



TYNDALE
Seminary

**Course Syllabus
Fall 2011**

**THEORIES & METHODS OF FAMILY THERAPY I
COUN 0772**

THURSDAYS 1:00 – 3:50 PM

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Office Hours: By appointment

To access your course materials at the start of the course, please go to
<https://www.mytyndale.ca>

I. COURSE DESCRIPTION

COUN 0772 (3) Theories and Methods of Family Therapy I is an examination of current theories of marital and family therapy (Bowenian, Strategic Structural, Cognitive-Behavioural and psychoanalytic) along with appropriate intervention methods related to each theoretical orientation. The various therapeutic models are examined in terms of their history, philosophy, theoretical tenets, functional and dysfunctional effects on families, assessment, goals, treatment process, techniques, role of the therapist, and evaluation.

Prerequisites: COUN 0574, COUN 0677. COUN majors or by permission of the instructor.

For those interested in Clinical Membership with AAMFT, this course may fill a requirement under "Marriage and Family Therapy". However, **it is your responsibility to check with AAMFT to see whether it will qualify in your particular situation.**

NOTE: If you are also registered in "Counselling Major Internship (COUN 701) it would be helpful to provide a copy of this syllabus to his/her supervisor at the beginning of the year.

II. LEARNING OUTCOMES

Successful completion of this course will involve achievement of the following competencies:

- The ability to describe family interactional patterns according to the concepts of Family Systems Theory.
- An understanding of the distinctiveness of the major approaches to Family Therapy
- The ability to reflect critically on the major approaches to Family Therapy
- The ability to effectively implement therapeutic strategies in one's counselling with couples and families.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

There are two books required for this course:

- 1) Nichols, M.P. (2010). *Family therapy: Concepts and methods*. Ninth edition. Toronto: Allyn and Bacon.
- 2) Patterson, J., William, L., Edwards, T.D., Chamow, L. & Grauf-Grounds, C. (2009). *Essential skills in family therapy: From the first interview to termination*. Second edition. New York: The Guilford Press.

The following readings will be on reserve in the library:

- Boszormenyi-Nagy, I. (1972). Loyalty implications of the transference model in psychotherapy. *Archives of General Psychiatry*, 27, 374-380.
- Bowen, M. (1961). The family as the unit of study and treatment. *American Journal of Orthopsychiatry*, 31, 40-60.
- Dattilio, F. (2005). The restructuring of family schemas: A cognitive-behavioral perspective. *Journal of Marital and Family Therapy*, 31, 15-30.
- Minuchin, S., & Nichols, M. (1993). The hypochondriac and his wife. In *Family healing: Strategies for hope and understanding*. New York: Touchstone.
- Watzlawick, P.A. (1966). A structural family interview. *Family Process*, 5, 256-271.

C. ASSIGNMENTS AND GRADING

1. **Group Project:** Fact Sheet and Annotated Bibliography (30% of Final Grade)
Due Date: October 13 2011

Purpose: To become familiar with and to critically evaluate the resources relevant to the practice of family therapy, especially according to a particular theoretical orientation.

Assignment: In a group of three or four, select an issue of clinical interest and investigate the literature that is related to that area. You will then create fact sheets for clients dealing with this particular issue. Keep in mind that since the fact sheets are for your clients, they should be informative, attractive and easy to read/understand.

The help sheets should comprise the following:

- a) **A fact sheet for the topic.** Include relevant information for clients regarding the issues, such as a definition, causes, symptoms, available treatments, self-

help options, local support groups, how family members can help, other resources, etc. The fact sheet should be no more than two pages, single spaced. Resources need to be referenced.

- b) **An annotated bibliography.** Include resources for clients regarding the issue. This should be classified under two headings; 1) scholarly resources (articles, books, journals, etc.,) and 2) popular resources (self-help books, workbooks, reliable web pages, etc.) The bibliography should be no more than six pages, single spaced. Each entry is about 1/3 of a page single space. At least 15 annotations are expected for this assignment. Take this opportunity to immerse yourself in the most current and crucial literature in this particular area in both the Christian and non-Christian press. It may also be useful to pay attention to the ways in which gender, age, ethnocultural status, and other elements of diversity may influence this material.

An adequate annotation should include the following:

- The appropriate bibliographic information
- A brief description of the author's core thesis and theoretical bias, (i.e. psychoanalytic, Bowenian, Structural, Strategic)
- The effectiveness, in your estimation, of the author's claims
- The strengths and the limitations of this particular resource
- The intended audience of the resource

A list of suggested topics is below. I have chosen these areas as they have some connection with the literature in the field of family therapy. If there is another area that you would rather investigate, let me know right away before you start the assignment.

