P-520
*Introduction to Marriage and Family Therapy*
Christian Theological Seminary
Fall 2008

Tues. and Thurs. 10:45 am- 12 pm
Room 162

Instructor: Suzanne M. Coyle, Ph.D.
scoyle@cts.edu
Office phone—931-2349
Office—#238
Office Hours—By appointment
(Lunch availability some Tuesdays.)

Teaching Assistant: Kristie Pfrang

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

**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 is less likely to occur with their future clients. Understanding one’s own personal and relational dynamics, ethnicity, and spirituality will contribute to this lifelong quest for the therapist.
Licensure and Accreditation Standards

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.

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

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

2.1 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 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.
Mental Health Counselor Licensure
This course is designed to meet some of the licensure requirements for Licensed Mental Health Counselor in Indiana. In addition, it meets some of the requirements for Licensed Professional Counselor and/or Licensed Professional Clinical Counselor in other states.

CACREP Course Requirements
This class meets the following course content for CACREP:

1. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels.
   a. theories of individual and family development and transitions across the life-span;

2. SOCIAL AND CULTURAL FOUNDATIONS - studies that provide an understanding of issues and trends in a multicultural and diverse society.
   a. multicultural and pluralistic trends including characteristics and concerns of diverse groups;
   b. attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability;
   c. individual, family, and group strategies with diverse populations; and
   d. ethical considerations.

3. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes.
   a. counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications;
   b. basic interviewing, assessment, and counseling skills;
   c. counselor or consultant characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
   d. client or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances; and
   e. ethical considerations.
Class Methods
The overall teaching methodology of this course integrates didactic lecture, class discussion, experiential exercises, role plays, technology support, professor demonstration of clinical practice, readings, self of therapist groups, written assignments, video student workbook, 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 first hand experience in how to practice different clinical approaches with clients.

Technology support Student learning will be supported through Genogram-Maker Millenium, Blackboard, and My Helping Kit affiliated with The Essentials of Family Therapy. The teaching assistant will monitor and coach students on their use.

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 Millenium with a 5 page reflection on the student’s experience of the self of the therapist group as well his/her family of origin.

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 by e-mail 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

Video Workbook Assignments Students will answer in the video workbook in writing on the following three approaches: 1) Video 1: Bowenian Therapy; 2) Video 12: Solution-Oriented Therapy, and 3) Video 19: Emotional Focused Couples Therapy. Students are required to view and study the videos of each MFT reading.

Mid-term Exam
The mid-term exam on October 21 will be multiple choice.

Treatment Planning Assignments
Students will select 3 preferred approaches of case vignettes (couple or family) from Gehart and Tuttle due on November 6, November 13, and November 20.

Genogram Workbook/Family of Origin Paper
Students will complete the genogram workbook outside of the classroom to be used in the self of the therapist groups. Then, a genogram of each student’s family of origin will be created on Genogram-Maker Millenium. Finally, students will complete a 5 page reflection paper on his/her experience of the self of the therapist group, the genogram workbook, and how that informs understanding the genogram. Students will read the chapter on their own ethnicity in Ethnicity and Family Therapy to integrate in the paper. This paper will only be read by the professor. The family of origin genogram is due December 4. The genogram workbook, 5 page reflection paper, and family of origin genogram is due December 11.

Final Exam
The final exam will have a multiple choice section 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 20%
- Mid-term exam 20%
- Treatment planning assignments 20%
- Genogram Workbook/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**


**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.)

Development of Marriage and Family Therapy

September 2 Overview of Course

September 4 Context of Marriage and Family Therapy
Reading: Essentials, chapter 1, 2, 11

September 9 Development and Foundations of Marriage and Family Therapy
Reading: Essentials, chapter 4

Marriage and Family Therapy Theories

September 11 Psychoanalytic Family Therapy
Reading: Essentials, chapter 9; Video Workshop #13 (Object Relations)

September 16 Intergenerational Family Therapy
Reading: Essentials, chapter 5; Theory, chapter 8; Video Workshop #1 (Bowenian)

September 18 MRI Therapy
Reading: Essentials, chapter 6; Theory, chapter 5
DUE: Video Workshop #1—Bowenian Therapy

September 23 Strategic/Milan Systemic Therapy
Reading: Theory, chapters 3, 4; Video Workshop #11 (Strategic)

September 25 Structural Family Therapy
Reading: Essentials, chapter 7; Theory, chapter 2; Video Workshop #9 (Structural)

