P-520

Introduction to Marriage and Family Therapy
Christian Theological Seminary
Fall 2012

Tuesday 1-4pm
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.

MFT Student Learning Outcomes (SLOs for this class are highlighted.)
1. Students will be able to conceptualize, assess, and demonstrate competency in systemic approaches for clinical practice in keeping with current best practice in MFT.

Desired Outcomes
a. Students will be evaluated at 1st, 3rd, and 5th semester intervals on the Trainee Evaluation Form - Individual Supervision Report. This evaluation is
used with permission by St. Mary’s University, a BTG program, with internal validity to the MFT Core Competencies) achieving an upward numerical trend culminating with a minimum average of 3 on Likert scale of 1-5 at the last semester of Practicum.

b. Students will be evaluated each semester of Live Supervision on the **Live Supervision Evaluation Rubric** achieving an upward numerical trend culminating with a minimum average of 3 on Likert scale of 1-5 at the last semester of Live Supervision.

c. **Students will achieve a minimum average of 3 on a Likert scale of 1-5 on Case Conceptualization Rubric V 1.0 and Treatment Plan Rubric in P520, P621 and either P619 or P645 for a portfolio of papers for the Integration and Competency Assessment at graduation.**

d. Students will receive a minimum average of 3 on a 1-5 Likert scale for the **Capstone Presentation Rubric** linked to the MFT Core Competencies, which includes the **Case Conceptualization Rubric V 1.0 Clinical Assessment Rubric 2007**, **Treatment Plan Rubric** and **Capstone Presentation Rubric** modified and expanded from Gehart, 2007).

NOTE: The evaluation rubrics cited here connect with the MFT Core Competencies as identified in the right column of the rubrics.

2. Students will be able to critically reflect upon personal and professional development of self in a multicultural context.

**Desired Outcomes**

a. **Students will achieve a minimum average of 3 out of 1-5 Likert scale on “Assessment of Cultural Competency” at the end of the practicum group, based on Sue, Arrendondo, and McDavis, “Multicultural Counseling Competencies and Standards: A Call to the Profession,” Journal of Counseling and Development, March/April 1992 Vol. 70, pp. 477-486**

b. **Students will achieve a minimum of 3 out of 1-5 Likert scale on Case Conceptualization Rubric V 1. and Treatment Plan Rubric of the Capstone Presentation.**

3. Students will be able to critically reflect upon personal and professional development of self from theological/spiritual perspectives.

**Desired Outcomes**

a. **Students will receive a minimum rating of 3 on Likert scale of 1-5 on the Capstone Presentation Rubric evaluating theological reflection in written paper and oral presentation.**

b. **Students will receive a minimum average rating of 3 on a Likert scale of 1-5 on Capstone Presentation Rubric evaluating integration of theological and systemic perspectives in written paper and oral presentation.**

**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 MFT exam in this class is
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.

2. **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).

3. **1.3 Executive**
   - Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
   - Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).
   - Facilitate therapeutic involvement of all necessary participants in treatment.
   - Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.
   - Establish and maintain appropriate and productive therapeutic alliances with the clients.
   - Solicit and use client feedback throughout the therapeutic process.
   - Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients’ care, and payers.
   - Manage session interactions with individuals, couples, families, and groups.

4. **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).

5. **2.2 Perceptual** Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.

6. **2.3 Perceptual** Consider the influence of treatment on extra-therapeutic relationships.

7. **2.4 Executive** Apply effective and systemic interviewing techniques and strategies.

8. **2.5 Executive** Assess family history and dynamics using a genogram or other assessment instruments.

9. **2.6 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.
Class Guidelines

*Students are required to check CTS e-mail and the class web page at InsideCTS for class updates as well as put box number on all assignments.*

Attendance

“A student who misses a class is required to notify the professor immediately. A student who misses four class sessions of classes that meet once a week (or eight sessions for classes that meet twice a week) for any reason will not receive credit for the course. In special cases exceptions to this rule may be granted by the Dean’s Office. Individual Faculty may choose to enforce stricter attendance regulations for specific classes. Faculty may also choose to count accumulated tardiness to class as a single absence.”—CTS Student Handbook

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 an 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.*

