

Maryland in Europe – Graduate Programs
EDCP 665 - Family and Social Support Systems
Term 3 Syllabus

Course Dates: WEEKENDS, 25/26 JAN, 8/9 & 22/23 FEB, 8/9 MAR 03, 09:00 to 16:00

Course Location: Heidelberg

Instructor: Dr. Clement Marcantonio earned Doctor of Education degree in Psychology, Marriage and Family at the University of Northern Colorado; he did post-doctoral work at the Palo Alto Mental Research Institute and Graduate School of Marriage and Family at St. Rafael, CA.; he is a clinical member and Approved Supervisor for the American Association of Marriage and Family Therapists, Licensed Marriage and Family Therapist and National Certified Counselor; has taught graduate courses in excess of 20 years for the University Southern Cal, Boston University and University of Maryland.

Email: clement.marcantonio@lnd.amedd.army.mil In addition, A Web Board will be used. Students will be enrolled in the Web Board. There will be assignments to be posted on the 655 Web Board. Primary amongst these are “Reaction Papers”: at the end of each of the first three weekends, each student will write a reaction paper of the weekend experience. The paper is to approximately one page in length and is to focus on what the student has learned in that weekend, and how that learning will be personally and professionally beneficial This can also be a critical reaction to the weekend, identifying what has been useful, and what would be useful in future classes. The Reaction Paper is to be posted on our Web Board by Wednesday following each weekend. Web Board Assignments will count as part of your class participation.

Office Hours: 30 minutes after class or by appointment

Required Reading Texts:

- Goldenberg, H. & Goldenberg, I. (2000) Family Therapy, 5th ed., Brooks & Cole Publishing.
- Goldenberg, H. & Goldenberg I. (2000) My Self In Family Context: A Personal Journal. Brooks & Cole.
- Satir, V.M. (1985) New People Making, Palo Alto, CA: Science and Behavior: Books.
- McGoldrick, M. Gerson Randy, & Scellenberger, S. (1999) Genograms, Assessment and Intervention, W.W. Norton & Company, New York.
- Worden, M. (1999). Family Therapy Basics (2nd ed.). Brooks/Cole-Thompson.

Other professional articles as assigned by instructor

Prerequisites: EDCP610 Recommended.

Course Description: This course is designed to give an overview of family systems theories and their relevance to the field of counseling. It will focus mainly on the Systems Approach to family counseling, which is a new way for families to solve problems together. This approach is based on the understanding that human problems are embedded in patterns of human interaction and therefore, treatment of any one person must also include the other significant people in the family. In the words of Dr. Minuchin, "In family therapy we do not say 'you are sick', we say 'you are stuck'. We are caught with each other-I believe that we are on the brink of a new era when child psychiatry will always be family psychiatry, when the family will be seen as a unit of healing."

Course Objectives: Due to the nature of the course subject matter, achieving the course objectives necessitates active involvement of the students in the learning process. While lecturing is appropriate, group and experiential methods are particularly applicable. Such methods as case studies, family simulation, sculpting, family genograms, student presentations are especially relevant for this class.

To achieve the overall course objective the student should:

1. Identify the historical high lights of family therapy.
2. Recognize the personal characteristics of a successful family counselor.
3. Describe and show an understanding of the ten foremost theories of family therapy.
4. Be able to apply relevant principles from family systems theories to the analysis of family problems.
5. Be able to relate the course content to the real world of one's family system.
6. Recognize the importance of assessment and research in family therapy.

Classroom Activities: Genograms, family sculpting, video presentations, case studies and role-playing.

Grade Policy: points will be assigned to the class requirements as follows:

Class attendance	40 points
Class Participation	40 points
Family Journal	40 points
Class Quizzes	140 points
Final Exam	140 points
Term Papers	<u>100 points</u>
Total points	500 points

A = 450-500 points

B = 400-499 points

C = 350-399 points

Consultation: The instructor is available on request, if you would like to discuss with him any concerns, issues or anything related to being a student in the counseling program.

Written Assignments:

Family Journal: All students will write 2-3 pages per week (handwritten or typed) in some type of bound journal. The weekly entries should reflect the relevant ideas in the chapter assigned in the text or other article readings. Students may use their own family or a family they are familiar with. Journals will be collected on the next to the last class period. If they desire that the instructor not read a certain journal entry, they are advised to staple those pages together. Your privacy will be respected.

Paper: choose two of the following topics

1. **Family Biography:** Write a biography of your family, with special emphasis on your parents' marriage. Include a description of their courtship and changes in their relationship over time. Describe the mutual influence of the different generations on each other. How did the birth and growth of various children affect the marriage? How did the marriage affect various children? What part did the extended family play? You will probably want to look at each parent as an individual, as a member of the couple subsystem, and as a member of the parental subsystem. How has your parents' marriage affected your intimate relationships?

