P-520
*Introduction to Marriage and Family Therapy*
Christian Theological Seminary
Fall 2010

Tuesday 2:15pm-5pm
Room 162

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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.

**Class Outcomes**
1) Learn marriage and family therapy models that can be used in clinical practice.
2) Understand one’s family of origin and self of therapist issues and their impact upon work with clients.
3) Identify diversity concerns such as ethnicity, spirituality, and gender/sexual orientation and their effect on clinical practice.
4) Learn basic techniques of family therapy.
5) Practice various family therapy techniques in role plays and experiential exercises.
6) Practice multiple choice test taking skills to prepare to sit for the national licensure exam.
7) Begin to integrate therapy models and diversity in a clinical model consistent with personal and professional world views.

**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.

2.2.4 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 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.*

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, written assignments, and exams. Study groups and exam review may be held outside of the class session. (Detailed descriptions of class methods are included in the syllabus appendices.)

**Students treatment teams** Students will be assigned to a group that will model working in a treatment team. This team will complete in class assignments and discussions as well as present a final treatment plan based on a family in a film.

**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*.

**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 is available for mentoring students with understanding any difficult reading. Students can choose readings on racial ethnicity from a variety of resources. *Students must complete the corresponding My Helping Kit material for each reading assignment in “Essential of Family Therapy.”*

**Family of origin paper** Students will construct a genogram showing their family of origin on Genogram-Maker Millenium with a 10 page reflection on his/her family of origin according to Bowenian principles. Only the professor will read the papers.

**Treatment Plans** Students will chose one case to complete a treatment plan from Gehart and Tuttle. In addition, the student treatment team will present a treatment plan for a family in a film at the conclusion of the class. The grade for the student treatment team presentation will be an average of substitute professor, course professor, and student colleagues.

**Quizzes and final exam** Multiple choice exams are designed to help prepare students to take the national marriage and family licensure exam. Periodic quizzes will be given over the reading material. The final exam will be 200 multiple choice questions modeled after the national licensure exam. Practice exams are available for students on My Heliping Kit. Students who complete the practice exams regardless of the score will receive extra credit on the quizzes and final exams.
Grading
Grades will be assigned as follows:
- Quizzes .......................................... 20%
- Treatment planning assignment .......... 10%
- Student treatment team presentation .... 30%
- 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

(Interim Co-Academic Deans Hearon and Lyon have approved the professor’s absence on November 30 and December 7 to complete the International Narrative Therapy and Community Work Post Graduate Diploma at the Dulwich Centre in Adelaide, Australia.)

Development of Marriage and Family Therapy

August 31 Overview of Course

September 7 Foundations of Marriage and Family Therapy
Reading: Essentials, chapters 1, 2, 4 and 11

Marriage and Family Therapy Theories

September 14 Psychoanalytic Family Therapy
   Intergenerational Family Therapy
Reading: Essentials, chapters 5 and 9; Theory, chapter 8

September 21 MRI Therapy
   Strategic/Milan Systemic Therapy
   Structural Family Therapy
Reading: Essentials, chapters 6 and 7; Theory, chapters 2, 3, 4, and 5
DUE: Quiz on chapters 5 and 9 in Essentials

September 28 Experiential Family Therapy-Whitaker’s Symbolic-Experiential
   Satir’s Communications Approach
   Emotionally Focused Therapy
Reading: Essentials, chapter 8; Theory, chapters 6 and 7; EFT Reserve Readings
DUE: Quiz on chapters 6 and 7 in Essentials

October 5 Cognitive-Behavioral Family Therapy
   Solution-Focused Therapy
Reading: Essentials, chapters 10 and 12; Theory, chapters 9 and 10
DUE: Quiz on chapter 8 and assigned readings

OCTOBER 12 READING PERIOD (No Class)

October 19 Narrative Therapy
   Collaborative Therapy
Reading: Essentials, chapter 13; Theory, chapters 11 and 12
DUE: Quiz on chapters 10 and 12 in Essentials
Clinical Practice of Marriage and Family Therapy

