

AZUSA PACIFIC UNIVERSITY
DEPARTMENT OF GRADUATE PSYCHOLOGY
PSY 716 Family Psychology (3 Units)

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Course Description:

This course examines family development, the assessment of family functioning, the intersection of psychopathology and family dynamics, and family psychotherapy. Students will learn to administer and interpret family assessment measures. The role of culture, ethnicity, and religious influences in families will be discussed. Students will develop systemic treatment plans which recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

Course Purpose:

This course is intended to teach theories of family psychology, to prepare students to assess families in clinical settings, and to train students in developing family case studies.

Course Goals and Objectives:

Consistent with the APA Guidelines and Principles for Accreditation, this course will seek to develop and enhance outcome competencies that are important in professional psychology. The National Council of Schools and Programs of Professional Psychology has identified seven core competency areas; this course will provide content for the development of competencies in these areas:

1. Research and evaluation: course lectures, readings, and assignments will review current research on family psychology and students will have the opportunity to interact critically with the research to form an understanding of Family Psychology that facilitates clinical interventions that have empirical validation. The clinical case presentation should demonstrate the student's ability to bring together theory and therapeutic practice in an integrated form.
2. Assessment: theoretical foundations of family assessment and family assessment instruments will be reviewed and students will have the opportunity to demonstrate their competency to interpret a family assessment device.
3. Intervention: a variety of empirically validated family psychology treatments and family psychology intervention models will be introduced in the lectures and readings. The clinical case presentation will provide an opportunity for the student to demonstrate their competency in utilizing these models in an actual clinical situation.
4. Education: preventive and psychoeducational models will be reviewed and students will have the opportunity to include such collateral referrals in their clinical case presentation.
5. Diversity: distinctions between families due to individual and group differences will be explored in this course and students will have the opportunity to demonstrate their competency in the inclusion of diversity factors (age, ethnicity, gender, sexual orientation, religion, disability, socioeconomic status) in case conceptualization and treatment planning.

Required Texts:

*Mikesell, R., Lusterman, D., & McDaniel, S. (Eds.). (1995). Integrating family therapy: Handbook of family psychology and systems theory. Washington D.C.: APA. **Text purchased for PSY711*

Nichols, M. (1999). Inside family therapy: A case study in family healing. Boston: Allyn & Bacon.

Recommended Text:

Liddle, H.A., Santisteban, D., Levant, R., and Bray, J. (2002). Family psychology: Science-based interventions. Washington DC: APA.

Course Requirements:

1. Students will be expected to read the required readings noted below (see lecture schedule) and additional recommended or referenced texts in this syllabus. The assigned material from Nichols (1999) will be discussed in class session on occasion. As in all classes in the APU PsyD, students are expected to complete required reading prior to the relevant class session; students who do not complete the reading are expected to refrain from participation in that class discussion. Failure to complete assigned reading in advance may lower the class participation portion of your grade. Student understanding of the required reading will be examined in the course final examination.
2. Students will be expected to attend class regularly and participate in class discussion, based on knowledge and understanding gained from prior reading. At one point in the semester, students are expected to complete several systemic assessment devices personally in order to gain individual experience with the tests. Students will be expected to participate in role play assignments during the course.
3. Students will complete a mid-term and final examination on the lectures and required reading. This examination is intended to assess student outcome competency in family psychology. The exams will include interpretation of family/systemic assessment profiles, short answer, multiple choice, and essay questions. The mid-term will include material covered prior to the exam and the final exam will cover material subsequent to the mid-term only.
4. Students will complete a clinical case presentation (an outline will be provided) including presenting issues, assessment, diagnosis, theoretical orientation for treatment, empirically supported treatment plan, and prognosis. The nature of the case may reflect the student's own area of interest and projected specialty. The paper should be 15-20 pages in length and prepared in APA style, using 12 point font. Consistent with the policy of the Department of Graduate Psychology, grades will be reduced on late work.

Grading:

Reading and Class Participation	10%
Mid-Term Exam	25%
Clinical Case Presentation.....	40%
Final Exam	25%

Course Schedule:

We will review the assigned reading in Nichols (1999) on occasion prior to lecture and discussion of the topic for the session. Reading relevant to the topic is noted for each session and should be read prior to class.

