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EMP 821: Extended-Family Therapy (3 Credits)

Audience:

Open to all students in the Doctorate program.

DESCRIPTION

This course will provide an overview of the field of family therapy. The leading figures in the field will be identified and their theories and techniques compared and contrasted to each other. Students will learn how to evaluate clients using a family systems perspective and how to intervene using family therapy techniques.

OBJECTIVES

Students will participate in the:

- Study and mapping the process of a Genogram (generational information gathering) to include at least three generations.
- Documentation of present clinical intervention strategies and concepts.

Student competencies in the models of:

- Structural Family Treatment
- Strategic Family Treatment
- Experiential Treatment: PsychoEd.
- Solution-Focused Therapy/Questioning as Intervention
- Language as Intervention
- Families Living with Young Troubled Children
- Families Living with Physical Illness
- Families Living with Physical Illness
- Asthma, power, and the therapeutic conversation

FACULTY-STUDENT COMMUNICATION

- Telephone Contacts

It is important that the students arrange by email beforehand for all telephone communications. Periodic telephone interaction, as required, at student's expense, can most easily be arranged through email contact.

- Communications

It is requested that students stay in weekly correspondence with the instructor using e-mail. The student should also set up monthly telephone conversations, at their expense, to discuss problems, concerns, or determine the direction of their course work. Students are always encouraged to contact the instructor by e-mail, fax, or telephone whenever a major concern may arise. It should be understood that as mature students, it is the responsibility of the students to stay in contact with their instructors.

Students will normally send communications via email and submit papers as MSWORD Format files attached to email messages. Only if requested by the instructor: Students may submit hard copies of their papers.

COURSE DELIVERY STYLE

Distance Education - Coursework is completed at a location determined by the student utilizing a computer that has the ability to play audio and video clips, with Microsoft Office Word, Excel, PowerPoint, Adobe Reader, along with a current web browser, internet connection and email address. Contact and communication with distance students is typically conducted by telephone, Internet, Skype, text chat, and email. Students are also encouraged to contact the University by facsimiles, and postal mail, and by personal visit to the University.

All lessons, coursework and papers must be copied to lessons@energymedicineuniversity.org from both the student and professor.

1) Reading Assignments

Students will read the course assignments and required text materials within the five-month semester.

2) Email Contact

Reflection on and questions about the lessons should be addressed via email weekly or as needed. Students are always encouraged to contact the instructor via email whenever a problem arises.

3) Students will listen to selected topics on www.VoiceAmerica.org “Healing The Grieving Heart” an online talk show hosted by Dr. Horsley.

4) There also may be a student/faculty discussion chat group which creates a larger feedback mechanism though internet communication. The thread page is located at: http://groups.yahoo.com/group/Energy_Medicine

Required Texts

Goldenberg, I. & Goldenberg, H. (2004). *Family therapy. An overview* (6th ed.). Pacific Grove, Ca: Brooks/Cole-Thomson Learning.

McGoldrick, M., Gerson, R. & Shellenberger, S. (1999). Genograms in family assessment (2nd ed.). NY: W.W.Norton

Horsley, G. C., *In-laws: A Guide to Extended-Family Therapy*, Wiley Series in Couples and Family Dynamics, John Wiley & Sons, Inc., New York, 1996).

Anne Fadiman . *The Spirit Catches You and You Fall Down*. (1997, NY: The Noonday Press).

READINGS

For your convenience the articles for this course have been compiled and can be received by sending \$50 to "Course Pack" :

These readings are meant to guide your studies. You are expected to be familiar with the topics and used them as citations in your papers.

SYLLABUS

Lesson 1: Basic Concepts

(PLEASE NOTE: Reaction Paper Due)

Goldenberg & Goldenberg, Chapters 1, 2, 3

Class Acts II, The invisibility of upper class privilege. In *Women's Theology Center Newsletter*, Sept 1997, 8-10.

