

The University of Georgia - Fall 2006
CHFD 5100: Family Intervention

Instructor: Dr. Maria Bermúdez
Class Day and Time: Tuesdays and Thursdays; 11:15-12:05
Place: Dawson Hall; room 208
Office: McPhaul; House A
Office Hours: Mon & Wed 10:00-11:00 or by appointment
Telephone: 706-542-3296
E-mail: mbermude@uga.edu (best method of contacting me)

Graduate Assistant: Lisa Zak-Hunter lzak@uga.edu

Required Readings:

Nichols, M. P.. & Schwartz, R. S. (2007). The Essentials of Family therapy (3th ed.). Boston, MA: Pearson Education, Inc./ Allyn and Bacon.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Description:

This course is an introduction to therapeutic concepts, principles, and techniques applied to understanding contemporary families. The class is geared primarily toward students considering graduate studies in Marriage and Family Therapy or one of the other mental health disciplines. The emphasis in this course will be on family dynamics, multi-generational issues, patterns of communication, and systemic theories of human behavior change. Included in this course is an understanding of how our own experience influences the manner in which we interact with others and think about behavioral change. Class sessions will be interactive and will combine readings, discussions, videotapes, class presentations, and demonstrations.

Course Objectives:

1. Students will gain an understanding of new and traditional theories and therapies and how these look in practice.
2. Students will critically evaluate family therapy theories and techniques with respect to different family forms, cultures, ethnicities, gender, and presenting problems.
3. Students will explore training and supervision issues in family therapy.
4. Students will become familiar with the current research about family life education and family therapy.
5. Students will understand how culture, gender, and ethnicity influence family structure and therapeutic interventions and highlight the importance of being a culturally competent therapist

Tentative Class Schedule

1.	Jan. 8, 2007	Introduction to Family Therapy and Intervention	
	Jan.10, 2007	Foundations of FT	Ch. 1
	Jan.12, 2007	Evolution of FT	Ch. 2
2.	Jan. 15, 2007	MLK Day- NO CLASS	
	Jan. 17, 2007	Basic Techniques in MFT	Ch. 3
	Jan. 19, 2007	Basic techniques Con't.	
3.	Jan. 22, 2007	Fundamental Concepts of FT	Ch. 4
	Jan. 24, 2007	Fundamental Concepts Con't.	
	Jan. 26, 2007	Review -Panel Discussion	
4.	Jan. 29, 2007	Assessment #1	
	Jan. 31, 2007	Bowen Family Systems Therapy	Ch. 5
	Feb. 2, 2007	Bowen Con't.	
5.	Feb. 5, 2007	Strategic Family Therapy	Ch. 6
	Feb. 7, 2007	Strategic FT Con't.	
	Feb. 9, 2007	Structural Family Therapy	Ch. 7
6.	Feb. 12, 2007	Structural FT Con't.	
	Feb. 14, 2007	Experiential Family Therapy	Ch. 8
	Feb. 16, 2007	Experiential FT Con't.	
7.	Feb. 19, 2007	Cognitive-Behavioral Family Therapy	Ch. 10
	Feb. 21, 2007	Cognitive-Behavioral FT Con't.	
	Feb. 23, 2007	Review - Panel Discussion #1	
8.	Feb. 26, 2007	Assessment #2	
	Feb. 28, 2007	Family Therapy in 21 st Century	Ch. 11
	Mar. 2, 2007	Solution Focused FT	Ch. 12
9.	Mar. 5, 2007	Solution Focused Con't.	
	Mar. 7, 2007	Narrative Therapy	Ch. 13
	Mar. 9, 2007	Narrative Therapy Con't.	
10.	Mar. 12, 2007	Spring Break- NO CLASS	
	Mar. 14, 2007	no class	
	Mar. 16, 2007	no class	
11.	Mar. 19, 2007	Integrative Models	Ch. 14
	Mar. 21, 2007	Comparative Analysis	Ch. 15
	Mar. 23, 2007	Comparative Analysis Con't.	
12.	Mar. 26, 2007	Family Therapy Research	Ch. 16
	Mar. 28, 2007	FT Research Con't.	
	Mar. 30, 2007	Review- Panel Discussion #2	
13.	April 2, 2007	Assessment #3	
	April 4, 2007	Journal Article Summary Due	
	April 6, 2007	Research Family History	
14.	April 9, 2007	Deconstructing your Family History	
	April 11, 2007	Conducting a genogram interview	
	April 13, 2007	Graduate School Panel Discussion	Appendix B, p. 349
15.	April 16, 2007	Family History Paper and Genogram Due	
	April 18, 2007	Genogram as Family Assessment	
	April 20, 2007	Philosophy of Change Discussion	
16.	April 23, 2007	Philosophy of Change Paper Due	
	April 25, 2007	Panel Discussion of Family Interventionists	
	April 27, 2007	Review and Panel Discussion #3	
17.	April 30, 2007	Last Day of Class- Summary and Conclusion	
	May 7, 2007	FINAL ASSESSMENT 12:00- 3:00 p.m.	

