



Chaminade University of Honolulu
Masters of Science in Counseling Psychology
PSY 761 Advanced Theories & Models in MFT

Instructor: Blendine P. Hawkins, Ph.D., LMFT **Class Room:** ONLINE
Contact Number: 808-739-7495 **Day/Time:** Hybrid MON, 5:30pm
Class Zoom link: <https://chaminade.zoom.us/j/98191525332>
Email: blendine.hawkins@chaminade.edu **Term:** WIN2024
Office: Behavioral Sciences 118
Office Hours: By appointment- email me to set up a time to meet.

Class meeting dates and time:

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Monday 1/8 5:30-9:20pm HST				Monday 2/5 5:30-9:20pm HST			Monday 2/26 (Optional) 5:30-7:00pm HST		Monday 3/11 5:30-9:20pm HST

Required Texts

Reader sold at Chaminade Bookstore- see reference at the end of syllabus.

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.

Catalog Course Description

This course builds on the foundations of Family Systems theory and the classical theoretical models in PSY756 and will introduce advanced and contemporary therapy models within the Marriage and Family Therapy field. Students will develop an understanding of how to conceptualize couple and family relationships using the concepts of the advanced models, how to critically assess and cohesively synthesize family models, and how to utilize current evidence-based research to formulate a personal framework to work with couples and families. *Prerequisites: PSY756*

Course Description

This class is intended to survey current and advanced models of marriage and family therapy. We will review the assumptions, concepts, and applications of the models with a focus on therapy with the families of today. As part of the course, students will become more sophisticated with regard to their understanding of family functioning, ecological understanding of families, effective interventions, and the role of the therapist and therapy from the perspective of each advanced model.

MSCP Core Program Learning Outcomes (PLOs)

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

Marriage and Family Therapy Emphasis Learning Outcomes (MFT ELOs)

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 Learning Outcomes (CLOs)

Students will build upon their existing knowledge of family systems theory and foundational models of family therapy.

Upon completion of this course, students will be able to:

1. Identify current evidence-based models and culturally sensitive approaches of family therapy and be able to apply them conceptually and clinically. (PLO1, PLO2)

The various models covered in this class are:

- Communications Theory
 - Internal Family Systems
 - Brief Family Therapy models (e.g. Solution-Focused Brief Therapy (SFBT), Multidimensional family therapy (MDFT), etc.)
 - Emotion-Focused Therapy & Attachment-based theory
 - Contextual Family Therapy
 - Medical Family Therapy
 - Feminist Family Therapy
 - Integrative Models in Family Therapy & Metaframeworks
2. Utilize critical thinking principles to evaluate and integrate family therapy models into clinical work. (PLO1, PLO2, PLO3)
 3. Integrate the various theoretical concepts of family systems theory and the advanced models to observations and descriptions of human relationships, including individual and family development; multicultural influences on human experience; gender; and family structure and process. (PLO1, PLO2, PLO3)
 4. Evaluate current family therapy models for congruency between theory, interventions, contextual factors, and goals for therapy. (PLO1, PLO2, PLO3)
 5. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on families. (PLO2)
 6. Delineate which models, modalities, and/or techniques are most effective for presenting concerns. (PLO1, PLO3)

ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Assessment

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed.

Course Learning Outcomes(CLO)	Assessment & Description	Contribution (%) to Final Grade
CLO1: Identify current evidence-based models and culturally sensitive approaches of family therapy and be able to apply them conceptually and clinically. (PLO1, PLO2)	Assumptions & Applications Assignments Students will write 4 A&A papers. The A&A paper is a 3-4 page paper (double-spaced, 12pt font) answering specific questions about the assumptions and applications of 4 of the advanced models covered in this class. The length of this assignment is specific to ensure that each of the facets of the theory is discussed sufficiently.	20%