YOU MAY **NOT** CHOOSE TO RESEARCH **ANY** OF THE AREAS THAT WERE INVESTIGATED IN YOUR PREVIOUS YEARS AT TYNDALE.

TOPICS

- | | |
|----------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> ADHD/ADD | <input type="checkbox"/> Children of Divorce |
| <input type="checkbox"/> Alcohol Addiction | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Adult Children of Alcoholics | <input type="checkbox"/> Divorce |
| <input type="checkbox"/> Adult Survivors of Child Sexual Abuse | <input type="checkbox"/> Drug Addiction |
| <input type="checkbox"/> Anger | <input type="checkbox"/> Eating Disorders |
| <input type="checkbox"/> Anxiety (specify which type) | <input type="checkbox"/> Obsessive-Compulsive Disorder |
| <input type="checkbox"/> Asperger syndrome | <input type="checkbox"/> Perfectionism |
| <input type="checkbox"/> Bipolar | <input type="checkbox"/> Phobia (specify which type) |
| <input type="checkbox"/> Borderline Personality Disorder | <input type="checkbox"/> Remarriage/"Blended" Families |
| <input type="checkbox"/> Child Abuse | <input type="checkbox"/> Separation |
| | <input type="checkbox"/> Self harm |

- Sexual Addiction
- Single Adulthood
- Single Parenting

- Spousal Infidelity
- Spousal Abuse

2. TESTS (2x 20% = 40% of Final Grade)

Test Dates:

- **November 3, 2011 (covered topics: Key family system concepts, Bowenian, Strategic)**
- **December 8, 2011 (covered topics: Structural, CBT, Psychoanalytic)**

Purpose:

You will be tested on your understanding of and ability to apply the concepts in Family Therapy. Although you are responsible for all the indicated materials (i.e. text books, lectures), the focus is on Nichols' book, especially the glossary. The tests are comprised of definitions, short answers, terminologies, and short case studies. Each test will be worth 20%.

Please note: if a test is missed due to a legitimate reason (e.g., illness with a doctor's note or a death in the family), either your next test or your major paper will be worth an additional 20% (i.e., your second test is worth 40% or your major paper is worth 50%). If there is no legitimate reason for missing a test, a mark of 0 will be given. Please make sure you will be present for all your tests before taking the course.

3. CASE STUDY (30% of Final Grade)

Due Date: December 1, 2011

Purpose: The purpose of this assignment is to evaluate how well the students describe family interactional patterns according to the concepts of Family Systems Theory. It also demonstrates the students' abilities to utilize therapeutic strategies in counselling with individuals, couples, and families.

Assignment: Using the movie "Guess who's coming to dinner" (by Stanley Kramer, 1967) as the backdrop for the case study, you will:

- 1) Identify the different family dynamics and
- 2) Propose a treatment plan by using an integration of what you have learned in this course.

Watch the movie as many times as you need. Prepare a paper (14-16 written pages, double spaced) describing the family dynamics of the Drayton family, led by Matt and Christina and their daughter, Joey, and the introduction of Joey's fiancé, Dr. John Prentice, and then propose a treatment plan for Matt, Christina and Joey as the identified patients (IP). Please include appendixes of appropriate diagrams/ genograms at the end of the paper to illustrate your points. There is no need to retell the story except what is necessary to describe the family patterns.

You will include the following:

- a) Identify and describe the various family dynamics in terms of family systems theory. Use any family system concepts and description (don't limit yourself to the chosen therapies in your treatment plan). Feel free to use diagrams to illustrate your points and include them in your appendixes. This section should be at least eight to nine pages.
- b) Using at least two of the family therapy approaches that we have learned thus far, propose an integrative treatment plan for the family, i.e. one plan that includes the selected therapies. Patterson's book, especially Chapter 5 will be helpful. This section should be at least seven to eight pages.
- c) A genogram of the family and its relational patterns. Please attach it in your appendix and don't forget to include the legend.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Expected written standards:

Written work ought to be free of spelling mistakes, correctly punctuated, and adhere to basic rules of grammar. It is expected that written work will be submitted in a clear, straightforward academic style. The assignments ought to present clear organization, a coherent position and arguments that support that position. Students are expected to accurately and fully document sources used in their assignments. Documentation and notes should be consistent with APA guidelines as articulated in the Guidelines for submission for the Counselling Department. ***Do not submit papers in any type of binder or cover: a staple in the top left corner of the paper ought to suffice.***

In all work, students are obliged to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. See the policy on Academic Honesty for a comprehensive discussion of the Seminary's policy on plagiarism.

