

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Sociology Date 3/21/11

Course No. or Level 302 Title Methods of Sociology

Semester hours 3 Clock hours: Lecture x Laboratory _____

Prerequisites Sociology 201 (Principles of Sociology)

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification x
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Rusty Ward

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2011

Date of School/Department approval _____

Catalog description:

- Purpose:
1. For Whom (generally?) The course is designed for sociology majors, and students from other disciplines who wish to answer social research questions through the collection of data.
 2. What should the course do for the student? It is my hope that students will understand how data collection methods (e.g., the use of surveys, existing statistics, analysis of text, observation, intensive interviewing, and experiments) help us to answer important social questions, and why our limited perceptions of social processes can be wrong.

Teaching method planned: I will facilitate an interactive and “hands on” approach to learning that includes class discussions, classroom exercises, and the actual collection of data.

Textbook and/or materials planned (including electronic/multimedia): The following textbook will be required: Schutt, Russell K. (2009). *Investigating the social world* (6th ed.). Thousand Oaks, CA: Sage.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

The course has six major areas of content: a) an appreciation for how our own backgrounds and biases shape our understanding of the world; b) how to avoid errors rooted in the particularities of our own backgrounds and biases; c) the role of theory in guiding research; d) hypothesis testing; e) data collection strategies; and, f) quantitative and qualitative data analysis.

When completed, forward to the Office of the Provost.

9/03

Course Title/Number: Methods of Sociology 302

Semester: Fall 2011

Section: 4795

Class Schedule: 8:30–9:20 MWF

Building/Room: FH 250A

Instructor: Russell (Rusty) E. Ward, Jr., Ph.D.

Office: Founders Hall 242

Phone: 661-4632

Email: rward@fmarion.edu

Office Hours: 1:30-3:00 MWF, 10:00-11:30 TTH, or by appointment

Course goal: You will understand how research methods help us to answer important social questions, and why our limited perceptions of social processes can be wrong. The instructor will facilitate an interactive and “hands on” approach to learning that includes class discussions, and small group exercises.

Text: Schutt, Russell K. (2009). *Investigating the social world* (6th ed.). Thousand Oaks, CA: Sage.

Prerequisite: Principles of Sociology 201

Course requirements: Class attendance will be based on the university’s attendance policy. The instructor has the option of dropping and failing students from the course if they miss more than 6 classes. Each missed class represents an absence, regardless of the reason. Late arrivals to class will be considered absences.

Students who consistently disrupt class (e.g., cell phones, talking, etc.) will receive one warning to cease. Further disruptions will result in withdrawal from the course.

Students whose total points are “on the line” (i.e., 1 percentage point away from cut-off point) are rewarded for a consistent pattern of offering comments in class that relate to the readings and generate discussion. This opportunity implies the need for perfect, or near perfect class attendance. There is no extra credit in this course.

Grades will be based on your performance in the following two areas: (1) four in-class exams of the multiple-choice type; and, (2) two classroom presentations. Please note that a brief written report must accompany the second presentation.

In-class tests: The four tests will focus on material presented in the book and in class. Each test is worth 100 points, and consists of 50 multiple-choice questions. It will be assumed that students who leave the classroom after the test begins will have completed the test, and no student who arrives late may take the test after another student leaves.

NOTE: You are expected to show up for tests during the scheduled time. If for some reason (e.g., the outbreak of World War III, alien abduction, personally bearing triplets, etc.) you are unable to take a scheduled exam, please discuss this matter with me

BEFORE (not the day) the exam is scheduled. The instructor does not guarantee that missed exams can be made up.

Classroom presentations: The presentations, each worth 100 points, require that you learn some research technology and conduct an interview. Details about the presentations appear at the end of this syllabus.

Cheating or plagiarism: I do not tolerate academic dishonesty. Any student observed cheating, taking credit for someone else's work, allowing others to take credit for his or her work, or engaging in other acts of academic dishonesty as described in the FMU Student Handbook will receive a 'zero' grade on the test or the assignment. In addition, I will report the incident to university officials, whereby additional sanctions may be applied.

Grading scale: Each component of the course carries the following weight:

In-class tests	400 points	540+	A
<u>Presentations</u>	<u>200 points</u>	510 – 539	B+
Total	600 points	480 – 509	B
		450 – 479	C+
		420 – 449	C
		390 – 419	D+
		360 – 389	D
		Below 360	F

“He who cuts his own wood warms himself twice.”

Henry David Thoreau

Course calendar

I try my best to stick with this schedule, but reserve the right to make changes

Week	Date	Day	Topic	Assignment
1		W	Course introduction	
		F	Science, Society, and Social Research	Read chapter 1
		M	↓ MLK Jr. Holiday; university closed	
2		W	↓	
		F	The Process and Problems of Social Research	Read chapter 2
		M	↓	
3		W	↓	
		F	Research Ethics and Philosophies	Read chapter 3
		M	↓	
4		W		Exam #1
		F	Conceptualization and Measurement	Read chapter 4
		M	↓	
5		W	↓	
		F	Sampling	Read chapter 5
		M	↓	
6		W	↓	
		F	Research Design and Causation	Read chapter 6
		M	↓	
7		W	Experiments	Read chapter 7
		F	↓	
		M	Students demonstrate voice to text transcription	
8		W		Exam #2
		F	Survey Research	Read chapter 8
		M	↓	
9		W	Qualitative Methods	Read chapter 9

		F	↓	
		M		Spring Break
10		W	↓	
		F	↓	
		M		Qualitative Data Analysis
11		W	↓	
		F		Evaluation and Policy Research
		M	↓	
12		W		
		F		Historical and Comparative Research
		M		Secondary Data Analysis and Content Analysis
13		W		Quantitative Data Analysis
		F		Professor attends conference; no class
		M		Summarizing and Reporting Research
14		W		Students present research
		F		Professor attends conference; no class
		M		Students present research
15		W	↓	
		F		
		M	↓	
16		W		Exam #4 (8:30-10:30)