September 30 Experiential Family Therapy-Whitaker’s Symbolic-Experiential and Satir’s Communications Approach
Reading: Essentials, chapter 8; Theory, chapters 6 and 7; Video Workshop #6 (Satir) and #7 (Experiential)

October 2 Experiential Family Therapy—Emotionally Focused Therapy
Reading: Reserve Reading on emotionally focused therapy; Video Workshop #19 (Emotionally Focused)

October 7 Cognitive-Behavioral Family Therapy
Reading: Essentials, chapter 10; Theory, chapter 9; Video Workshop #8 (Behavioral)
DUE: Video Workshop #12—Emotionally Focused Therapy
October 9  Solution-Focused Therapy  
Reading: Essentials, chapter 12; Theory, chapter 10; Video Workshop #12 (Solution-Oriented)

October 14  READING WEEK

October 16  READING WEEK

October 21  MID-TERM EXAM

October 23  Narrative Therapy
Reading: Essentials, chapter 13; Theory, chapter 11; Video Workshop #14 (Narrative)
DUE: Video Workshop #12—Solution-Oriented

October 28  Collaborative Therapy
Reading: Theory, chapter 12

Theory and Clinical Practice of Marriage and Family Therapy

October 30  Foundations for Integrating Theory and Practice
Reading: Essentials, chapters 14, 15
Diversity Focus: Flawed, Intro, chapter 1; Ethnicity, chapter 1

November 4  First Contact
Reading: Procedures, chapter 1, 2
Self of Therapist Group—Genogram Workbook #1
Diversity Focus: Flawed, chapter 2; Ethnicity, chapter 2

November 6  Assessment
Reading: Procedures, chapter 3
Self of Therapist Group
DUE: Treatment Plan
Diversity Focus: Flawed, chapter 2; Ethnicity, chapter 5, 6

November 11  Initial Stage Treatment
Reading: Procedures, chapter 4; Theory, chapter 1
Self of Therapist Group—Genogram Workbook #2
Diversity Focus: Flawed, chapter 3; Ethnicity, chapter 10

November 13  (CONT.)
Self of Therapist Group
DUE: Treatment Plan
Diversity Focus: Flawed, chapter 4; Ethnicity, chapter 11
November 18 *Middle Stage Treatment*
Reading: Procedures, chapter 5
*Self of Therapist Group—Genogram Workbook #3*
Diversity Focus: Flawed, chapter 5; Ethnicity, chapter 20

November 20 (CONT.)
Reading:
*Self of Therapist Group*
DUE: Treatment Plan
Diversity Focus: Flawed, chapter 6; Ethnicity, chapter 28

November 25 READING WEEK

November 27 THANKSGIVING

December 2 *Late Stage Treatment*
Reading:
*Self of Therapist Group—Genogram Workbook #4*
Diversity Focus: Flawed, chapter 7; Ethnicity, chapter 31

December 4 *Termination and Aftercare*
Reading: Procedures, chapter 6
*Self of Therapist Group*
DUE: Family of Origin Genogram
Diversity Focus: Flawed, chapter 8; Ethnicity, chapter 36

*The Future of Marriage and Family Therapy: Integration and Vision*

December 9 *Creating a Frame for Marriage and Family Therapy*
Reading: Reserve reading and handouts
Diversity Focus: Ethnicity, chapters 48, 52

December 11 *Researching and Envisioning Marriage and Family Therapy Trends*
Reading: Essentials, chapter 16
DUE: Genogram Workbook/Family of Origin Paper

December 18 FINAL EXAM
Appendix 1

VIDEO WORKBOOK ASSIGNMENTS

REQUIREMENTS
Students are required to view and study the questions for the following therapy approaches at the time of the reading assignment for that theory: video 13--object relations, video 1--Bowenian, video 11 strategic, video 9-structural, video 6—Satir, video 7—experiential, video 19—EFT, video 8—behavioral, video 12—solution-oriented, and video 14—narrative.

In addition, students are required to complete the exercises in the video workbook for the following videos #1, #19, and #12. Students may turn in the pages in the workbook, photocopy them or type out the answers.

DUE  September 18
Video Workshop #1—Bowenian Therapy

DUE  October 7
Video Workshop #19—Emotionally Focused Therapy

DUE  October 23
Video Workshop #12—Solution-Oriented Therapy

Grading Rubric for Written Assignment

- Answer is primarily based on student’s observation of the video.
- Answer is secondarily based on student’s reflection on the observation of the video.
- Student connects answer to aspect of observation and/or theory.
- Student integrates her/his perspective on the clinical vignette with the theoretical approach the video clinician is using.
Appendix 2

MID-TERM EXAM
DUE October 21

FORMAT
The mid-term exam will have 50 multiple choice questions over the reading assigned prior to the Reading Period. The exam is structured to model the types of questions on the national marriage and family therapy exam. Candidates for state licensure are required to pass this exam.

