

THE UNIVERSITY OF TEXAS AT AUSTIN

EDP 384C: FAMILY SYSTEMS INTERVENTIONS: ADULTS/COUPLES (Summer, 2016)

Unique Number: 74625

Room Number: SZB 444

Dates and Times: 1:00-4:30 p.m; MTWTH July 11th to July 28th*

Professor:	Leslie Ann Moore, Ph.D.	Telephone:	512-471-0357
Office:	SZB 262J		512-934-3834 (preferred)
Office Hours:	Monday 11-12	Email:	lamoore@austin.utexas.edu

ADA Compliance Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>. Following the certification of your needs, I will work with you to make appropriate arrangements.

Course Description

Family therapy is based on systems theory emphasizing the interactions among family members. The family therapist views the **system** as the “client,” seeking ways to help families who are stuck to find new ways of interacting. Several theorists have proposed models for helping families. Although the many existing family therapy models are based on similar systemic assumptions, these models vary widely in defining the goals and process of change for a family. Since family therapy is a relatively new field in which the treatment models have developed more quickly than the theory underlying the treatment, the field continues to evolve rapidly. The therapist entering the world of family therapy needs to have an understanding of the historical origins of the field, as well as an awareness of the new developments. A major focus of this course will be on how systems theory informs approaches to therapy with issues related to adult development, including transition to adulthood, intimacy and parenting. This course is designed to encourage students interested in family therapy to:

1. define the historical origins of family therapy;
2. understand and identify examples of key constructs of systems theory;
3. understand the role of attachment in family functioning and emotional regulation;
4. understand and critique the traditional models of family therapy, including these traditional models: strategic, structural, Bowenian, and cognitive behavioral family therapy;
5. explore models specific to adult relationships including Emotionally-Focused Therapy (EFT, Sue Johnson), the Psychobiological Approach to Couple Therapy (PACT, Stan Tatkin and the Gottman Method (John Gottman).
6. identify major new directions in family therapy, including the integration of developmental, multicultural/ feminist and post-modern perspectives into the field, specifically solution-focused and narrative models;
7. identify aspects of family therapy that are most useful in advancing adults in developmental tasks of transition to adulthood, intimacy and parenting.

8. evaluate how and if the concepts from family therapy can be useful to them in their development as counselors and therapists.

The format of the course will include lecture, role-playing, videotape analyses, case discussions, and writing activities. In addition, class members will read case studies which will provide an opportunity to compare and contrast models of family therapy, as well as to see the application of interventions and strategies.

Prerequisites

No prerequisites are required for this course. However, a basic knowledge of major counseling theories can be useful in understanding the concepts of this course. If a student has not had a counseling course, a review of an introductory theories chapter/text can be useful. A 5-day free video trial that overviews different counseling theories is available at

<http://study.com/academy/topic/theoretical-approaches-in-counseling.html>

The major counseling theories that will serve as a foundation for this course include psychodynamic/psychoanalytic approaches; humanistic/person-centered approaches, and cognitive/cognitive-behavioral approaches. Please consult with your instructor for additional recommended readings.

Required Texts

Gottman, J. M. & Silver, N. (2015) *The seven principles for making marriage work: A practical guide from the country's foremost relationship expert*. New York: Harmony Books.

Nichols, M.P. (2013). *Family therapy: Concepts and methods* (10th ed.). Boston: Allyn & Bacon.

Tatkin, S. (2011). *Wired for love: How understanding your partner's brain and attachment style can help you defuse conflict and build a secure relationship*. Oakland, CA: New Harbinger Publications.

Supplemental readings and videos are listed on Appendix A: Conversation Hours or posted on CANVAS.

