

CHFD 8050 Family Systems Theory
The University of Georgia
Department of Child and Family Development
Fall Semester 2006

Instructor: Lee Johnson
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Office Hours: By appointment
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Course Description:

This course will present some of the empirically supported models of marriage and family therapy along with the interventions within each model that have empirical support. Students will have the opportunity to critically examine these models and interventions within the contexts of gender, ethnicity, and applicability to specific presenting problems. Students will further examine the notion of an empirically supported model and intervention. Additionally, information related to the effectiveness of marriage and family therapy and non-specific factors of therapeutic change will be discussed.

Course Objectives:

1. Become familiar with some of the empirically supported models and interventions associated with marriage and family therapy.
2. Critically examine the need for empirically supported models and interventions.
3. Become familiar with other findings on the effectiveness of marriage and family therapy.

Course Requirements:

1. Attend class and participate in class discussions. This class will be taught in seminar format. In seminar format the emphasis is on study outside of class that prepares students for in-class discussion. Proper preparation on your part is necessary for the success of the class. The discussion time will not be helpful unless you have read the assignments and come prepared with questions and comments. To facilitate the success of the class each student will be required to email three questions to the instructors, for possible class discussion, by 8:15 a.m. on days class is scheduled to meet. (130 points)
2. Complete a Web site on a topic of your choosing related to material presented in this class. The Web site must be scholarly, well written, include references outside those listed on the syllabus, and follow *APA Publication Manual 5th Edition* guidelines. The Web site needs to be 6-8 pages of written text and the instructor must approve topics. More information on completing this assignment can be found at the class Web site <http://www.fcs.uga.edu/~familysystems/>. This site is password protected; the username is "familysystems" and the password is "leesgradclass". Web sites are to be completed by December 14, 2006 at 8:00 am. (200 points)
3. Throughout the semester you will be required to receive peer review on your Web site. You will also be required to review and provide written feedback for the Web sites of your colleagues. Reviews will be conducted according to the following schedule:
 - September 5, 2006—Detailed Outline emailed to reviewers (Reviewed by September 12, 2006)
 - September 26, 2006—First review of Web site content posted (Reviewed by October 3, 2006)
 - October 17, 2006—Second review of Web site content posted (Reviewed by October 24, 2006)
 - November 7, 2006—Final review of Web site content posted (Reviewed by November 14, 2006)The feedback you provide is to be emailed to the Web site author and the instructor by midnight. You will be awarded points for having your Web site ready for review and the quality of the review you provide your classmates. (25 points each posting/review cycle)

Grading Requirements:

A 430—400 points	B- 356—344 points	D+ 300—288 points
A- 399—387 points	C+ 343—331 points	D 287—271 points
B+ 386—374 points	C 330—314 points	D- 270—258 Points
B 373—357 points	C- 313—301 points	F 257 Points and below

Required Texts:

Alexander, J., Pugh, C. & Parsons, B. (1998). *Blueprints for violence prevention: Book 3. Functional family therapy*. Denver: C & M Press. (Order on your own—order form can be found on WebCT)

Henggeler S. (1998). *Blueprints for the prevention of violence: Book 6. Multisystemic therapy*. Denver: C & M Press. (Order on your own—order form can be found on WebCT)

Jacobson N. S. & A. Christensen (1998). *Acceptance and change in couple therapy: A therapist's guide to transforming relationships*. Norton Professional Books

Johnson, S. M. (2004). *The practice of emotionally focused marital therapy: Creating connection (2nd Ed)*. New York: Taylor & Francis Group.

Liddle, H. A. (2002). *Multidimensional family therapy for adolescent cannabis users: Cannabis youth treatment series*. U.S. Department of Health and Human Services. (Available on WebCT)

Additional required readings listed on the date to be read.

Suggested Text: If you do not have some familiarity with Marriage and Family Therapy models you may want to purchase the following book or check it out from the library and read on your own during the course. If you have questions about whether or not you should purchase the book please see the instructor.

Nichols, M. & Schwartz, R. (2001). *Family therapy: Concepts and methods (5th Ed.)*. Boston: Allyn and Bacon.

Reading Schedule:

August 22 *Course Introduction, Discussion of syllabus and class assignments, & How to create a Web site. Beginning a Discussion of Change.*

August 29 *How do individuals, couples, and families change?*

Cooper, A., & Cooper, J. (1991). How people change with and without therapy. In R. C. Curtis & G. Stricker (Eds.), *How people change inside and outside therapy* (pp. 173-189). New York: Plenum Press.

Doss, B. D., Atkins, D. C., & Christensen, A. (2003). Who's dragging their feet? Husbands and wives seeking marital therapy. *Journal of Marital and Family Therapy*, 29(2), 165-177.

Efran, J. S., & Greene, M. A. (2000). The limits of change: Heredity, temperament, and family influence. In W. C. Nichols, M. A. Pace-Nichols, D. S. Becvar, & A Y. Napier (Eds.), *Handbook of Family Development and Intervention* (pp. 3-64). New York: John Wiley & Sons.

