

CPSY 315: Advanced Seminar in Family Counseling
Winter 2005
(Draft Syllabus: Subject to Change)

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Note: Class attendance is mandatory. You are permitted to miss only one class without penalty.

Course Aims

- ❑ Become familiar with various modalities of family therapy from a systems perspective.
- ❑ Become acquainted with the influence of class, culture and ethnicity on the assessment/treatment process.
- ❑ Become acquainted with case conceptualization from a systemic perspective.
- ❑ Participation in a simulated family and participation as a co-therapist for a simulated family.
- ❑ Critical reflection on your experience in a simulated family, and on your role as co-therapist.

Required Reading

Course Reading Packet at Bookstore / Hard Copy Reserve at Orradre Library. *

1. Dixon, WE., (2003). Twenty Studies that Revolutionized Child Psychology Chapter 13, "This is gonna hurt you a lot more than it is gonna hurt me." review of Baumrind, D. (1971). Developmental Psychology Monographs, 4 (1, part 2).]
2. Farvar, J.M., Narking, S. K., 7 BK. Bhandia, (2002). East meets west: Ethnic identity, acculturation, and conflict in East Indian families. Journal of Family Psychology (16) 3 338-350.
3. Garbarino, J., (1992). Children and families in the social environment Hawthorne, NY: Aldine De Gruyter. Chapter 4, The family as a social system.
4. Goldenberg, H., & Goldenberg, I., (2002). Counseling today's families Pacific Grove: CA Brooks/Cole. Chapter 7, Counseling the remarried family.
5. Scarf, M. (1986, November and December). *The Atlantic Monthly*. Part I (November): An examination of the underlying structure of the love relationship; Part II (December): A description of some structured exercises that enable some couples to interrupt their repetitive power struggles. <http://www.thecatlantic.com/issues/i> [on-line] <http://www.theatlantic.com/issues/86dec/scarffi.htm>
6. Scharff, D.E., & Scharff, J.S., (1987). Object relations family therapy New York: Aronson. Chapter 5: The couple's invention of the family.

2 class=final grade drops a full letter grade, 3 class = incomplete

7. Lusterman & S. McDaniel (Eds.), Integrating family therapy: Handbook of family psychology and systems theory. Washington D.C.: American Psychological Association. Lesbian and gay family psychology. [Copy reserve]
8. Stierlin, H., (1977). Psychoanalysis and Family Therapy New York: Aronson. Parental perceptions of separating children (chapter 8); Family therapy with adolescents (chapter 13). [Copy reserve] *

a) Minuchin, S., (1974). Families and family therapy Cambridge, MA: Harvard University Press.

b) Kerr, M.E., & Bowen, M., (1988). Family evaluation: An approach based on Bowen Theory New York: Norton.

Week 1: Introduction to Course (Sept. 23)

Week 2: Introduction to Structural Family Therapy/Partnering and the Couple I

- Assignment: a) Minuchin, S., (1974). Families and Family Therapy Chapter 1 & 3; b) Scharff, D. E., & Scharff, J.S., (1987). Object relations family therapy Northvale, New Jersey: Jason Aronson. Chapter 5, The Couple's Invention of the Family. Garbarino, J. (1992). Children and families in the social environment. Hawthorne, NY: Aldine De Gruyter. Chapter 4, The family as a social system.

Week 3: Structural Family Therapy Model! Partnering and the Couple II

- Assignment: a) Minuchin, S., (1974). Families and family therapy Chapter 5 & 6; b) Scarf, M. (1986, November). *The Atlantic Monthly*. Part 1 (November): An examination of the underlying structure of the love relationship.

Week 4: Restructuring the Family! Partnering and the Couple III

- Assignment: a) Minuchin, S., (1974). Families and family therapy Chapter 7 & 8; b) Scarf, M. (1986, December). *The Atlantic Monthly*, Part II (December): A description of some structured exercises that enable some couples to interrupt their repetitive power struggles.

Week 5: Bowenian Family Therapy! The Remarried Family

- Assignment: a) Kerr & Bowen, (1988), Family Evaluation Chapters 3 & 4. b) Goldenberg, H., & Goldenberg, I., (2002). Counseling today's families. Pacific Grove: CA: Brooks/Cole. Chapter 7, *Counseling the remarried family*

Week 6: Bowenian Family Therapy II! Parenting and Parental Styles

- Assignment: a) Kerr & Bowen, (1988). Family Evaluation Chapters 5 & 6. b) Dixon, WE. (2003). Twenty Studies that Revolutionized Child Psychology. Chapter 13, "*This is gonna hurt you a lot more than it is gonna hurt me.*" [Review of Baumrind, D. (1971). *Developmental Psychology Monographs*, 4 (1, part 2).]

Week 7: Object Relations Family Therapy: Separating Parents from Children

- Assignment: Stierlin, H., (1977). Psychoanalysis and Family Therapy New York: Aronson. a) Parental perceptions of separating children; b) Family therapy with adolescents. *

Week 8: Consultation with Parents: C / Ethnic Minority Families/Poverty

- Assignment: East meets west: Ethnic identity, acculturation, and conflict in East Indian families. (Journal of Family Psychology, (16) 3, 338-350).

Week 9: Teacher consultation: Classroom as a social system/ Gay and Lesbian Families

- Assignment. a) Scriver, R. & Eldridge, N. (1995). Lesbian and gay family psychology. In R. H. Mikesell, D. Lusterman & S. McDaniel (Eds.), Integrating family therapy: Handbook of family psychology and systems theory Washington D.C.: American Psychological Association.

Week 10: Concluding Thoughts and Reflections (Dec. 2)

Grading:

- 20% Class Participation/Attendance/Reflections
- 20% In-Class Presentation of Readings (2 x 10%).
- 60% Two Integrative Papers (30% each). Topics to be announced in class,
- **In -Class Presentations:** Your assignment is to a) summarize the main points of the reading (outline, bullet points, sentences, etc); b) develop a set of questions to facilitate group discussion; and c) to facilitate group reflection on the reading in class. Summaries will be no longer than one page (11 point, with enough copies for group/professor).

New APA Ethics Standard on Student Self-Disclosure.

As per 2004 APA ethics standards, a policy statement on Student self-disclosure is necessary. The following statement is the SCU statement on self-disclosure in our program.

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.