2. Family Analysis: Select a full-length biography (ex Roosevelt, Kennedy or Clinton families) or one of the following movies depicting a fictional family for analysis: The Burning Bed, Ordinary People, The War of the Roses, Kramer vs. Kramer, The Great Santini or On Golden Pond. Your analysis should be based on the theoretical approach of a particular theory presented in class. Basically, it should represent a logical, concise view/explanation of the family as an interactional system. Further guidance will be given on the first day of class.

3. Select a topic of interest in the area of family systems and counseling for a term paper. The instructor requires prior approval of the topic.

Papers are to be written in APA format. Grammar, punctuation, and spelling should be excellent and reflect graduate level ability. Your writing style should make your meaning clear. Extensions are granted only on request and for circumstances beyond the control of the student. To safeguard against loss, always keep a second copy of your papers before giving the original to the instructor. Make the paper as long as necessary to do an excellent, meaningful piece of work, but no longer than 15 pages.

Course Synopsis: (weekend format)

1. Introduction to the course: Adopting a family frame of reference.

Family life cycle; family as psychosocial system.

Reading Assignment & Homework:

A. Chapter 1, 2, 3, & 4 (Goldenberg)

Workbook: pp. 1 - 4, 9 & 12, 16 & 19, 25 & 27.

B. The Bowen Theory, Family Systems Approach: Family is the Matrix out of which people come. A multi-generational view of family is crucial. Goal is differentiation of self from the undifferentiated family ego mass.

Reading Assignment & Homework:

C. Chapter 8 (Goldenberg)

Birth Order (article by Toman),

Chronic Anxiety & Defining Self (article by Kerr),

Workbook pp. 85 - 89.

D. Applying the Bowen Theory to your family systems

Video of counseling session

Homework:

Workbook pp. 92 - 96.

2. Contextual Therapy: Boszormenyi-Nagy

Family members must be held ethically accountable for their behavior with one another and must learn to balance entitlement and indebtedness. We carry within invisible family loyalties.

Reading Assignment & Homework

A. pp. 127 - 133 (Goldenberg)

The Humanistic Approach: Virginia Satir

Family is an emotional system, which is expressed through communication. Family life centers around the ability to communicate. Low self-worth causes faulty communication in family systems.

Reading Assignment & Homework:

B. The New People Making, Virginia Satir

Workbook pp. 81 - 83.

Applying the Satir Approach to your family system: How is your family EQ (emotional intelligence)? Exercises & role-play.

Carl Whitaker: Symbolic-Experiential Family Therapy.

Families are changed as a result of their effective or emotional experiences, not through education. We gain access to our experiences non-verbally or symbolically through unstated but striking processes occurring within the family.

Reading Assignment & Homework:

Chapter 7, pp. 136 - 146

Dancing with the Family (handout)

Workbook: pp. 72 - 76.

3. Structural Approach: Salvador Munchin

Problems are maintained by dysfunctional family structures. Family members relate according to certain arrangements which govern transactions. Applying the structural approach to your family system.

Reading Assignment & Homework:

A. The Communication/Strategic Approach: MRI. J. Haley & Milano

You cannot not communicate. Family is an interacting communication network in which every member from the day-old baby to the 70-year old grandfather influences, and in turn is influenced by the nature of the entire system. Basic concepts include: family homeostasis, double blind, therapeutic paradox, circularity and positive connotation.

Reading Assignment & Homework:

B. Chapter 10 & 11.

4. Review and Critique of the Communications/Strategic/Milano Approaches

Video of counseling session

A. New Directions in Family Therapy

Solution-focused therapy, Narrative therapy, Reflecting team, Feminist family therapy, Psychoeducational family therapy.

B. Counseling Today's Families

The single-parent led family. The divorcing family. The Step family. The grieving family. The dual-career family.

B. Assessment techniques in family therapy

Class Reports

Final exam and Evaluations:

In lieu of a mid-term exam, there will be three quizzes, which will be given at different times throughout the course. The times and the nature of the quizzes will be discussed in class. All written assignments are due on the last weekend of the course. Due to justifiable and unavoidable circumstances, late turn-ins will be accepted.

Welcome to EDCP 665, the Family Class!

I hope it will be a personally rewarding experience for you! It is designed to be highly experiential and, therefore, it requires your personal commitment to want to participate in class exercises and to support class members as they go through the experience of their own families. The weekend format of the course makes it mandatory for all students to devote quality time in preparing the reading material assigned for the respective weekends. Before the first weekend, students are advised to read Chapters 1 & 2 (Goldenberg) Chapters 1, 2, 3 (McGoldrick, genogram, assessment & intervention) and focus on Chapter 8 (Goldenberg).