

MFTH 7500: DEVELOPMENT IN THE FAMILY SYSTEM
Valdosta State University
Department of Sociology, Anthropology, and Criminal Justice with MFT
Marriage and Family Therapy Program
Fall, 2013

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COURSE DESCRIPTION:

Human growth and development within the family system includes theories of individual development, development tasks over the family life cycle, normative and non-normative change, process of divorce and remarriage, and social, economic, and ethnic influences on the family life cycle. Implications for practice are emphasized.

STUDENT LEARNING OUTCOMES:

1. Practice from a culturally sensitive lens.
2. Practice from a systemic lens.
3. Be prepared to obtain entry-level employment in mental health agencies.
4. Claim the professional identity of Marriage and Family Therapist.

Upon completion of this course, the student will be able to:

1. Use a systemic framework as well as developmental theories for case conceptualization (Student Learning Outcomes: 1, 2, 3, 4).
2. Recognize developmental issues within diverse family forms (Student Learning Outcomes: 1, 2, 3).
3. Identify the connections between individual and family development (Student Learning Outcomes: 2).
4. Examine the impact of the community and larger society on individual and family development (Student Learning Outcomes: 1, 2).

Assignments for this course linked to SLO's

FamilyWorks Experience/Outreach	SLO 3:Be prepared to obtain entry-level employment in mental health agencies
Encountering Difference	SLO 1:Practice from a culturally sensitive lens SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies
Genogram	SLO 1:Practice from a culturally sensitive lens SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies
Identifying Family Development Life Cycles	SLO 1:Practice from a culturally sensitive lens SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies SLO 4:Claim the professional identity of Marriage and Family Therapist.

REQUIRED TEXTS:

- American Psychological Association (2009). *Publication manual of the American Psychological Association*, 6th edition. Washington, D.C.
- Bronson, P., & Merryman, A. (2009). *Nurture shock: New thinking about children*. New York, NY: Twelve.
- Articles will also be required and will be available via Blazeview.

RECOMMENDED TEXT:

McGoldrick, M., Carter, E.A., & Garcia-Preto, N. (2011). The expanded family life cycle: Individual, family, and social perspectives, 4th edition. Boston, MA: Allyn and Baccon.

REQUIRED MATERIALS:

- FamilyWorks Clinic Name Badge
- FamilyWorks Clinic business cards and appointment reminders

CHEATING POLICY:

Cheating involves violation of integrity and the Academic Code of Ethics. Examples include, but are not limited to the following:

- a) **Using unauthorized notes on an exam, test, or class exercise.**
- b) **Plagiarizing on a paper or class exercise.**

Definition of Plagiarism:

- 1) You cannot use another writer's exact words without using quotation marks and giving a complete citation, indicating the source of the quotation such that your reader could locate that quotation its original context. As a rule of thumb, taking a passage of eight or more words without citation is a violation of federal copyright laws;
 - 2) It is not acceptable to edit or paraphrase another's words and present the revised version as your own work;
 - 3) It is not even acceptable to present another's ideas as your own, even if you use totally different words to express those ideas.
- c) Taking or procuring or attempting to take or procure an unauthorized copy of a test or exam.
 - d) Taking or modifying an instructor's grade book.
 - e) Copying from another student's exam, test, or class exercise.
 - f) Communicating with others during an exam, test, or exercise.

Whether the student involved is an active participant in the above, or the passive agent to the above makes no difference. In other words, assisting with and allowing the above to occur is also a violation of the Code of Ethics. The act of student cheating dishonors the student, the student's peers, the faculty, and the entire academic enterprise. According to the departmental policy on cheating, "faculty feels strongly that academic cheating violates the integrity of the classroom environment." **Also, as outlined in the VSU Student Handbook, students who cheat will receive "a grade of 'F' in the course."** Also, the instructor may decide that further action is warranted, and the case may "be referred to the Dean of Students where [more severe] official charges may be drawn up." Students should consult with the instructor if there are any questions regarding academic honesty or dishonesty.