The title page for all written work ought to include the following:

- The title of the paper
- Name of the course
- Name of the instructor
- Date of submission
- Name of the student and
- Campus mailbox number.

Submission and Return of Assignments:

All assignments are submitted directly to the instructor at the beginning of class on the due date unless otherwise specified. If students wish to submit written work by mail (courier), they must be mailed directly to the instructor, c/o Tyndale Seminary and they must be received on or before the due date. Otherwise, they are treated as late papers. Please note: No electronic copy is accepted. Students are required to retain a copy of all assignments (hard copy or electronic version).

All assignments are returned during class or in the student's Tyndale Campus mailbox. If students wish to have their work returned to them by mail, they must submit their work with a stamped, self-addressed envelope.

Deadlines:

Papers handed in on or before the due date will get everything they deserve! With the exception of "extreme and extenuating circumstances," all papers handed in late will be deducted one-third grade point deduction (i.e., B to B-). No paper will be accepted one week past the due date.

If there are some unusual circumstances, please complete the **REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES** form found at the end of this syllabus. Specify the nature of these circumstances and submit it to the professor directly by the due date of that assignment. If the usual inconveniences of our technological age should visit your home the night before the due date, you will have my sympathy but not an extension.

Students should consult the current *Academic Calendar* for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar/2011-2012>.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments [*Sample*]

Group project: Fact sheet and annotated bibliography	30%
Content Tests (2 @ 20%)	40%
Case Study	30 %
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

September 15: Introduction and Key Concepts of Family Therapy

September 22: More Key Concepts and History of Family Therapy

- Nichols and Schwartz, chapters 1, 2, 4
- Patterson et al, chapter 1

September 29: Family Assessment

- Nichols and Schwartz, chapter 3
- Patterson et al, chapters 2 -4

October 6: Bowenian Approach

- Nichols and Schwartz, chapter 5

October 13: Bowenian Approach

- Bowen, M. (1961). The family as the unit of study and treatment. *American Journal of Orthopsychiatry*, 31, 40-60.
- ***DUE TODAY: Group Project (Fact Sheet and Annotated Bibliography)***

October 20: Strategic Approaches

- Nichols and Schwartz, chapter 6
- Patterson et al, chapter 5

October 27: Strategic Approaches

- Watzlawick, P.A. (1966). A structural family interview. *Family Process*, 5, 256-271.

November 3: Structural Approaches

- Nichols and Schwartz, chapter 7
- **TEST #1 today**

November 10: Structural Approaches

- Minuchin, S., & Nichols, M. (1993). The hypochondriac and his wife. In *Family healing: Strategies for hope and understanding*. New York: Touchstone.
- Patterson et al, chapter 7

November 17: Cognitive Behavioural Therapy

- Nichols and Schwartz, chapter 10
- Patterson et al, chapter 10

November 24: Cognitive Behavioural Therapy

- Dattilio, F. (2005). The restructuring of family schemas: A cognitive-behavioral perspective. *Journal of Marital and Family Therapy*, 31, 15-30.

December 1: Psychoanalytic Approaches

- Nichols and Schwartz, chapter 9
- **DUE TODAY: Case Study**

December 8: Psychoanalytic Approaches

- Boszormenyi-Nagy, I. (1972). Loyalty implications of the transference model in psychotherapy. *Archives of General Psychiatry*, 27, 374-380.
- Patterson et al, chapter 11
- **TEST #2 today**

V. SELECTED BIBLIOGRAPHY

Family Therapy by Nichols (our main text) offers a comprehensive bibliography for each of the discussed theories. Additional handouts and material will be given out during class.

VI. INSTRUCTOR AVAILABILITY

If you have any course related concerns, please speak to me directly as soon as possible. I am available for brief chats before and after class. For issues that might require a more formal setting, please make an appointment during my office hours.

E-mail: ramsay.rmft@sympatico.ca

Cell: 647-225-7638

VII. CLASS ATTENDANCE

Regular attendance in and punctuality for all classes (small groups) is expected.

Out of respect for your colleagues, please try to be on time. If you have 3 or more unexcused absences, you may fail the course. (See Attendance Policy for details).