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Office: Lewis Towers 1156
Office hours: By appointment

Required Texts


Purpose

This course serves to facilitate students’ examination of contemporary families from a life cycle perspective and to develop an understanding of families’ "normal" transitional processes. Upon completion of the course, students should have an understanding of the major theoretical positions of family therapy and possess skills in basic interventions of family therapy based on these major theoretical positions. Students will have the opportunity to develop family assessment and evaluation skills, including genograms, family maps, and family sculpting. In addition, they will learn to recognize and examine countertransference issues, values, beliefs, and behavioral patterns based on their family of origin and current family roles. This will include an understanding of interface issues with therapy.

IDEA Objectives Linked to Course Evaluation

1. To learn fundamental principles, generalizations, or theories

2. To learn to apply course material (to improve thinking, problem solving, and decisions)

3. To develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Note: These three course objectives are the objectives that you will be asked to evaluate at the end of the semester via the IDEA on-line course evaluation system.

Assignments

I have rigorous standards for writing assignments. All papers must be written according to the American Psychological Association’s (APA) Publication Manual (5th edition). As students are preparing for careers as professional counselors, papers must be grammatically correct and
reflective of this level of education. Papers will only be accepted if stapled or clipped in the left hand corner. Please do not place papers in folders or binders. **There are no exceptions to deadlines.** (Please see the attached course schedule.)

1. Family Genogram

Students will construct a genogram including their current family and family of origin. Also included will be an autobiographical paper which outlines significant events within the family, the students’ role in the family, and explicit and implicit family rules. The autobiographical paper should be 5-7 pages. (40% of grade)

Genogram software: The following packages have been suggested to be useful.
http://www.genopro.com/genogram/
http://www.smartdraw.com/specials/ppc/genogram.htm?id=45438&gclid=CL6ZxK3j2qICFVJH5wodhBf2-A

2. Family Case Study

Students will write a family case study on a family of their choice. Students will need to interview each member of the family on their experience and perceptions of being a member of their family. Students are also required to spend two hours observing the family, including interaction patterns, and family rules. The format for the assessment is included below (40% of grade)

3. Presentation

Students will present a 30 minute family case based on a specific theoretical orientation. Students may select a fictional family from the media or use a real family. Students will need to discuss the development of the problem, the nature of change, and interventions/techniques based on the theory (20% of grade).

**GRADING SCALE**

The grading scale for the course is as follows:

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>100-94%</td>
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<td>93-90</td>
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<td>89-87</td>
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<td>Below 59</td>
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Family Case Study
Identifying Information- Demographics
Name of Family: ______________________________ (use pseudonyms)
Members name ____________________ B.D: ___-___-___ Age:____ Occupations: ______
Members name ____________________ B.D: ___-___-___ Age:____ Grade in school _____

I. Referral Information
A. Who initiated this referral (class assignment)
B. Reason for the referral

II. Behavioral observations
How do the clients appear; how are they dressed; what is the setting; any distinguishing marks or mannerisms? Do they seem to have any special or remarkable attitudes, or behaviors? Discuss anything that will attempt to communicate to another reader the sense and feel of the persons being interviewed and how they related during that time and space.

III. Presenting Problem
A. How do the clients see the problem? Why are they coming to see you?
B. What attempts have been made to solve the problem, and by who?
C. What does the referral source tell you about the needed reason for service?
D. Duration and course of presenting problem
   - how long
   - nature of onset
   - why is help being sought now?
(Note: Your family not have a presenting problem. State if none reported or observed.

IV. Family History -
Family of Origin (F-O)
1. Ethnicity of family - if there are changes due to marriage, how has the new transformation effected the family organization. What are their experiences with, and beliefs about their culture, issues with the dominant culture, and methods of maintaining and passing along culture to their children? How does culture effect their family adaptations and problems.
2. Mother, (B-M=biological mother, F-M= foster mother A-M=adoptive mother )
   Age, and a physical description. What does the client know about her childhood and youth? What were her parents like? What was her family like, how many siblings, what order? What was she like during childhood? How did her parents meet? What is mother like now? What kind of relationship does the client have with her at present? Has the relationship changed over the years, and if so how and why? How does mother relate to those members of the client's nuclear family?
3. Father, (same as for mother)
4. Siblings, in their birth order (same as for parents)
5. Significant others in the F-O

V. Family Processes
a. Communication -
Who communicates with whom and when. What is the verbal, body posture, and facial expressions (digital and analog) like?. Is communication clear, congruent and consistent?
b. Behavior Control -
How is behavior controlled and maintained (what is static in this family)? How is complementarity effected? How does it constrain behavior?

c. Conflict -
To what extent are conflicts overtly vs. covertly expressed (overall and within specific sub-systems)? Is it expressed indirectly, avoided, or dealt with directly?
1. What is the frequency and intensity?
2. What is the process for resolution?

d. Organizing Principles
What are the major myths of the family that maintain the system? What are the strengths of the family that contribute to its resiliency and flexibility?

VI. Medical History
A. Hospitalizations (physical and emotional/psychological)
B. Outpatient care (physical and emotional/psychological)
C. Drug and Alcohol History/Use (note: It is more useful to ask the question "who in your family uses .....?)

VII. Support Systems
A. Friends
B. Church/ Mosque/ Synagogue
C. Organizations
D. Other

VIII. Summary
Summarize all of your data, then state your impressions of the family's level of functioning and their ability to deal with their present situation. What are the areas of concern that they present, what are the areas that you feel are of concern (your diagnostic impressions)? What is the interplay of the past history with their present situation and functioning? What interventions or support do you think need to be provided in order for the family to function at its maximum potential; could you help provide that service, and where, hypothetically would you begin?
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Ch. 1</th>
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<td>Integrative approaches</td>
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<td>Comparative Analysis &amp; Integrative Models</td>
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<td>Family Therapy in the Twenty-First Century</td>
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<td>Cultural issues</td>
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Supplementary Reading List

**Ackerman**


**Bowen**


**Minuchin**


**Satir**


**Whitaker**


**Brief family therapy**


**Multicultural concerns**


University Policies

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/)

**School of Education Policies**

**Conceptual Framework**
School of Education’s Conceptual Framework: Professionalism in the Service of Social Justice
As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-
development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

**Conceptual Framework Standard CF3:** Candidates demonstrate an understanding of issues of social justice and inequity. This standard will be assessed through the paper assignments and in class discussions.

**Dispositions:** The dispositions of Professionalism and Fairness will be assessed in this class. Professionalism is assessed by examining your conduct as a student both in your interactions with the instructor as well as other students. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension. Fairness is an indication of how you perceive your future clients in terms of social justice issues. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension.

**Technology:** In this course you will use technology to aid you in communicating and locating resources. The email listserv will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate journal articles through the Library’s PsychInfo search engine.

**Diversity:** Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.