# SYLLABUS 2019

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| **MAJOR:** | | PSYCHOLOGY | | | | | | | | | | |
| **COURSE:** | | | | | | | FAMILY PSYCHOLOGY | | | | | |
| **INSTRUCTORS:** | | | KARIN TAVERNIERS, PhD | | | | | | | | | |
| **TOTAL HRS./WEEK:** | | | | | 3 | | | **TOTAL HRS.** | | 72 |
| **CAMPUS:** | CENTRO | | | | | **COURSES:** | | | 3 GM | | **SHIFT:** | MORNING |
| **YEAR:** | | | | 2019 | | | | | | | | |
| **URL:** |  | | | | | | | | | | | |

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| --- | --- | --- | --- |
| **BASIC** |  | **PROFESSIONAL** | **x** |

**INSTRUCTORS:**

|  |  |
| --- | --- |
| **Name** | **E-mail** |
| **KARIN TAVERNIERS, PhD** | **ktaverniers@gmail.com** |
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**2. OBJECTIVES**

***Have students develop competencies and abilities to:***

* consider systemic perspectives as an alternative to conceiving human relationships (as relational beings), within micro (family) and macro (sociocultural) contexts;
* acquire understanding of the history of family and systemic psychology as well as of the current diversity of existing approaches in the field;
* analyze the different conceptions of couples and families throughout the history of humankind, and across cultures;
* acquire knowledge regarding different themes related to family life;
* explore the current diversity in family organizations.

**3. COURSE HOURS:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Theory** | **Field Work** | **Total** |
| **Total Hours** | 72 | 0 | 72 |

**4. BASIC UNITS AND READINGS:**

**UNIT # 1 – The social construction of families.**

**Conceptual and historical background of systemic thinking.**

a) Introduction to Social Constructionism.

b) Family system metaphor. General Theory of Systems.

**Required Readings:**

**a) Social Constructionism:**

**Dallos, R. & Draper, R.** (2003), *An Introduction to Family Therapy: Systemic Theory and Practice*, Maidenhead: Open University Press, pp. 97-103 (original work published 2000).

1. **The Concept of the System (General Theory of Systems):**

**Napier, A. & Whitaker, C.A.**, (2002), The Concept of the System, in *The Family Crucible: The Intense Experience of Family Therapy*, Quill, pp. 45-59 (original work published 1978).

**Watzlawick, P., Beavin J. & Jackson D.** (1967), The Organization of Human Interaction, *Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies, and Paradoxes*, New York, London: W.W. Norton & Company, pp. 118-148.

**UNIT # 2 – The First Phase.**

a) Axioms of communication.

b) MRI Strategic Model (Watzlawick, P., et. al.).

c) Structural Model (Minuchin).

d) Genograms.

**Required Readings:**

**a) Axioms of Communication:**

**Watzlawick, P., Beavin J. & Jackson D.** (1967), 1) Some Tentative Axioms of Communication; 2) Pathological Communication, *Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies, and Paradoxes*, New York, London: W.W. Norton & Company, pp. 48-117.

**b) MRI Strategic Model:**

**Watzlawick, P., Weakland, J. H. & Fisch, R.** (1974), 1) More of the Same or, When the Solution is the Problem; 2) Paradoxes; 3) Second-Order Change, *Change*, New York, London: W.W. Norton & Company, pp. 31-39; pp. 62-91.

**c) Structural Model:**

**Minuchin, S.** (1974), 1) A family Model; 2) Therapeutic Implications of a Structural Approach, *Families and Family Therapy*, Cambridge, Massachusetts: Harvard University Press, pp. 46-66; pp. 89-109.

**Minuchin, S.** (1981), Families, *Family Therapy Techniques*, Cambridge, Massachusetts, and London, England: Harvard University Press, pp. 11-27.

**Strategic and Structural Models summarized:**

**Hoffman, L.** (1981), *Foundations of Family Therapy: A Conceptual Framework for Systems Change*, BasicBooks, pp. 262-278.

**d) Genograms:**

**McGoldrick, M. & Gerson, R.** (1985), 1) Why Genograms?, 2) Constructing Genograms, *Genograms in Family Assessments*, New York, London: W.W. Norton & Company, pp. 1-38.

**UNIT # 3: ICT’s and Family Dynamics:**

**Villegas, A.** (2013), The Influence of Technology on Family Dynamics, *Proceedings of the New York State Communication Association*: Vol. 2012, Article 10.

**Gora, Y.** (2009). Information and Communication Technologies (ICT) and Effects on ‘Togetherness’ in Family Households, in F. Pandrea & M. Armstrong (Eds.), *Record of the Communications Policy & Research Forum* Sydney: Network Insight Pty Ltd., (pp. 88–105).

**UNIT # 4: Themes related to family dynamics:**

a) Family Life Cycle: Stages and transitions in the family; permanence and change.

b) Stepfamilies.

c) Family Secrets.

d) Gender perspective.

**Required Readings:**

**a) Family Life Cycle:**

**Haley, J.** (1995), The Family Life Cycle, *Uncommon Therapy: The Psychiatric Techniques of Milton H. Erickson, MD*, New York, London: W.W. Norton & Company, pp. 41-64 (original work published in 1973).

**b) Stepfamilies:**

**Visher, E. B. & Visher, J.** S. (1985), Stepfamilies are Different, *Journal of Family Therapy*, 7:9-18.

**c) Family Secrets:**

**Imber-Black, E.**, (1998), Living the Dilemmas, *The Secret Life of Families*: *Making Decisions About Secrets: When Keeping Secrets Can Harm You, When Keeping Secrets Can Heal You-And How to Know the Difference*, New York, Bantam Books, pp. 3-21

**b) Gender:**

**Hare-Mustin, R. & Marecek, J.** (1990), On Making a Difference, *Making a Difference: Psychology and the Construction of Gender*, New Haven & London: Yale University Press, pp. 1-21.

