

Advanced Seminar in Marriage and Family Therapy Counseling 612, Fall 2010

Instructor: Amir Abbassi, Ph.D., L.P.C., LMFT

Office hours: In Mesquite
Wednesdays from 6-7:20
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COURSE DESCRIPTION

A didactic and experiential seminar course in marital and family counseling/therapy for advanced students. Emphasis on the development of the students' therapeutic expertise in structural and strategic family intervention techniques.

Prerequisite: Counseling 611 or consent of instructor

REQUIRED TEXTS

Bowen, M. (1978). *Family therapy in clinical practice*. NY: Jason Aronson

Kerr, M, & Bowen, M. (1988). *Family Evaluation: An approach based on Bowen Theory*.

Minuchin, S. & Mishman, H.C. (1981). *Family therapy techniques*. Cambridge, Harvard University Press.

Minuchin, S. (1974). *Family and family therapy*. Cambridge, Harvard University press

COURSE OBJECTIVES

For Students to:

1. Become knowledgeable about new approaches to marriage and family therapy, both theoretically and in application.
2. To develop skills in using the techniques which have grown out of these approaches
3. To develop their own theoretical approach toward working with families

A seminar is defined as “a group of advanced students at a college or university, meeting regularly and informally with a professor for discussion of research problem.” Hence, the usual lecture format will not be followed. The instructor will serve as a resources person, and each student will be expected to have read relevant materials, participate in and CONTRIBUTE TO ALL, discussions. Since a seminar is advanced and this is a doctoral

level course, evidence of conceptualization of material beyond that of master's level courses is important. This course is designed to significantly advance the students' knowledge, understanding, and practice of contemporary approaches to family therapy/counseling.

Observation of family in counseling: An effort will be made for the instructor to see a family in the Mesquite campus at some point during the semester, so that students will have an opportunity to observe and to incorporate the ideas being discussed in the course into their thinking about doing therapy. This will depend upon the willingness of families to be observed and availability of families at this time period. It may also alter the calendar for the syllabus.

Course Outline: The following topics will be covered in the course:

Attachment Theory/security in families

Change in families

Ethical/Multicultural issues with families

Intergenerational Therapy

Strategic Therapy/MRI/Milan

Structural Therapy

Solution Focused/Brief Therapy

Narrative/Social Constructivist/Post Modern Therapy

Experiential/Humanistic Therapy

Requirements:

Theory Presentation/discussion: Students will be expected to present on one or two of the above theories. The presentation will be based on the student's "out of class" preparation/reading of the theory (must include a minimum of one major book on the theory). Additional current journal articles should be included; video may be used, when available, to augment the presentation. Students presenting the theory will also provide two related articles to all class members. At least one of these articles **MUST** be clinically/application based. These articles will be provided to the class one week prior to the presentation of the theory. Student presenting the theory will also be responsible for "directing" the discussion of the articles. Additionally student presenting the theory will conduct a mock counseling session (with the student serving as therapist) applying the theory, based on a hypothetical client issue provided by the instructor. Assistance for the student/therapist will be provided by the instructor, as needed, and the purpose of the session will be more to help see the theory in action, rather than try to provide expert therapy. Each student will also provide his/her observation of all theories presented. Each student will pick up a theory of his choice to identify with.

Presentation should include the following:

Background/history of the theory

Key concepts

Assessment/treatment

Techniques

Role of the therapist

Ethical/multicultural implications

Types of cases most likely and least likely to be effective with

Expectations of Students

1. Attendance of all classes
2. Reading of assignments in advance
3. Active participation in discussion and practice.
4. Commitment to own growth.

Evaluation

Presentations and mock counseling session 50%

Student participation and contribution to class discussion 50%

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamuc.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

Tentative Calendar

<u>Date</u>	<u>Topic</u>
TBA	Introduction
TBA	Overview of system Theory
TBA	Change in Families

TBA	Ethics in Family Therapy
TBA	Theory 1 presentation/mock counseling session (Experiential/humanistic theory)
TBA	Theory 2 presentation/mock counseling session (Intergenerational Theory)
TBA	Theory 3 presentation/mock counseling session (Structural Theory)
TBA	Theory 4 presentation/mock counseling session (Strategic Theory)
TBA	Theory 5 presentation/mock counseling session (Solution focused Therapy)
TBA	Theory 6 presentation/mock counseling session (Narrative Therapy)
TBA	Assessment of Families Presentation/mock session
TBA	Summery of Theories/observation
TBA	Summery of Theories/observation
TBA	Summery of Theories/observation
TBA	Summery of Theories/observation
TBA	Summery of Theories/observation