Course Requirements

(Subject to Revision)

1. **Genogram (15 points) Due Monday, July 18th**. The students will compile a three generational family genogram. The genogram will not be submitted, but will be used for class discussion and a reflection paper. Following the discussion of the genogram process, the students will complete a process paper in which they address their experience of completing the genogram. In the paper they will also reflect on the strengths and limitations of this family assessment tool based upon their experiences completing their genograms. The genogram and genogram reflection paper will be evaluated on a pass-fail basis. The student may hand-draw the genogram or use a free-trial of the Genogram-Pro to complete the genogram.
2. **Application Exercises**: Students will respond to three sets of questions and case studies that allow them to either apply or provide examples of the major constructs covered each week. The format will be multiple choice, short answer and case study analyses. These will be administered under the CANVAS quizzes, but they are designed to assess learning at the higher levels of thinking (application, synthesis and evaluation).

	Points	Posted Date	Due Date
Application Exercise 1	25	Wednesday, July 13th	Tuesday, July 19th
Application Exercise 2	25	Wednesday, July 20th	Monday, July 25th
Application Exercise 3	25	Wednesday, July 27th	Monday, August 1st

- 3. Attendance and Participation.** (10 points) Both attendance and participation are expected for this course. Please inform the instructor if a class is going to be missed. Students with one or two absences may be in jeopardy of a letter grade reduction or not passing the class. In the event of an absence, students will write a 2-page reflection evaluating or expanding upon the readings for the day in which the student is absent.

Grading Policy

The grades will be based on the percentage of points earned by the student according to the following criteria:

Genogram Reflection	15 points (Pass/Fail)
Participation	10 points
Application Exercise 1	25 points
Application Exercise 2	25 points
Application Exercise 3	25 points
Total points	100 points

*Note that for graduate students, a grade below a B- may result in being required to take the course again. Please check with your department or program chair because in some programs, a grade below B- may result in academic probation

Maximum credit will be received when students demonstrate the higher levels of thinking. One framework for conceptualizing higher levels of thinking is that developed by Bloom and Krathwohl (1956), called Taxonomy of Educational Objectives. These levels of thinking include: knowledge, comprehension, application, analysis, synthesis and evaluation. Higher level thinking skills include application, analysis, synthesis or evaluation. These levels are summarized in a website developed by John Maynard at The Learning Skills Center at The University of Texas.

See: <http://www.utexas.edu/student/utlc/handouts/1414.html>

A	94-100 points
A-	90-93 points
B+	87-89 points
B	84-86 points
B-	80-83 points
C+*	77-79 points
C*	74-76 points
C-*	70-73 points

Course Policies and Student Responsibilities

ATTENDANCE AND PARTICIPATION. Graduate studies rely on discussion and interaction as major tools of learning; therefore, students are expected to attend class and participate. Please let the instructor know if you will be missing class for any reason. In order to receive full credit for participation in case of an absence, please submit a 2-page paper (double-spaced) reflecting on the readings assigned for the day highlighting main points, how the ideas will be applied and/or analysis of the ideas. Missing more than two classes may result in a failing grade.

CLASS MATERIALS AND COMPLETION OF ASSIGNMENTS Students are responsible for class materials, including classes they have missed due to an absence. They are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. Consider your assignments as the beginning of your counseling profession. Please check your submissions for spelling, grammar, and organization. Students are encouraged to visit the Sanger Learning Center for assistance with producing written material. Resources for graduate students are described at <https://www.utexas.edu/ugs/slc/grad>.

ACADEMIC INTEGRITY: If using others' ideas or quoting others' thoughts, please use APA style for citation, and provide a reference at the end of the assignments. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at this web address. http://deanofstudents.utexas.edu/sjs/acint_student.php (Links to an external site.)

Overall recommendation – when in doubt check with the instructor.

DIFFICULTY WITH THE COURSE: If you are having problems with the course, please notify the instructor when difficulties arise. (Don't wait until the end of the semester!) A little known fact: Richard Light, a Harvard professor, reports that an important variable between successful and unsuccessful college students is help-seeking behavior (asking professors questions, using the teaching assistants, using the learning center, etc.

FEEDBACK TO THE PROFESSOR: Feedback is welcome because the course is a team effort.

RESPECTING DIVERSITY: As a graduate student in a professional program, you are expected to act as professionals in the class. A discussion of assessment reflects societal values of normality, as well as assumptions about what is valued in a culture. The students in this course are a group of diverse individuals with various backgrounds, influenced by group memberships, including but not limited to identities related to gender, sex, ethnicity, physical abilities, religions, class, national origins, and sexual orientation. My expectation is that we will learn from each other using positive engagement and mutual respect. Students are requested to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.