<p>CLO2: Utilize critical thinking principles to evaluate and integrate family therapy models into clinical work. (PLO1, PLO2, PLO3)</p>	<p>Final Integrative Model Paper Students will write a 10 page paper examining the application of theories covered over the course of the term. The models you choose to write about should be because you feel aligned with those models core assumptions about change. This paper is aimed at exploring your emerging therapeutic style and how you envision change in therapy, which will require you to select two theories/models (maximum 3). At least one of the models that you select must be a model that we have covered in this course (Communications Theory, Brief Models, Contextual Family Therapy, Internal Family Systems, Emotionally-Focused Therapy, Feminist Family Therapy, Medical Family Therapy) and the other must be a theory covered in PSY756 (e.g. Structural Family Therapy, Bowen/Intergenerational Theory, Experiential-Satir/Whitaker, Strategic Family Therapy, Cognitive-Behavioral Family Therapy, SFBT, Narrative Family Therapy, Psychoanalytic Family Therapy/Object-Relations). You will identify ways the theories 1) integrate in a congruent or complementary way, 2) how they resonate with you personally, with a review of the philosophical underpinnings, 3) what evidence or literature exists attending to the theories, and 4) how you conceptualize your work with clients (with a focus on diversity and inclusion) utilizing your selected models/theories. Students will need to cite (in APA format) a minimum 10 original academic sources for the model chosen (must be academic articles and/or books—online web and wiki pages will not count toward this total). Rubric will be provided on Canvas. Papers will need to be in APA-format, which includes 12-pt serif font, double-spaced, 1-inch margins, using appropriate level headings, correct in-text citations and corresponding reference on Reference page, and the paper should be written in a formal academic tone which means a focused and well-structured paper, no baseless claims and assumptions, correct credit provided to originators of ideas, theories, or findings, no use of hyperbole, and avoiding first-person language.</p>	<p>30%</p>
<p>CLO3: Integrate the various theoretical concepts of family systems theory and the advanced models to observations and descriptions of human relationships, including individual and family development; multicultural influences on human experience; gender, and family structure and process. (PLO1, PLO2, PLO3)</p>	<p>Final Integrative Model Paper (See above)</p> <p>Reading Review Questions Students will need to complete the readings each week and construct responses to the probing questions provided about the readings prior to coming to class. During the beginning of class each week, students will be randomly assigned to a group where you will discuss your responses to one of the questions and then provide a reflection and summary to the rest of the class. The typed copy of your responses to the reading review questions will be collected in class. It is your responsibility to complete this each week and no late submissions will be accepted.*</p>	<p>10%</p>
<p>CLO4: Evaluate current family therapy models for congruency between theory, interventions, contextual factors, and goals for therapy. (PLO1, PLO2, PLO3)</p>	<p>Online Class Discussions There will be online discussions on material related to the theories covered in this course. Please log in each week and make sure to engage in meaningful discussion with your peers to deepen your understanding and application of the theories. Your initial post is due Thursday and your response to your peers are due on Sunday.</p>	<p>16%</p>
	<p>Assumptions & Applications Assignments (See above)</p>	
<p>CLO5: Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on families. (PLO2)</p>	<p>Attendance & Participation Attendance and participation in class are of primary importance. Since this course is run in a hybrid fashion, each class meeting will be important. Please login to class on-time and having completed the assigned readings prior to arrival. In the event of your absence please make every effort to contact the instructor prior to class time. Points earned for each class is based on attending and engaging with the course content (which is observed by discussing the theory, asking and answering questions, taking notes, not being distracted or distracting others). Any graded in-class assignment may not be made-up. 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.</p>	<p>8%</p>
<p>CLO6: Delineate which models, modalities, and/or techniques are most effective for presenting concerns. (PLO1, PLO3)</p>	<p>Demonstration of a Clinical Intervention/ Strategy (Role-play & Presentation) This assignment will be completed in groups of 3. Your group will select one theory and then an intervention from that theory and present it to the class. These Video Demonstrations will be posted online by Wednesday of the week of the assigned theory. Presentations should be broken up like this: 1) introduce the vignette (2-3mins), 2) identify the theory and/or intervention being illustrated (3-5mins), 3) play the video of the role-play (15 mins minimum). The entire presentation should be between 20-40 minutes. You will construct a simple vignette (who is the client and what is the presenting problem) to use for the role-play. In the role-play, one of two people are the therapist/co-therapists and the other two/three plays the client system. The therapist will utilize the intervention/strategy to demonstrate how the theory looks like in action.</p>	<p>10%</p>

	<p>Commenting on the Role-play and Presentation For each of the Demonstration of Clinical Intervention/Strategy you will post one comment or question on your peers video. The question, comment or recommendation needs to be substantive (meaning of substance and not superficial "That's great!"). You do not have to comment on the video of your own demonstration.</p>	6%
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Grading

Attendance & Participation	8
Reading Review Questions	10
Class Discussions	16
Assumptions & Applications Assignments (4x5)	20
Demonstration of a Clinical Intervention/ Strategy Video	10
Commenting on Videos	6
Model Final Paper & Presentation	30
Total Points	100

- 90%↑ = **A**
- 80%↑ = **B**
- Below 80%** = **C : You must repeat the course**

Plagiarism

Any submitted assignments containing a portion of someone else’s work i.e. full sentences, sections, or paragraphs that are copied verbatim AND is not cited and referenced correctly, is plagiarism. Students will automatically receive a grade of 0 for that assignment and possible department and college-level consequences.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they **can not** be used for course assignments except as explicitly authorized by the instructor. **The following actions are prohibited in this course:**

- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement
- Using AI programs to input quiz/exam questions to retrieve answers to be submitted

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

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. Generally in this course, unless it is a research manuscript, an abstract is not necessary.