Presentations

Presentation #1: The purpose of the first presentation is to demonstrate familiarity with research technology, in particular, the use of voice to text technology with the aid of a digital voice recorder and software. Specific requirements for the demonstration are presented below:

- (1) Learn to use voice to text technology by transcribing voice messages using a digital voice recorder (from FMU's Cauthen Media Center on the 1st floor of CEMC building) to one of sociology research lab computers (FH 248) with voice recognition software.
- (2) Provide a brief in-class demonstration of voice to text technology.
- (3) Everyone in class will demonstrate their use of voice to text technology on the same day. If for some reason you cannot complete the demonstration on the scheduled day, a second opportunity will be offered the following week but with only 50 maximum points awarded instead of 100 points. However, I know you will complete the demonstration on time!

Presentation #2: The purpose of the second presentation is to explore a research topic by doing an interview with someone, complete a summary of the interview using the Interview Summary Form in this syllabus, and provide a 6 to 8 minute in-class presentation of what you discovered based on the interview. Specific requirements for the presentation are presented below:

- (1) Sign up to investigate a research topic listed in your syllabus, and review peer-reviewed articles to see how the topic has been addressed. Usually, the abstracts of articles will offer enough detail to determine the different ways researchers have explored the topic.
- (2) Identify someone you do not know who is familiar with one or more questions related to the topic, contact the person to request an interview, and use a digital voice recorder to record your summary of the interview. I encourage you to gain permission (at the time you schedule the interview) to record the interview so you can review it again. Regardless of whether you record the interview or not, you must record your summary of the interview. For guidelines on summarizing the interview, consult the Interview Summary Form found in your syllabus. After you record your summary of the interview into the digital voice recorder, transcribe your voice-recorded summary to text on one of the sociology research lab computers with voice recognition software, clean up any grammatical/spelling errors that occurred in the transcription process, and print a copy of the interview summary.
- (3) Provide an in-class presentation of what you discovered on the topic. Your presentation should include the following information: (a) your research question about the topic; (b) some background from peer-reviewed studies on the question or topic; (c) some details about the procedure (i.e., interview) that you used to examine the question or topic; and (d) a summary of what you discovered. At the end of your presentation, turn in a one to two page report (not including a reference page) that addresses each of the issues outlined above, with the printed copy of your interview summary attached to the report. Peer-reviewed articles described in your report should be referenced in American Psychological Association style. Missed presentations cannot be made up, and both the presentation and one to two page report must be completed to receive a grade.

Helpful Hint! For each project, you are encouraged to work with your assigned group members. You will learn much more by doing so, and everyone's work should progress more quickly and easily.

Final Note! These are not projects that can be completed in a hurried fashion. You should begin as soon as possible. Please consult me anytime for assistance.

Research Groups/Topics

Group 1: How are high school valedictorian speeches created? ^a	Group 2: How do employers determine Employee of the Month or Year? ^b	Group 3: Breaking stereotypes: Males in female-dominated professions ^c	Group 4: Breaking stereotypes: Females in male-dominated professions ^d	Group 5: Bullying in middle schools: Profiles, policies, and preventions ^e
High school #1	Employer #1	Male #1	Female #1	Middle school #1
High school #2	Employer #2	Male #2	Female #2	Middle school #2

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^aEach high school should be from a different school district.

^bThe employer must not be your own.

^cUse U.S. Department of Labor statistics to identify female-dominated professions.

^dUse U.S. Department of Labor statistics to identify male-dominated professions.

^eEach middle-school should be from a different school district.

Interview Summary Form*

1. Name/position of person interviewed:

2. Site of interview:

3. Date of interview:

4. Today's date:

5. Written by (your name):

6. What were the main issues or themes that struck you in this interview?

7. Summarize the information you got (or failed to get) on each of the target questions you had for this contact.

8. Anything else that struck you as salient, interesting, illuminating or important in this contact?

9. What new (or remaining) target questions do you have in considering the next interview with this person or someone else who may be able to answer your questions?

*Adapted from Schutt (2009), *Investigating the social world*. Thousand Oaks, CA: Pine Forge

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Sociology Date: March 21, 2011

Course No. or Level 339 Title: Sociological Theory

Semester hours 3 Clock hours: Lecture_XX_____Laboratory_____

Prerequisites: twelve hours in sociology including 302 or permission of department

Enrollment expectation: 20 students per semester

Indicate any course for which this course is a (an)

modification_____
 (proposed change in course title, course description, course content or method of instruction)

Substitute: replaces current Sociology 425
 (The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate_____
 (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Joel Thayer

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation: January, 2012

Date of School/Department approval: March 11, 2011

Catalog description:

339 Sociological Theory (3) (Prerequisite: 12 hours in sociology, including **302** or permission of department) F, S. Selective survey of major theorists and theoretical perspectives with emphasis upon their applications to contemporary research.

Purpose: 1. For Whom: Sociology majors
 2. What should the course do for the student?
 Enable students to recognize and apply the distinctive insights of several
 19th and 20th century theorists and contemporary theoretical perspectives
 employed by sociologists.