ATTENDANCE POLICY:

Students are expected to attend each class. VSU policy states that a student who misses 20% or 3 classes cannot receive a passing grade. If a student has emergencies or crises that preclude attending 80% of all classes, that student may provide documentation of these emergencies and request an Incomplete. There is no such thing as an excused or a non-excused absence. There is no making up –missed classes. If you miss more than two classes, you may request a grade of incomplete, students should go to the following website: <http://www.valdosta.edu/academic/registrar/forms/request-for-incomplete-form.pdf> and read the procedures and download the Request for Assigning a Grade of Incomplete form. Students should remember that they should keep attending class, if possible, until the paperwork for the "I" is submitted. An incomplete indicates that a student was doing satisfactory work but for nonacademic reasons beyond her or his control, was unable to meet full requirements of the course.

If an Incomplete is not satisfactorily removed by one year of the class, it will be changed to the grade of "F." The instructor must be contacted prior to the final exam and as soon as possible for consideration for an incomplete grade. *Work schedule should be coordinated with your class obligation and is not considered justification for an incomplete grade.*

ACCOMMODATIONS:

Valdosta State University fully complies with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have a need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY). Also, please discuss this need with the instructor.

SUCCESS CENTER:

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. We provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of our services. Phone number is 229-333-7570 and email is ssc@valdosta.edu.

ASSIGNMENT POLICY:

All assignments are expected to be turned in on time. If an assignment is not submitted on time, the most points you can receive is 98%. If the assignment is not turned in by the end of the day it is due, the most point you can receive is 95%. Then, for every day the assignment is late, an additional **5%** points will be deducted. All exams, quizzes, and assignments unless stated otherwise, are due via Blazeview. If the document is not submitted on time as outlined in the syllabus, is in a format that cannot be read by the instructor, or the attachment is blank, then this is considered late and thus will not be accepted. In addition, the excuse of Blazeview not working will also not be taken into consideration. Example: if an assignment is due on Monday at 9am and a student submits a perfect paper in on Monday at 5pm, the student can only receive at most 98% on this assignment since the assignment was late. Second Example: An assignment is due on Monday at 9am and the student submits the assignment on Tuesday at 8am. The student has a perfect paper; however, the most the student can receive for this assignment is 90%. If you have any questions about this policy, please make an appointment.

All assignments have to be received by: 12/3 any assignments submitted after this date will not be accepted!

BLAZEVIEW:

Students are expected to be familiar and proficient with Blazeview. Blazeview will be used in the class to enhance the class. We will use Blazeview to obtain articles, additional information about assignments, hold class discussions, submit assignments, take exams, and watch videos. Each student is responsible for ensuring that you have the most current information and assignments. To ensure you are up to date, check the site often and check announcements. I will often use the announcements versus sending emails. Not knowing about these announcements does not qualify as an excuse.

LIBRARY:

Students are expected to be proficient in using the library system to obtain resources for assignments. If you are unfamiliar or need a refresher, you can schedule a consultation. Consultations are designed for in-depth or difficult research beyond what is typically possible at the Reference Desk. It provides VSU students, faculty, and staff with the opportunity to work one-on-one with a member of Odum Library's Reference team. At a consultation, you have opportunities for uninterrupted, focused sessions, training in advanced search techniques for specific electronic databases, in-depth discussion of your specific research needs, learning how and where to access appropriate

databases, building skills in interpreting citations, and exploring various options for obtaining library materials. To make an appointment with a Reference Librarian phone (229) 333-7149 or <http://www.valdosta.edu/library/forms/consult.php>

GRADING:

All assignments will be graded based on the following criteria unless stated otherwise:

Criteria	Each category will be scored from 1-5 and the percentage earned will determine your score on the assignment
Overall coherence	5= Excellent
Sophistication of the concepts presented	4= Good
Use of examples	3=Workable
Content	1 or 2= Not workable
Presentation of material	

*For an further explanation of the criteria and categories go to <http://ww2.valdosta.edu/soc/mft/documents/AcademicAssignmentEvaluationTool.pdf>

COURSE REQUIREMENTS:

Genogram (80 pts total):

This assignment has two parts:

Part 1 (35pts): This part of the project is learning how to use a Genogram in a clinical setting. Thus, each student will be expected to practice doing Genograms. During this process, what is important is to practice asking questions that facilitate learning about how people relate.