Greenberg, L. S., & Rhodes, R. H. (1991). Emotion in the change process. In R. C. Curtis & G. Stricker (Eds.), *How people change inside and outside therapy* (pp. 39-58). New York: Plenum Press.

Littell, J. H., & Girvin, H. (2002). Stages of change: A critique. *Behavior Modification*, 26(2), 223-273.

Prochaska, J. O. (1999). How do people change, and how we can change to help many more people. In M. A. Hubble, B. L. Duncan, & S. D. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 227-255). Washington, D.C: American Psychological Association.

September 5 *Empirically Supported Treatments: Positives and Negatives*

Chambless, D. L., & Hollon, S. D. (1998). Defining empirically supported therapies. *Journal of Consulting and Clinical Psychology*, 66, 7-18.

Elliott, R. (1998). Editor's introduction: A guide to the empirically supported treatments controversy. *Psychotherapy Research*, 8, 115-125.

Garfield, S. L. (1998). Some comments on empirically supported treatments. *Journal of Consulting and Clinical Psychology*, 66, 121-125.

Henry, W. P. (1998). Science, politics, and the politics of science: The use and misuse of empirically validated treatment research. *Psychotherapy Research*, 8, 126-140.

Hodgson, J. H., Johnson, L. N., Ketring, S. A., Wampler, R., & Lamson, A. S. (2005). Integrating research and clinical training in marriage and family therapy training programs. *Journal of Marital and Family Therapy*, 31, 75-88.

Persons, J. B., & Silberschatz, G. (1998). Are results of randomized controlled trials useful to psychotherapists? *Journal of Consulting and Clinical Psychology*, 66, 126-135.

September 12 *Non-Specific Factors of Change*

Asay, T. P., & Lambert, M. J. (1999). The empirical case for the common factors in therapy: Quantitative findings. In M. A. Hubble, B. L. Duncan, & S. D. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 23-55). Washington, D.C: American Psychological Association.

Ogles, B. M., Anderson, T., & Lunnen, K. M. (1999). The contribution of models and techniques to therapeutic efficacy: Contradictions between professional trends and clinical research. In M. A. Hubble, B. L. Duncan, & S. D. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 201-225). Washington, D.C: American Psychological Association.

Sprenkle, D. H., Blow, A. J., & Dickey, M. H. (1999). Common factors and other nontechnique variables in marriage and family therapy. In M. A. Hubble, B. L. Duncan, & S. D. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 329-359). Washington, D.C: American Psychological Association.

September 19 *Emotionally Focused Therapy Discussion of the Model*

The Practice of Emotionally Focused Marital Therapy

September 26 *Emotionally Focused Therapy Outcome and Interventions; Applications*

Bradley, B., & Furrow, J. L. (2004). Toward a mini-theory of the blamer softening event: Tracking the moment-by-moment process. *Journal of Marital and Family Therapy*, 30, 233-246.

Denton, W. H., Burlison, B. R., Clark, T. E., Rodriguez, C. P., Hobbs, B. V., (2000). A randomized trial of emotional-focused therapy for couples in a training clinic. *Journal of Marital and Family Therapy*, 26, 65-78.

Greenberg, L. S., Ford, C. L., Alden, L. S., & Johnson, S. M. (1993). In-session change in emotionally focused therapy. *Journal of Consulting and Clinical Psychology*, 61, 78-84.

Johnson, S. M. & Talitman, E. (1997). Predictors of success in emotionally focused marital therapy. *Journal of Marital and Family Therapy*, 23, 135-152.

October 3 *Integrative Couple Therapy Discussion of the Model*

Acceptance and Change in Couple Therapy

October 10 *Integrative Couple Therapy Outcome and Interventions; Applications*

Cordova, J. V., Jacobson, N. S., & Christensen, A. (1998). Acceptance versus change interventions in behavioral couple therapy: Impact on couples' in-session communication. *Journal of Marital & Family Therapy*, 24, 437-455.

Jacobson, N. S., Dobson, K., Fruzzetti, A. E., Schmaling, K. B., & Salusky, S. (1991). Marital therapy as a treatment for depression. *Journal of Consulting and Clinical Psychology*, 59(4), 547-557.

Holtzworth-Munroe, A., Jacobson, N. S., DeKlyen, M. (1989). Relationship between behavioral marital therapy outcome and process variables. *Journal of Consulting & Clinical Psychology*, 57, 658-662.

Snyder, D. K., & Wills, R. M. (1989). Behavioral versus insight-oriented marital therapy: Effects on individual and interspousal functioning. *Journal of Consulting & Clinical Psychology*, 57, 39-46.

October 17 *Multidimensional Family Therapy Discussion of the Model*

Multidimensional Family Therapy Treatment Manual (Available on WebCT)

October 24 *Multidimensional Family Therapy Outcome and Interventions; Applications*

Diamond, G., & Liddle, H. A. (1996). Resolving a therapeutic impasse between parents and adolescent in multidimensional family therapy. *Journal of Consulting and Clinical Psychology*, 64(3), 481-488.