UNANTICIPATED DISTRESS. Discussions of issues related to behavior, experiences and culture may unexpectedly result in in distressing reactions to discussions, readings, and content in the course. While not anticipated, I would encourage you to contact the professor if you find yourself experiencing distress related to class topics and discussions. You may be able to get support in addressing these issues within the context of the class. Please communicate the type of support that will be helpful. You may also be able to get support from the UT Counseling and Mental Health Center (512-471-3515 or www.utexas.edu/student/cmhc/). You may also contact a service provider of your choice.

RELIGIOUS HOLIDAYS: University policy requires respect of religious holidays. Please advise the instructor of any upcoming holidays and the specific dates that you will be missing classes so that arrangements can be made for assignments and so that you are able to cover class materials.

PUBLIC COMMUNICATION. Please understand that the materials discussed in class are property of the copyrighted materials and/or the person who shares the information. Respect the right to privacy by not sharing client materials, case studies or other's disclosures outside of the classroom. If an idea is worthy of sharing, please obtain permission from your colleagues and when appropriate, cite sources.

COURSE EVALUATIONS: The instructor will participate in the course evaluation system.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

REGISTRAR DATES: June 7th – last day to drop the course for full credit. While June 22nd is the last day to change a course to credit/no credit, this course may only be taken for a grade.

EMERGENCY EVACUATION POLICY: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: · Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building. · If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. · Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

PROFESSIONAL USE OF ELECTRONIC DEVICES

I believe that use of electronics to connect to the outside world during class is a barrier for connection to the class. Use of electronic equipment for personal use during class activities also demonstrates a lack of respect toward the instructor and other students. Finally, media usage not related to the class tends to be distracting to other students and is very distracting to me. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. * Refrain from the use of texting and checking messages in class. I respect your right to use your computers for note-taking in class. Please respect my need to have computers used only for note-taking and do not check emails, Facebook or otherwise use your computer for personal use during class. Excessive use of electronics may count as a class absence.

*If you have direct child care responsibilities, please use for only emergencies and step out of the room if you must check a message by either text or phone.

COURSE OUTLINE, READINGS AND ASSIGNMENTS*
(Subject to Revision)

Date	Topic & Activity	Before Class	Conversation Hour Topics* See readings and media links in Appendix A	Assignment
July 11	Overview Culture Systems Theory The Genogram	Nichols, Chaps 1 & 3		
July 12	Strategic & Structural Models	Nichols, Chaps 5 & 6	Cultural Issues	
July 13	Experiential Family Therapy	Nichols, Chap. 7	Couples Therapy with the LGBTQ* Community	
July 14	Historical and Psychodynamic Models Bowen	Nichols, Chaps 4 Optional Nichols, Chap 9	Emerging Adults Leaving Home Dating	
July 18	Bowen	Johnson, S. M. & Greenman, P. S. (2006). The path to a secure bod: Emotionally focused couple therapy. <i>Journal of Clinical Psychology: In Session</i> , 62(5), 597-609.	Sexuality	Genogram Reaction Paper
July 19	Neurobiological Approaches PACT	Tatkin, Wired for Love Chapters 1-5	When There Are Others Infidelity, Open Relationships, Polyamory, Media	Application Exercise 1
July 20	Neurobiological Approaches PACT	Tatkin, Wired for Love Chapters 5-10	Addictions	
July 21	Attachment Theories EFT	Skowron, E. A. (2004). Differentiation of self, personal adjustment, problem solving and ethnic group belonging among persons of color. <i>Journal of Counseling and Development</i> , 82, 447- 456.	Conflict and Violence	
July 25	Cognitive Behavioral Approaches Gottman	Gottman & Silver, Chaps. 1-4		Application Exercise 2 Due
July 26	Social Construction Solution-Focused	Nichols, Chap. 11	Parenting	
July 27	Social Construction Narrative	Nichols, Chap. 12	Divorce & Blended Family issues	
July 28	Practice Tips and Ethics Integrating the Models Research	Nichols, Chap. 2	Spirituality	
August 2	No Class			Application Exercise 3 Due

