REQUIRED TEXTS


Other articles and videos as assigned and provided by instructor.

Video on CEULibrary.com can be accessed with the username AppState and the Password Boone.

COURSE DESCRIPTION
This course will introduce students to the underlying philosophy associated with the family therapy movement. Students will develop skills in systems thinking which will be applied to several dominant theoretical orientations. The instructor will lecture on some material but emphasis will be given to the assigned reading, discussions and case studies. In addition to focusing on systems theories, the course will focus on practical applications and skills in family therapy. Multicultural examples of families will be included.

GOALS
A. To provide the foundations of a systemic orientation to family therapy. The student should come to understand the unique contribution of several major schools of family therapy to our understanding of human interaction. Students will be able to critique these theories on their application to contextual issues (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context).
B. To focus on practical applications and skills in family therapy for a variety of settings. To facilitate this process, the course will be conducted as a seminar drawing heavily on student participation.

OBJECTIVES
A. To expose the students to the historical and theoretical foundations of the practice of marital and family therapy.
B. To provide the student with an experience that is relevant to the practice of family therapy in a multicultural society.
C. To develop an understanding of the nature of change and skills in promoting it.
D. To begin a professional socialization process including an understanding of ethical issues.

GENERAL EXPECTATIONS

All students will meet the personal and professional expectations of students as defined in the Department of Human Development and Psychological Counseling’s HANDBOOK OF SELECTED POLICIES/PROCEDURES.

WEATHER POLICY
If the university is open this class will meet. Use reasonable judgment and do not put yourself at unnecessary risk.

COURSE REQUIREMENTS
1. Attendance and Participation (40%)
   It is the instructor's expectation that students will be present (10%) and prepared (10%) for each class and that they will be active participants (20%). If the instructor senses that students are not current on the readings the instructor will give quizzes, which will be reflected in this portion of the student’s grade. The quizzes will be unannounced, and there will be no make-ups. During most class periods several students will be given an opportunity to answer questions pertaining to the course readings or to prior course sessions. Students who are late for the third time will be considered absent. Class attendance and meaningful participation in the class are essential. It is impossible to “redo or make up” missed class time because of the interactive nature of the class.

   Chronic lateness is rude and evidence of lack of readiness for professional practice. Please be on time. The Graduate Bulletin states the following about class attendance: “Graduate students are expected to be responsible for regular class attendance. A student whose attendance in classes is unsatisfactory to the instructor, the advisor, or the Dean of Graduate Studies and Research may be excluded from a course, a final examination, or a graduate program.” Students are allowed a two (2) excused absences each academic year for religious observance required by the faith of a student. Written notice must be given to each instructor no later than three weeks after the first class day of the term.

2. Midterm Exam (20%) Multiple choice/ take-home
3. Final Exam (20%) Multiple choice and Essay/ take-home or in class during the exam period.
4. Genogram Paper (20%), Due 11/10
   Present your family’s genogram (at least three generations) in 2-3 pages (typed, double-spaced). You can include outside references if you wish. The purpose of the exercise is (a) to demonstrate your understanding of basic systems theory concepts by using a family as an examples of the concepts, and (b) to practice basic interview skills. Grading is based on (a) appropriate use of symbols in the genogram, (b) evidence of understanding
concepts in family systems by using concrete examples to support interpretations/conclusions, (c) writing quality.

TENTATIVE COURSES OUTLINE
8/23 1 Introduction to course and instructor.

8/30 2 Modern Theories
Waltzlawick et al, Forward, Preface Ch. 1 & 2
Winek Ch. 1

9/6 3 Post-modern Theories
Winek Ch. 2
Waltzlawick et al, Ch. 3,4,5,6

9/13 4 Critical Challenges
Winek Ch. 3


Waltzlawick et al, Ch. 7,8,9

9/20 5 Change and Process and Review Midterm
Waltzlawick et al, Ch. 10,11

McGoldrick Ch. 1& 2

10/4 7 Behavioral Family Therapy
Winek Ch. 4
Winek, J. & Perkins, B. Behavioral Family Therapy @ CEULibrary.com

10/11 8 Symbolic Experiential Family Therapy
Winek Ch .6


Winek, J. & Mulgrew, J. Experiential Family Therapy @CEULibrary.com

10/18 Fall Break

10/25 9 Bowen Family Therapy

Winek Ch. 5


McGoldrick Ch 3 & 4

11/1 10 Mental Research Institute MRI

Winek Ch. 7


11/8 11 Structural

Winek Ch. 8


Winek, J. Edwards, J. Structural Strategic Family therapy @ CEULibrary.com

11/15 12 Strategic Family therapy Final

Winek Ch. 9

Winek, J. & Richey, P. Strategic Medical Family Therapy @CEU Library.com

11/22 13 Family Process & Review Genogram Paper due Final

Winek Ch. 13

Coombs Ch. 6

Final due at the final exam date.
Academic Integrity Code
Appalachian’s policy on academic integrity allows a student and faculty member to work out sanctions for a first offense without a formal referral to the Office of Student Conduct. However, this policy works only if the process outlined in the Code is followed, which includes a record of the sanction submitted to the Office of Student Conduct on the appropriate form.

