P-520
Introduction to Marriage and Family Therapy

Christian Theological Seminary
Fall 2007
Tues. and Thurs. 8am-9:15am
Room 162

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Catalogue Course Description
Application of family systems concepts from several family therapy theoretical models. Intervention strategies and skills applied to individuals, couples, families.

Marriage and Family Therapy Core Competencies
The marriage and family therapy (MFT) core competencies were developed through a collaborative effort of the American Association for Marriage and Family Therapy (AAMFT) and interested stakeholders. The competencies represent the minimum that MFTs licensed to practice independently must possess. This course addresses the following core competencies:

1.1.1 Conceptual Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.

1.2.1 Perceptual Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).

1.3.1 Executive Gather and review intake information, giving balanced attention to individual, family, community cultural, and contextual factors.

1.3.2 Executive Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).

1.3.3 Executive Facilitate therapeutic involvement of all necessary participants in treatment.

1.3.4 Executive Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.

1.3.6 Executive Establish and maintain appropriate and productive therapeutic alliances with the clients.
1.3.7 Executive Solicit and use client feedback throughout the therapeutic process.

1.3.8 Executive Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients’ care, and payers.

1.3.9 Executive Manage session interactions with individuals, couples, families, and groups.

2.1.1 Conceptual Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology, couple processes; and family development and processes (e.g. family, relational, and system dynamics).

2.2.3 Perceptual Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.

2.24 Perceptual Consider the influence of treatment on extra-therapeutic relationships.

2.3.3 Executive Apply effective and systemic interviewing techniques and strategies.

2.3.6 Executive Assess family history and dynamics using a genogram or other assessment instruments.

2.3.7 Executive Elicit a relevant and accurate biopsychosocial history to understand the context of the clients’ problems.

2.3.8 Executive Identify clients’ strengths, resilience, and resources.

3.1.1 Conceptual Know which models, modalities, and/or techniques are most effective for presenting problems.

3.2.1 Perceptual Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.

3.3.2 Executive Prioritize treatment goals.

3.3.3 Executive Develop a clear plan of how sessions will be conducted.

3.3.4 Executive Structure treatment to meet clients’ needs and to facilitate systemic change.

4.1.1 Conceptual Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.

4.1.2 Conceptual Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit.
4.3.1 Executive Match treatment modalities and techniques to clients’ needs, goals, and values.

4.3.2 Executive Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).

4.3.6 Executive Facilitate clients developing and integrating solutions to problems.

4.3.8 Executive Empower clients and their relational systems to establish effective relationships with each other and larger systems.

4.3.9 Executive Provide psycho education to families whose members have serious mental illness or other disorders.

4.4.6 Evaluative Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes.

4.5.1 Professional Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).

4.5.2 Professional Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships.

Marriage and Family Therapy Licensure

This course meets partial course requirements for marriage and family therapy licensure in Indiana and other states. The multiple choice exams in this class are designed to help prepare the student to take the national licensure exam for marriage and family therapy.

Purpose of the Class

This class is designed to provide a historical and conceptual foundation for understanding the development of marriage and family therapy as a professional mental health discipline. Theoretical approaches of marriage and family therapy are explicated with the intent to provide the student with an understanding of different perspectives to utilize with clients from different populations. The class then presents theoretically informed clinical practices to assess clients and determine appropriate interventions for treatment. Foundational to this course is the understanding that diversity concerns such as ethnicity and spirituality are critical to personal and relational concerns for all people. Students will gain an understanding of how ethnicity and spirituality are integrated into the treatment process.
Students will learn to identify their own personal and professional concerns through a family of origin focus so that undue harm will not occur to their clients. Understanding one’s own personal and relational dynamics, ethnicity, and spirituality will contribute to this lifelong quest for the therapist.

**Class Methods**
The overall teaching methodology of this course integrates didactic lecture, class discussion, experiential exercises, role plays, professor demonstration of clinical practice, readings, self of therapist groups, written assignments, video student workbook, family of origin paper, and exams. Study groups and exam review may be held outside of the class session.

*Didactic lectures* The professor will lecture based on the assigned readings with explanation through master therapist videos, film clips, and PowerPoint presentations periodically.