Evaluation: Method for assessing the Expected Learning Outcomes and your final grade in the course will be based on the number of points earned on each of the following:

- 1) Four, in-class assessments/exams
- 2) 5 In-Class Reflections Papers
- 3) Journal Article Summary and Critique
- 4) Family History Paper and Genogram
- 5) Philosophy of Change Paper

The possible points scale for each assignment and assessment is presented below, as well as the point distribution for your grade. Please note, + and – WILL be assigned for this course.

You will be able to access your grades for the assignments and assessments on WebCT. Every effort will be made to have your grades updated after each assessment/exam.

Grades:

Assignment	Points Possible
4 Assessments	200
Family History Paper & Genogram	25
Journal Article Summary	50
Philosophy of Change Paper	50
5 Reflection Papers	50
Total	400

Grading Scale:

Points	Letter Grade
380-400	A 95-100%
360-379	A- 90-94%
348-359	B+ 87-89%
336-347	B 84-86%
320-335	B- 80-83%
308-319	C+ 77-79%
296-307	C 74-76%
280-295	C- 70-73%
260-279	D 65-69%
<259	F below 65%

Assignments:

This course is directed primarily to students considering graduate studies. As such, assignments will facilitate the development of three skills necessary in graduate school: the ability to read and understand scholarly articles, the ability to write clearly and concisely, and the ability to retain and critically examine the material presented in the course.

NOTE: All written assignments will ONLY be accepted in class on the due date.

1) Assessments (possible 200 pts)

There will be a total of 4 assessments/exams. The assessments will be 50 multiple choice and short answer questions derived from the class lectures, reading assignments, films, and panel discussions. They will be administered in class. The Final Assessment will be a cumulative exam, covering material from the first 3 assessments.

2) Family History Paper and Genogram (possible 50 points total)

Write a 5-7 page paper about YOUR family. Questions to consider in the paper and in your genogram:

- Who consists of your family? Include first and last names, birth, death, and wedding dates)
- What are their sociodemographic characteristics (race, ethnicity, religion, place of birth and death, occupation, physical or mental abilities, sexual orientation, marriage history, etc.)?
- How did your great grand parents and grandparents and parents, siblings, extended family, and others influenced who you are today? What values, morals, beliefs, and characteristics have been passed down transgenerationally?
- What illnesses are predominant? Was there a significant event that altered the family system?

The purpose is to convey a picture of the important aspects of your family that have influenced who you are and how you view the world. You MUST provide a cover page, use 1" margins, double space, use 12", and Times New Roman font. NO EXCEPTIONS.

A genogram is a "family map" of a family's relationship system. You should be able to see your family history, and everything important about your family by looking at the genogram. It must present at least 4 generations, including your own, starting with your great grand parents (and their siblings). I encourage you to go back further in your family history if you are able. Interviewing family members is essential for this task! You may provide a key, color code your information, draw by hand or use a computer program to draw your genogram. If you do the genogram by hand, you MUST use a ruler and it must be very neat.

3) Journal Article Summary and Reaction Paper (possible 50 pts)

Use Galileo or another library search engine to identify an empirical study or case study using one of the MFT theoretical orientations from class. The article must be published in a peer-reviewed journal. A list of acceptable journals will be provided. You MUST include a copy of the article with your paper. You will be asked to present your summary and critique in a small group discussion.

