

**NOVA SOUTHEASTERN UNIVERSITY
CENTER FOR PSYCHOLOGICAL STUDIES**

COURSE OUTLINE

Course # & Title: PSY 645 Couples and Family Counseling Strategies

Credit Hours: 3

Location/Section: Jacksonville/JX3

Dates: May 2, 3, 4, 2008
May 16, 17, 18, 2008

Class Times: Fridays 6:00 P.M. – 10:00 P.M.
Saturdays 8:30 A.M. – 6:00 P.M.
Sundays 8:30 A.M. – 5:30 P.M.

Instructor: Kenneth L. Smylie, Ph.D., LMFT, LMHC, NCC
(352) 215-8844
ksmylie@nova.edu

Required Text:

Goldenberg, I., and Goldenberg, H. Family Therapy: An Overview, 2008, (7th edition), Pacific Grove, CA: Thomson. ISBN: 0495097594

Course Description:

This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and therapeutic intervention. It is designed to develop specific intervention competencies.

Prerequisites: PSY 502; PSY 511; PSY 584 or consent of advisor.

Course Objectives:

At the completion of this course, students should be able to:

1. Describe the family systems perspective.
2. Describe major theoretical paradigms of family interaction.
3. Describe techniques of family therapy.
4. Evaluate couples' relationships in family of origin contexts.
5. Demonstrate an understanding of their own family of origin's development, structure, and communication patterns.

CALENDAR OF ASSIGNMENTS:

1. Prior to the first class meeting on May 2, students will have read Chapters 1-10 in the text for this course.
2. Prior to the second class meeting on May 16 students will have read Chapters 11-18 in the text for this course.

CLASS PRESENTATION (due May 2)

1. Pick a topic of interest from the text.
2. Get Dr. Smylie's approval first (ksmylie@nova.edu, (352) 215-8844)
3. Prepare a 10 minute class presentation on your topic, plus Q and A at the end.
4. Submit to Dr. Smylie a one page presentation outline including a title, specific purpose statement, introduction, body, summary, and conclusion. Due the day you present.
5. Presentation may be pros and cons, explanation, current research.
6. Cite sources outside the text.
7. Use props, illustrations, graphics, pictures, stories, examples; use your creativity to make it interesting. HINT: pick a topic you have had some personal experience or interest with. NOTE: long lists of statistics are boring.

Examples:

Clearly explain the basic concepts of one systemic therapy

Clearly explain one major theoretical paradigm of family interaction

How couples/family values have changed and why

The effects of sexual/physical abuse on couples and/or family relationships

Describe the family systems perspective.

Describe a major theoretical paradigm of family interaction.

Describe techniques of family therapy.

Evaluate one couples' relationship in family of origin context.

Describe an understanding of your own family of origin's development, structure, and communication patterns.

ROLE PLAYS (due May 2 {2 role plays} and May 16 {2 role plays})

You are to prepare two 5 minute role plays where you, as the counselor, show how you would handle counseling an individual or couple or family with a particular couple/family issue. You pick the issue.

1. Write a scenario you wish to address in counseling. No more than one page description of the situation and the problem.
2. Find student volunteers to play act the clients and have them read the scenario and then role play the client parts. They should NOT simply read the script.

3. As the counselor you hear the problem and demonstrate (role play) how you would help the client. (Don't just read a script).

PAPER (due May 2)

You are to write a three (3) page paper articulating your own family of origin's development, structure, and communication patterns. Be prepared to explain the highlights to the class.

Paper (due May 16)

You are to write a three (3) page paper describing and explaining your preferred Family Therapy model (see chapters 6-15 in the text). Explain the model and tell why you prefer it. Be prepared to explain the highlights to the class.

EXAMINATIONS

Midterm exam: May 4

Final exam: May 18

Lectures and readings overlap somewhat, but not completely. Much text material is not covered in lectures but may be on an exam. Students are expected to be familiar with assigned reading that is not covered in class.

GRADING CRITERIA:

Midterm exam: 30%, Final exam: 30%, Participation: 10%, Presentation: 10%, Role Plays: 10%, ATTITUDE: 10%

The exams will be multiple choice and/or true or false questions.

NOTE: Having laptop computers and cell phones in the classroom has proven to be a major distraction from the learning process, therefore:

NO CELL PHONES OR LAPTOPS ALLOWED IN THE CLASSROOM.

BIBLIOGRAPHY

- Bowen, M. (1978). Family therapy in clinical practice. New York: Jason Aronson.
- Framo, J.L. (1976). Family of origin as a therapeutic resource for adults in marital and family therapy: You can and should go home again. Family Process, 15, 193-210.
- Gurman, A., and Kniskern, D. (Eds.) (1981). Handbook of family therapy. New York: Brunner/Mazel, Inc.
- Haley, J. (1973). Uncommon therapy. New York: W.W. Norton and Co.
- Jacobson, N.S., and Margolin, G. (1979). Marital therapy: Strategies based on social learning and behavior exchange principles. New York: Brunner/Mazel, Inc.
- Mikesell, R., Lusteran, D., and McDaniel, S. (Eds.) (1995). Integrating family therapy. Washington, D.C.: American Psychological Association.
- Minuchin, S. (1974). Families and family therapy. Cambridge, MA: Harvard University Press.
- Satir, V. (1967). Conjoint family therapy: A guide to theory and technique. Palo Alto, CA: Science and Behavior Books.
- Whitaker, C., and Malone, T. (1953). The roots of psychotherapy. New York: Blakiston.