*Class discussion* Class discussion is an important part of this class. Understandings of reading, clinical video analysis, and personal reactions are all a part of this process.

*Experiential exercises* Students will participate in periodic experiential exercises in order to better personally integrate theoretical and clinical concepts of marriage and family therapy.

*Role plays* Students will participate in role plays to gain one hand experience in how to practice different clinical approaches with clients.

*Professor demonstration of clinical practice* The professor will demonstrate through role plays different theoretical approaches.

*Readings* Reading is critical to mastery of the material in this course. The professor and teaching assistant are available for mentoring students with understanding any difficult reading.

*Self of therapist groups* Students will present themselves to colleagues through family of origin and personal reflection to the degree they are comfortable. A Family Genogram Workbook will be used in these groups. Sharing in this group is confidential and not to be discussed outside the group.

*Written assignments* Written assignments include responses to workbook questions on clinical video clips, genogram workbook, and treatment plans.
Family of origin paper Students will construct a genogram showing their family of origin on Genogram-Maker and a written analysis of their family of origin according to class guidelines. Issues of ethnicity and spirituality should be integrated in the paper.

Exams Multiple choice exams are designed to help prepare students to take the national marriage and family licensure exam. The mid-term exam will be all multiple choice. The final exam will be multiple choice and a clinical practice essay section. Blackboard will be used for multiple choice practice exams which students can take before the exams. Students who complete the practice exams regardless of the score will receive extra credit on the mid-term and final exams.

Class Expectations
Class attendance is mandatory. Unexcused absences will adversely affect a student’s grade. Students need to contact the professor or the teaching assistant before the class if they are unable to attend due to illness. In emergency students need to contact the professor or teaching assistant within 24 hours of the absence. Extensions of deadline, if granted, must be negotiated with the professor prior to the due date. Late written assignments will otherwise be deducted a plus or minus on the letter grade.

Class participation is expected in this class. Students are to schedule a conference with the professor during the semester. The professor will be available for student conference as requested by the student. Master of Divinity students may consult with the professor for approval of alternate written assignments that may correlate more directly with a church context.

Description of Written Assignments
(Detailed instructions for the completion of these assignments will be distributed during the semester)

Video Workbook Assignments Students will answers questions in the video workbook on video clips on object relations therapy, Bowenian therapy, structural therapy, strategic therapy, Satir therapy or experiential therapy (choose one), solution-oriented therapy or narrative therapy (choose one), behavioral therapy or emotionally focused couples therapy (choose one), and integrative family therapy.
Mid-term Exam
The mid-term exam on October 11 will be multiple choice.

Treatment Planning Assignments
Students will select 3 case vignettes of couples or families from Gehart and Tuttle November 15, November 29, and December 6.

Family of Origin Paper
This paper will only be read by the professor. Students will complete a three generation genogram with a 15-20 page description of what you have learned about your family and yourself from completing the genogram. In addition, critique how your family of origin may help and hinder you in your work with clients.
The genogram will be due November 6. The final family of origin paper will be due December 11.

Final Exam
The final exam will have a multiple choice, and a case vignette to respond to with an assessment and treatment plan from the theoretical approach of the student’s choice. The answer must refer to specific theoretical concepts and integrate concerns of ethnicity and spirituality from the assigned readings.

Grading
Grades will be assigned as follows:
Video workbook assignments 15%
Mid-term exam 20%
Treatment planning assignments 15%
Genogram workbook 10%
Family of origin paper 20%
Final exam 20%
TOTAL 100%
Exceptional class participation will increase the final grade by a plus. Similarly, poor class attendance will decrease the final grade by a minus.
Texts
Texts marked with * are used in other MAMFT required courses and selected supervision groups in practicum.

Required


Recommended

Websites
American Association for Marriage and Family Therapy www.aamft.org
Indiana Association for Marriage and Family Therapy www.inamft.org

Course Topics and Schedule
(Class will be notified of any schedule changes due to any professional commitments of the instructor.)