Inclusive Language

“Except when quoting from other writings, writers of papers are urged to use inclusive language. For example, generic language phrased in sex-specific terms and the use of gender designations for inanimate objects should be avoided (e.g., “brother” when the meaning is human being or person; “her” as the pronoun for an inanimate object). Language for “God” should be selected with great care so that the metaphors and grammatical forms are faithful to the biblical revelation of God whose being transcends titles, names, and metaphors.”—Student Handbook

Plagiarism

“Plagiarism is the failure to distinguish the student’s own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, summary or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Students must also use proper attribution with artistic media (images, music, website elements, etc.) and attend to all copyright restrictions on the use of such media. Whenever exact words are used, quotations marks or an indented block indicator of a quotation must be used, together with the proper citation in a style required by the professor.” (Robert A. Harris, *The Plagiarism handbook* [Los Angeles: Pyrczak Publishing, 2011], p. 132).
Class Methods

The overall teaching methodology of this course integrates didactic lectures, class discussion, experiential exercises, role plays, technology support, professor demonstration of clinical practice, readings, written assignments, OSCEs, and a MFT theory exam. Study groups and exam review may be held outside of the class session.

Students treatment teams Students will be assigned to a group that will model working in a treatment team. The treatment team will participate in class exercises.

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 and OSCEs Students will participate in role plays to gain first hand experience in how to practice different clinical approaches with clients. In addition, students will participate in OSCEs (Objective Structured Clinical Exercises) that offer a more structured approach to role plays with attention to specific interventions and a rubric used for evaluation.

Technology support Student learning will be supported through My Helping Kit in The Essentials of Family Therapy and GenoPro.

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.”

Genogram Workbook and Family of Origin Paper Students will construct a genogram showing their family of origin on GenoPro with a 8 double-spaced page paper on his/her family of origin according to Bowenian principles. Only the professor will read the papers. Completion of the Genogram Workbook will facilitate the completion of the family of origin paper.

Case Conceptualization and Treatment Plans Students will chose a theoretical approach to complete a case conceptualization and treatment plan based on a family in Golden Pond, Soul Food, House of Sand and Fog, Tortilla Soup, or Joy Luck Club.

Marriage and Family Therapy Exam This multiple choice exam is designed to help prepare students to take the national marriage and family licensure exam. The multiple
choice questions modeled after the national licensure exam. 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 MFT Therapy Exam. The exam may be re-taken the last week of class. The higher grade will be counted. Review for the exam will include the always exciting “Annual MFT Bowl”—a buzzer ready review for students!

**Class Process**

The first half of the class will focus on theory and conceptual MFT issues through didactics, PowerPoint, clinical videos, and class discussion.

The second half of the class will focus on clinical practice through application of readings, role plays/OSCEs, and integration of diversity concerns into practice.

**Grading**

**Grades**

A = truly superior work according to the declared purposes and criteria  
A- = very good work, but not quite reaching excellence on all purposes and criteria  
B+ = good work, beyond basic expectations  
B = competent work, clearly and solidly fulfilling basic purposes and criteria  
B- = satisfies the basic purposes and criteria in a minimal way  
C+ = meets many of the basic expectations but does not satisfy some significant purposes and criteria  
C = meets some of the purposes and criteria but leaves several unfulfilled  
C - meets few purposes of the assignment and satisfies few of the criteria  
D = student did something but does not meet the purposes and criteria of the assignment  
F = work does not deserve credit or was not turned in

If a student concludes that his/her grade in a course is not appropriate, the student may follow specified procedures available in the Dean’s Office.

Grades will be assigned as follows:  
Genogram Workbook/Family of Origin Paper  30%  
MFT Theory Exam  40%  
Case Conceptualization Assignment  15%  
Treatment Plan Assignment  15%  
OSCE Assignments  Pass/Fail  
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 at [www.aamft.org](http://www.aamft.org)

Indiana Association for Marriage and Family Therapy at [www.aamft.org](http://www.aamft.org)

Course Topics and Schedule

**Development of Marriage and Family Therapy**

September 4  Overview of Course

September 11  Foundations of Marriage and Family Therapy
Reading: Essentials, chapters 1, 2, and 4
Practice Focus: Families, pp. 2-12

**Models and Clinical Practice of Marriage and Family Therapy**

September 18  Intergenerational Family Therapy
Reading: Essentials, chapters 3 and 5; Theory, chapters 1 and 8
Practice Focus: Families pp. 16-31
Diversity Focus: Spirituality, chapter 1
September 25. Strategic Therapy, MRI Therapy, Milan Systemic Therapy
Reading: Essentials, chapter 6; Theory, chapters 3, 4, and 5
Practice Focus: Families, pp. 37-39, 94-97, 127, 130-133
Diversity Focus: Spirituality, chapter 2