1. **An Introduction to Family Psychology**
MLM: Chapter 3
2. **Diversity in Families**
Nichols: Preface, Chapters 1-3
MLM: Chapters 17, 18, 19, 20; Patterson (2000), & Seccombe (2000); Liddle, Santisteban, Levant, & Bray (2002) Chapter 16

3. **Empirically Validated Family Psychology Treatments**
Nichols: Chapter 4
Stanton (1999); Liddle, Santisteban, Levant, & Bray (2002) Chapters 1-3
COMPLETE ASSIGNED ASSESSMENT DEVICES
4. **Psychopathology and Family Systems**
Nichols: Chapter 5
MLM: Chapter 10, Kaslow (p.3-45; on reserve in DGP office)
5. **Introduction to Systemic Assessment**
Nichols: Chapter 6
MLM: Chapter 9 + Bray (1995), Hayden et al. (1998) (on reserve in DGP office); Liddle, Santisteban, Levant, & Bray (2002) Chapter 4
6. **Models of Family Functioning and Family Assessment:**
I. The Circumplex Model of Family Systems & the Family Cohesion and Adaptability Evaluation Scale (FACES)
READ Interactive Notes on the Circumplex Model & FACES in advance of class
Nichols: Chapter 7
MLM: Chapter 12
7. II. The McMaster Model of Family Functioning - The Family Assessment Device (FAD)
Nichols: Chapter 8, McMaster & FAD articles (on reserve in DGP office)
8. **MID-TERM EXAM – February 25, 2002**
Nichols: Chapter 9
9. III. Family Stress Theory (A) and the Family Inventory of Life Events (FILE)
Nichols: Chapter 10
Stanton (1999), MLM: Chapters 26, 27
10. III. Family Stress Theory (B) and the F-COPES
Nichols: Chapter 11
Stanton (1998)
11. **Developmental Systems Theory & Family Development**
Nichols: Chapter 12
MLM: Chapter 5
12. **Key Issues in Family Development**
Divorce and Family Adjustment to Divorce
Nichols: Chapter 13
MLM: Chapter 16, Amato (2000)
13. Single Parent Families, Remarriage & Reconstituted Families
Nichols: Chapter 14
MLM: Chapters 7
14. **Prevention and Psychoeducation in Family Psychology**
Nichols: Chapter 15; Liddle, Santisteban, Levant, & Bray (2002) Chapters 9-10
15. **FINAL EXAM – April 29, 2002**

PSY 716 Family Psychology Case Presentation

1. Description of the patient(s) and presenting issue(s)

Use pseudonyms or first names only to preserve confidentiality. Omit any identifying information that may reasonably be expected to break confidentiality. Include only the most salient information in a concise fashion. Provide behavioral descriptions of the problem(s) to be addressed and delineate the long-term goals of therapy.

2. Assessment

- a. Include a genogram that covers at least three generations
- b. Include a brief report on the use of any assessment device to aid in your understanding of the case (e.g. FAD, FACES, FILE, etc.).

3. Intraindividual Factors

- a. Consider issues such as developmental history, psychopathology, personality traits or disorder, medical/physiological factors, intelligence, education, etc.
- b. Provide a five-axis diagnosis for each of the patients and GARF.

4. Intrafamilial Factors

- a. Describe the life cycle stage predominate in the case.
- b. Note communication patterns, family typology, family constructs, coping skills, role definitions, etc.
- c. Indicate any special circumstances within the family that complicate or impact on the case (e.g. substance abuse dynamics, marital problems, parenting issues, sibling interaction).
- d. Ethnic/cultural/religious (or other special population) characteristics that play a role in the case

5. Contextual Factors

- a. Individual/Family-environment transactions (positive or negative, e.g. housing, church, school medical care, psychological services, employment, etc.).
- b. Pile-up of stressors (unresolved problems)
- c. Social network analysis
- d. Social support analysis

6. Treatment Plan

- a. What treatment modality or modalities do you plan to utilize?
- b. Your primary theoretical foundations for this case.
- c. Specify short-term objectives and planned interventions (specify at which level(s) of the system you intend to intervene) to achieve the objectives.
- d. Interaction, cooperation, coordination what other disciplines and/or agencies

References

General (Family Psychology & Family Therapy)

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Diversity in Families

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Empirically Validated Family Psychology Treatment

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