**Syllabus**

**Psychology 5545—Introduction to Family & Marital Therapy**

**Fall 2022**

Meeting Times: Wednesday, 1pm-345pm, Building 5, Room 118

Credit Hours: 3

Instructor: Saadia McLeod, Ph.D.

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Website: drsaadiamcleod.com

Office Hours: Wednesdays—12:00–1:00 PM, by email or zoom appointment

Office hours will be conducted by email. If students need to have a Zoom meeting, we can arrange that ahead of time.

Textbook: Gehart, D. (2016). *Theory and treatment planning in family therapy: A competency-based approach.* Belmont, CA: Brooks/Cole.

**Course Description**

Class meetings will contain both lecture and discussion formats. Lectures will be comprised of both formal presentations, video analysis, and practice. Discussions will be built into class meeting periods based upon assigned articles and related materials.

This class is designed for first-year graduate students. It is designed to be an introduction to general systems theory and the family systems theories that derive from this general model. Students will learn the conceptual framework that changing one element of a system will necessarily change the entire system. Thus, even in individual therapy, the changed client will affect the system in which he/she is embedded.

**Evaluations**

There will be two take-home midterm examinations, a term paper, and class presentation/participation credit. All examinations will be essay format, with students given a choice of essays to answer. Students will be expected to integrate lecture material with assigned readings. The point breakdown is as follows:

Midterm #1 30 points

Midterm #2 30

Term Paper 25

Presentation/Participation Credit 15

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100 points

Letter grades for the course:

**Grade Points**

A 92–100

A– 90–91

B+ 88–89

B 80–87

B– 78–79

C+ 76–77

C 68–75

C- 66–67

D 62–65

F 61 or below

**Presentations/Participation**

There will be group presentations at the end of the course. Students will be assigned to groups of two or three and will present the theories in chapters 12, 13, 14, 15, and 16. Each group will choose a systems theory covered in one of the chapters. Groups may choose more than one if they are often integrated in practice (behavioral and cognitive). Students will decide how they want to organize, discuss, and present the material in the chapter. Students are also expected to contribute to class discussions during lectures and presentations. There will be frequent collaborative group work done in class. Students are expected to equally contribute to all group work and subsequent discussions. All in-class groupwork will be submitted individually for participation credit only (no letter grade). All in-class group work will be due by Friday of the week it was assigned.

**Term Paper**

The requirement of the term paper is for students to select any family therapy theory discussed during the semester and apply this theory to their family of origin when they were around 15 years old (+2 or 3 years). This will allow for older siblings (if any) to still be around and younger ones (if any) to be old enough to have a significant influence in the family dynamics. Students will apply this theory to how they might assess and intervene in a problem in which the family must deal. This problem can be a real family issue or it can be a hypothetical one. This discussion should include a **(1) description of the family structure and problem, (2)** **conceptualization of the family problem based on the theory as well as (3) suggested interventions that would be consistent with the theory**. For example, if your family encountered a real difficulty in the past, you might apply a theory to this problem. If your family did not have any major difficulties, you can invent a problem and speculate on how members of your family might respond to this difficulty and how a therapist might intervene. The purpose of this paper is to **demonstrate how well you can apply the theory to a problem**. The paper should be a minimum of 10 pages but no longer than 15 pages, typed and double-spaced (APA style), and an APA style title page. Citations are not necessary. You are welcome to write it in third person as if you were presenting a case vignette as one possible structure for the paper.

**Canvas**

All lectures and supporting materials will be posted on canvas. This will include take home midterms. You will submit all work (in class work, exams) in the class into Canvas. Grades will be posted in Canvas.

**Schedule**

**Date Topic Chapters**

Aug 31 Introduction to course: Syllabus overview

Sep 7 Theory and Therapy 1

Research and ethical considerations 2

14 Case conceptualizations 3

Assessments 3

21 Philosophical foundations; Systems Therapies 4,5 Strategic family therapy 6

28 Strategic family therapy: Video Analysis 6

Strategic family therapy: Practice 6

Oct 5 Structural family therapy` 7

Structural family therapy: Video Analysis 7

**Take Home Exam will be available on Canvas after class**

Oct 12 Structural family therapy: Case Analysis

**Midterm #1:** Submit to Canvas

Virginia Satir’s growth model 8

19 Virginia Satir’s growth model: Video Analysis 8

Symbolic-experiential and internal family systems 9

26 Psychoanalytic underpinnings of intergenerational family therapies 10

Intergenerational and psychoanalytic family therapies: Video Analysis 10

Nov 9 Intergenerational and psychoanalytic family therapies: Practice 10

**Take Home Exam will be available on Canvas after class**

16**Midterm #2** Submit to Canvas 7–10

16 Student presentations of behavioral, cognitive-behavioral therapies 11

Student presentations of solution-based and narrative therapies 12, 13

23 HAPPY THANKSGIVING – NO CLASS

30 Student presentations of collaborative and emotionally focused therapies 14, 15 3 Student presentations of functional family and group therapy with couples 15, 16

Dec \*\*\* 7 **Term papers due by 5:00** (Submit to Canvas)

Make-up exams will only be allowed in cases of documentable personal emergency (student illness or injury). Any modifications to deadlines due to a chronic illness/disability must be recommended by the DRC. The recommendations for accommodations must be given at the start of the semester. Please be sure to inform the professor within the first two weeks of class.

Please note that there are two executive orders from the CSU’s Office of the Chancellor that limit what information faculty members are able to keep confidential. These are Executive Order 1096 (which relates to reporting of campus sexual assaults) and Executive Order 1083 (which relates to mandatory reporting of child abuse). What this means is that CSU faculty members are what is called “mandatory reporters,” which means that once we are apprised of such incidents, we are required to report the incident to our Title IX officer on campus, regardless of whether the student wants this information reported or not. It may very well be that you would like the information reported but you do not know whom to approach about this information, in which case our mandatory reporting requirements will be desirable to you. However, if you just wanted to emote about an incident but do not want it reported, neither you nor I have any choice in this matter, and once it is divulged, I must report it. This is just to let you know about the kinds of requirements under which we all are operating.

**Resources:**

Student Health Center: https://www.cpp.edu/~healthcounseling/health/index.shtml

Counseling and Psychological Services: https://www.cpp.edu/~healthcounseling/counseling/contact-counseling.shtml

Wellness Center: https://www.cpp.edu/~healthcounseling/wellness-services/index.shtml

Survivor Advocacy Services: https://www.cpp.edu/~healthcounseling/survivor\_advocacy/index.shtml

Financial Aid & Scholarships: https://www.cpp.edu/~financial-aid/index.shtml

Food Bank (Poly Pantry): https://www.cpp.edu/~basicneeds/food-resources/poly-pantry.shtml