Teaching method planned: lecture and discussion

Textbook and/or materials:

- Kivisto, Peter, (ed.). 2011. *Illuminating Social Life: Classical and Contemporary Theory Revisited*. 5th edition. Los Angeles: Pine Forge Press. (ISBN 978-1-4129-7815-6)
- Powers, Charles H. 2010. *Making Sense of Social Theory: A Practical Introduction*, second edition. Lanham, MD, Rowman & Littlefield Publishers, Inc. (ISBN 978-1-4422-0119)
- Sears, Alan, and James Cairns. 2010. *A Good Book, in Theory: A Guide to Theoretical Thinking*, second edition. Toronto: University of Toronto Press. (ISBN: 978-1-4426-0156-7)

Course Content: The course begins with a short text on theoretical thinking, learning to “unpack” theoretical arguments, identifying basic premises. The central text provides descriptions of the contributions of major theorists and current theoretical perspectives. The third text is an edited collection of essays that present contemporary applications of those contributions.

COURSE DESCRIPTION
 SOCIOLOGY 339 –SOCIOLOGICAL THEORY
 SPRING, 2012

Instructor:

Dr. Joel Thayer

Founders Hall 239

843-661-1656

jthayer@fmarion.edu

(I reply to e-mail messages much faster than I return phone calls.)

Office Hours:

Monday, Wednesday, Friday – 10:00 - 12:00

Tuesday, Thursday – 9:00 - 11:00. 1:30-2:30

Other times by appointment.

Prerequisites:

12 hours of sociology courses completed, including 202

Methods of Instruction:

Lecture and discussion.

Texts:

Sears, Alan, and James Cairns. 2010. *A Good Book, in Theory: A Guide to Theoretical Thinking*, second edition. Toronto: University of Toronto Press. (ISBN: 978-1-4426-0156-7)

Powers, Charles H. 2010. *Making Sense of Social Theory: A Practical Introduction*, second edition. Lanham, MD, Rowman & Littlefield Publishers, Inc. (ISBN 978-1-4422-0119)

Kivisto, Peter, (ed.). 2011. *Illuminating Social Life: Classical and Contemporary Theory Revisited*. 5th edition. Los Angeles: Pine Forge Press. (ISBN 978-1-4129-7815-6)

Instructional Objectives:

Students will be able to distinguish the components of social theories.

Students will demonstrate the ability to write and interpret different types of theoretical statements.

Students will distinguish and apply different theoretical perspectives employed by sociologists.

Students will describe and distinguish among the theories used by scholars studying a substantive area of personal or career interest.

Evaluation:

Course grade will be computed as:

Five tests—tests 1-4 worth 14 percent each, test five 28 percent.

Small papers together will be worth 16 percent.

The following grade scale will be used to compute course grade:

A (4.0) 91-100, B+ (3.5) 86-90, B (3.0) 81-85, C+ (2.5) 76-80, and so forth

Make-ups:

If you must miss a test, contact the instructor as soon as possible, preferably before the test is given. You will be expected to take the test as soon as you are able. If you have an appropriate reason, there will be no penalty other than listening to the instructor's complaints. If you do not have an appropriate reason, you must still listen to the complaining as well as suffer a 33 percent penalty on a harder exam. You don't need either of those.

Attendance:

Attendance at all classes is expected. You are allowed a maximum of six absences. Alarm clock failure, dead battery, good loving, hangover, and influenza are all covered by those six. If you miss more than six classes for any reason other than documented major illness or family emergency, you may be dropped from the class. I don't want that to happen; I hope you don't. Please note that there is no mention of "excused" absences in the FMU catalog.

When you arrive late, it is your responsibility to ensure that you are counted present. Being late three times will be treated as one absence.

Classroom Civility:

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, or coming and going at will. Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.

Academic Integrity

"All academic work, written or otherwise submitted by a student to his/her instructor or other academic supervisor, is expected to be the result of his/her own thought, research, or self-expression...If a faculty member believes a student has committed an act of cheating or plagiarism, he or she should notify the student of the allegation and give the student an opportunity to respond...If the faculty member determines that a violation has in fact occurred, she or he must then notify the Provost's Office in writing of the allegation, with copies sent to the faculty member's dean or department chairperson."

Sanctions for Academic Dishonesty

"Violations of the academic integrity policy strike at the very heart of the University and the teaching and learning process. As a result, cheating and plagiarism are placed first on the list of prohibited student conduct. It is the responsibility of the instructor to determine the appropriate academic penalty for an act of cheating or plagiarism. Normally these penalties range from failure on the assignment to failure of the course. It is the responsibility of the Provost or his/her designee to enforce general University sanctions for severe or repeat offenses. The first violation of the academic integrity policy typically carries no general sanction beyond the academic penalty. A second violation will result in the academic penalty plus a general sanction of suspension from the University for a term of no less than one fall or spring semester. A third offense will result in the

academic penalty plus a general sanction of permanent expulsion from the University.”

(Francis Marion University Student Handbook: 2009-2010, pages 76-77)

Assignments

First Day Topics

Skim Sears and Cairns prefaces; read chapter 1, “An Interesting Idea, in Theory”

Sears and Cairns, chapter 2, “But How Do You Know?”

Sears and Cairns, chapter 3, “You Are Here: Mapping Social Relations”

Sears and Cairns, chapter 4, “The Real World: Making Sense of Perceptions”

Sears and Cairns, chapter 5, “Nature and Culture: The Social Construction of Distinctions”

Sears, chapter 6, “Making Time: Clocking Social Relations”

Sears, chapter 7, “Conclusion: So Many Theories, So Little Time”

Test one, Sears and Cairns, chapters 1-7

Powers, chapter 1, “Becoming a Better Social Scientist”

Powers, chapter 2, “Theory is Not as Hard as It Sounds!”