October 2. Structural Therapy
Reading: Essentials, chapter 7; Theory, chapter 2
Diversity Focus: Spirituality, chapter 7

October 9. Experiential Family Therapy: Emotionally Focused Therapy
Reading: Essentials, chapter 8; Theory, chapters 6 and 7
Practice: Families, pp. 46-48, 53-57, 135-136
Diversity Focus: Spirituality, chapter 6

OCTOBER 15. READING PERIOD (No Class)

October 23. Psychoanalytic Family Therapy
Reading: Essentials, chapter 9
Practice Focus: Families, pp. 40-43
Diversity Focus: Latino ethnic reading; Spirituality, chapter 8
DUE: Family Genogram Workbook/Family of Origin Paper

October 30. Cognitive Behavioral Therapy
Reading: Essentials, chapter 10; Theory, chapter 9
Practice Focus: Families, 56
Diversity Focus: Spirituality, chapter 5

November 6. Solution-Focused Therapy
Reading: Essentials, chapters 11 and 12; Theory, chapter 10
Practice Focus: Families, pp. 49, 60-64, 71-72
Diversity Focus: Asian ethnicity reading, Spirituality, chapter 10

November 13. Narrative Therapy, Collaborative Therapy
Reading: Essentials, chapter 13; Theory, chapters 11 and 12
Practice Focus: Families, pp. 73-74, 112, 129
Diversity Focus: Spirituality, chapter 18

READING WEEK—No Class November 20

November 27. Integrative and Comparative Models of Therapy
Reading: Essentials, chapters 14 and 15
Practice Focus: Families, 51, 75-77
Diversity Focus: Middle Eastern ethnicity reading; Spirituality, chapter 16

December 4. MFT Theory Exam
DUE: MFT Exam


Context of MFT

December 11 MFT Research and Clinical Issues
Reading: Essentials, chapter 16
Practice Focus: Families, pp. 32-36
Diversity Focus: Spirituality, chapter 11

December 18 Professional Concerns
Reading: AAMFT Code of Ethics and HIPAA Guidelines;
Practice Focus: Families, p. 13
Diversity Focus: Spirituality, chapter 17
DUE: Case Conceptualization/Treatment Plan
Appendix 1

GENOGRAM WORKBOOK/FAMILY OF ORIGIN PAPER

DUE October 23

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*. Prior to writing the paper, each student is required to complete the *A Family Genogram Workbook*.

In addition, each student will read the chapter(s) on her/his own ethnicity from *Ethnicity and Family Therapy* to integrate in an 8 page double-spaced paper. The 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.

*Students are required to create their 3 generation genogram on GenoPro.*

Grading Rubric

- Family genogram has 3 generations and is created on GenoPro.
- Student integrates self-understanding with Bowenian concepts.

*Grading Rubric is located on the class web page on InsideCTS.*
Appendix 2

MFT Theory Exam

DUE December 4

REQUIREMENTS

The MFT exam will have a multiple choice exam over the semester’s assigned readings.

Multiple Choice Exam

The exam will have multiple choice questions 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 exam will receive 5 points to be added to the grade.
- Scores are sometimes curved depending on the exam score spread in the class.

Exam Score Grades

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-95</td>
</tr>
<tr>
<td>B+</td>
<td>88-91</td>
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<tr>
<td>B</td>
<td>84-87</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>76-79</td>
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<td>C</td>
<td>72-75</td>
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<tr>
<td>C-</td>
<td>68-71</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>56-69</td>
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<tr>
<td>F</td>
<td>55 and below</td>
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Appendix 3

CONCEPTUALIZATION/TREATMENT PLAN ASSIGNMENTS

DUE: December 18

FORMAT
Each student will choose a family therapy theory according to his/her personal preference. Each student will complete a case conceptualization and treatment plan from their theoretical preference.

Counseling Students
Select a MFT theory that is appealing to you. Study the treatment plan for that theory. Then select either the couple or family vignette from On Golden Pond, Soul Food, Tortilla Soup, House of Sand and Fog, or Joy Luck Club.

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, structural, or narrative/collaborative theory for the ministry case.

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.

Grading Rubric is located on class web page in InsideCTS.