P-520
*Introduction to Marriage and Family Therapy*
Christian Theological Seminary
Fall 2011

**Tuesday/Thursday: 8-9:15 AM**
**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.

**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.

**Student Learning Outcomes**  
P 520 is one of the core MFT courses where learning outcome measures are gathered in order to track students’ progress throughout the MAMFT program. All the written assignments (except the Family of Origin paper) will be collected into a portfolio that will be reviewed before graduation.
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 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, 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. 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.)

**Theoretical Learning**

*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.  
*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.  
*MFT Theory Exam* Multiple choice exams are designed to help prepare students to take the national marriage and family licensure exam. The exam will be modeled after the national licensure exam. Students may take another theory exam on the final exam date to substitute for the first theory exam. The higher grade will be counted. Practice exams are available for students on My Helping Kit. Students who complete the practice exams regardless of the score will receive extra credit on the theory exam.

**Experiential Learning**

*Experiential exercises* Students will participate in periodic experiential exercises in order to better personally integrate theoretical and clinical concepts of marriage and family therapy.  
*Family of origin paper* Students will construct a genogram showing their family of origin on Genogram-Maker Millennium with a 10 page reflection on his/her family of origin according to Bowenian principles. *Only the professor will read the papers.*

**Clinical Practice**

*Professor demonstration of clinical practice* The professor will demonstrate through role plays different theoretical approaches.  
*Role plays* Students will participate in role plays to gain firsthand experience in how to practice different clinical approaches with clients.  
*Treatment Plans* Students will choose 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.  
*Student 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 a final treatment plan based on a family in a film.
OSCE The OSCE (objective structured clinical exercise) is borrowed from medical education. It is a training and evaluation tool designed to prepare interns for classic clinical situations. The OSCE simulates classic therapy clinical situations and have formatted it in a manner that allows the instructor to intervene during a session in a way that is not usually possible when working directly with clients. (Detailed information will be forthcoming.)

Technology support Student learning will be supported through Genogram-Maker Millennium and My Helping Kit affiliated with The Essentials of Family Therapy.

Grading

Grades will be assigned as follows:
Individual treatment planning assignment—20%
Treatment team treatment plan—20%
Family of Origin Paper 30%
Theory exam 30%
OSCE—P/F

TOTAL 100%

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

NOTE: Class schedule and assignments may be modified by the professor if learning needs change.

Development of Marriage and Family Therapy

August 29 Introducing the Course

September 1 Birth of Marriage and Family Therapy
Reading: Essentials, chapters 1, 2, and 11

September 6 Theoretical Foundations of Marriage and Family Therapy
Reading: Essentials, chapter 4

September 8 Theoretical Foundations of Marriage and Family Therapy (cont.)

Marriage and Family Therapy Theories and Models

September 13 Psychoanalytic Family Therapy
Reading: Essentials, chapter 9

September 15 Intergenerational Family Therapy
Reading: Essentials, chapter 5; Theory, Chapter 8

September 20 MRI Therapy
Strategic/Milan Systemic Therapy
Reading: Essentials, chapters 6; Theory, chapters 3, 4, and 5

September 22 Structural Family Therapy
Reading: Essentials, chapter 7; Theory, Chapter 2

September 27 Experiential Family Therapy
Reading: Essentials, chapter 8; Theory, chapters 6 and 7

September 29 Cognitive-Behavioral Family Therapy
Reading: Essentials, chapter 10; Theory, chapters 9 and 10

October 4 Solution-Focused Therapy
Readings: Essentials, chapter 12

October 6 Narrative Therapy
Collaborative Therapy
Reading: Essentials, chapter 13; Theory, chapters 11 and 12

October 11—READING WEEK—NO CLASS

October 13—READING WEEK—NO CLASS
**Clinical Practice of Marriage and Family Therapy**

*October 18  Focusing on MFT Theory and Models*
DUE: First Annual MFT Theory Bowl

*October 20  MFT Theory and Models Exam*

*October 25  Foundations for Integrating Theory and Practice*
Reading: Essentials, chapters 14, 15

*October 27  Foundations for Integrating Theory and Practice (cont.)*
Reading: Essentials, chapter 3
DUE: Individual Treatment Plan
DIVERSITY FOCUS: Read Preface, Chapters 1 and 2 in Spiritual Resources and readings on your own ethnicity

*November 1  First Contact Assessment*
Reading: Procedures, chapters 1, 2, and 3
DIVERSITY FOCUS: Read Chapters 5 and 7 in Spiritual Resources and readings on African-American ethnicity

*November 3  Initial Stage Treatment*
Reading: Procedures, Chapter 4; Theory, chapter 1

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

*November 10  Late Stage Treatment*
Termination and Aftercare
Reading: Procedures, chapters 6 and 11

*November 15  Specialized Contexts of Family Therapy*
Reading: Procedures, chapters 7, 10, and 12
DUE: Treatment Team Treatment Plan
DIVERSITY FOCUS: Read Chapters 10 and 11 in Spiritual Resources and readings on Asian ethnicity

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

*November 17  Contextual Collaboration with Other Professionals*
*MFT Research*
Reading: Essentials, chapter 16; Procedures, chapters 8 and 9

*November 22—READING WEEK—NO CLASS*

*November 24—READING WEEK—NO CLASS*
November 29 A World of Multiculturalism and Spirituality  
DUE: Family of Origin Paper  
DIVERSITY FOCUS: Read Chapters 16 and 17 in Spiritual Resources

December 1 OSCEs

December 6 OSCEs

December 8 OSCEs

December 13 OPTIONAL MFT THEORY EXAM AND WRAP-UP
SYLLABUS APPENDICES
Suzanne M. Coyle, Ph.D.
Fall 2010

Appendix 1

TREATMENT PLAN ASSIGNMENTS

Individual Treatment Plan
DUE October 27

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 is 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
Each student treatment plan team will decide which film--On Golden Pond, Soul Food, The Joy Luck Club, or Tortilla Soup--to view. The treatment plan will be based on Gehart and Tuttle and a treatment plan rubric. Each student on the treatment team will represent a specific MFT model. Using the case conceptualization form, an integrative approach will be formulated by the treatment team for the treatment plan.
DUE November 15

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

FAMILY OF ORIGIN PAPER

DUE November 29

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/sexuality 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 3

MFT THEORY EXAM

DUE October 20

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.
- Students may elect to take another MFT theory exam during the final exam time to substitute for the October exam. The higher exam grade will be counted. The final exam date is December 13.

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