Powers, chapter 3, “Sociological Theory and the Scientific Method”

Powers, chapter 4, “The Historical Context for a Science of Society”

Powers, chapter 5, “Being Conscious about Theory Construction”

Powers, chapter 6, “Economics Was Not Enough”

Powers, chapter 7, “Emile Durkheim on Scientific Study of Social Facts”

Kivisto, chapter 3, “Surfing the Net for Community”

Test two

Powers, chapter 8, “Karl Marx on Resistance from Below”

Kivisto, chapter 1, “Working Longer, Living Less”

Powers chapter 9, “Max Weber on Primacy of Values”

Kivisto, chapter 2, “Weberian Theory of Rationalization and McDonaldization”

Powers, chapter 10, “George Herbert Mead on Individual Agency”

Powers, chapter 13, “Symbolic Interactionism;” Begin Kivisto, chapter 10, “Organizing Door-to-Door Sales: A Symbolic Interaction Analysis”

Finish Kivisto, chapter 10; Kivisto, chapter 11, “Goffman’s Dramaturgical Sociology: Personal Sales...”

Powers, chapter 11, “Structural Functionalism on Systemic Efforts to Adapt”

Test three

Assignments

Kivisto, chapter 5, “Criminalizing Transgressing Youth”

Continue Kivisto, chapter 5.

Kivisto, chapter 6, “Why Do African Americans Pay More for New Cars?”

Lecture on Pierre Bourdieu

Powers, chapter 14, “Exchange Theory on What People Get from Others”

Test four

Powers, chapter 12, “Conflict Theory on Battles over Benefits”

Kivisto, chapter 7, “Critical Theory, Legitimation Crisis and the Deindustrialization of Flint,”

Continue chapter 7.

Kivisto, chapter 8, “The Socially Constructed Body”

Kivisto, chapter 11, “Contrasts of Carnival”

Kivisto, chapter 13, “Globalization Theory and Religious Fundamentalism”

Continue chapter 13.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Psychology **Date** March 8, 2011

Course No. or Level 609 **Title** Consultation with Diverse Families and
Communities

Semester hours 3 Clock hours: Lecture X Laboratory

Prerequisites

Enrollment expectation 10

Indicate any course for which this course is a (an)

modification

(proposed change in course title, course description, course content or method of instruction)

substitute EDUC 620

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Crystal R. Hill-Chapman, PhD

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation Fall 2012

Date of School/Department approval

Catalog description:

The purpose of this course is to provide professional skills that will help students to support diverse learners by strengthening the partnerships among families, schools, and communities. In addition, students will be introduced to multicultural issues involved in working with families, schools, and communities. The course will emphasize both the cultural components and the social/political nature of several social groups in the United States as based on race, ethnicity, religion, sexual orientation, and social class. The process of

becoming an effective multicultural school psychologist in terms of becoming more aware of the values and customs of persons from other cultural groups will be emphasized. Self-awareness of one's perceptions, preconceptions, expectations, and behaviors towards various social groups, including one's own groups, will be included. Students will also increase their knowledge, skills, and expertise in the most up-to-date information on effective family, school, and community interventions with diverse populations. Finally, students will learn to select, implement, and evaluate the effectiveness of evidence-based family, school, and community interventions.

Teaching method planned: Lecture, Seminar, Case Study

Textbook and/or materials planned (including electronic/multimedia):

Required Texts:

Epstein, J. L., et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*. (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN 9781412959025

Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing. ISBN 9781598571639

Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications. ISBN 9781412994583

Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications. ISBN 9781412905848

Recommended Texts:

Epstein, J., L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. (2nd ed). Boulder, CO: Westview Press. ISBN 9780813344478

Grant, K. B., & Ray, J. A. (2009). *Home, School, and Community Collaboration: Culturally Responsive Family Involvement*. Thousand Oaks, CA: Sage Publications. ISBN 9781412954747

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.), (2005). *Ethnicity and Family Therapy* (3rd ed.). New York: Guilford Press. ISBN 9781593850203

Media

Bowenian theory:

"Bowenian Therapy" with Philip Guerin

Media Center - Videocassette VHS

[RC488.5 .B681 1998x](#)

Strategic Theory:

"Strategic Therapy" with James Coyne

Media Center - Videocassette VHS

[RC489.S76 S7731 1998x](#)

Structural Theory:

"A House Divided" with Harry Aponte

Media Center - Videocassette VHS

[RC488.5 .H66 1990x](#)

"Tres Madres" with Harry Aponte

Media Center - Videocassette VHS

[RC488.5 .H661 1990x](#)

Cognitive-Behavioral Therapy:

"Treating Difficult Couples" with Doug Snyder

Media Center - DVD [RC488.5 .T681 2005x](#)

"Integrating Acceptance and Change" with Neil Jacobson

Media Center - Videocassette VHS [RC488.5 .I584 1992x](#)

"Cognitive-Behavioral Couples Therapy" with Art Freeman

Media Center - Videocassette VHS [RC488.5 .C631 2004x](#)

Parent Management Training:

"Managing the Defiant Child" with Russell Barkley

Media Center - DVD (with Booklet) [RJ506.066 .M361 2006x](#)

"Parent-Child Interaction Therapy" with Cheryl Bodiford McNeil

Media Center - DVD [RJ505.P37 .P374 2008x](#)

Experiential Theory:

"Emotionally Focused Couples Therapy" with Sue Johnson

Media Center - Videocassette VHS [RC488.5 .E467 2001x](#)

"A Different Kind of Caring" with Carl Whitaker (*note: The quality of this video is very poor.*)

Media Center - Videocassette VHS [RC488.5 .D54 1986x](#)

Adolescent Family Therapy:

"Adolescent Family Therapy" with Janet Sasson Edgette

Media Center - Videocassette VHS [RJ505 .A371 2001x](#)

Divorce:

"Integration after Remarriage" with Emily and John Visher

Media Center - Videocassette VHS [RC488.5 .I67 1993x](#)

When completed, forward to the Office of the Provost.

