Tuesday evening: 6pm – 8:45pm
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Office Hours—By appointment

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:
1.1.1 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.

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, demonstration of clinical practice, readings, written assignments, and exams.

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 Millennium, and My Helping Kit affiliated with The Essentials of Family Therapy.
**Readings:** Reading is critical to mastery of the material in this course. The professor is available for mentoring students to better understand any difficult reading material.

**Written assignments:** Written assignments include responses to course reading material, family-of-origin paper, and treatment plans.

**Family of origin paper:** Students will construct a genogram showing their family of origin on Genogram-Maker Millennium with a 5 page reflection on the student’s experience of the self within 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 multiple choice format. The final exam will be multiple choice and a clinical practice essay section.

**Class Expectations**
Class attendance is mandatory. Unexcused absences will adversely affect a student’s grade. Students need to contact the professor by e-mail before the class if they are unable to attend due to illness. In emergency situations, students need to contact the professor 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. 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**

**Course Reading Worksheets:**
Students will complete a reading worksheet on each assigned reading for class that week for a total of 10 classes (*there are 13 classes in the course*). The format involves listing chapter citation, and then listing 3 ideas from this reading that caught your attention and a brief explanation of why (*so for example, if there are 4 required readings for a particular class, you cite each reading & then list 3 points under each...which in this example would then include 12 points total*)

**Genogram:**
A genogram of each student’s family-of-origin will be created and turned in to the instructor at the beginning of class #6 on 10/6/09 (*preferably constructed on CTS accessible software, Genogram-Maker Millennium*)

**Mid-term Exam:**
The mid-term exam on October 27 will be multiple choice.
**Treatment Planning Assignments:**
Students will select 2 preferred approaches of case vignettes (couple or family) from Gehart and Tuttle due on November 10 and December 1.

**Family of Origin Paper:**
Students will complete a 5 page reflection paper on how key concepts from this class relate to your experience within your own family-of-origin (a more detailed assignment description will follow). Students will read the chapter(s) 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 paper is due on the last day of class, December 8.

**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:

- **Course Reading Worsheets:** 20%
- **Mid-term exam:** 20%
- **Treatment planning assignments:** 20%
- **Genogram:** 5%
- **Family of Origin Paper:** 15%
- **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 1:** Overview of Course

**September 8:** Context of Marriage and Family Therapy
Development and Foundations of Marriage & Family Therapy

*Reading:* Essentials, chapter 1, 2, 4, & 11
*Due:* Course Reading Worksheet

**Marriage and Family Therapy Theories**

**September 15:** Intergenerational Family Therapy
Psychoanalytic Family Therapy

*Reading:* Essentials, chapters 5 & 9; Theory, Chapter 8
*Due:* Course Reading Worksheet

**September 22:** MRI Therapy
Strategic/Milan Systemic Therapy
Structural Family Therapy

*Reading:* Essentials, chapters 6 & 7; Theory, chapters 2, 3, 4 & 5
*Due:* Course Reading Worksheet
September 29:  Experiential Family Therapy-Whitaker’s Symbolic-Experiential
Satir’s Communications Approach

Reading: Essentials, chapter 8; Theory, chapters 6 and 7
DUE: Course Reading Worksheet

October 6:  Cognitive-Behavioral Family Therapy
Solution-Focused Therapy

Reading: Essentials, chapter 10 & 12; Theory, chapters & 10
DUE: Genogram
DUE: Course Reading Worksheet

October 13:  READING WEEK

October 20:  Narrative Therapy
Collaborative Therapy

Reading: Essentials, chapter 13; Theory, chapters 10 & 11
DUE: Course Reading Worksheet

Theory and Clinical Practice of Marriage & Family Therapy

October 27:  Midterm Exam
Foundations for Integrating Theory and Practice

Reading: Essentials, chapters 14 & 15
Diversity Focus: Ethnicity, chapter 1; Resources, ch. 1 & 2
DUE: Course Reading Sheet

November 3:  First Contact
Assessment

Reading: Procedures, chapters 1, 2 & 3
Diversity Focus: Ethnicity, chapters 2, 5 & 6; Resources, ch. 7
DUE: Course Reading Sheet

November 10:  Initial Stage Treatment

Reading: Procedures, chapter 4; Theory, chapter 1
Diversity Focus: Ethnicity, chapters 10 & 11; Resources, ch. 8
DUE: Course Reading Sheet
DUE: Treatment Plan #1
November 17:  Middle Stage Treatment

Reading:  Procedures, chapter 5
Diversity Focus: Ethnicity, chapters 20 & 28; Resources, ch. 3
DUE:  Course Reading Sheet

November 24:  THANKSGIVING BREAK

December 1:  Late Stage Treatment
Termination and Aftercare

Reading:  Procedures, chapter 6
Diversity Focus: Ethnicity, chapters 31 & 36; Resources, ch. 5
DUE:  Course Reading Sheet
DUE:  Treatment Plan #2

The Future of Marriage and Family Therapy: Integration and Vision

December 9:  Creating a Frame for Marriage and Family Therapy
Researching & Envisioning MFT Trends

Reading:  Essentials, chapter 16
Diversity Focus: Ethnicity, chapters 48 & 52; Resources, ch. 6
DUE:  Course Reading Sheet
DUE:  Family of Origin Paper

December 15:  FINAL EXAM
SYLLABUS APPENDICES

Fall 2009

Appendix 1
MID-TERM EXAM
DUE October 27

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.
- 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 2
TREATMENT PLANNING ASSIGNMENTS

REQUIREMENTS
Students are to complete two treatment plans according to two different theories of their choice due on November 11 & December 1. The following are the options for students:

Counseling Program Students
Select two 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 second assignment, 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 the second 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 3
FINAL EXAM
DUE December 15

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