NOTE ON LECTURE DATES: This course is a two credit course scheduled to meet in three hour blocks and it has a special seminar attached (Prepare-Enrich).

Course Description

This course is designed to provide first year graduate students with an acquaintance with the emergence of systems therapy as a discipline within the field of psychology, with a broad introduction to the study of the family as a culturally influenced, ongoing, interacting social system and with an awareness of central conceptual and therapeutic issues of importance to family therapists. A central goal of the course is to help students critically to evaluate modern and postmodern views of families as conglomerations of biologically or affectionately related individuals and to learn to perceive them as complex, systemically functioning, historically and culturally developed entities, i.e. in a manner which is more in line with the corporate identity of Israel in the Old Testament or the New Testament understanding of the church as a body of differentiated members in a dynamic relation to one another.

Note: The Prepare/Enrich seminar meets for a full day on a Friday.

Course Objectives

Students successfully completing this course will have demonstrated by exercise or exam an understanding of and/or skills related to:
   CO1. The emergence of family therapy as a discipline
   CO2. General systems theory
   CO3. Systemic models of family functioning
   CO4. The significance of developmental issues in the family life cycle
   CO5. Transgenerational transmission of family characteristics
   CO6. Basic concepts and terminology of family therapy
   CO7. Transgenerational patterns in their own family of origin
   CO8. The impact of cultural context on family functioning
   CO9. Skills needed rapidly to evaluate major areas of research and controversy in family psychology

Upon completion of the course students should be oriented to the discipline and equipped to pursue more advanced studies in family therapy.

Course Process

Part 1: Introduction to Family Therapy. The initial block of lecture material will consider the place of family therapy among major approaches to psychology and the emergence of marriage and family (systemic) therapy as a discipline.

Part 2: General Systems Theory. This block will examine macro (general) systems theory and its relation to families, particularly to changes in a typical family life cycle.

Part 3. Transgenerational transmission. This section of the course will examine transgenerational transmission of individual and family functioning patterns. Video and class examples will be used to acquaint students with the construction of a therapeutic genogram. Each student will construct a personal family genogram.
Part 4. Family interaction processes. This segment of the course will present micro systems theory (transactions between individuals in relationships) with special attention to families. Examples from the class, videotapes of therapy situations, and role plays will be used to illustrate these concepts in action.

A final exam will be given.

<table>
<thead>
<tr>
<th>NOTES about submitting assignments</th>
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<tbody>
<tr>
<td><strong>Where to submit your work:</strong> All written work is to be submitted digitally to <a href="mailto:jhurleyrts@gmail.com">jhurleyrts@gmail.com</a>. NEVER, EVER give materials directly to Dr. Hurley. If it is an item to be handed in, hand it in at the office. ALWAYS keep a physical or digital copy.</td>
</tr>
<tr>
<td><strong>Anonymity:</strong> All written assignments and exams should be identified by the last five digits of your Self-Service Id number (SSID5) in the top header of each page and NOT by your name. Anonymity permits more objectivity in grading. The only exception is your genogram, which may have actual names.</td>
</tr>
<tr>
<td><strong>Text formatting:</strong> Items should be in Georgia Font, 12 points, double spaced. (Georgia font has been selected because research indicates it gets the best grades.)</td>
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<tr>
<td><strong>Submission time and date:</strong> Items are due by midnight of the due date. The date stamp on the email will be considered the submission time and date of the item.</td>
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<tr>
<td><strong>Scanning as PDFs:</strong> Some items may need to be scanned and emailed as PDF files. If you have a problem achieving a scan, chat with someone. Many smart phone apps can do the scan for you.</td>
</tr>
<tr>
<td><strong>Naming emails and files:</strong> Each submission must have the assigned assignment ID on the email title and on the attached assignment. Please match the capitalization and underscores of the assignment name exactly as that will allow them to sort properly in the computer. Assignment IDs have the form: Course_Year_Item_SSID5_SSID5, for instance: 1PSY564_2015_Paper_12345_56789. SSID5 means the last 5 digits of a Self-Service ID. If there are multiple authors, list all SSID5s at the end of the assignment ID. Note the underscore (’_’) between elements.</td>
</tr>
<tr>
<td><strong>Late work:</strong> Due dates represent the latest date an assignment may be handed in. They are not suggested ‘target’ dates. Schedule your work to allow for unexpected delays. A significant penalty will be assessed for each late day. Late assignments may be unacceptable.</td>
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**Course Assignments**

**A1. Multi-systemic analysis: Social/cultural/family/individual systems interface** in Shipler's *Working Poor*. (15%)

Due Date: Thursday, October 21
Assignment ID: 1PSY564_2015_Shipler_SSID5. Email to jhurleyrts@gmail.com. Both the email and the paper should be named by the assignment ID.