Each student will practice outside of class by doing a Genogram by interviewing a second year MFT student in the program (DO NOT interview another student from your cohort) or friend, relative etc. Second year students are easily accessible via email. The expectations for this Genogram are to trace their family background and discover family intergenerational patterns. For this Genogram, you will have to digitally capture your experience (digital recorders can be check out at the media center in the library). At the end of your interview, ask for critical feedback that you will report in your assignment (*Blazeview discussion*).

After the practice session, each student will be expected to listen to their digital recording in order to:

1. List the 3 best questions that you found helpful in the creation of the Genogram.
2. List the 3 worst questions that you felt did not help in the creation of the Genogram. (The questions that are the worst will tend to illicit little information or close the conversation.)
3. List 7 process questions that you asked during this interview.
4. Write a brief summary of your critique.

Students will submit a hard copy of the Genogram in class and submit the digital recording, questions and critique on Blazeview(see schedule below for due date).

Part 2 (45 points): For part two, each student is expected to illustrate their growing expertise of using a Genogram to facilitate a relational perspective. An in-class exercise will be conducted by each student to illustrate your knowledge of Genograms and how to ask questions that generate information about how people relate in their families. Each student in this class will be paired into groups of 2 and will be allocated 10-15 minutes per person to conduct a Genogram. The person you are paired with will be your mock client, who will assist you in demonstrating your ability to conduct a Genogram. The goal of this exercise is not merely gaining factual information, but your ability to ask process questions which successfully lead to finding intergenerational patterns. A grading rubric will be used and is

located on blazeview (*see schedule below for due date*).

Encountering Difference (50 points):

Early on in the semester, you will be meeting with me to develop and carry out an individual project. The individual project will consist of **a proposal, an intellectual & experiential activity, and a reflection paper.**

During this course, you will be taking a –snapshot of who you are as an individual, your values, beliefs, and assumptions that you currently hold. These assumptions inform how you relate to others and how you encounter difference. The purpose of this project is to turn otherness into curiosity in order to empathetically understand those that you consider other to you. Often times when we encounter difference, we place this person in the box labeled –other.

–other: that person or group that inhabits the imagination and, loved or hated, seems profoundly and significantly different. Whether negative or positive, the presence of the other leads to self-consciousness and puts familiar way of being in question. Sometimes the other is the opposite sex, sometimes a minority group, sometimes even a distant culture described in terms that counterpoints one's own: Tahiti, darkest Africa, the mysterious Orient—all those regions whose strangeness is underlined to affirm the familiar. For a member of a dominant group, the sense of self is enhanced by a conviction of the inferiority of the other. || Mary Catherine Bateson (1994), p. 21

Your project should allow you the means to look carefully at, and/or to change, one or more aspects of epistemology as it relates to encountering difference. Your project will be successful to the degree that your chosen activities inspire reflective questions and thoughtful explorations of your current position you hold in encountering difference and challenging this position i.e. to see through the lens of someone you think of as –other. Possibilities for these projects are listed below.

You will be responsible for selecting a topic, carrying out a learning experience which challenges your view of –other and how you relate to this –other, and then writing about it in a significant way. Your topic for the two sections (intellectual & experiential) does not have to be the same, but instead should show a theme of approaching otherness with curiosity. Your project must be approved prior to implementation; I will work with you to ensure that you develop something that proves meaningful. You cannot choose a project that puts you at risk of injury, but it must challenge you significantly, providing you with a vehicle to critically examine your comfort/discomfort with encountering difference. Just looking up articles and books on a subject makes for an interesting intellectual exercise, but it is not sufficient for this assignment.

