

Syllabus for
GCSL 642—Family Therapy
3 Credit Hours
Spring 2016

I. COURSE DESCRIPTION

Examines contemporary developments in family therapy with an emphasis on integrative models and empirically-supported treatments for specific issues. Emphasizes treatment planning and intervention strategies.

Prerequisites: GCSL 517; GCSL 643 recommended.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Become aware of the latest trends in the field of marriage and family therapy (MCFC, A-1).
- B. Explore contemporary models of marriage and family therapy (MCFC, A-5, C-1).
- C. Learn empirically-supported treatments for specific issues (MCFC, C-2).
- D. Create treatment plans based on contemporary models (MCFC, D-3).
- E. Identify the most effective interventions for specific issues (MCFC B-2).
- F. Integrate spiritual resources into marriage and family therapy in an ethical manner (MCFC, A-2, B-1).

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Identify the latest trends in the field of marriage and family therapy (Exams).
- B. Explain contemporary models of marriage and family therapy (Class Presentation, Treatment Plan, Exams).
- C. Describe empirically-supported treatments for specific issues (Class Presentation).
- D. Develop treatment plans based on contemporary models (Treatment Plan).
- E. Select the most effective interventions for specific issues (Treatment Plan).
- F. Integrate spiritual resources into marriage and family therapy in an ethical manner (Exam Essays).

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks

Gehart, D. R., and A. R. Tuttle. *Theory-Based Treatment Planning for Marriage and Family Therapists*. Pacific Grove, CA: Brooks/Cole, 2003. ISBN: 9780534990800

Gurman, A. S. *Clinical Handbook of Couple Therapy*. 5th ed. NY: Guilford, 2008. ISBN: 9781462513925

Nichols, Michael P., and Richard C. Schwartz. *Family Theory: Concepts and Methods*. 10th ed. Needham Heights, MA: Allyn and Bacon, Inc., 2012. ISBN: 978-0205827190

Walsh, Froma. *Spiritual Resources in Family Therapy*. 2nd ed. New York: Guilford Press, 2010. ISBN: 9781606239087

- 2. Other
None

B. Optional Materials

- 1. Textbooks
None
- 2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or

failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Graduate School of Theology and Ministry Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the Graduate School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
- b. Students who miss more than one month of classes will fail the course.
- c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- e. Students are expected to be prompt for classes.
- f. Students are expected to remain for the entire class session.
- g. Leaving early without permission constitutes an absence.

5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

B. Course Policies and Procedures

1. Evaluation Procedures

- a. Grading:
The total points accumulated out of a possible 400 determine the course grade.

Presentation	100 points
Case Study	100 points
Two Exams	<u>200</u> points
Total	400 points
- b. Grading scale:
A=360-400 points
B=320-359 points
C=280-319 points
D=240-279 points
F=below 240 points

2. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRFT 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
- b. WPA requirements for this course:
 - i. All students, regardless of degree program, must submit The Case Study Treatment Plan for GCSL 642 to the course professor on ePortfolio, on the same date the assignment is also due in class.
 - ii. Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an incomplete grade for the course. When a student submits the missing artifact to

the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change.

3. Other Policies and/or Procedures
 - a. Three textbooks are read and utilized in class.
 - b. Treatment Plan: Based on a case study handed out in class, each student selects one approach to family therapy and indicates how a therapist operating from that theoretical framework would conceptualize and treat the family described in the case study. The research should include a minimum of six sources. The paper should be divided into the following sections:
 - i. Introduction—what distinguishes this theoretical approach from other alternatives?
 - ii. Assessment—how would this theoretical approach explain this family's dysfunction?
 - iii. Treatment Plan—how would this theoretical approach describe a healthy family?
 - (a) Goals—how might that concept of a healthy family be translated into specific treatment goals for application to this case?
 - (b) Techniques—what specific techniques might a therapist operating from this perspective use to accomplish the treatment goals?
 - c. Presentation: Working with a partner, you will present the material from a chapter in Gurman's text. Chapter choices will be provided on a sign-up sheet where you and your partner will select the one you want to present. Plan on a 30 minute presentation and feel free to supplement the chapter material with other sources. A written outline of your presentation should be made available to the class. This presentation is worth 100 points. See the rubric for details of how these points are disseminated.
 - d. There are three exams from the textbook material. Only the two highest grades will be counted. The lowest exam grade will be dropped.

VI. COURSE CALENDAR

Week	Subject	Reading
1	Introduction to Family Therapy	Nichols & Schwartz, chs. 1-2
2	Early Models and Fundamental Concepts	Nichols & Schwartz, chs. 3-4
3	Spiritual Resources in Family Therapy—Overview	Walsh, chs. 1-2
4	Bowen Family Systems Therapy	Nichols & Schwartz, ch. 5
4	Spirituality, Suffering, and Beliefs: The Soul of Healing with Families	Walsh, ch. 3
	Video: The Legacy of Unresolved Loss	
5	Experiential Family Therapy	Nichols & Schwartz, ch. 6
	The Stresses of Poverty and the Comfort of Spirituality	Walsh, ch. 4
6	Psychoanalytic Family Therapy	Nichols & Schwartz, ch. 7
	Spirituality and Religion: Implications for Psychotherapy with African American Clients	Walsh, ch. 5
	Religion and Spiritual Folk Traditions in Immigrant Therapeutic Resources with Latinos	Walsh, ch. 6
7	Structural Family Therapy	Nichols & Schwartz, ch. 8
	Three Spiritual Perspectives on Resilience: Buddhism, Christianity, and Judaism	Walsh, ch. 7
8	Family Therapy Enters the Twenty-First Century	Nichols & Schwartz, ch. 10
	Feet Planted Firmly in Midair: A Spirituality for Family Living	Walsh, ch. 9
	Morality and Spirituality in Therapy	Walsh, ch. 10
	From Strategic to Solution-Focused: The Evolution of Brief Therapy	Nichols & Schwartz, ch. 11
9	From Strategic to Solution-Focused, cont.	
10	Morality and Spirituality in Therapy	Walsh, ch. 10
11	Healing From Trauma: The Quest for Spirituality	Walsh, ch. 11
12	Narrative Therapy	Nichols & Schwartz, ch. 12
13	Opening Therapy to Conversations with a Personal God	Walsh, ch. 12
14	Integrative Models	Nichols & Schwartz, ch. 13
	Comparative Analysis	Nichols & Schwartz, ch. 14
15	Releasing the Soul	Walsh, ch. 13
	Final Exam (university schedule)	

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

**Master of Arts in Christian Counseling
GCSL 642—Family Therapy Dr. Bill Buker, Instructor
Spring 2016**

This course contributes to student learning outcomes for the Master of Arts in Christian Counseling degree as indicated below:

Significant Contribution—Addresses the outcome directly and includes targeted assessment.

Moderate Contribution—Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution—Addresses the outcome indirectly and includes little or no assessment.

No Contribution—Does not address the outcome.

Degree Program Outcomes		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Theology/Philosophy of Counseling				
	Develop a cohesive theology of counseling with theological reflection on the complexities of the counseling process, emphasizing Spirit-directed change.		X		
2	Assessment Techniques				
	Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.			X	
3	Clinical/Theoretical Diagnostic Appraisal				
	Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.		X		
4	Treatment Plans in Response to Diagnosis				
	Display the ability to develop relevant treatment plans in response to specific diagnoses and the skill to implement them in the context of a therapeutic relationship.	X			
5	Research Skills and Methodologies				
	Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.		X		
6	Professional Code of Ethics				
	Demonstrate awareness of professional codes of ethics and the ability to apply those codes to ethical dilemmas.			X	