9/03

PSYC 609: Consultation with Diverse Families and Communities

Instructor: Dr. Crystal Reneé Hill-Chapman **Phone:** (843) 661-1721
Office: CEMC 109I, RCC 104 **E-mail:** chillchapman@fmarion.edu
Office Hours: T – TH 1- 4 p.m.

Description:

The purpose of this class is to provide professional skills that will help students to support diverse learners by strengthening the partnerships among families, schools, and communities. In addition, students will be introduced to multicultural issues involved in working with families, schools, and communities. The course will emphasize both the cultural components and the social/political nature of several social groups in the United States as based on race, ethnicity, religion, sexual orientation, and social class. The process of becoming an effective multicultural school psychologist in terms of becoming more aware of the values and customs of persons from other cultural groups will be emphasized. Self-awareness of one's perceptions, preconceptions, expectations, and behaviors towards various social groups, including one's own groups, will be included. Students will also increase their knowledge, skills, and expertise in the most up-to-date information on effective family, school, and community interventions with diverse populations. Finally, students will learn to select, implement, and evaluate the effectiveness of evidence-based family, school, and community interventions.

Goals:

By the end of this course, you should be able to:

1. Demonstrate sensitivity, tolerance, and cultural competence in work and interactions with individuals of diverse backgrounds and experiences (2.5).
2. Demonstrate understanding of how families are situated within a larger socio-political-cultural context that includes social oppression, class issues, and issues in cultural identity (2.5).
3. Articulate scientifically supported models of family systems (2.8).
4. Articulate methods to involve families in education and mental health services (2.8).
5. Develop and implement interventions that involve families and community resources to promote prevention of problems and insure behavioral and social-emotional development of academic success (2.8).
6. Articulate methods to integrate school and community resources into comprehensive, wrap-around services for severely challenged children and youth. (2.8).
7. Employ technology and information sources only in ways that enhance the quality of services and the well-being of children, youth, families and communities (2.11).
8. Work clinically with families and children from a variety of backgrounds (i.e., Hispanic/Latino, Black, Children of Poverty, etc.) (2.5).

Required Texts:

Epstein, J. L., et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*. (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN 9781412959025

Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing. ISBN 9781598571639

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Recommended Texts:

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McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.), (2005). *Ethnicity and Family Therapy* (3rd ed.). New York: Guilford Press. ISBN 9781593850203

Requirements:

(10%) Participation. Much of your time spent in this class will involve interaction and discussion. I expect you to come to class prepared to actively participate and will grade you according to your effort in this area. You will be asked to choose one case study during the course of the class and to lead the discussion on the case study. You should give your own view on the best way to handle the situation. We will present one case study per week. All will be required to read the assigned case studies, but only one student has to give classmates a handout of answers to your chosen case study.

(20%) Parent Event Planning. This project allows you to plan a parent event around the concerns of the community (i.e., math, literacy, grandparents as parents, homework help, etc.). You are to:

1. Design a web-based workshop related to family-school partnerships for a PTA audience. Identify the learning objectives of the workshop.
2. Develop a sequence of practical strategies for recruiting, supporting, and satisfying parents during a 1 – 2 hour parent event. Find appropriate ways to marshal resources and impact parent support of their children's schooling.
3. Pilot the workshop from at least two to three parents and document their feedback.
4. Give an analysis of the strengths and challenges in the event and report new learning in the form of discussion.

(20%) Analysis of Videos from Master Therapists. You will be asked to analyze videos from master therapists. You are to view the videos prior to coming to class. Answer the questions below for each video and turn in the answers by the due dates. The analysis of the master therapist's style, technique and your analysis and personal reflections on the therapist's work with clients is a major part of your grade.

All family therapies in the systemic and cognitive-behavioral traditions seek to restructure meanings and beliefs of clients and work to alter client interactions or use directed behavior change methods. Some models use change in meanings more than directed behavior change but all family therapies use these methods to different extents.

1. In what ways does the therapist in the video move to shift the meanings and beliefs of the clients? Cite two or more examples. Be specific and use the actual words and dialogue of the client and therapist to illustrate your examples.
2. In what ways does the therapist in the video attempt to stabilize, normalize, and create acceptance in clients as methods of solving the concerns of clients. Cite one or more examples in detail where you witnessed this strategy.
3. In what ways does the therapist seek to restructure client interactions or direct the client to change their behavior? Cite three or more examples. Be specific and use the actual words and dialogue of the client and therapist to illustrate your examples.
4. How effective was the therapist's interventions into the meanings and directed behavior change? Were you convinced that these methods were working?
5. From your knowledge of the readings about this model, what other strategies or techniques not used in the video might have worked with this client. Cite one example in detail.
6. How do you think race and ethnicity may have been influencing the rapport and success of the interventions with the client on the video? Do you think the therapist was aware of the race and ethnicity of the client and made acknowledged this area enough in their work with the clients? Cite two or more examples of how the therapist may have matched therapeutic interventions and style to the culture, ethnicity and belief systems of the client?
7. Family therapists believe in taking the larger systems and ecology of families into consideration during their work with clients. Cite two or more examples from the video on how the therapist may have considered the larger ecology during their conversation and interventions with the client?
8. In general, what did you think of the therapist's style in the video? Did you feel personally attracted to this therapist's style? Why or why not?
9. What type of personal reactions did the clients or the therapist in the video create in you? How is it that you reacted to the video situation in this way? Be self-reflexive and specific in your examples.

(30%) Student Teaching. Students will be responsible for teaching course material on three separate occasions. Students will be asked to choose a culturally diverse group, a religiously diverse group, as well as a family therapy theoretical orientation. Students will then engage the class in a discussion of the material. Students will have 30-45 minutes to present the material and engage the class in a discussion.