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: www.studentconduct.appstate.edu.

Accommodations for Students with Disabilities
Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at http://www.ods.appstate.edu/ or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Office Hours

11:00-12:00  Mondays

12:00-5:00  Fridays

By appointment

Student Learning outcomes
HPC 5270 Theories of Marriage and Family Therapy I is designed to assist students in meeting, in part, the following Student Learning Outcomes:

1. Systematic Theories: Students will comprehend, articulate, and apply various systemic theories of marriage and family therapy to individuals, couples, and families from a multicultural perspective.

**Professional Marriage and Family Therapy Principals**

HPC 5270 Theories of Marriage and Family Therapy I meets the following Professional Marriage and Family Therapy Principles:

1. This course meets the **Marriage and Family Therapy Educational Guidelines**
   in Area I: Theoretical Knowledge and Area 10: Standard Curriculum and Didactic Area Requirements.

   10.01: This course is taught from a multicultural perspective and is infused with content that addresses issues related to diversity, power and privilege as they relate to age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status.

   10.02: The curriculum of this course will address appropriate collaboration with other disciplines.

   101.01: The content in this course will address the historical development, theoretical and empirical foundation, and contemporary conceptual directions of the field of marriage and family therapy.

   101.02: This course enables students to conceptualize and distinguish the critical epistemological issues in the profession of marriage and family therapy.

   101.03: The material in this course provides a comprehensive survey and substantive understanding of the major models of marriage, couple, and family therapy.

**MFT Core Competencies**

2. This course meets the MFT Core Competencies in Domain

Students will demonstrate achievement of the following core competencies through course activities:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Rationale for how addressed</th>
<th>How competence is demonstrated in this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand systems concepts and theories and techniques that are foundational to the practice of marriage and family therapy</td>
<td>Class discussion, Assigned readings, Role plays</td>
<td>Exams, Term paper grading rubric</td>
</tr>
<tr>
<td>Understand theories and techniques of individual, marital, family, and group psychotherapy</td>
<td>Class discussion, Assigned readings, Role plays</td>
<td>Exams, Term paper grading rubric</td>
</tr>
<tr>
<td>Recognize contextual and systemic issues (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context)</td>
<td>Class discussion, Assigned readings, Role plays</td>
<td>Exams, Term paper grading rubric</td>
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<tr>
<td>Develop systemic hypotheses regarding relationship patterns and their bearing on the presenting problem</td>
<td>Class discussion, Assigned readings, Role plays</td>
<td>Exams, Term paper grading rubric</td>
</tr>
<tr>
<td>Develop systemic hypotheses about the influence of treatment on extra-therapeutic relationships and other client systems</td>
<td>Class discussion, Assigned readings, Role plays</td>
<td>Exams, Term paper grading rubric</td>
</tr>
<tr>
<td>Assess family history using genograms</td>
<td>Assigned readings Lecture/Class demonstration</td>
<td>Term paper grading rubric</td>
</tr>
<tr>
<td>Recognize strengths, limitations, and contraindications of specific therapy models</td>
<td>Class discussion, Assigned readings, Role plays</td>
<td>Exams, Term paper grading rubric</td>
</tr>
<tr>
<td>Distinguish differences between content and process issues and their impact on therapy</td>
<td>Class discussion, Assigned readings, Role plays</td>
<td>Exams, Term paper grading rubric</td>
</tr>
</tbody>
</table>

3. **AAMFT Code of Ethics**

MFT Faculty and students enrolled in the MFT Program must adhere to AAMFT standards of ethical professional behavior in their therapy, training, teaching, and research. Professional conduct with clients other students, MFT faculty, and other agencies is an absolute requirement of the MFT Program. MFT faculty members are expected to demonstrate appropriate models of professional conduct, and students are expected to follow appropriate models of professional behavior.

4. **North Carolina MFT Licensure Board**
This course meets the educational guidelines of the North Carolina Marriage and Family Therapy Licensure Board for coursework in: Marriage and Family Therapy Theory, specific and extensive content in systems theory or other theoretical approaches in MFT.