

**Family Therapy**  
**CPSY 315**  
**Santa Clara University**  
**Spring Quarter 2019**

Instructor: Ling Lam, Ph.D., MFT

Course: CPSY 315

Unit: 3.0 units

Class Time: Thursdays 5:30-8:30pm

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Office hours: Thursdays 4:30-5:30pm or By appointment

**Course Objectives**

This course reviews the major theories and empirically supported techniques of family therapy, as well as a range of contemporary topics in family therapy. The family will be considered as a unit of treatment and symptoms are viewed as a part of the systemic matrix of relationship. Assessment, diagnosis and intervention are addressed from this theoretical perspective. Another primary goal is self-awareness of one's own family-of-origin. Students will also become familiar with professional organizations pertaining to family therapy as well as the knowledge and skill content areas of the BBS licensing exam for MFTs and LPCCs.

**Required Texts**

1. McGoldrick, M, and Hardy, K.V., (Eds.) (2008). Re-visioning family therapy: Race, culture, and gender in clinical practice (2nd edition). New York: Guilford Press. (Please make sure you buy the second edition - it is markedly different from the first edition)
2. Gehart, D. (2017). Mastering Competencies in Family Therapy (3rd edition). Belmont, CA: Brooks/Cole

**Other Required Readings: Genogram articles on Camino**

## **Student Evaluation**

1. Class participation (20%)
2. Mid-term exam (20%)
3. Group presentation (20%)
4. Family of origin paper (20%)
5. Final exam (20%)

## **Course Requirements**

**Class participation** - Please be on time to all classes. Attendance at all classes is mandatory. If you know that you are going to miss a class due to life-changing, unalterable circumstances, please let me know ahead of time. Two missed classes without prior notice will result in an automatic 1 grade reduction of your final grade. As per department policy, more than 2 missed classes will result in failure of the course. Students are expected to participate by coming to class prepared and contributing to verbal in-class discussions. Also included in class participation is assimilation of course material, your ability to grapple with difficult concepts/issues introduced in class, and your ability to apply the concepts.

\* All students must be present at the first class to enroll.

**Exams** - There will be a mid-term and final exam. Each exam will cover the required readings from the Gehart text up to the class before the exam. Each exam will consist of multiple choice questions. The format of these exams is similar to the MFT licensing exam and is intended to prepare students for the MFT and LPCC licensing exams ([www.bbs.ca.gov](http://www.bbs.ca.gov) candidate handbook). Each exam counts as 20% of the final grade.

**Group presentations** - In groups of no more than 4 people, prepare one group assignment on a topic related to family therapy and diversity. Conduct an in-class presentation that lasts approximately 30-35 minutes. You are strongly encouraged to include experiential components with your presentation that would help ground the contents. The presentation must include any relevant resources, referrals or guidelines (including websites), a brief video clip involving some examples of therapeutic interventions and materials specific to your topic, and current professional journal articles on this topic (one per student).

It is expected that group members will work together in cooperative and collegial manner, with all group members contributing in a fair and comparable manner to the final product. The group will receive one overall grade for both the class presentation and written document. Each group must consult with the instructor about their topic. Be sure to submit a copy of the power point presentation and other resources included in your presentation to the designated forum (under "Discussions") on Camino.

**Family of Origin Paper** - Prepare a family of origin genogram (at least 3 generations; instructions provided in class). Based on this and the discussion of intergenerational family systems (Bowenian) theory, write a 8-10 page reflection paper discussing the following issues:

- a. Select 2 themes to address in the genogram (i.e., strengths and resilience, illness, immigration, culture, divorce, etc.) and explore these themes in your discussion of

the genogram.

- b. Using Bowen’s concept of differentiation, how differentiated are you in relationship to your family of origin? Describe the evidence you see for your conclusion.
- c. Some of the ways Bowen suggests a family has of dealing with tension are as follows: Physical or emotional dysfunction in a spouse; overt, chronic, but unresolved marital conflict; and psychological impairment in a child. Were any of these present in your family of origin? Discuss briefly.
- d. What areas of privilege and non-privilege in your “invisible knapsack” (see Ch. 21 in McGoldrick & Hardy) originated in or impacted your childhood family system? Discuss briefly. In reading the book, where do you find yourself in most need of updating as you approach the prospect of working with people who are in pain?
- e. Family therapists must differentiate from their own families of origin, according to Bowen, so that they do not, unknowingly, become triangulated into the conflicts of some of the families with which they work. Based on this tenet, with what kinds of families would it be most difficult for you to work? Explain.

Please integrate your responses to the prompts into a coherent narrative. If you want your paper back with comments, please provide a stamped, self-addressed envelope when you hand in your paper - there will be no exceptions.

### Class Outline

Class/Week	Reading and Topic Due
Week 1	Introduction, Basic Concepts, Philosophical Foundations Reading: Gehart Ch. 1-3
Week 2	Basic techniques, Diversity and Family Therapy Reading: McGoldrick Ch. 1, 21
Week 3	Intergenerational Family Therapies Reading: Gehart Ch. 7, McGoldrick Ch. 9
Week 4	Structural Family Therapies Reading: Gehart Ch. 5, McGoldrick Ch. 6, 7
Week 5	Experiential Family Therapies Reading: Gehart Ch. 6, McGoldrick Ch. 2, 3, 8 <b>Mid-term exam</b>
Week 6	Cognitive-Behavioral and Mindfulness-Based Family Therapies Reading: Gehart Ch. 8, McGoldrick Ch. 4, 33 <b>Group presentation #1</b>

Week 7	Solution-Based Therapies Reading: Gehart Ch. 9, McGoldrick Ch. 23, 24, 25 <b>Group presentation #2</b>
Week 8	Narrative Therapy Reading: Gehart Ch. 10, McGoldrick Ch. 5, 30 <b>Group presentation #3</b>
Week 9	Systemic-Strategic Family Therapy Reading: Gehart, Ch. 4, McGoldrick Ch. 28, 29, 31 <b>Group presentation #4</b> <b>Family of origin paper</b>
Week 10	Summary and Integration <b>Final exam</b>

### Departmental Policy Statements

#### APA Guidelines on Student Self-Disclosures

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' experiences.

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 in the CPSY Masters Program's classes at SCU that students are regularly assigned work that involves self-disclosure and personal study of the content of the 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 examinations.

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 provide a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which do not include the person of the therapist in training.

#### Disability Accommodation Policy

To request academic accommodations for a disability, students must contact Disability Resources in Benson Center, Room 216 (418-554-4109). Students must provide documentation

of a disability to Disability Resources prior to receiving accommodations.

### Classroom Etiquette

Please be sure to TURN OFF cell phones, pagers, notepads, etc. when you are in class. It is definitely not appropriate to text message, tweet, internet browse, or to engage in any other form of non-class related cyber interactions during class.

Students engaging in these practices will be identified as not ready to pursue serious graduate study. Most faculty who notice anyone engaging in any messaging, emailing, or e-commerce during class sessions will simply lower the student's grade.

BTW—It is obvious from the front of the room!