As a teacher, the student's primary tasks are to:

1. Convey the important concepts during the class meeting and elicit student participation;
2. Integrate material from the first half of the semester into your teaching (please make specific reference to articles and book chapters that we have read);
3. Present information about diversity issues in relation to the particular therapeutic approach that you are discussing;
4. Have prepared at least 5 relevant, thought-provoking discussion questions to present to the class in order to facilitate discussion.

(10%) Family of Origin Project. The personal development of school personnel has long been a concern for those working in education. Commitment to enhancing self-awareness is predicated on the belief that effectiveness is significantly increased by the ability to deal effectively with personal and interpersonal issues that might otherwise inhibit effectiveness. Some research shows that students cannot progress to levels of psychological and emotional health that are higher than those who work with them. Currently, greater emphasis is being placed on the relationship to the families of origin as critical elements in personal development.

If you have any questions or concerns about this assignment, please speak with me. The intention of this assignment is for you to explore your own family story and to recognize that diverse family stories come together in schools. You will be working with diverse families and this assignment empowers you by offering a positive orientation toward learning.

Your family story should include the following elements:

1. **Interviews with your parents, siblings, grandparents, and great-grandparents.**

Note: Interviews with grandparents about their parents and siblings are strongly encouraged. Interviews may take place face to face, by telephone, by letter, or by a structured questionnaire of your own design.

2. A three-generation genogram – you may want to develop this genogram after you interview your own family. The genogram should depict births, deaths, marriages, divorces, educational achievement, and occupations. You may include or note other information (e.g., medical conditions, sexual orientation, religious affiliations, etc.). It is better to focus on the insights you are gaining about yourself than on the technicalities involved in creating a genogram. Include a short narrative if there is anything about the genogram that is not visually clear and needs explanation.
3. Ecomap. You will complete an ecomap on your family. The Hartman article describes ecomaps. We will also discuss ecomaps in class. Include a narrative up to one page long describing the process of completing the ecomap.
4. Details of family myths, secrets, and rules and how these affect your current perceptions about the world.
5. Family photographs, excerpts from diaries, copies of pages from the family bible or other sources documenting the family story as appropriate for you.
6. Some discussion of how your family of origin experience currently affects you, your spouse/partner, and children as appropriate for you.
7. An analysis of how the family viewed education, teachers, and school. How did your family view arithmetic? Writing? Reading? Athletics? Teacher Authority? School as a community? Diverse of different groups within the school? How has that influenced your view about education, school, and your future working within schools?
8. An analysis of what you might need to understand better about yourself and what you might change if you are going to work effectively with diverse families in a school setting.

(10%) Fictional Family Case Study. This paper is designed to provide you with an opportunity to apply the concepts learned in the course to the act of understanding a fictional family. You must specify the movie/video of the film family you have chosen. It is okay to watch a movie with other classmates – just be sure that you write your own summary in your own words of your own impressions.

The paper should describe the family in terms of the following key concepts and issues, and must be organized with the following headings, and in the following order:

1. Family Organization

- (a) Who is in the family? What are their roles (mother, father, spouse, sister, great-aunt, etc.) and approximate ages?
- (b) How clear are the roles and responsibilities of family members? Do some members play roles inappropriate to their age, development, and position in the family?
- (c) What are the subsystems of the family? Who is in which subsystems? How permeable are boundaries between subsystems? What changes the permeability, if anything?
- (d) What is the nature of the family's relationships and boundaries with larger systems schools, workplaces, religious institutions, state agencies such as child welfare, the courts and legal system, medical systems, etc? You need only describe those with which the family has had contact. What events in the life of the family have changed the permeability of their boundaries and level of involvement with larger systems, if any?
- (e) Who has the most power in this family and in what contexts/activities? (Remember that different family members may have more or less power than others in different contexts and for different tasks/activities).
- (f) What is the nature of the hierarchy among members? How is this hierarchy maintained?

- (g) Who is closest to whom, and in what contexts/activities? Who is more distant to whom, in what contexts/activities? How has degree of closeness between particular members changed over time, and why? How do members feel about the degree of their closeness to other members or persons outside the family? (Note: You may include non-family members whom are involved with family members in this part of the description.)
- (h) Describe at least one triangle in this family.
- (i) How well differentiated are the adult members from their families of origin?

2. Family Culture

- (a) What are the family members' ethnic backgrounds, races, social classes, genders, sexual orientations, and geographic region (in US) and countries of origin?
- (b) If members of the family are first generation in this country (immigrated to this country), what impact has the immigration had on them and on the family as a whole?
- (c) How do these aspects of identity shape interactions in the family? For instance, if there are differences between members on these aspects of identity (skin color, social class, sexual orientation), how are these handled? What impact do these differences have for the degree of closeness/distance and power relationships among family members?
- (d) How do these aspects of identity affect the types of experiences the family has had in the world, including experiences of privilege and experiences of oppression?
- (e) Describe at least one family ritual and its meaning to the family.
- (f) How does the family's culture affect the nature of their relationship and boundaries with their community, and with persons of cultures different from their own?

3. Family Development

- (a) Where is this family as a whole on its relevant version of the "family life cycle"? In other words, what are the goals this family holds for itself and where are they along the pathway to achieving these? Also, where are they along the life cycle in terms of events that may not be goals per se but are common or inevitable aspects of life (ex: death of a family member)?
- (b) How satisfied are members with their place on this lifecycle?
- (c) Where are individual members in terms of their respective developmental timelines and goals/paths?
- (d) How satisfied are the members with their place on their respective developmental timelines?
- (e) What have been the greatest challenges for this family in terms of their development along a life cycle? What have been the blocks or impediments to achieving family and individual goals? How have members handled/adapted to these blocks?