Lesson 2: Basic Concepts continued

Goldenberg & Goldenberg, Chapter 4

McGoldrick, Gerson, & Shellenberer, Chapters 1, 2, 3

Lesson 3: Three Generational View of Families/Bowen's Theory

Goldenberg & Goldenberg, Chapter 8

McGoldrick, Gerson, & Shellenberer, Chapters 4, 5, 6

Lesson 4: Additional Information Gathering & Assessment Tools

Congress, E. (1997). Using the culturagram to assess and empower culturally diverse families. In E. Congress (Ed.)

Multicultural Perspectives in Working with Families. NY: Springer Publishing. Ch. 8, 125-141

Hartman, A. & Laird, J. (1983). Horsley, G., "In-laws: Extended Family Therapy," The American Journal of Family Therapy, Winter, 1996

Lesson 5: Cross Cultural Competence

(PLEASE NOTE: Genogram Assignment Due)

Dolan-Del Vecchio, K. (1998). Dismantling white male privilege within family therapy. In McGoldrick (Ed.) *Re-Visioning Family Therapy*. NY: Guilford, 159-175.

Dyche, L. & Zayas, L. (1995). The value of curiosity and naivete for the cross-cultural psychotherapist. *Family Process*, 34, 389-399.

McGoldrick et. al. (1999). Efforts to incorporate social justice perspectives into a family training program.

Jr. of Marital and Family Therapy, 25, 1091-109.

Lesson 6: Structural Family Treatment Model

Goldenberg I. & Goldenberg, Chapter 9

Lesson 7: Strategic Family Treatment Model

Goldenberg I. & Goldenberg, Chapter 10

Haley, J. (1984). Your mother's moustache. *Ordeal Therapy*. San Francisco: Jossey-Bass

Quick, E. (1990). The strategic therapy planning worksheet. *Jr. of Strategic and Systemic Therapies*, 9, 4, 29-36.

Lesson 8: Experiential Treatment the PsychoEd. Model

Goldenberg I. & Goldenberg, Chapters 7 & 15

MacGregor, P. (1994). Grief: the unrecognized parental response to mental illness in a child. *Social Work*, 39, 160-166.

Lesson 9: Solution-Focused Therapy/Questioning as Intervention

Goldenberg, & Goldenberg, chapter 13

Berg, I. (1994). Useful questions and other interviewing techniques. In Berg, I. *Family Based Services*. NY: Norton, 84-119.\

Lesson 10: Language as Intervention

Goldenberg & Goldenberg Chapter 14

Epston, D. (1989). The story of dory the cat. In D. Epston, *Collected Papers*. S. Australia: Dulwich Centre Publications.

Rombach, M. (2003). An invitation to therapeutic letter writing. *Jr. of System Therapies*, 22, 15-32.

Lesson 11: Families living with Young Troubled Children

Greene, D. (1994). Childhood suicide and myths surrounding it. *Social Work*, 39, 230-232

Omer, H. (2001). Helping parents deal with children's acute disciplinary problems without escalation: the principle of nonviolent resistance. *Family Process*, 40, 53-66.

Lund, L., Zimmerman, T., & Haddock, S. (2002). The theory, structure, and techniques for the inclusion of children in family therapy: a literature review. *Jr. of Marital and Family Therapy*, 28, 445-454.

Lesson 12: Families Living with Physical Illness

(PLEASE NOTE: Final Paper Due)

Antle, B., Wells, L., Goldie, R., DeMatteo, D. & King, S. (2001). Challenges of parenting for families living with HIV/AIDS. *Social Work*, 46, 159-169.

Rolland, J. (1989). Chronic illness and the family life cycle. In B.Carter & M. McGoldrick (Eds.) *The Changing Family Life Cycle* (2nd ed.). Boston: Allyn & Bacon.

Towns, A. (1994). Asthma, power, and the therapeutic conversation. *Family Process*, 33, 161-174. Horsley, G., "Restoring Family Relationships," Focus: A Guide to AIDS Research & Counseling, The AIDS Health Project 1991 6(5),3

Lesson 13: Families Living with Difference within the Family

Denizet-Lewis (May 26, 2002). About a boy who isn't. *New York Times Magazine*.

Friedlander, M., (1999). Ethnic identity development of internationally adopted children and adolescents:

implications for family therapists. *Jr. of Marital & Family Therapy*, 25, 43-60.