APPENDIX A: Conversation Hours
Subject to Revision

Date	Topic	
July 11	Systems and Society	
July 12	Cultural Issues	<ul style="list-style-type: none"> Nichols, p. 217-220 Counseling Videos (UT Library, Counseling and Therapy Video Database) Cultural Competency in the Treatment of African-American Couples http://search.alexanderstreet.com.ezproxy.lib.utexas.edu/counseling-therapy/view/work/1779005 Fleck, J. R. & Fleck, D. T. (2013). The immigrant family: Parent-child dilemmas and therapy considerations. <i>American International Journal of Contemporary Research</i>, 3(8), 13-17. http://aijcrnet.com/journals/Vol_3_No_8_August_2013/2.pdf
July 13	Couples Therapy with the LGBTQ* community	<ul style="list-style-type: none"> Nichols, 228-230 Giammattei, S. V. & Green, R. J. (2013). LGBTQ couple and family therapy: History and future directions. In J. J. Bigner & J. L. Wetchler (Eds.) <i>Handbook of LGBT-Affirmative Couple and Family Therapy</i>, 1-22, New York: Routledge.
July 14	Emerging Adults Leaving Home Dating	<ul style="list-style-type: none"> Gallo, J.D. & Gallo, J. (2011). How 18 became 26. https://www.naepc.org/journal/issue08b.pdf The following reference is from an ebook at the UT Libraries System. Regalia, C., Lanz M., Tagliabue, S., & Manzi, C. (2011) Family differentiation in emerging adulthood: The role of romantic relationships. In F. D. Fincham & M. Cui (Eds.) <i>Romantic relationships in emerging adulthood</i>. (142-165). New York: Cambridge University Press.
July 18	Sexuality	<ul style="list-style-type: none"> Esther Perel: The secret to desire in a long-term relationship https://www.youtube.com/watch?v=sa0RUmGTCYY Esther Perel: Mating in Captivity https://www.youtube.com/watch?v=K3vY5Q-NoMY Sue Johnson: The New Frontier of Sex and Intimacy https://www.youtube.com/watch?v=hiVijMLH2-k Emily Nagaski: Unlocking the Door to Your Authentic Sexual Wellbeing https://www.youtube.com/watch?v=HILY0wWBIBM
July 19	When there are others – Infidelity, Open Relationships, Polyamory, Media	<ul style="list-style-type: none"> Nichols, p. 230 National Coalition for Sexual Freedom, Inc. What psychology professionals should know about polyamory. http://www.pinktherapy.com/portals/0/CourseResources/ACDKink/WhatPsychologistsShouldKnowaboutPolyRelationships.pdf Janis Springs Abrams, After the Affair https://www.youtube.com/watch?v=7yvAEKyilOs Esther Perel, https://www.youtube.com/watch?v=2W8Z1WB39Bo
July 20	Addictions	<ul style="list-style-type: none"> Nichols, p. 231-235 TBD
July 21	Conflict & Violence	<ul style="list-style-type: none"> http://www.goodtherapy.org/learn-about-therapy/issues/domestic-violence
July 25		

July 26	Parenting	TBD
July 27	Divorce & Blended Family issues	<ul style="list-style-type: none"> • AAMFT. Children and Divorce • https://www.aamft.org/iMIS15/AAMFT/Content/Consumer_Updates/Children_and_Divorce.aspx
July 28	Spirituality	<ul style="list-style-type: none"> • Nichols, p. 221 • Falicov, C. J. (1999). Religion and spiritual folk traditions in immigrant families: Therapeutic resources with Latinos. In F. Walsh (Ed.) <i>Spiritual resolution in family therapy</i>, (104-120). New York: The Guilford Press. Walsh, F. (1999). Opening family therapy to spirituality. In F. Walsh (Ed.) <i>Spiritual resolution in family therapy</i>, (28-58). New York: The Guilford Press.