Shipler’s book describes the constraints placed on individuals and families in a category which he describes as the ‘working poor’. Students will prepare a paper examining the interface between the individual, family and social systems of individuals or families in the book.

- Students will read any chapters for a total of 150 pages. Identify them explicitly at the end of your paper.
- Complete DPS 10:1 questions for the pages read.
• Students will reflect on the various systems described in the book and select an individual or family for a systemic analysis.
• The assessment should include
  o A genogram of the family system, including the social system in which the family or individual functions.
  o Describe the situation in a systemic way that highlights cybernetic processes influencing the family or individual functioning.
  o Highlight levels and orders of functioning that influence the situation, either in an homeostatic manner or toward change. Be sure to identify any second order changes that were efficacious as well as those that were not.

A2. Paper: Exploration of a Major Area of Research/Controversy (MARC) (25%)  
Due Date: Thursday November 19.  
Assignment ID: 1PSY564_2015_MARC_SSID5. Email to jhurleyrts@gmail.com. Both the email and the paper should be named by the assignment ID.

Marriage and family therapy and counseling are developing fields. Ongoing acquaintance with the research literature and current discussions is important to practicing therapists. Students will review current (at least the last 36 months) issues of family psychology journals and select a topic of interest that is currently being debated or explored by research in refereed journals. They will then examine the topic in contemporary journals and trace its development over the last ten years, if it goes back that far. Particular attention should be paid to major figures, theoretical approaches, points of controversy and findings. Students will then prepare a 'state of the frontier' MARC paper of no less than 15 pages that presents their findings. Your target audience is your peers. Your goal is to present an overview of your area that would effectively orient a fellow graduate student to your MARC area. Your paper is likely to be used for exactly that purpose. Bibliography should be presented in APA format.

A3. Family Genogram (25%)  
Due Date: Thursday December 2.  
Assignment ID: 1PSY564_2015_Genogram_SSID5. Email to jhurleyrts@gmail.com. Both the email and the paper should be named by the assignment ID.

Persons do not develop in isolation. We develop in a complex matrix of interactions and influences. One of the most important influences on our development is our family. In it we learn at many different levels from infancy. A genogram is a tool of enormous potential benefit in understanding how we operate in the world. It is a tool for the practitioner individually and professionally. Each student will prepare a three generational genogram. Class discussion and video will set out a framework for the form and content of the genogram. The Gerson, McGoldrick and Petry reading provides substantial guidance. Additionally, students can draw on the expertise of more advanced students (or any other chosen resource!). This exercise is often extremely fruitful for students in both their personal and professional life.

A4. Final examination (35%)  
Date: Monday 11/30  
Assignment ID: 1PSY564_2015_Final_SSID5

Readings/DPS (10%)  
Readings should be completed as early as possible in the course. Begin with Nichols on Inside the Family

You have two (2) DPS assignments for this course (Explained below).  
The required reading list for the course is relatively light. Your reading for the MARC paper and attendance at the Prepare/Enrich seminar are additional course learning elements.
Documentation/Preparation Sheets (DPS): Pre-Lecture Preparation

Why do Documentation/Preparation Sheets (DPS)?
In order to document that you have read assigned materials by a set time and to ensure that your professor has an idea of your questions (thus making it MUCH more likely they will be answered in lecture/discussion times), you may be assigned one or more Documentation/Preparation Sheets (DPS: Available online in the Section Media area of Self-Service).