Intellectual & Experiential Activity

I want you to create an educational inquiry that encompasses an **intellectual AND experiential** exploration. The following are just possibilities for the above assignment and to help generate ideas about what you could do for this project. You can invent your own idea that you think will be challenging to encountering YOUR otherness.

Intellectual possibilities

Attend a workshop or presentation: Attend a workshop which challenges your understanding and knowledge of a group in which you feel –other to.

- Women's Studies: <http://www.valdosta.edu/womenstudies/>
- African American Studies: <http://www.valdosta.edu/afa/>

Reading a book: Encourages the reader to challenge their current understanding or knowledge of –otherness.

Possibilities for books include but are not limited to the following list:

Monette, P. (1988). Borrowed time: An AIDS memoir	Beverly Daniel Tatum's "why are all the black kids sitting together in the cafeteria? And other conversations about race"	A Thousand Splendid Suns by Khaled Hosseini
The Kite Runner Illustrated Edition by Khaled Hosseini	Criminal of poverty: Growing up homeless in America by Tiny Gray-garcia & Lisa Gray-Garcia	Middlesex: A novel by Jeffrey Eugenides
Tell them who I am by Elliot Liebow	Blind Obedience: A True Story of Family Loyalty and Murder in South Georgia by Bill Boyd	Mom I need to be a girl
Voices of Women who Broke Free by Elaine Weiss	The Search for God at Harvard by Ari Goldman	She's Not There A Life In Two Genders" by Jennifer Finney Boylan

Watching a movie: Encourages the audience to challenge their current understanding or knowledge of –otherness for them. Possibilities include but are not limited to the following list: Joy luck club, When a man loves a Woman, The shape of water, Color purple, Antonia’s line, The color of fear, Tongues untied, Daughter of the dust, An angel at my table, Documentary –Homeless Home Movie, “Homeless: the motel children of Orange County” by Alexandra Pelosi, “Race-the Power of an Illusion”, for more documentaries on Race and Racism visit The Aspen Institute, “The Codes of Gender, “out of the past: 400 years of Lesbian and Gay History in America”, “Out in the Silence”, and many more: A web site that offers documentary films <http://topdocumentaryfilms.com/>

Experiential possibilities

- Choosing someone who you consider –other and using a Genogram as a tool to have a better perspective of how they understand the world. The Genogram should not be used to look for dysfunction or illness or to do therapy, but rather enter their world view.
- Interview someone who fits your –other
- Attend a religious ceremony which you consider stretching your experience with –other.
- Pick out one person in this room who is the most –other to you. She or he may seem the most different from you, or maybe this person is uninteresting to you. Learn something about this person. How you do it is up to you. Do not let the person know that he or she is your person of interest. To mask this, you may have to get to know several people. Maybe you’ll have to arrange a party or as a class organize a dinner out, so that you can appear interested in several people.
- Volunteer your time at a place in which you will encounter –otherness for example LAMP our local homeless shelter. You can volunteer at the soup kitchen, game night, or just hang out at the day center.
- Attend a meeting of a group in which you consider stretching your experience with –other such as PFLAG and then engage with the participants who are at this meeting.

Proposal

You will be submitting a detailed proposal to Blazeview (see schedule for due date).

Expectations for your proposal:

1. Indicate who is your –other
2. In what way does your current epistemology shape your position which leads to –othering
3. Indicate what will be the intellectual portion of your project and how you hope this will facilitate a your ability to explore your current epistemology of your –other and also to inspire reflection and challenge this position
4. Indicate what will be the experiential portion of your project and how you hope this will facilitate a your ability to explore your current epistemology of your –other and also to inspire reflection and challenge this position

If your proposal is too "bookish," too intellectual, I will turn your proposal back to you and urge you to create a more personal experience. In the process of carrying out and writing about your project, you will be delving into your assumptions, biases, beliefs, and practices. I will be providing you feedback that may include changing your proposal to better fit the goal of this assignment. It is *your responsibility* to check for feedback and then make the necessary corrections. **Reminder you cannot start your project until your proposal is accepted.**

Reflection Paper

The written portion of this assignment is a **5 page reflection paper** which presents a *personal, thoughtful* experience throughout the semester. You don't need to supply details about your project that you would be uncomfortable sharing, but you do need, in some way, to talk about what you did and what you learned. The paper isn't to be a term paper, as that type of writing is commonly understood; rather, it should be a polished, personal reflection on how your *doing*, including your involvement in your project, in class, and in reading, affected (for better or for worse) your *thinking* and *being*. (Due In hard copy in class, see schedule below for due date).