October 26 Foundations for Integrating Theory and Practice
Reading: Essentials, chapters 3, 14, 15
DUE: Quiz on chapter 13 in Essentials and assigned reading
DIVERSITY FOCUS: Read Preface, Chapters 1 and 2 in Spiritual Resources and readings on your own ethnicity

November 2 First Contact
   Assessment
   Initial Stage Treatment
Reading: Procedures, chapters 1, 2, 3, and 4; Theory, chapter 1
DIVERSITY FOCUS: Read Chapters 5 and 7 in Spiritual Resources and readings on African-American ethnicity

November 9 Middle Stage Treatment
Reading: Procedures, chapter 5
DUE: Individual Treatment Plan
DIVERSITY FOCUS: Read Chapters 6 and 8 in Spiritual Resources and readings on Latino/a ethnicity

November 16 Late Stage Treatment
   Termination and Aftercare
Reading: Procedures, chapters 6 and 11
DUE: Family of Origin Paper
DIVERSITY FOCUS: Read Chapters 10 and 11 in Spiritual Resources and readings on Asian ethnicity

NOVEMBER 23 READING PERIOD (No Class)

The Future of Marriage and Family Therapy: Vision and Integration

November 30 A Multicultural World
Skype Discussion from the Dulwich Centre in Adelaide, Australia
DIVERSITY FOCUS: Read Chapters 16 and 17 in Spiritual Resources

December 7 Envisioning Family Therapy
DUE: Student Treatment Team Presentations

December 14 FINAL EXAM
Appendix 1

TREATMENT PLAN ASSIGNMENTS

*Individual Treatment Plan*
DUE November 9

**FORMAT**
Each student will choose a family therapy theory from Gehart and Tuttle according to his/her personal preference. Each student will complete a treatment plan for a couple or family from their theoretical preference.

**Counseling Students**
Select a theory from Gehart and Tuttle’s *Theory-Based Treatment Planning* that are appealing to you. 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.

**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 ministry case.

**Student Treatment Plan Presentation**
Each student treatment plan team will discuss decide which film, *On Golden Pond* or *Soul Food*, to view. The treatment plan will be based on Gehart and Tuttle and a treatment plan handout. Skills emphasized will be working together to decide upon what theory or integrative theory to use for the family and presenting their work to colleague in class.
DUE December 7

**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 2

QUIZZES

DUE September 21, September 28, October 5, October 19, October 26

FORMAT
Each quiz will have 10 multiple choice questions over the previous weeks’ assigned reading. 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 10 points.
- A bonus question worth 5 points will be included.
- Students who complete the entire practice exam before the mid-term exam will receive 3 points to be added to the quiz grade.
- Scores are sometimes curved depending on the exam score spread in the class.

Quiz Score Grades

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<tr>
<td>A-</td>
<td>92-95</td>
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<td>B+</td>
<td>88-91</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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Appendix 3

FAMILY OF ORIGIN PAPER

DUE November 16

REQUIREMENTS

Each student will create a three generation genogram according to the symbols as explained in class handouts, and McGoldrick, Gerson, and Petry’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 a 10 page reflection paper. The reflection paper will focus on understanding his/her own ethnicity/spirituality/gender/sexual orientation and family of origin as well as how these issues may impact future work with clients.

Grading Rubric

- Family genogram has 3 generations and is created on Genogram-Maker Millennium.
- Student integrates self-understanding with Bowenian concepts.
Appendix 4

FINAL EXAM

DUE December 14

REQUIREMENTS

The final exam will have a 100 item multiple choice exam over the semester’s assigned readings.

Multiple Choice Exam

The multiple choice exam will have 100 questions worth 1 point each with a bonus question worth 5 points. Students who have completed the practice tests before the final exam will receive 5 points added to the exam.

Grading Rubric

- Multiple-choice exam items will be graded according to the grading rubric below.
- A bonus question worth 5 points will be included.
- Students who complete all the practice exam before the mid-term exam will receive 5 points to be added to the quiz grade.
- Scores are sometimes curved depending on the exam score spread in the class.

Exam Score Grades

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<thead>
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