What goes on a DPS?
On each DPS you will record things that stand out to you in the readings or videos assigned in your courses. That may include things that you don’t understand, that are very helpful, that you would like to learn more about, that seem useless, etc. Your observations allow your professor to evaluate readings and more knowledgably to instruct in the classroom. This is perhaps tedious, but it will ensure that you engage with the material and that your professor is informed. You will include:
- The source (A5, A6, A7, etc.)
- The location of the item (Page number for readings; Time for video)
- A ‘Star’ rating for the usefulness/importance of item
- Your question or comment
- Your SSID5.

Identifying each reading or video
Each reading and video assignment has an Assignment ID before it (A5, A6, A7, etc.). Use that in the Source column.

How many questions/comments?
-1:5 – Standard: The standard, default minimum rate for Questions/Comments is at least one (1) per five (5) pages of reading assignments or one (1) per five minutes of video assignments. More items are always OK.
-1:10 – Sometimes: Some items can be reviewed rather than studied. For them, the minimum rate is one (1) question/comment per ten (10) pages. The syllabus will specify when/if a 1:10 ratio is OK.
-No question/comment – For some items, no questions are required (although you may submit them). Such items are clearly marked with No DPS required.

‘Star’ rating
A ‘star’ rating system is a quick way to assess how useful or important an item is to you as you study it for this course. The ‘star’ ratings are as follows:
- 4 Very useful/important to me
- 3 Useful/important
- 2 Somewhat useful/important
- 1 Little or no usefulness/importance

Discussing the questions on your DPS
Verbal manipulation of material increases learning, so discussion of readings is part or your assignment.
Select a classmate to be your study partner
If class numbers are uneven, one group will need to be 3 persons
When you and your study partner(s) have each completed your own DPS,
Meet together for at least an hour to discuss the questions/comments on your DPS (Do this for each DPS).
Document your discussion for each DPS on the DPS itself
Put ‘Discuss’ in the source column to identify your discussion
Enter the number of minutes of the discussion in the ‘Location’ column
Give the discussion a ‘star’ rating
Enter the start, stop time and your partner’s name in the ‘Question/Comment’ column.
Enter your SSID5

How many DPSs for this course?
Two DPS Forms
You will complete two DPSs for this course, each with its own due date
DPS 1: Readings A5 to A10 (Due 9/10/15)
DPS 2: Readings A11 to A15 (Due 9/21/15)

Submitting your DPSs to jhurleyrts@gmail.com
DPS 1: Title BOTH your email and DPS attachment: 1PSY622_2015_Ind_DPS1_SSID5
DPS 2: Title BOTH your email and DPS attachment: 1PSY622_2015_Ind_DPS2_SSID5
Part 1. Introduction to family therapy

Chapters 1-3  Note: Much of this material will appear also in later portions of this course. Study hint: Chapters have subheadings. Licensure exams and course exams may ask you about them. Try verbalizing them to one another.


Part 1. Perspectives


Parts 2 and 3. Systems and transgenerational transmission.


Part 4. Family interactions

## Course schedule

<table>
<thead>
<tr>
<th>†</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>L1</td>
<td>08/24/15</td>
<td>Psych History</td>
<td>Introduction and History</td>
<td></td>
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<tr>
<td>L2</td>
<td>08/31/15</td>
<td>General Systems Theory</td>
<td>Perspectives</td>
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<td></td>
<td>09/07/15</td>
<td>Labor Day</td>
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<td>09/10/15</td>
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<td></td>
<td>09/11/15</td>
<td>Prepare/Enrich Seminar 8 to 5 FRIDAY</td>
<td></td>
<td>Sign up by 9/1 Give your check to Mike or Shephanie</td>
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<tr>
<td>L3</td>
<td>09/14/15</td>
<td>Genogram 1</td>
<td>Systems and Transgenerational</td>
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<tr>
<td>L4</td>
<td>09/21/15</td>
<td>Genogram 2</td>
<td></td>
<td>DPS Sheet for Systems/Transgen/</td>
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<td>Family Transactions</td>
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<tr>
<td>L5</td>
<td>09/28/15</td>
<td>Genogram 3</td>
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<td></td>
<td>10/05/15</td>
<td>Reading Week</td>
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<td></td>
<td>10/12/15</td>
<td>NO class: 1PSY622 Meets Today</td>
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<td></td>
<td>10/19/15</td>
<td>NO class: 1PSY622 Meets Today</td>
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<td>10/21/15</td>
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<td>Multi-systemic Paper</td>
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<td></td>
<td>10/26/15</td>
<td>NO class: 1PSY622 Meets Today</td>
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<td></td>
<td>11/02/15</td>
<td>NO class: 1PSY622 Meets Today</td>
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<tr>
<td>L6</td>
<td>11/09/15</td>
<td>Micro-systems</td>
<td>Family Interactions</td>
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<td>L7</td>
<td>11/16/15</td>
<td>Clinical Video: Initial Therapy Session</td>
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<td>11/19/15</td>
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<td>MARC Paper</td>
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<td>11/23/15</td>
<td>NO class – 1PSY622 Exam today</td>
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<td>11/30/15</td>
<td>1PSY564 Final Exam</td>
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<td>Final Exam</td>
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<td></td>
<td>12/07/15</td>
<td>NO class</td>
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## Course Schedule with More Details