Saltzburg, S. (2004). Learning that an adolescent child is gay or lesbian: the parent experience. *Social Work*, 49, 109-118.

Lesson 14: What next?

Goldenberg & Goldenberg, Chapter 19

Lesson Assignments and Student Evaluation:

Students are encouraged to keep a weekly journal having read the required readings. There should be significant evidence that you have put some critical thought into your writing, that you have pondered the personal and practice issues raised by the reading(s) and that you have made an effort to integrate the complexities and challenges involved in practice with families.

Relevant literature must be cited in the text of all written assignments. A bibliography consisting of cited material only should appear at the end of each paper. You are asked to use APA bibliographic style for references and citations.

All written assignments should be typed and double-spaced (references single-spaced). Good academic English is expected and grades will be lowered for poor grammar, syntax and/or spelling. References should follow the APA guidelines. Plagiarism will result in a failing grade for the course. Papers will be accepted late only with prior arrangements with the instructor. Incompletes must be requested and will be granted only in unusual circumstances.

COURSE GRADING DETERMINANTS

Grades are based on the following elements of a student's participation and accomplishment. In determining a grade for this course, the following formula will be used:

Assignment Schedule and Grading

- 1) Mini Assignments due by second week.
- 2) Genogram
- 3) Final Assignment
- 4) Discussions/journal

Distribution of Points

Mini Assignment # 1 = 15 %
Genogram # 2 = 35 %
Final Assignment = 35 %
Email/phone Discussions/journal = 15 %

Using this technique, there will be 100 points assigned to the course. Final semester grades will be calculated as follows:

92-100 points = A range
86-91 points = B range
80-85 points = C range
70-80 points = D range
Under 70 points = F

WRITTEN ASSIGNMENTS

First Assignment due the 2nd week Length: 2 pages (15 points of grade)

Determine now at the beginning of this course, how you will know at the end of the course, that it has been worth your while to take it. Be specific.

Genogram Assignment due 6th class Length: not applicable (35 points)

Please refer to McGoldrick, M., Gerson, R. , Shellenberger, S. *Genograms in family, assessment* and Horsley, G.C. *Inlaws*, for guidance.

1. Draw a genogram of at least three generations. You may use an individual client, or your own family. If possible, try to create the genogram with a member or members of the family being mapped.
2. Include all the basic information - members, spousal or equivalent relationships, separations or divorces, adoptions, foster care status, miscarriages or abortions. Include race, ethnicity, religion, any minority sexual orientation, transgender status, class, education, illnesses (include any substance/alcohol abuse/addiction) and significant differences in these areas among family members.
3. If members were born in a different country, note that and also the date of immigration to this country. Note ages, dates and causes of death. Indicate if any member has an active substance abuse problem or has solved their substance abuse problem.
4. Indicate the nature of relationships (cutoffs, intensely close, distant, conflictual).
5. The genogram must be neat and clear. All the information should be included on the genogram. Submit no additional pages.

Final Assignment/due 13th week of class Length: 6-8 pages (35 points)
Choice or A or B:

A) The purpose of this paper is to document how the course has influenced your thinking. Present clinical intervention strategies and concepts found in readings which expanded your clinical work. Provide three examples of situations in which the learning was applied. Reference the theory behind each example. This paper must reflect an application of theories to clinical practice with families; or, for those students in non-clinical settings, application of theories to life situations.

B) After reading the book *The Spirit Catches You and You Fall Down* by Anne Fadiman (1997, NY: The Noonday Press) please address the following questions.

*What is this book about?

*What would you regard as appropriate care for Lia?

*What would cooperation between the Lee's and the hospital staff look like?

*Who would you recommend read this book and what would you like them to get from the book?

*What effect did the alternating of chapters about the family's experience, the western medical staff's and the

history of the Hmong people have on you, the reader?

*What are the lessons for healers in this book?

*How has this book effected your ideas about culturally competent practice.

Final Paper

Doctoral Students must prepare a scholarly paper of approximately 20 double spaced typewritten pages. Papers will focus upon a specific aspect of this course approved by instructor. Grades will be given on content, and use of source material, also grammar, spelling, and originality. Students should use the American Psychological Association Style Manual. Students may also have the option of designing a research project.