4. Family Affect and Communication

- (a) How clear is the communication among family members?
- (b) What is the general quality of family communication (lighthearted, aggressive, empathic) and how does this vary across subsystems and family tasks?
- (c) What style(s) of problem discussion and problem solving do members use, particularly the adult members?
- (d) How effective is the family in solving problems?
- (e) How emotionally expressive are family members?
- (f) Are there particular emotions that seem to characterize the family "climate" much of the time (happy, excitable, depressed, annoyed, cynical)? How do different members relate to this overall family emotional climate? What events or interactions change the emotional climate, how, and in what ways? How does the family regulate its emotional climate?

5. Family Problems

- (a) Describe one problem with which the family has struggled. The problem could be in any of the aspects of family life you have already described (in terms of organization, development, culture, communication, affect), or could be something else.
- (b) Provide a detailed "video description" of the problem (the sequence of events and interactions that surround the problem).
- (c) What has the family done so far to try to solve the problem? What has worked and what has not?

6. Family Strengths

- (a) List at least three positive qualities of the family as a whole. Give examples of each strength.

Grading Scale:

A	93-100
B+	90-92
B	85-89
C+	82-84
C	77-81
D	70-76
F	<76

Course Schedule

Week 1 – Introduction

NASP Domain 2.8

Chapter 1 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 1 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Week 2 – Home, School, & Community Collaboration

NASP Domain 2.8

CASE STUDY: Mayer, E. (2005). [After School for Cindy: Family, School, and Community Roles in Out-of-School Time Teaching Case](#). Cambridge, MA: Harvard Family Research Project.

Epstein, J. L. (1995). School/family/community partnerships. Caring for the children we share. *Phi Delta Kappan*, 76(9), 701–713.

Kumpfer, K. L., & Alvarado, R. (1998). *Effective family strengthening interventions* (Juvenile Justice Bulletin, Family Strengthening Series). Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Chapters 1, 2, & 3 - Epstein, J. L., et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*. (3rd ed.) Thousand Oaks, CA: Sage Publications.

Week 3 – Family Involvement

NASP Domain 2.5

CASE STUDY: Hurtig, J. (2004). [Parents write their worlds: A parent involvement program bridging urban schools and families](#). Cambridge, MA: Harvard Family Research Project.

Gordon, D. A. (2000). Parent training via CD-ROM: Using technology to disseminate effective prevention practices. *Journal of Primary Prevention*, 21(2), 227–252.

Sanders, M. R., Turner, K. M. T., & Markie-Dadds, C. (2003). The Development of the Triple P-Positive Parenting Program: A multilevel, evidence-based system of parenting and family support. *Prevention Science*, 3(3), 173-189.

Webster-Stratton, C., & Hammond, M. (1997). Treating children with early-onset conduct problems: A comparison of child and parent training interventions. *Journal of Consulting and Clinical Psychology*, 65(1), 93–109.

Chapters 4, 5, 9, & 10 - Epstein, J. L., et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*. (3rd ed.) Thousand Oaks, CA: Sage Publications.

Week 4 – Ecology of Families

NASP Domain 2.5

CASE STUDY: Kreider, H. (1999). [Tim Kelly: A School Responds to a Family in Need](#). Cambridge, MA: Harvard Family Research Project.

Reid, W.J. (1993). Fitting the single-system design to family treatment. *Journal of Social Service Research*, 18, (1/2), 83-99.

Kroeger, J (2005). Social heteroglossia: The contentious practice or potential place of middle class parents in home–school relations. *The Urban Review*, 3(1), 1–30.

McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185–204.

Schnitzer, P.K. (1996). "They don't come in!" Stories told, lessons taught about poor families in therapy. *American Journal of Orthopsychiatry*, 66 (4), 572-582.

School programs and practices for homeless students. ERIC Clearinghouse on Urban Education Digest No. 105.

Chapter 2 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 2 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Week 5 – Structurally-Diverse Families

NASP Domain 2.5

CASE STUDY: Vaughn, P. (2003). [Can we talk about family?](#) Cambridge, MA: Harvard Family Research Project.

Silverstein, L. B., & Auerbach, C. F. (1999). Deconstructing the essential father. *American Psychologist*, 54(6), 397–407.

Hetherington, E. M., Bridges, M., & Insabella, G. M. (1998). What matters? What does not? Five perspectives on the association between marital transitions and children's adjustment. *American Psychologist*, 53, 167–184.

Birkmayer, J., Cohen, J. Doran, I., Variano, D. (2005). Supporting grandparents who raise grandchildren. *Young Children* May.

Chapter 12 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 12 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Week 6 – Families Overcoming Obstacles

NASP Domain 2.5

CASE STUDY: McCown, C. [School won't let mom talk about her casino job](#). Harvard Family Research Project, Cambridge, MA.

Egeland, B., & Erickson, M. F. (1990). Rising above the past: Strategies for helping new mothers break the cycle of abuse and neglect. *Zero to Three*, 11(2), 29–35.

Chapter 13 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 13 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Week 7 – Ethnicity and Family Life

NASP Domain 2.8

CASE STUDY: Hannum, A. B. (2001). [What words don't say](#). Harvard Family Research Project, Cambridge, MA.

Family diversity in urban schools. ERIC Clearinghouse on Urban Education Digest No. 148. www.ericdigests.org/2000-2/urban.htm

Chapters 1, 2, & 3 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

Chapter 3 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 3 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Week 8 – Ethnicity and Family Life

NASP Domain 2.5

CASE STUDY: Moss, M. K. (2002). [Culture clash at Intermediate School #91](#). Cambridge, MA: Harvard Family Research Project.

Families of African American Roots

Presenter's Name

Chapter 6 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

American Indian and Pacific Islander Families

Presenter's Name

Chapters 5 & 10 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

ASSIGNMENT DUE - Parent Event Planning

Week 9 – Ethnicity and Family Life

NASP Domain 2.5

CASE STUDY: Mayer, E. (2001). [What's going on with Tomasito?](#) Cambridge, MA: Harvard Family Research Project.