Class-over-Zoom Expectation

While in class over zoom you should be muted to minimize background noise unless you are speaking, asking or answering question, I do however, expect your video turned on at different times during the class such as during discussions (before or after the lecture), role-plays, presentations, and when you are engaging with peers and the instructor.

Assignments

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due) unless specified as an in-class submission. Late assignments will be accepted up to 7 days after the due date with a 5% late deduction FOR EACH DAY IT IS LATE. In cases of emergent or unanticipated events, I will give an extension only if a) the request is received 24 hours prior to the due date and b) you provide documentation. **THERE WILL BE NO EXTENSIONS FOR THE FINAL PAPER.**

Students will be able to revise and resubmit ONE A&A paper to receive a higher grade and will have to submit the revised paper latest by Friday of Week 9 of the term.

Attendance

Since this is an advanced graduate course requiring students to engage fully in critical analyses and synthesis of complex concepts, and there are only a few class meeting times for this online hybrid course, it is important to attend every class. You are responsible to inform me prior to the start of class should an emergency prevent you from attending.

Please note that regardless of reason, more than one (1) missed class will result in a failing grade. 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.

Readings

The readings have been intentionally selected to contribute substantive material to the course. That is, the readings are not supplemental to the course, they are central. I have included readings that I believe will be instrumental in helping you understand the key concepts of each of the theories covered. Therefore, prior to each class, significant preparation and reading is necessary. Please be able to access the readings when you are in class.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. Therefore, a traditional three credit hour undergraduate course would require 135 hours of engagement. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend the following number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance	12	Class meetings
Assigned readings	50	Assigned readings related to MFT theories and models
Key assessments	50	A&A papers, and theory application online discussions, Therapy role-plays
Final paper & Presentation	25	Researching and constructing final research paper, preparing and giving presentation
Total hours:	135	

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.

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

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.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

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.

TITLE IX

Title IX Statement

Chaminade University of Honolulu (CUH) 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. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808 735-4845.
- 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, Smarthinking 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)

Tentative Course Schedule

Week/Date	Topic	Readings	Assessments Due
W1 1/8/24	<ul style="list-style-type: none"> • Introductions; Overview of Course; Syllabus Review 	Becvar & Becvar (2017)	Discussion 1
W2 1/15/24-1/21/24	<ul style="list-style-type: none"> • Communications theory 	Watzlawick, Bavelas & Jackson (1967)	Reading Questions due Friday 1/19/24
W3 1/22/24-1/28/24	<ul style="list-style-type: none"> • Contextual Family Therapy 	Nagy & Krasner (1986) Krasner & Joyce (2013)	Assumptions & Applications Assignment 1- Contextual Family Therapy (due Sunday 1/28/24) Demonstration of Clinical Intervention- Contextual Family Therapy Post VIDEO by Wednesday 1/24/24 (Comments by Sunday) Reading Questions due Friday 1/26/24
W4 1/29/24-2/4/24	<ul style="list-style-type: none"> • Brief Family Therapy models I & II 	de Shazer (1982) O'Hanlon & Weiner-Davis (1989) Budman & Gurman (2002)	Discussion 2 Assumptions & Applications Assignment 2- SFBT (due Sunday 2/4/24) Reading Questions due Friday 2/2/24
W5 2/5/24	<ul style="list-style-type: none"> • Emotion-Focused Therapy & Attachment-based theory 	Johnson (2019)	Assumptions & Applications Assignment 3- EFT (due Sunday 2/11/24) Demonstration of a Clinical Intervention/ Strategy-EFT POST ON CANVAS BY Wednesday 2/7/24 Video Comments DUE Sunday 2/11/24 Reading Questions due Friday 2/9/24
W6 2/12/24-2/18/24	<ul style="list-style-type: none"> • Internal Family Systems 	Schwartz (1997)	Assumptions & Applications Assignment 4- IFS (due Sunday 2/18/24) Demonstration of a Clinical Intervention/ Strategy-IFS POST ON CANVAS BY Wednesday 2/14/24 Video Comments DUE Sunday 2/18/24 Reading Questions due Friday 2/16/24
W7 2/19/24-2/26/24	<ul style="list-style-type: none"> • Medical Family Therapy 	McDaniel, Doherty, & Hepworth (2014)	Discussion 3 Reading Questions due Friday 2/23/24
W8 2/26/24	<ul style="list-style-type: none"> • Feminist Family Therapy 	McGoldrick (1991) Silverstein & Goodrich (2003)	Reading Questions due Friday 3/1/24
W9 3/4/24-3/10/24	<ul style="list-style-type: none"> • Integrative Models in Family Therapy & Meta-frameworks 	Pinsof, et al. (2018) Breunlin, et al. (1997)	Final Integrative Model Paper due Friday 3/8/24
W10 3/11/24	<ul style="list-style-type: none"> • Consolidating learning 		Final Presentations due in online class