Final Oral Examination

The final examination will be given by telephone conference (or other means) and will cover the reading assignments. Students will negotiate the timing of the examination.

Additional Readings By Topic

Families Living with Domestic Violence

Bogard, M. & Mederos, F. (1999). Battering and couples therapy: universal screening and selection of treatment modality. *Jr.of Marital and Family Therapy*, 25, 291-312.

Golden, G. & Frank, P. (1994). When 50-50 isn't fair: the case against couple counseling in domestic abuse. *Social Work*, 39, 636-637.

- Goldner, V. (1998). The treatment of violence and victimization in intimate relationships. *Family Process*, 37, 263-286.
- Greenberg, L. (1992). The three little pigs. *Jr. of Systemic Therapies*, 12, 39-40.
- Oppenheimer, K. (1991). Who's the patient: an ecological assessment of child abuse. *Family Systems Medicine*, 9, 171-175.

Families Living with Addictions

- Berg, I. (1992). *Working with the problem drinker. a solution focused approach*. NY: W.W. Norton..
- Connors, C. Donlvan, D., DiClemente, C., (2001). *Substance abuse treatment and the stages of change*. NY: Guilford Press.
- Dore, M. Doris, J., Wrihyt, P. (1995). Identifying substance abuse in maltreating families: a child welfare challenge. *Child Abuse and Neglect*, 19, 5, 531-543.
- Rosenfeld, E. (1983). Systemic family therapy and the treatment of intoxication, abstinence and recovery. In D. Cook, C. Fewell & J. Riolo (Eds.) *Social Work Treatment of Alcohol Problems*. NJ: Jr. of Studies on Alcohol, Inc. 60-67.

Families Living with Gender Difference

- Colapinto, J. (2000). *As nature made him. the boy who was raised as a girl*. NY: Harper Collins.
- McCloskey, D. (1999). *Crossing. a memoir*. Chicago: U. of Chicago Press.

Families Living with Mentally Ill Members

- McFarlane, W. (Ed.) (2002). *Multifamily Groups in the Treatment of Severe Psychiatric Disorders*. NY: Guilford Press.
- Office of Counsel for the NYS Office of Mental Health (November, 1999). An explanation of kendra's law. NY: NYS Office of Mental Health.

Families Living with Secrets

- Imber-Black, E. (Ed.) (1993) *Secrets in Families and Family Therapy*. NY: W.W. Norton. Ch. 1, 3-28.
- Papp, P. & Imber-Black, E. (1996). Family themes: transmission and transformation. *Family Process*, 35, 5-20.
- Webster, H. (1991). *Family secrets*. NY: Addison-Wesley Publishing.

Worth While Books (just a few of the many)

- Berg, I. & Steiner, T. (2003). *Children's solution work*. NY: W.W. Norton.
- Boyd-Franklin, N. & Bry, H. B. (2000). *Reaching out in family therapy. home-based, school, and community interventions*. NY: The Guilford Press.
- De Jong, P. & Berg, I.K. (1998). *Interviewing for solutions*. Boston: Brooks/Cole Publishing.
- Fadiman, A (1997). *The spirit catches you and you fall down*. NY: The Noonday Press.
- Freedman, J. & Combs, G. (1996). *Narrative therapy. the social construction of preferred realities*. NY: W.W. Norton.

- Haley, J. (1973). *Uncommon therapy. the psychiatric techniques of milton h. erickson, m.d.* NY: W.W. Norton.
- Laird & Green, R.-J. (Eds.) (1996). *Lesbian & Gays in Couples and Families.* San Francisco: Jossey- Bass.
- Langone, M. (Ed.) (1993). *Recovery from cults. help for victims of psychological and spiritual abuse.* NY: W.W. Norton.
- Satir, V. (1967). *Conjoint family therapy.* Ca.: Science & Behavior Books.
- Watzlawick, P., Weakland, J., & Fisch, R. (1974). *Change. principles of problem formation and problem resolution.* NY: W.W. Norton.