Latino Families

Presenter's Name

Cooper, Denner, & Lopez. (1999). Cultural brokers: Latino children on pathways toward success. *Future of Children*, 9, 51-57.

Okagaki, L., & Diamond, K. (2000). Responding to cultural and linguistic differences in the beliefs and practices of families with young children. *Young Children*.

Lundgren, D., & Morrison, J. W. (2003). Involving Spanish-speaking families in early education programs. *Young Children*, May.

Chapter 7 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

Asian Indian & Pakistani Families

Presenter's Name

Chapter 12 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

Week 10 – Ethnicity and Family Life

NASP Domain 2.5

CASE STUDY: Sensiper, S. (1999). [Suspension at Aurora Middle School](#). Cambridge, MA: Harvard Family Research Project.

Asian Families

Presenter's Name

Chapters 8 & 9 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

Middle Eastern Families

Presenter's Name

Chapter 11 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

Week 11 –Religion and Family Life

NASP Domain 2.5

CASE STUDY: McCarthy, B. S. (2004). ["Daddy Says This New Math is Crazy."](#) Cambridge, MA: Harvard Family Research Project

Religious Diversity

Judaism

Presenters' Name

Islam

Presenter's Name

Hinduism

Presenter's Name

Buddhism

Presenter's Name

Week 12 – Family Therapy Theories

NASP Domain 2.8

CASE STUDY: Balle, K. (1999). [Erik Greer](#). Cambridge, MA: Harvard Family Research Project.

Phases of Family Therapy

Thomas, V. (1999). Beyond the clinic: In-home therapy with Head Start families. *Journal of Marital and Family Therapy* (25) 2, 177-189.

Chapter 11 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 11- Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Family of Origin Family Therapy

Presenter's Name

Hartman, A. (1995, Feb.). Diagrammatic assessment of family relationships. *Families in Society: The Journal of Contemporary Human Services*, 111-122.

Hodge, D. R. (2000). Spiritual ecomaps: A new diagrammatic tool for assessing marital and family spirituality. *The Journal of Marital and Family Therapy*, 26, 217-228.

Chapter 5 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 5 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

ASSIGNMENT DUE: Analysis of Video

Aponte, H. (1991). *A Daughter Who Needs A Mother*. Washington, DC: American Association for Marriage and Family Therapy. VHS [RC488.5 .D38 1991x](#)

Week 13 – Family Therapy Theories

NASP Domain 2.8

CASE STUDY: Berges, E. (2001). [Reaching Out to the Only One Out There](#). Cambridge, MA: Harvard Family Research Project.

Communications/Humanistic Family Therapy

Presenter's Name

Chapter 4 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 4 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Structural Family Therapy

Presenter's Name

Hardy, K.V., & Laszloffy, T.A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21, (3), 227-237.

Chapter 6 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 6 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

ASSIGNMENT DUE: Analysis of Videos

Guerin, P. J. (1998). *Bowenian Therapy*. Needham Heights, MA: Allyn and Bacon. VHS [RC488.5 .B681 1998x](#)

McGoldrick, M. (2006). *The Legacy of Unresolved Loss: A Family Systems Approach*. San Francisco, CA: Psychotherapy.net. DVD [RC455.4.L67 L443 2006x](#)

Week 14 – Family Therapy Theories

NASP Domain 2.8

CASE STUDY: Dell, L. (2003). [Making a Decision About College: Should I Stay or Should I Go?](#) Cambridge, MA: Harvard Family Research Project.

Strategic Family Therapy

Presenter's Name

Chapter 7 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 7 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

McGoldrick, M., & Carter, B. (2001). Advances in coaching: Family therapy with one person. *Journal of Marital and Family Therapy* (27) 3, 281-300.

Szapocznik, J., & Williams, R. A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. *Clinical Child and Family Psychology Review*, 3(2), 117-135.

Narrative Family Therapy

Presenter's Name

Chapter 10 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 10 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

ASSIGNMENT DUE: Analysis of Video

Bumberry, W. & Tenenbaum, S. (1986). A Different Kind of Caring: Family Therapy with Carl Whitaker. St. Louis, MO: Professional Video Productions. VHS RC488.5 .D54 1986x.

ASSIGNMENT DUE: Fictional Family Case Study

Week 15 – Family Therapy Theories

NASP Domain 2.8

CASE STUDY: Kreider, H. & Caspe, M. (2002). [Defining “Fine” – Communicating Academic Progress to Parents](#). Cambridge, MA: Harvard Family Research Project.

Cognitive-Behavioral Family Therapy

Presenter's Name

Riley, D. B., Greif, G. L., Caplan, D. L., & MacAulay, H. K. (2004). Common themes and treatment approaches in working with families of runaway youths. *The American Journal of Family Therapy* (32) 139-153.

Chapter 9 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 9 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Solution Focused Family Therapy

Presenter's Name

Franklin, C., Biever, J. L., Moore, K. C., Clemons, D. & Scamardo, M. (2001) Effectiveness of solution-focused therapy with children in a school setting. *Research on Social Work Practice*, 11(4), 411-434.

Selekman, M. (1999). The solution-oriented parenting group revisited. *Journal of Systemic Therapies*, 18(1), 5-23.

Chapter 8 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 8 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

ASSIGNMENT DUE: Analysis of Video

Sklare, G. B. (2005). Solution-focused brief counseling: Two actual interviews with a child. Framingham, MA: Microtraining Associates. DVD BF637.C6 S55 2005x.

Week 16 – FINAL EXAM DAY

ASSIGNMENT DUE - Family of Origin Project