Diamond, G. M., Liddle, H. A., Hogue, A., & Dakof, G. A. (1999). Alliance-building interventions with adolescents in family therapy: A process study. *Psychotherapy: Theory, Research, Practice, Training*, 36(4), 355-368.

Jackson-Gilfort, A., Liddle, H. A., Teheda, M. J., & Dakof, G. A. (2001). Facilitating engagement of African American male adolescents in family therapy: A cultural theme process study. *Journal of Black Psychology*, 27(3), 321-340.

Liddle, H. A., Dakof, G. A., Parker, K., Diamond, G. S., Barrett, K., & Tejada, M. (2001). Multidimensional family therapy for adolescent drug abuse: Results of a controlled clinical trial. *American Journal of Drug and Alcohol Abuse*, 27, 651-687.

October 31 *Functional Family Therapy Discussion of the Model*

Blueprints: Functional Family Therapy

November 7 *Functional Family Therapy Outcomes and Interventions; Applications*

Gordon, D. A., Graves, K., & Arbutnot, J. (1995). The effect of functional family therapy for delinquents on adult criminal behavior. *Criminal Justice and Behavior*, 22(1), 60-73.

Mas, H., Alexander, F., & College, D. (1995). Modes of expression in family therapy: A process study of roles and gender. *Journal of Marital and Family Therapy* 11, 411-415.

Robbins, M. S., Alexander, J. F., Newell, R. M., & Turner, C. W. (1996). The immediate effect of reframing on client attitude in family therapy. *Journal of Family Psychology*, 10(1), 28-34

Robbins, M., Alexander, J., & Turner, C. (2000). Disrupting defensive family interactions in family therapy with delinquent adolescents. *Journal of Family Psychology* 14.

November 14 *Multisystemic Therapy Discussion of the Model*

Blueprints: Multisystemic Therapy

November 21 *Multisystemic Therapy Outcomes and Interventions; Applications*

Borduin, C. M., Mann, B. J., Cone, L. T., Henggeler, S. W., Fucci, B. R., Blaske, D. M., & Williams, R. A. (1995). Multisystemic treatment of serious juvenile offenders: Long-term prevention of criminality and violence. *Journal of Consulting and Clinical Psychology*, 63, 569-578.

Henggeler, S., Pickrel, S., Brondino, M., & Crouch, J. (1996). Eliminating (almost) treatment dropout of substance abusing or dependent delinquents through home-based multisystemic therapy. *The American Journal of Psychiatry*, 153, 427-430.

Huey, S., Henggeler, S., Brondino, M., & Pickrel, S. (2000). Mechanisms of change in Multisystemic therapy: Reducing delinquent behavior through therapist adherence and improved family and peer functioning. *Journal of Consulting and Clinical Psychology*, 68, 451-467.

November 28 *Change Revisited—What has changed?*

Hubble, M. A., Duncan, B. L., & Miller, S. D. (1999). Directing attention to what works. In M. A. Hubble, B. L. Duncan, & S. D. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 407-447). Washington, D.C: American Psychological Association.

December 14 *Final Experience (Course projects due)*

Class Policies

Computer Access: Students are expected to have a MyID. As part of this class assignments and critiques will be done online. Additionally, all required readings (not including text books) can be accessed via WebCT and class announcements will be made through WebCT. The instructor has made the readings easily available through WebCT however; a technology problem is not an excuse to not do the assigned readings. Students who do not have a MyID need to go to the following web site: <https://www.arches.uga.edu/mvid/> and follow the instructions. Once you have a MyID email it to the instructor so you can be added to the class.

Class attendance: Class attendance is mandatory.

Academic Honesty: All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about the standards before performing any academic work. The policy can be found at the following web site: http://www.uga.edu/ovpi/honesty/culture_honesty.htm

Missed or Late Assignments: Students will be expected to have drafts and critiques posted on WebCT prior to the due date. Additionally, Final projects are due by midnight on the due date. Turning in late assignments will **NOT** be permitted without prior approval of the instructor. If you have a conflict with the assignment schedule please see the instructor prior to

September 5, 2006, to make alternative arrangements. If an assignment is missed due to a medical or family emergency, the student is expected to make every effort to notify the instructor prior to the due date (phone or email). If the student wishes to turn the assignment in late, the student must provide proof of the emergency.

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

Questions on Grading and Assignments: Every attempt will be made to fairly and consistently evaluate student's performance on assignments. If students would like the instructor to reconsider points that have been deducted from any assignment the request must be submitted in writing within one week from the day the assignment was returned or the grades were posted. The request must include the reason why you believe the points should be granted.

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 we will have another way of calling role and calling names in class.

Special Needs: Any student with a disability should make an appointment to talk with the instructor as soon as possible.