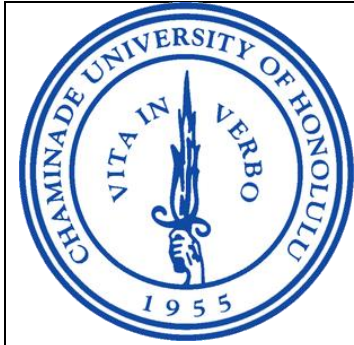


Chaminade University of Honolulu
PSY-756 Marriage & Family Counseling- Winter 2022



PSY-756-01-3 Marriage and Family Counseling
Winter 2022- Tuesdays 5:30-9:20pm
Location: Henry Hall #223
Instructor: Abby Halston, Ed.D, NCC, LMFT
Email: abby.halston@chaminade.edu
Office: Behavioral Sciences #107
Office Phone: 739-4641
Office hours: By Appointment

Jan 13- 27 Class will be via Zoom only:
<https://chaminade.zoom.us/j/97039285904>

Catalog Course Description

A basic introduction to the history, development and theories of the field of family therapy. Focus is on the major theoretical models of family therapy, their similarities and differences, and conceptual foundations. Students will develop a basic understanding of family therapy concepts as applied in clinical practice, and begin to formulate their own personal framework through integration across theoretical models. Coursework will also review current issues and sample recent developments in family therapy. *Prerequisites: PSY 521, 601*

Program Linking Statement

1. Students will identify counseling theories, principles, concepts, techniques, and facts in marriage and family counseling.
2. Students will demonstrate the ability to facilitate the counseling process with clients in a marriage and family setting.
3. Students will identify the relationship between adaptation and change, and the counseling process in a marriage and family setting.

Course Description

This course reviews the fundamental concepts and theoretical principles of marital/couples and family therapy. Its primary purpose is to explore and assess various theories (both historical and current) and present the student with the objective information necessary in formulating their own personal theory of marital and family counseling. It will examine numerous issues related to the MFT field itself and current therapeutic practice.

Articulation of Characteristics and Values

PSY 756 Marriage and Family Counseling is guided by the Marianist Educational Value of educate for the Adaption and Change. Father Chaminade often repeated, “New times call for new methods.” This could not be truer for the field of Psychology. Psychology seeks to identify and understand why we do what we do and think what we think. This value guides this course through its focus on the development of:

- 1.) Flexible thinking
- 2.) Being respectful of differences
- 3.) Critical thinking
- 4.) Open-mindedness

This will be found in our weekly discussions and in our capstone project.

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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:

1. Objectively examine all approaches to the study of family problems and counseling (PLO #1).
2. Integrate the practical and the caring as well as the academic side of family counseling (PLO #2)
3. Examine the effects of culture upon families (PLO #3).
4. Study family systems, structures and behavioral patterns (PLO #1).
5. Be prepared to counsel the “family” not just the individuals within (PLO #2).
6. Be able to determine the “family dance” and interacting relationships (PLO #2).
7. Change or eliminate dysfunctional individual and family patterns within the parameters of an ethical context (PLO #2).
8. Redirect “enabling” behaviors into supportive behavior (PLO #2).
9. Be able to apply methodological strategies, statistical analysis, the scientific method and research to the study of family problems (PLO #1).

Textbooks

Nichols, M.P. (2017). *Family Therapy Concepts and Methods*. (11th Edition).
Boston, MA: Pearson Education, Inc. (ISBN: 0-13-430074-2).

Additional Readings on Canvas:

Bowen, M. (1976). Theory in the practice of psychotherapy. *Family therapy: Theory and practice*, 4(1), 2-90.

Brown, J. (1997). Circular questioning: An introductory guide. *Australian and New Zealand Journal of Family Therapy*, 18(2), 109-114.

Haber, R. (2002). Virginia Satir: An integrated, humanistic approach. *Contemporary Family Therapy*, 24(1), 23-34.

McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. Norton.

Minuchin, S. (1998). Where is the family in narrative family therapy?. *Journal of marital and Family Therapy*, 24(4), 397-403.

Trepper, T. S., Dolan, Y., McCollum, E. E., & Nelson, T. (2006). Steve De Shazer and the future of solution-focused therapy. *Journal of marital and family therapy*, 32(2), 133-139.

Assessment

Chapter Quizzes= 93.5 points

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MF Timeline- 20 points
Assumptions and Application Paper = 30 points
MF Theory of Change Paper= 100 points
Family Genogram = 20 points
Video Reflections- 35 points
Total Points = 298.5

Grading

A =90-100

B =80-89

C=<80

LATE work will be accepted until March 20, 2022 for 50% penalty (excluding Final paper & Presentation).