Your paper will need to integrate the following to receive full points:

- a. A synopsis of your project, including an in-depth reflection on how it allowed you to successfully challenge your personal and professional values/understandings/beliefs
- b. An in-depth reflection and **integration** on relevant class experiences and readings that you think are relevant. Including quotations from class readings are always recommended as excellent, scholarly ways to shore up your own perspective and discussion.
- c. Explain *How* doing this project will assist you in relating to clients who might be your "other".

Identifying Family Development Cycles (75 points total):

Students will create groups of no more than four (4) for this project. The group is required to observe a minimum of 4 therapy sessions at FamilyWorks. Before you begin watching a case, you must read the clinic etiquette document (see Blazeview). You can watch a live case during a practicum. Only 2 people can watch a live session in Practicum (the members of the group must take turns and each member has to observe at least 2 sessions). Also, you have to receive the permission of the supervisor prior to attending the case in practicum. In addition, you must reserve a spot in the observation book to ensure that the case is not double-booked. You can also choose to watch the digital recording of a case that occurs in practicum (**when this is possible**). Reminder: Prior to watching the case **BE SURE TO GET THE PERMISSION OF THE THERAPISTS OR PRACTICUM SUPERVISOR**. While watching the case, the group will choose one member/client of the session as their observational subject.

The project will then be broken into two parts.

Part 1 (25 points):

While observing this client the group should note the stage of family development of the client. The paper should be submitted on Blazeview. Please include the following in your paper:

- Provide a Genogram of the client system (Yes, this must be an electronic document)
- A description of the family life cycle stage of your subject (use development life cycle book by McGoldrick to assist you).
- Explain how the client(s) fits in this life cycle. In this section of the paper discuss what you know about the life cycle stage of the client(s) and how this fits what you know about this life cycle stage.
- A description of how life cycle stages may be impacting the problem that has brought them to therapy

Part 2 (50 points):

Create a PowerPoint with your group comparing and contrasting the traditional family life cycle lens with a postmodern, systemic lens. The power point should be submitted to blazeview. For many of the requirements below you will need to read the case file. **BE SURE TO GET THE PERMISSION OF THE THERAPISTS BEFORE READING THE CASE FILE. Additionally, please change the names of the clients to protect the clients.**

Please include the following in your power point to receive full points:

- Provide a Genogram of the client system (please include this on one of the power point slides)
- Indicate the problem that has brought the client(s) to therapy (use clients own words)
- Define the development transition point the client(s) is/are expecting (i.e. birth of a child, getting married, divorced, or remarried, switching jobs &/or careers, becoming a couple, loss of a loved one, launching a child, starting a new relationship, ending a relationship, being an adult, etc.)
- Discuss how you think the developmental stage/transition might be influencing the –problem.
- Give appropriate background information on the client that is relevant in understanding your current understanding of the case, including contextual issues (societal, gender, race, etc.) that are impacting the client(s)' situation (to do this you may also need to talk with the therapists about this case and/or read the case files).
- How does the client(s) understand the problem (how do they make sense that this problem is occurring, including some assumptions, beliefs, values, and ideas of the clients that are impacting the problem)?
- What are some of the attempted solutions of the client(s) system to solve the problem? How do these attempted solutions make sense given the client(s) context and larger social context?
- Draw a cycle of the complementary relationship of the client and how this is keeping them in a –more of the same relationship with the problem
- What did each of you learn while doing this project

FamilyWorks Service Learning and Community Outreach (40pts):*Service Learning (25pts)*

Service Learning at FamilyWorks will include each student working a two-hour shift weekly for approximately 16 weeks. You are not required to work on days that the university is closed (such as national or school holidays). If your service learning falls on one of these days, this counts as you working your hours. During this time, you will be learning clinical skills and how a clinic functions. You will be learning and practicing phone skills, conducting intakes, helping clients and therapist interns coordinate sessions, greeting clients, maintaining clinic activity records, and managing the recordkeeping needed to keep the clinic running.

