.</i></p>		
<p><b>Class Activities- Role-play, Jigsaws, Mini- presentations</b></p>	<p>In addition to the usual engagement in class, there will be activities such as role-plays, jigsaw activities (where each student is tasked with reading a different article and then sharing the main points in a small group), and mini-presentations (if there is time and would enhance learning). The role-plays are meant to bring family systems theory to life and provide an experiential learning opportunity. You will need to participate either as a client or therapist in at least one role play.</p>	10pts	1-5
<p><b>Cultural Genogram &amp; Reflection Paper</b></p>	<p>Construct a three-generational Cultural Genogram of your own family (we will explore in class what this means). Make the Genogram as complete, organized and clear as possible. This genogram will include all the crucial information such as the family members, the qualities of their relationships, education, career, race/culture/ethnicity, religion, mental health, addiction, medical issues, and any significant life events</p> <p>Your Reflection Paper should include these components:</p> <ol style="list-style-type: none"> <li>1. Describe your family’s Cultural Genogram and discuss what you have learned about yourself and your own family from doing the genogram <ol style="list-style-type: none"> <li>a) Cultural heritage and values</li> <li>b) Intergenerational patterns</li> <li>c) Relationship dynamics</li> <li>d) Pride and shame</li> </ol> </li> <li>2. Explore your own position and role in your family of origin and the key issues that you have identified. Analyze your own family using one or more of the major schools of family therapy.</li> <li>3. Discuss the impact of the above issues on your development as a therapist. Note countertransference issues that may arise for you as a family therapist.</li> </ol> <p>The body of your paper needs to be double-spaced 6-7 pages</p>	15pts	4,5

	<p>long.</p> <p>*It is important for a therapist to develop an awareness of self-of-counselor issues arising from their own relation to their family of origin, this is an opportunity to begin exploring this.</p>		
<p><b>Personal Epistemology Paper</b></p>	<p>Begin by describing and defining the term “epistemology” in your own words and illustrate your personal epistemology by answering the list of questions below. There are no “correct” answers. These questions are designed to develop your critical thinking and to help clarify your own ideas about “how you know what you know” about human nature and change.</p> <ol style="list-style-type: none"> <li>1. What experiences and/or factors have contributed to your choice to pursue a career in family therapy?</li> <li>2. What are your personal belief about families? How are these beliefs informed by the formation of your family and cultural identity?</li> <li>3. What is your understanding of how families change or grow? What allows, aids or hinders change in families? In your opinion, what are healthy families and what is not healthy? How have you learnt this?</li> <li>4. How do you determine what counts as knowledge (and/or truth)? If you were to learn about a new discovery, how would you determine the validity of the new information?</li> <li>5. In ways has your context and your system influenced how you know what you know?</li> </ol> <p>The body of your paper needs to be double-spaced 3-4 pages long.</p>	10pts	1,2,3
<p><b>Circular Process Paper</b></p>	<p>In this paper, you are to address the differences between linear causality and circular interactional cycles by describing and analyzing a relationship dynamic utilizing circular process and cybernetics. According to the cybernetic understanding, people behave in a circular and interactional ways versus linear way. Choose an interaction pattern that you are familiar with (perhaps a relationship with someone in your life, or a pattern in your parents’ relationship, a close friends relationship, or a client’s) and describe it from a circular perspective. Make sure to highlight what a person would miss if they only considered this interaction linearly. Use this specific example to illustrate the concepts of circular relatedness and negative and positive feedback in your paper. Note how each person is ‘punctuating’ the interaction in your paper. The body of your paper needs to be double-spaced 4-5 pages long.</p>	15pts	2,3,4

<b>Clinical Application Paper &amp; Presentation</b>	<p>For this Final assignment, you will pair up with a colleague. You will be provided with a vignette and you will need to devise a systemic case conceptualization and treatment strategies.</p> <p>You will need to describe and apply at least 4 core constructs of systems theory and communication theory AND a family therapy model/theory. Your presentation will be structured like a Case Consultation with colleagues. The format for the paper and the presentation will be provided in class.</p>	40pts	1-5
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### Academic Honesty

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an "F" grade to expulsion from the University.

### 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.

### 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.

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>

### **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 provide 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

<b>Week/ Date</b>	<b>Topic</b>	<b>In-Class Activity</b>	<b>Readings</b>	<b>Assessments Due</b>
Week 1 10/6	Evolution of Family Therapy  General Systems Theory	Discuss Personal Epistemology		
Week 2 10/13	Social Constructionism & Constructivism  Initial Interview Hayes ADDRESSING Framework Assessment in MFT	Discuss Genogram	ST&FT Ch. 2 *ES Ch. 5 *FG Ch. 1&2  Opt: * PHC Ch. 1	Personal Epistemology Paper
Week 3 10/20	Communication Theory; Axioms of Communication  First Order Cybernetics Second Order Cybernetics	Role-play  Discuss Cultural Genogram Paper	ST&FT Ch. 3&4 *FR Ch. 4 *PHC Ch. 1, 2  Opt: *ES Ch. 6	
Week 4 10/27	Communication Theory; Family Stability, Development and Change  Goal-Setting—Case Conceptualization	Jigsaw  Discuss Circular Process Paper	ST&FT Ch. 5,6&7 *FR Ch. 5 *ES Ch. 10  *PHC Ch. 3, 4 (Opt: 5)	
Week 5 11/3	General Treatment Skills & Planning  Paradoxical Communication	Treatment Planning practice	ST&FT Ch. 9 *RFT Ch. 1&2 *PHC Ch. 6, 7	Cultural Genogram & Reflection Paper
Week 6 11/10	Integrative Systemic Therapy  Family-Children Skills Abuse Reporting	In-class Discussions	*IST Ch. 2 *RFT Ch. 4 *FG Ch. 9	
Week 7 11/17	The Change Process; Feminist Perspective  Couples Skills Power in Couples	Role-play	*FFT Ch. 12, 15 *FG Ch. 3&7	Circular Process Paper
Week 8 11/24	Family Development through the Lifecycle	Role-Play	*EFLC Ch. 1, 19	
Week 9 12/1	Theory Review	Presentations	TBA	Clinical Application Paper & Presentation
Week 10 12/8	Theory Review	Presentations	TBA	Clinical Application Paper & Presentation

*\*Additional readings on Canvas*

## *Chapter Readings*

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

ST: Smith-Acuna, S. (2010). *Systems theory in action: Applications to individual, couple, and family therapy*. John Wiley & Sons.

SFR: Walsh, F. (2015). *Strengthening family resilience*. Guilford Publications.

RFT: McGoldrick, M., & Hardy, K. V. (Eds.). (2019). *Re-visioning family therapy*. Guilford Publications.

ES: 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)

FG: DeMaria, R., Twist, M. L., & Weeks, G. R. (2017). *Focused genograms: Intergenerational assessment of individuals, couples, and families*. Routledge.

PHS: Watzlawick, P., Bavelas, J. B., & Jackson, D. D. (1967/2011). *Pragmatics of human communication: A study of interactional patterns, pathologies, and paradoxes*. New York: W.W. Norton & Company.

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

FFT: Silverstein, L. B., & Goodrich, T. J. (2003). *Feminist Family Therapy: Empowerment in Social Context*. American Psychological Association.

EFLC: McGoldrick, M., Preto, N. A. G., & Carter, B. A. (2015). *The expanding family life cycle: Individual, family, and social perspectives*. Pearson.