**Johnson, A. G.** (1997), What Patriarchy?, *The Gender Knot: Unravelling Our Patriarchal Legacy*, Philadelphia: Temple University Press, pp. 155-180.

**Tilsen, J. & Nylund, D.**, Homonormativity and Queer Youth Resistance: Reversing the Discourse, in Moon, L., Editor (2010), *Counselling Ideologies: Queer Challenges to Heteronormativity*, Ashgate Publishing Ltd., pp. 93-104.

**Optional (Spanish):**

**Taverniers, K.** (2012), Análisis del discurso (cap. 8), La construcción de las categorías de lo femenino y lo masculino (cap. 9), El sistema dentro de nosotros (cap. 13) en *Abuso emocional en la pareja: Construcciones y deconstrucciones de género*, Buenos Aires: Editorial Biblos.

**UNIT # 5: Postmodern Approaches to Family Therapy.**

a) Introduction to Postmodern Approaches.

b) Collaborative-Dialogic Practices (Anderson, H. & Goolishian, H.).

c) Narrative Practices (White, M. & Epston, D.).

d) Reflecting Processes (Andersen, T.).

**Required Readings:**

**a) Introduction to Postmodern Approaches:**

*Galveston Declaration of Family Therapy*

**b) Collaborative-Dialogic Practices:**

**Anderson, H.** (1997), *Conversation, Language and Possibilities: A Postmodern Approach to Therapy*, New York: BasicBooks, pp. 133-140.

**Anderson, H.** (2012), Collaborative Relationships and Dialogic Conversations: Ideas for a Relationally Responsive Practice, *Family Process*, Vol. 51*.*

**c) Narrative Practices:**

**Madigan, S**. (2019), History, *Narrative Therapy* (second edition), Washington DC: American Psychological Association, pp. 11-26 (original work published 2011).

**Tomm K**. (1989), Externalizing the Problem and Internalizing Personal Agency, *Journal of Strategic and Systemic Therapies,* Vol. 8#1.

**White, M**. (1993), Deconstruction and Therapy, in Gilligan, S. & Price, R. (Eds.), *Therapeutic Conversations,* New York, London: W. W. Norton & Company, pp. 22-61 (original work published 1991).

**d) Reflecting Teams:**

**Andersen, T.** (1991), 1) The Context and History of the Reflecting Team, 2) Basic Concepts and Practical Constructions, *The Reflecting Team: Dialogues and Dialogues about the Dialogue*, New York, London: W. W. Norton & Company, pp. 3-41.

**5. LEARNING RESOURCES:**

The classes will include presentations of theoretical concepts, designed to complement the required readings, as well as video material, case discussions, group discussions, and exercises. Students are required to have read the material assigned to each class beforehand. The learning process is meant to be dynamic and active, as opposed to mere passive assimilation of given knowledge.

**6. COURSE REQUIREMENTS:**

The course consists of 1 (one) collaborative group assignment (see instructions in the course program) and 1 (one) written midterm exam. The minimum grade for both evaluations is 7/10 in order to ‘promote’ the course (‘promotion’ means exemption from taking the final exam). Should the collaborative group assignment not reach the required grade of 7/10, but 4/10 or more, the group participants will be required to take the final oral exam (see section # 7). Should the student not pass the midterm exam, he or she will be given a second opportunity, two weeks after the first exam date, with a minimum grade requirement of 4/10, and will need to take the final oral exam (see section # 7).

The final grade will be an average of the grades received on both assessments.

**Note**: **Exchange students, please consult with me privately regarding test assessments**.

**Classroom Etiquette**

The students are expected to arrive to class punctually. Lateness will affect the students’ attendance (without exception). As per the Universidad del Salvador’s regulations, students are required to attend a minimum of 75% of the classes. Students are requested to anticipate potential absenteeism due to travel, unforeseen circumstances, or other extra-curricular commitments ahead of time. Attendance is very important in that a large part of the learning process takes place in the classroom.

The students are requested to turn off or silence their cell phone and not use them during class. In case of potential emergencies, please inform the professor before class.

Private conversations among students are discouraged since they are not only distracting to the professor, but also to other students as well.

**7. FINAL EXAM**

Only those students who did not pass the first midterm exam, and/or the first draft of the collaborative group assignment, need to take a final oral exam. The date of said exam will be posted on the website.

**Note**: **Exchange students, please consult with me privately regarding test assessments**.

**8. SCHEDULE:**

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| --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **UNIT** | **HOURS** | **THEORY** | **PRACTICE** | **TESTS** |  |
| **1** | **August 1st** |  |  |  |  |  |
| **2** | **August 8th** |  |  |  |  |  |
| **3** | **August 22nd** |  |  |  |  |  |
| **4** | **August 29th** |  |  |  |  |  |
| **5** | **September 5th** |  |  |  |  |  |
| **6** | **September 12th** |  |  |  | **Group evaluation** |  |
| **7** | **September 19th** |  |  |  |  |  |
| **8** | **September 26th** |  |  |  |  |  |
| **9** | **October 3rd** |  |  |  | **Midterm** |  |
| **10** | **October 10th** |  |  |  |  |  |
| **11** | **October 17th** |  |  |  | **Makeup**  **Exam** |  |
| **12** | **October 24th** |  |  |  |  |  |
| **13** | **October 31st**  End of term |  |  |  |  |  |

**9. INSTRUCTOR´S SIGNATURE:**



**10. CHAIR’S SIGNATURE:**