Training for Service Learning will be conducted with Graduate Assistants. It will be your job to sign up for a time to get trained. You cannot start working your Service-Learning until you have been trained.

In addition, you will have the opportunity to interact with many students who are in the practicum stage of their training. I strongly encourage you to take advantage of the opportunity to talk to advance-standing students who are participating in the clinical phase of their training. Learn all you can from them about their experience as interns. Pick their brains mercilessly. Inquire about the cases they are seeing, their internship experience, what has helped them, what has gotten in the way, what has surprised them, how they are making sense of their personal model of therapy, how to get the most out of practicum, what has been their lowest moment in the therapy room, what has been their best moment in the therapy room, what advice they have for you as you prepare yourself for clinical work—ask them a million and one questions. Do not be shy.

You will work the same regularly scheduled hours each week. As you choose your hours, keep in mind that daytimes will give you more experience with intake and phone contact and evenings will provide you with more client contact (for instance, greeting clients or spending time with children while their parents are in session). If you must miss a scheduled time, you should talk with me about this in advance. You must make up those hours before or soon after you miss your slot. Points will be deducted for missed hours that are not made up within 5 days. You can swap hours with a classmate at any time, however, I must be notified.

Each week that you are working at FamilyWorks, during the last 5 or 10 minutes of your clinic time, you'll send an email to the FamilyWorks email address as well as ALL professors: Dr. Jennifer Lambert-Shute, Dr. Martha Laughlin, Dr. Kate Warner, and Dr. Lana Kim, an email that lists your activities for the day in the body of the email (*no attachments please*). The subject line should read: –Last name, Service Learning, Day, Time.¶

Reflection for Service Learning:

To get full points for this assignment, you also need to complete a reflection about your service-learning experience. Your FamilyWorks Service Learning Reflections will be completed in class (See class schedule for due date).

Community Outreach (15pts)

Community outreach activities will include pairing with a classmate and visiting community agencies, organizations, or offices to raise awareness about the FamilyWorks and our services. Each student is required to work 4 hours and must go with a partner unless you have permission. This is more than just delivering brochures. You should work with your partner to develop strategies to engage agency personnel in conversations about FamilyWorks and Family Therapy. Any team that gets themselves invited back to an agency, for instance, to talk to staff during a staff meeting and describe the FamilyWorks and our services, and successfully conducts a follow-up visit, or conducts a presentation **WILL NOT** have to write a reflection paper about their community outreach experience.

Community Outreach training will be conducted by Graduate Assistant. **Each student will be required to go out with the graduate assistant before you can do your hours.** The training with the GA and your travel to and from your destination count toward your outreach hours.

Each week that you are working in the community, at the end of your shift, you'll send an email to the FamilyWorks email address, Dr. Laughlin, Dr. Kate Warner, Dr. Lana Kim, and I that lists your activities for the day in the body of the email. The subject line should read: –Last name, Community Outreach, Day, Time.

Reflection for Community Outreach:

To get full points for this assignment you also need to complete a reflection paper that is 5-8 pages in length (**ONLY need to do if you did not do a presentation or get a call back**). Part of the paper will explore what you have learned during this process about working with the public and their perceptions of therapy and marriage and family therapists. The paper will also need to include outside sources which explore marketing and private practice strategies, marketing and nonprofit agencies, and marketing and for profit agencies (See class schedule for due date).