Write a 5-6 page (including cover page) double-spaced summary/reaction paper on the article. The paper should include the following: 1) a brief summary of the empirical study applying an MFT model or theory (hypotheses, methods and results) or case study (who was the client, what was the problem, what theoretical concepts or techniques were used); 2) what did you like about the article and what did you learn? 3) What is your critique (what did you like or dislike about the article)? This is the most important part of the article! You need to be specific about how the author/s can improve their study, presentation of case study, application of model, etc. Use chapter 16 as a guideline for ideas.

EVERY WORD MUST BE WRITTEN IN YOUR OWN WORDS! You MUST provide a copy of the article, a cover page, use 1" margins, page numbers, double space, use 12", and Times New Roman font. APA format; NO EXCEPTIONS. This includes cover page, page numbers, and reference page.

4) Philosophy of Change Paper (possible 50 points)

You will write a 5-7 page Philosophy of Change paper. EVERY WORD MUST BE WRITTEN IN YOUR OWN WORDS! Please follow the above guidelines, using APA format with subheadings or organize your paper, page numbers, reference page, etc.. You must read and include at least 5 additional

references (from texts and refereed MFT journals) from the model or theory you are using as your theoretical lens.

The following guidelines are from Piercy and Sprenkle's article (1988), Theory Building Questions, in the Journal of Marriage and Family Therapy.

- a. MAJOR ASSUMPTIONS ABOUT CHANGE- What are your major assumptions about families and change? How does the process of change occur in and out of a therapy office?
- b. GOALS- what are the goals of therapy? Describe some reasons why people would seek family therapy or other type of mental health services?
- c. THEORETICAL TENET- What major theory/model do you consider most aligns with your beliefs about change? How does this theoretical lens guide your beliefs about family intervention and practice?
- d. MAJOR INTERVENTIONS- How do you define intervention (this must be consistent with your theoretical lens)? What are your major assumptions about families and change? How does the process of change occur in and out of therapy? Who is responsible for the change process? How will you address diversity considerations (race, class, gender, sexual orientation, ability, etc.) in your approach to intervention.
- e. SELF-OF-THE-THEAPIST- What types of clients do you think you think you will work well with or not and why (be specific)? How do you think your history, upbringing, beliefs, race/ethnicity, country of origin, language preference, religion, age, sexuality, education, social status, health, etc. will affect your work with clients (be detailed in this area)? In what ways do you anticipate your work as an agent of change will affect you personally?
- f. PROFESSIONAL GOALS- What are your professional goals. How do you potentially envision your education in child and family development and or related mental health fields will benefit the lives of children and families. How will your education benefit you professionally?

www.english.uga.edu/writingcenter/home.html. This website contains many useful resources as well as contact information and hours for the writing center. I encourage everyone to use this great resource.

5) In-Class Reflection Papers (possible 50 points)

Seven, in-class reflection papers will be assigned throughout the semester. The papers will be at least one full page in length, handwritten, and worth 10 points each. They will be assigned DURING CLASS TIME and CAN NOT BE DONE AT ANOTHER TIME! Please do not ask me if you can make up an assignment. Although 7 papers will be assigned throughout the semester, only 5 will count toward your final grade. This allows you to miss at least 2 assignments without it affecting your grade. The 2 lowest grades will be dropped. The 5 reflection papers count as much as 1 exam. The reflection papers are designed for you to practice scholarly reflexivity about your thoughts, feelings, and reactions to the material covered in class.

UGA Academic Honesty Policy

All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work. There will be NO TOLLERANCE for cheating of any kind. This includes plagiarism, writing papers for others or having someone write a paper for you, cheating on an assessment given in class, etc. You must complete all of the assignments without the assistance of anyone! I am required to follow due process in the case that I suspect cheating of any kind. You are responsible for reading the University policy on academic honesty at: http://www.uga.edu/ovpi/honesty/culture_honesty.htm

Important Dates:

Drop/Add for undergraduate level courses (1000 – 5999): Jan. 8 – Jan. 11 (Monday – Thursday)

Midpoint Withdrawal Deadline March 1, 2007, Thursday

Spring Break: March 12 – 16, 2007, Monday – Friday

Last Day of Class: April 30, 2007, Monday

Reading Day: May 1, 2007, Tuesday

Final Exam: May 7, 2007, 12:00-3:00 p.m. Room 206 Dawson Hall

Commencement: May 12, 2007, Saturday

Class Policies and Other Information

Computer Access: Students are expected to have a MyID and password. As part of this class there will be readings, grades, and class material and announcements will be made through WebCT.