Grading Rubric

- Each question is valued at 2 points.
- A bonus question worth 3 points will be included.
- Students who complete all the practice exams (Online/Blackboard exams) before the mid-term exam will receive 5 points to be added to the final exam grade.
- Scores are sometimes curved depending on the exam score spread in the class.

Exam Score Grades
A    96-100
A-   92-95
B+   88-91
B    84-87
B-   80-83
C+   76-79
C    72-75
C-   68-71
D+   64-67
D    60-61
D-   56-69
F    55 and below
Appendix 3

TREATMENT PLANNING ASSIGNMENTS

REQUIREMENTS
Students are to complete three treatment plans according to three different theories of their choice due on November 6, November 13, and November 20. The following are the options for students:

Counseling Program Students
Select three different theories from Gehart and Tuttle’s *Theory-Based Treatment Planning* that are appealing to you. These theories may be helpful for you for the final exam treatment plan. Study the treatment plan for that theory. Then select either the couple or family vignette. Try not to look at the “answer” and then personalize the treatment plan for the client(s) in the case vignette and you as a therapist.

Dual-Degree Students
Select the Intergenerational Family Theory for the first assignment and complete the treatment plan as described above. For the other two assignments, you can write a short vignette of a ministry/church situation and then use a theory to create a ministry plan for dealing with the problem that emerges from the situation. (Bowenian, structural, or narrative might be most helpful for a ministry situation.)

Ministry Students
Create a short vignette of a ministry/church situation and then use a theory to create a ministry plan for dealing with the problem that emerges from the situation. I suggest that you use Bowenian/intergenerational theory for the first ministry case. Structural or narrative theories might be most helpful for future assignment.

Grading Rubric for Treatment Plans

- Student demonstrates that he/she understands the specific theory.
- Student correctly and creatively applies theory to client vignette or ministry vignette.
- Student tailors the treatment/ministry plan to the clients’ concerns and culture as well as the student’s specific viewpoint.
Appendix 4

GENOGRAM WORKBOOK/FAMILY OF ORIGIN PAPER

DUE December 4—Family Genogram on Genogram-Maker Millennium

DUE December 11—Workbook, Genogram, and Reflection Paper

REQUIREMENTS

Students will complete the Genogram Workbook with discussion during the self of the therapist groups. The workbook will help each students understand how to construct a genogram. Then, he/she will create a three generation genogram according to the symbols as explained in Genogram Workbook, class handouts, and McGoldrick, Gerson, and Shellenberger’s *Genograms: Assessment and Intervention*.

In addition, each student will read the chapter(s) on her/his own ethnicity from *Ethnicity and Family Therapy* to integrate in the 5 pages reflection paper. The reflection paper will focus on the student’s experience in the self of the therapist group and his/her own ethnicity/spirituality with final thoughts on how that impacts understanding one’s family of origin.

Grading Rubric

- Family genogram has 3 generations and is created on Genogram-Maker Millennium.
- Student integrates self-understanding with Bowenian concepts.
- Student integrates self of therapist group experience in the reflection paper.
- Genogram workbook assignments are complete.
Appendix 5

FINAL EXAM

DUE December 18

REQUIREMENTS

The final exam will have two sections: a 50 item multiple choice exam and an essay question. Both will have equal weight and will be averaged to calculate the final exam grade.

Multiple Choice Exam

The multiple choice exam will have 50 questions worth 2 points each with a bonus question worth 3 points. Students who have completed the practice tests before the final exam will receive 5 points added to the multiple choice portion of the exam. Material read since the mid-term exam will be included in this exam.

Essay Exam

The essay exam will present a case vignette (couple or family) based on Gehart and Tuttle’s Theory-Based Treatment Planning for Marriage and Family Therapists. Students should be prepared to respond to the case vignette with a treatment plan based on a theoretical approach of their own preference. In addition to theoretical concepts, the treatment plan will recognize diversity concerns of ethnicity and spirituality.

Grading Rubric

- Multiple-choice exam items will be completed and graded.

- A clear theoretical approach will be articulated in the treatment plan.

- Treatment plan will present systemic concerns from the perspective of a couple of family.

- Diversity concerns of ethnicity and spirituality—both therapist and clients—will be addressed.