History, Concepts, and Development of Marriage and Family Therapy

September 4 Overview of Course/Context of Marriage and Family Therapy
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September 6 Foundations of Marriage and Family Therapy
Reading: Essentials, chapters 1 and 4; Ethnicity, chapter 1

September 11 Development of Marriage and Family Therapy
Reading: Essentials, chapter 2; Practice, chapter 1

First Generation of Marriage and Family Therapy

September 13 Psychodynamic Family Therapy
Reading: Essentials, chapter 9; Ethnicity, chapter 2; Families, Introduction

September 18 Intergenerational Family Therapy
Reading: Essentials, chapter 5; Theory, chapter 8; Families, chapter 1
DUE: Psychodynamic Video Responses

September 20 MRI/Strategic/Milan Systemic Therapy
Reading: Essentials, chapter 6; Theory, chapters 3 and 5
DUE: Intergenerational Video Responses

September 25 (CONT.)
Reading: Theory, chapter 4; Ethnicity, chapters 5 and 6; Families, chapter 2
DUE: Strategic Video Responses
Self of therapist groups

September 27 Structural Family Therapy
Reading: Essentials, chapter 7; Theory, chapter 2; Ethnicity, chapter 10

October 2 Experiential Family Therapy
Reading: Essentials, chapter 8; Theory, chapters 6 and 7
DUE: Structural Video Responses

October 4 (CONT.)
Reading: Ethnicity, chapter 11; Families, chapter 3
Self of therapist groups

Second Generation of Marriage and Family Therapy

October 10 Postmodern Family Therapy
Reading: Essentials, chapter 11; Practice, chapter 2—pages 29-42; Theory, chapters 10,11, and 12
DUE: Satir or Experiential Video Responses
October 11 (CONT.)
MID-TERM EXAM

October 16 READING WEEK
October 18 READING WEEK

*Third Generation of Marriage and Family Therapy*

October 23 *Evidence-Based Family Therapy*
Reading: Essentials, chapter 10; Practice, chapter 2—pages 42-53; Theory, chapter 9; Ethnicity, chapter 17
DUE: Solution-Oriented or Narrative Video Responses

October 26 (CONT.)
Reading: Ethnicity, chapter 20; Families, chapter 4
Self of therapist groups
DUE: Behavioral or Emotionally Focused Video Responses
Self of therapist groups

*Integrating Theory and Practice of Marriage and Family Therapy*

October 30 *Integration of Theory*
Reading: Practice, chapter 3; Families, chapter 5

November 1 *Integration of Practice*
Reading: Practice, chapter 4; Ethnicity, chapter 28
Self of therapist groups

*Clinical Practice of Marriage and Family Therapy*

November 6 *Assessment: Referral and Intake*
Reading: Essentials, chapter 3; Practice, chapter 5.
DUE: Genogram

November 8 (CONT.)
Reading: Ethnicity, chapter 31; Families, chapter 5
Self of therapist groups

November 13 *Assessment: Problem Definition to Treatment Plan*
Reading: Practice, chapter 6; Theory, chapter 1
November 15 (CONT.)
Reading: Ethnicity, chapter 36; Families, chapter 6
Self of therapist groups
DUE: Treatment plan

November 20 READING WEEK

November 22 THANKSGIVING

November 27 Assessment: Exploring Client Experience
Reading: Practice, chapter 7

November 29 (CONT.)
Reading: Ethnicity, chapter 48; chapter 7
Self of therapist groups
DUE: Treatment plan

December 4 Interventions: Understanding Clients
Reading: Practice, chapter 8

December 6 (CONT.)
Reading: Ethnicity, chapter 52; Families, chapter 8
Self of therapist groups
DUE: Treatment plan

The Future of Marriage and Family Therapy: Integration and Vision

December 11 Creating a Frame for Marriage and Family Therapy
Reading: Essentials, chapter 14; Practice, chapter 9.
DUE: Family of origin paper and Genogram workbook

December 13 Researching and Envisioning Marriage and Family Therapy Trends
Reading: Essentials, chapter 15; research article from Journal of Marital and Family Therapy on reserve

December 18 FINAL EXAM