The computer lab, located in Dawson Hall, is available to students enrolled in CFD courses (8 a.m. – 6 p.m., Monday thru Thursday and 8 a.m. – 5 p.m. on Friday). Computers are available for both PC and Mac users. There is a printing fee of 1.5 cents per printed side of a page. A list of additional computer labs available to students across campus may be obtained in the Dawson Hall computer lab.

Student Accommodations: Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during regular office hours or by appointment as soon as possible in order to make proper arrangements.

Protection of Private Information: If you have requested a restriction of your personal information please call or email the instructor as soon as possible and I will use an alternate way of calling your name in class.

Questions on Grading and Assignments: Every attempt will be made to fairly and consistently evaluate students' performance on assignments and assessments. If you would like your instructor to reconsider points that have been assigned to any assignment, the request must be submitted in writing within **one week** from the day the assignment or quiz was returned. The written request must include the specific reason why you believe the grade should be changed.

Timeliness: Class will begin and end on time. Therefore, students are expected to arrive on time and remain for the entire period. Your assignments must be completed and submitted on time according to the course schedule to receive credit. **NO LATE WORK WILL BE ACCEPTED** without documentation of extenuating circumstances.

Documentation for Late Work and Absences: Please visit my office, call or email me if you are experiencing a problem of any kind that affects your ability as a student in my class. In the case you must miss class and you miss an exam or an assignment, written documentation must be from a physician, law enforcement officer, or other professional in which an explanation is given regarding the seriousness of the issue that resulted in the absence or prevented the student from completing the work on time. Written explanations from family members or friends **will not** be accepted. Documentation must be received within one week of the due date of the assignment/class missed. Documentation does not guarantee an extension of the due date. Please read this as: you are NOT guaranteed an extension and I will only consider the **possibility** of an extension after you have provided documentation and we have discussed the issue.

Cell Phones, Pagers, and Class Environment: TURN OFF CELL PHONES AND PAGERS before coming to class. Class time is a professional meeting and students should also avoid rude, disruptive, and otherwise unprofessional behavior. Examples include arriving to class late or leaving early without notifying the instructor, non-participation in small group activities, leaving and coming back into the

classroom during class, sleeping, reading newspapers, side discussions during class lectures and presentations, and doing other work during class sessions.

Additional Considerations:

The structure of this class is based upon the freedom of each student to express her/his personal views in an atmosphere of respect and tolerance. Sometimes topics affecting families and family intervention, such as mental illness, addiction, religion, race, socioeconomic class, gender, etc, can be very personal, sensitive, and sometimes emotionally laden. In the case of classroom discussions, you may often hear viewpoints that differ from your own value system, and this can often feel disconcerting and threatening. It is essential that you weigh the appropriateness of how you participate in this class. Although your participation and opinions are greatly valued, disrespect of other students or to the instructor will not be tolerated. People easily offended by such discussions may want to reconsider their enrollment in this course. If you find yourself having difficulty with any aspect, please discuss the problem with me immediately so we can work together to arrive at some solutions. Most difficulties can be resolved easily once the door for discussion has been opened. This approach will assist me in responding to your needs and in improving the course now, rather at the end of the semester during your final course evaluation.

If you feel like you have a strong, negative reaction to the material or have other stressful events in your life you need to talk about, if you would like someone other than my self or Lisa, I strongly encourage you to talk to a professional counselor. UGA centers offer excellent CONFIDENTIAL counseling services. I urge all of you to take advantage of this resource and opportunity whenever you feel really stressed or worried about a particular issue. There are several counseling facilities on campus.

I also invite you to consider seeing first hand how a therapy session in the Family Therapy Clinic is conducted. Not all presenting issues have to be problems. They can be related to personal or interpersonal enrichment as well. The clinic offers excellent therapy services for individuals, couples, families, roommates, and friends. The number to the **McPhaul Family Therapy Clinic is 706-542-4486.**