**NOTE:** Actual course progress may vary from projections.

**L1. 08/24**  
**The Emergence of Family Psychology**  
**General Systems Theory 1**

**L2. 08/31**  
**General Systems Theory 2**  
Family Life Cycle as System Development  
"Typical" Developmental history  
1. The Spousal system  
2. The Parent-child system  
3. Multi-family systems  
4. Extra-familial issues

**09/07**  
**Labor Day - No Class**

**09/11**  
**Prepare/Enrich Certification Seminar**  
**NOTE:** **THIS IS A FRIDAY**  
*SC1 8:00 AM – 5:00 PM*  
A Prepare/Enrich Certification Seminar will be offered on **FRIDAY**, 8:00AM-4:00PM at RTS in SC1. Prepare/Enrich is a singularly effective tool for pre-marital counseling.
Training is necessary to be certified to use the instrument. The training fee includes certification, a manual and sample tests and an online credit worth $35 for the first use of the instrument (Recovers $35 of the cost). Training normally costs $175. Class members’ cost at RTS is $140. You must sign up and pay the fee before Tuesday, Sept 1, the date when the materials will be ordered. The materials are non-refundable once ordered. Please sign up and pay in the MFT office (by check payable to Dr. Hurley). If a student is entirely unable to adjust her/his schedule to attend the seminar, they should contact Dr. Hurley immediately to locate a training seminar elsewhere in the Southeast.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>L3. 09/14</td>
<td><strong>Tracing Intergenerational Relationships</strong></td>
</tr>
<tr>
<td>L4. 09/21</td>
<td><strong>Various uses of genograms</strong></td>
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<tr>
<td>L5. 09/28</td>
<td><strong>Constructing a personal family genogram</strong></td>
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<tr>
<td>10/05</td>
<td><strong>No class - Reading Week</strong></td>
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<tr>
<td>10/12</td>
<td><strong>No class for 1PSY564</strong>. Note: 1PSY 622 lecture 1 meets in this time slot.</td>
</tr>
<tr>
<td>10/19</td>
<td><strong>No class for 1PSY564</strong>. Note: 1PSY 622 lecture 2 meets in this time slot.</td>
</tr>
<tr>
<td>10/26</td>
<td><strong>No class for 1PSY564</strong>. Note: 1PSY 622 lecture 3 meets in this time slot.</td>
</tr>
<tr>
<td>11/02</td>
<td><strong>No class for 1PSY564</strong>. Note: 1PSY 622 lecture 4 meets in this time slot.</td>
</tr>
<tr>
<td>L6 11/09</td>
<td><strong>Micro-systems</strong></td>
</tr>
<tr>
<td>L7 11/16</td>
<td><strong>Clinical video: Family Interview</strong></td>
</tr>
<tr>
<td>11/19</td>
<td><strong>MARC Paper Due</strong></td>
</tr>
<tr>
<td>11/23</td>
<td><strong>No class for 1PSY564</strong>. Note: 1PSY622 exam will be given in this time slot</td>
</tr>
<tr>
<td>11/30</td>
<td><strong>Final Exam 1PSY564</strong></td>
</tr>
<tr>
<td>12/07</td>
<td><strong>No class</strong></td>
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</table>