Attendance

Attendance is an important part of doing well in this class. **If you miss more than one online class, you will be given a “C” and you must retake the class. (Graduate programs policy).** Also, since class starts promptly at 5:30pm, students are expected to log in on time.

Writing Policy

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

Assumptions and Application Paper

Students will write a 3+ page paper addressing the questions below about 4 of the theories or models. The paper will include two parts: Assumptions- which speaks to the philosophical and theoretical understanding of the theory, and Clinical Application- which speaks to the practical application of the theory. The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard 1-inch margins, double-spaced, with references properly cited (title page and abstract is not required). Use the questions below as headings in your paper. (20pts)

Part 1: Assumptions

Discuss the assumptions that the theory has about the following:

1. What is healthy and what is unhealthy according to this theory? (5pts)
2. What meanings do symptoms have in this theory? (5pts)
3. According to this theory, how does change occur? (5pts)

Part 2: Clinical Application

Discuss the clinical application of the theory by answering the following:

1. What are the treatment goals, what outcomes are anticipated? (6pts)
2. Describe the preferred interventions. (5pt)
3. What is the role of the therapist? (4pts)

SLO: 1, 2, 3, 4, 6, 7, 9

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MF Theory of Change Paper This paper is aimed at exploring your emerging therapy style and how you envision change in therapy, which will require you to select a theory/model or theories/models (maximum 2). At least one of the models that you select must be a model that we have covered in this course. You will identify ways the theories resonate with you personally, with a review of the philosophical underpinnings, and how you conceptualize your work with clients (with a focus on diversity and inclusion) utilizing your selected models/theories.

Genogram- is to better understand the student's family of origin as applied to Bowen's Intergenerational Approach. This assignment should utilize Monica McGoldrick's genogram symbols and include at least three generations of your family. Create a genogram construction recording family information and relations either by hand or with genogram program. A narrative regarding the interpretation of the genogram through discussing how the demographic information, functioning information, and critical family event information shaped the relationships between family members; this narrative should not exceed **three pages**. SLO 1, 2, 3, 4

Video Reflections: Classic marriage and family theorist videos from the Chaminade video library and from the AAMFT Masters Series will supplement the reading material. For these videos a two to three-page paper to summarize what the student learned is required to be completed- Format template will be provided in the canvas files. SLO 1-9

Marriage and Family History Timeline- Students will create your own Marriage and Family timeline recording the important events in the field of Marriage and Family. Timeline should include narrative detail about the event. SLO 1, 4

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.

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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>

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

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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.

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 the Kokua Ike Coordinator at (808) 739-8305 to make an appointment 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

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accommodations are implemented in a timely fashion. For more information contact <https://chaminade.edu/student-life/counseling-center/ada-accommodations/>

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

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 the Personal Counseling Center on the Chaminade campus Phone | 808.735.4845 or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, Canvas TutorMe online tutoring and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> The center can be contacted at (808) 735-4815 or advising@chaminade.edu The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday)

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Class Date	Chapters/ Videos/In-class	Assignments Due to Canvas by 11:59pm
Week 1 Jan 13, 2022	Review of Course Chapter 1 Lecture	Jan 19, 2022 Chapter 1 Quiz
Week 2 Jan 20, 2022	Chapter 3 Lecture Video- Whitaker	Jan 26, 2022 Chapter 3 Quiz Video Reflection
Week 3 Jan 27, 2022	Chapter 4- Bowen Video- McGoldrick	Feb 2, 2022 Chapter 4 Quiz Video Reflection Genogram
Week 4 Feb 3, 2022	Chapter 5- Strategic Video- Haley	Feb 9, 2022 Chapter 5 Quiz Video Reflection
Week 5 Feb 10, 2022	Chapter 6- Structural Video-Minuchin	Feb 16, 2022 Chapter 6 Quiz Video Reflection
Week 6 Feb 17, 2022	Chapter 7- Experiential Video- Satir	Feb 23, 2022 Chapter 7 quiz Video Reflection
Week 7 Feb 24, 2022	Chapter 9 - Cognitive/Behavioral Video-Stuart	March 2, 2022 Chapter 9 quiz Video Reflection
Week 8 March 3, 2022	Chapter 11- Solution- Focused Video- O'Hanlon	March 9, 2022 Chapter 11 Quiz Video Reflection
Week 9 March 10, 2022	Chapter 12- Narrative Video- narrative	March 16, 2022 Chapter 12 Quiz Video Reflection Theory of Change Paper MFT Timeline Due A & A Paper Due
Week 10 March 17, 2022	Theory of Change Paper Presentations	