** Syllabus is subject to change by the instructor according to class needs.*

References

The PSY761 Reader compiled for this course includes the following chapters:

1. Watzlawick, P., Bavelas, J. B., & Jackson, D. D. (1967). *Pragmatics of human communication*. New York: W. W. Norton. Ch. 2, pg. 29-52.
2. Nagy B., & Krasner, B. (1986). *Between give & take: A clinical guide to contextual therapy*. New York: Brunner/Mazel. Ch. 1, pg. 5-20.
3. Krasner, B. R., & Joyce, A. J. (2013). *Truth, trust and relationships: Healing interventions in Contextual Therapy*. Routledge. Ch. 3, pg. 55-81.
4. de Shazer, S. (1982). *Patterns of brief family therapy*. New York: Guilford. Ch. 2, pg. 19-30.
5. O'Hanlon, W., & Weiner-Davis, M. (1989). *In search of solutions: A new direction in psychotherapy*. New York: Norton. Ch. 2, pg. 26-47.
6. Budman, S. H., & Gurman, A. S. (2002). *Theory and practice of brief therapy*. Guilford Press. Ch. 3, pg. 62-73.
7. Johnson, S. M. (2019). *Attachment Theory in Practice: Emotionally Focused Therapy (EFT) with Individuals, Couples, and Families*. Guilford Publications. Ch. 1, pg. 1-23.
8. Johnson, S. M. (2019). *Attachment Theory in Practice: Emotionally Focused Therapy (EFT) with Individuals, Couples, and Families*. Guilford Publications. Ch. 2, pg. 24-42.
9. Schwartz, R. (1997). *Internal Family Systems Therapy*. New York: Guilford. Ch. 1, pg. 8-26.
10. Schwartz, R. (1997). *Internal Family Systems Therapy*. New York: Guilford. Ch. 2, pg. 27-60.
11. McDaniel, S. H., Doherty, W. J., & Hepworth, J. (2014). *Medical family therapy and integrated care*. American Psychological Association. Ch. 1, pg. 5-25.
12. McGoldrick, M. (1991). *Women in families: A framework for family therapy*. WW Norton & Company. Ch. 2, pg. 16-39.
13. Silverstein, L. B., & Goodrich, T. J. E. (2003). *Feminist family therapy: Empowerment in social context*. American Psychological Association. Ch. 12, pg. 163-176.
14. Pinsof, W. M., Breunlin, D. C., Russell, W. P., Lebow, J., & Chambers, A. L. (2018). *Integrative systemic therapy: Metaframeworks for problem solving with individuals, couples and families*. American Psychological Association. Ch. 2, pg. 33-52.

Additional Resources

- Hardy, N. R., Brosi, M. W., & Gallus, K. L. (2019). Integrative systemic therapy: Lessons on collaboration and training for the 21st century. *Journal of marital and family therapy*, 45(2), 206-218.
- He, Y., Fisher, A. R., Swanson, S. E., & Lebow, J. L. (2022). Integrative Systemic Therapy: Integrating Individual, Couple, and Family Therapy. *Australian and New Zealand Journal of Family Therapy*, 43(1), 9-21.
- Gehart, D. R. (2023). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation*. Cengage Learning.
- Russell, W. P., & Breunlin, D. C. (2019). Transcending therapy models and managing complexity: Suggestions from integrative systemic therapy. *Family process*, 58(3), 641-655.
- Russell, W. P., Breunlin, D. C., & Sahebi, B. (2022). *Integrative Systemic Therapy in Practice: A Clinician's Handbook*. Taylor & Francis.
- White, L., & Owen, K. (2022). Systemic Integrative Practice: A Meta-Framework. *Australian and New Zealand Journal of Family Therapy*, 43(1), 33-53.