

**Chaminade University - Honolulu**

 **PSY 757 Family Systems Approach Counseling**

Term Year Spring 2020

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| **Instructor:**  | Gary Augustin |  | **Time:**   | Mondays 5:30-9:20 |
| **Phone:**   | (808) 381-2675 |  | **Room:**  | https://chaminade.zoom.us/j/5410259632 |
| **Office Hours:** | By Appointment |  | **Email:** | Gary.Augustin@chaminade.edu |
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| **Appointment:** | Call to set up appointments (808) 381-2675 |
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| **Texts:**  | Patterson, J; Williams, L; Edwards, T; Chamow, L; and Grauf-Grounds, C (2012). *Essential Skills in Family Therapy: From the first interview to termination.* (3rd ed.) New York, Guilford. |

**MFT Codes:**

**Catalog 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 n 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.**

**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.

**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 applications, etc.**

**Class structure**

State what methods of teaching you will use and what students can expect from your class (lecture, role-plays, in-class activities, etc.).

**Student Learning Outcomes**

Students will demonstrate an understanding of:

1. Counseling/professional competencies & characteristics (including: assessment, diagnosis, therapeutic intervention, charting, case-conceptualization and logging) within the context of marriage and family therapy.
2. Professional and ethical issues within the context of marriage and family therapy.
3. Marriage and family counseling theories and your own conceptual framework.
4. Referral agencies in the community relative to the practice of marriage and family therapy.
5. Cultural diversity relative to the practice of marriage and family counseling.
6. Research relative to the practice of marriage and family counseling.
7. Scientific method relative to the practice of marriage and family counseling.
8. Appropriate use of supervision relative to the practice of marriage and family counseling.
9. Case study/report writing relative to the practice of marriage and family counseling.

**Assessment**

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| **Assessment**  | **Description** | **Points** | **SLOs** |
| Attendance | Attend at least 9 of 10 classes with participation in class discussions | 10 | 2, 3, 8 |
| Review Papers | Critique of reading assignments | 10 | 2, 5, 6, 7 |
| Family Case Conceptualization | Doing a comprehensive assessment of a family system | 25 | 1, 2, 3, 4, 8 |
| Family/Couple Technique Presentation | A select Systems Approach taught to the class | 25 | 1, 3, 4, 7, 9 |
| Final Exam | Doing brief Case Conceptualization of 5 Case Studies  | 30 | 1, 5, 7, 9 |

**Assignment & Grading**

Attendance 10pts

Review Papers 10pts

Family Case Conceptualization 25pts

Family/Couple Technique Presentation 25pts

Final Exam 30pts

Total Points: 100pts

A = 90-100

B = 80-89

C = below 79 (requires retake)

**Attendance**

Students are expected to attend classes regularly and to be on time for class. ⎫ Since our courses are offered on accelerated semesters, a student who misses more than one (1) class has missed a substantial portion of the material presented. In this case, the student will automatically receive a “C” for the course, requiring the student to retake the course in its entirety. The policy on tardiness is left to the discretion of the instructor but be advised that extreme tardiness may be viewed as an absence by many instructors. Missing one class may, at the discretion of the instructor, result in the student’s grade being lowered one letter grade.

**Writing Policy**

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced 12-point serif font, in-text citations, and a reference page.

**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.

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.

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| *The above quotes were taken directly from:* |  | 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.

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| *The above quotes were taken directly from:* |  | 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.

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| *The above quotes were taken directly from:* |  | 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.

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| *The above quotes were taken directly from:* | <http://allpsych.com/researchmethods/replication.html> |

**Disability Access**

Sample statement: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

**Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**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.

1. **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.

1. **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.

1. **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.

1. **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 thatphilosophy 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.

**Tentative Course Schedule**

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| Day | Topic | Readings | Assignments Due  |
| 4/6/20 | Introduction to Course  | No assignment |  |
| 4/13/20 | Intro Conceptualization and Clinical Assessment | Chapters 1-3 | Review Paper Prior to this class |
| 4/20/20 | Assessment Continued | Chapters 4, 5 | Review paper Prior to class |
| 4/27/20 | Phases of Family Therapy | Chapter 6 | Review paper Prior to class |
| 5/4/20 | Family Life Cycle | Chapters 7-9 | Review paper Prior to class |
| 5/11/20 | Culture/Ethnicity in Family Therapy | Chapter 10 | Review paper Prior to class |
| 5/18/20 | Alternative Family Patterns | Chapter 11 | Review paper Prior to class Case Conceptualization |
| 5/25/20 | Technique Presentations | Chapter 12 | Review paper Prior to class |
| 6/1/20 | Technique Presentations | Chapter 13 | Review paper Prior to class |
| 6/8/20 | Final Exam | Will be sent 6/2/20 | By 10 pm 6/8/20 |

**References and Resources**

Rasheed, J., M. Rasheed. (2011). *Family Therapy: Models and Techniques*. CA: Sage     Publications (ISBN-13:978-1412905749 ISBN-10:1412905745)

Taibbi, R. (2009). *Doing couple therapy: Craft and creativity in work with intimate partners*.

 NY:  The Guilford Press (ISBN: 978-1-60918-204-5)

Gehart, Diane (2010). *Mastering Competencies in Family Therapy: A Practical Approach to Theories and Clinical Case Documentation.* Belmont, CA: Brooks/Cole (IBSN-

             13:  978-0-495-59724-7 and IBSN 10:  0-495-59724-4

Williams, L; Edwards, T; Patterson, J; Chamow, L. (2011). *Essential Assessment Skills: for Couple and Family Therapists.* New York. Guilford.