Exams & Quizzes (70pts):

Quiz 1: Family Works Manual (20pts)

Exams:

- Two essay exams will be given during the semester. Each essay exam is worth 25pts. (50pts)

POINT BREAK DOWN:

Genogram (Parts 1 and 2).....	80
Encountering Difference.....	50
Development Project (Parts 1 and 2).....	75
Community Outreach/Service Learning.....	40
Exams (total).....	70
Total.....	315

PERCENTAGE OF POINTS:

A = 90% to 100% of possible points
B = 80% to 89% of possible points
C = 70% to 79% of possible points
D = 60% to 69% of possible points
F = 59% and below of possible points

TENTATIVE SCHEDULE:

DATE	TOPIC	READINGS
8/12	Course Overview, What is development? What is family	Article: Becvar McGoldrick Ch 1 & 2
8/19	Service Learning Training Genograms “Otherness”	Review Genogram Materials Article: Aman Article: Anderson (listen, speak, hear) Article: Gergen, McNamee, & Barrett Family Works Quiz Start Service Learning this week on Wednesday 8/21/2013 (Start this day)
8/26	Outreach Training Deconstructing: Family Development & “Traditional” Family Unit	Articles: Watzalwick, Anderson (Collaborative) & Hardy Coontz Ch 1 & 2
9/2	Labor Day: NO Class	
9/9	Families with young children	Po Bronson Introduction, Ch. 1, 4, & 9 McGoldrick Ch. 14 Due: Proposal for Encountering Differences Project (Submit on Blazeview)
9/16	Working with Young Children:	Article: Gehart Article: Young Due: Part 1 Genogram (Hardcopy in class and submit questions & recordings on Blazeview)
9/23	Working with Teens Guest Speaker: Andrea Ramirez, LPC	Edgeter: Ch 1, 2, & 7 Po Bronson: Ch 7
9/30	Culture & Ethnicity Working with Couples	Articles: Wagner, Sollors Due: Development Project Part 1
10/3	Midterm: Last Day to Web Withdraw	
10/7	Marriage & Working with Couples:	Articles: Green, Markowitz, & Fraenkel McGoldrick : Ch. 13
10/14	Working with Same Sex Couples:	Article: Rosik (read this article before Green) Article: Green McGoldrick Ch. 8 Exam 1: Tentative Date
10/21	In class Exercise: Demonstrating a Clinical Genogram	Meet in teams with the instructor to demonstrate your ability to use a genogram (Genogram part 2)
10/28	Working with Later Life Families	Article: Graham McGoldrick: Ch. 17 Development Project Part 2 Due (2 Group Presentation)
11/4	Power a systemic discussion The context of individual/family development: Racism and the impact on	Articles: Flemons & Hardy & Laszloffy Watch Crash the movie by this date

11/11	Deconstructing Gender Working with Transgendered Clients	Articles: Simon, Barnett, & Hudak Development Project Part 2 Due (1 Group Presentation)
11/18	Group Presentations: Development Life Cycle	Development Project Part 2 Due (4 Group Presentations) Service Learning Due: Completed in Class Reflection Community Outreach Completed & Reflection Due by this date Submit on Blazeview
11/25	Thanksgiving Break No class	
12/2	Last Day of Class	Encountering Difference Reflection Due Hard copy in Class Exam 2 Due by December 3rd at 9am on Blazeview Service Learning Ends Wednesday 12/4/2013 Do NOT work on Wednesday

Articles and Chapters Required*

- Adams, A. & Benson, K. (2005). Considerations for Gay and Lesbian families. *Family Therapy Magazine*, 4, 20-23.
- Anderson, H. (2003, August 29). Listen, speak, and hear. Retrieved from <http://www.harleneanderson.org/writings/listenhearandspeak.htm>.
- Barnett, R., & Rivers, C. (2006). The mars and venus myth. *Psychotherapy Networker*, 30, 50-55.
- Becvar, R. J., Becvar, D. S., & Bender, A. E. (1982). Let us first do no harm. *Journal of Marital and Family Therapy*, 8, 385-391. doi: 10.1111/j.1752-0606.1982.tb01464.x
- Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families*. New York, NY: Basic Books.
- Edgette, J.S. (2006). *Adolescent therapy that really works: Helping kids who never asked for help in the first place*. New York, NY: W.W. Norton & Company.
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