P-621 Integration of MFT Theory  
Spring 2013  
Room 166  
Thursdays 6-9pm

Professor: Suzanne Coyle, Ph.D.  
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Catalogue Course Description

A preparation for marriage and therapy training, focusing on foundations of systems thinking and current trends in philosophical assumptions.

Learning Objectives

At the end of the course, students will be able:

- To articulate an understanding of the philosophical foundations that led to the development of marriage and family therapy as a discipline and to relate these foundations to an understanding of the nature of change.
- To relate their own ideas about dysfunction and the assessment of persons and systems with an understanding of the interaction and limitations of linear and non-linear thinking.
- To produce an anthropological statement which relates human individuals to human systems using an understanding of how belief systems based on ethnicity, culture, gender, and spirituality interact with human systems.
- To conceptualize their own model of marriage and family therapy for clinical practice and/or pastoral ministry and your role as a therapist/minister within this model.

Successful mastery of these learning objectives is dependent upon completing all class reading and assignments.

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.

Learning Outcomes through Marriage and Family Therapy Core Competencies©

Domain 1: Admission to Treatment

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).

Domain 2: Clinical Assessment and Diagnosis

2.1.6 Conceptual—Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.

2.4.2 Evaluative—Assess ability to view issues and therapeutic processes systemically.

Domain 3: Treatment Planning and Case Management

3.1.1 Conceptual—Know which models, modalities, and/or techniques are most effective for presenting problems.

Domain 4: Therapeutic Interventions

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.

Class Process

Some classes will begin with an experiential exercise that will focus on linear/non-linear thinking or the class session topic. A lecture/discussion that usually will utilize a PowerPoint presentation follows. Some class sessions will focus on a case study, film vignette, music, art, play, or other piece of literature to further expand the lecture material. In addition, some master therapist videos will be viewed to illustrate the different theoretical models.

Students will be assigned to a reflecting team composed of people representing differences in ethnicity, culture, and gender. These reflecting teams will be utilized for class discussion and optional class presentations.

The format of the class may be changed by the professor if it appears that another approach would better serve the learning objectives. Students are encouraged to give feedback regarding the class to the instructor during the semester.

Course documents will be posted on InsideCTS which may be used in different ways during the semester.
**Class Expectations**

Class attendance is mandatory. Students are to contact the professor if unable to attend due to illness or emergency. Two times of being tardy for class will constitute one absence. No student may receive credit for a course if they miss more than one fourth of the class sessions. Extensions of deadline, if granted, must be negotiated with the instructor prior to the due date. Late written assignments will have a minus deducted from what the paper would earn if submitted on time. For example, a paper that merits a B+ would receive a B if submitted late.

**Course Requirements**

**Required Reading**

*Students are required to read the entire text unless otherwise indicated.*


Simon, George M. (2003). *Beyond technique in family therapy: Finding your therapeutic voice.* New York: Pearson Education, Inc. *(Read Introduction, chapters 1, 2, 3, 3, 5, 6, 8.)*


Additional required reading on ethnicity and spirituality may be assigned during the semester. These readings will be put on reserve and posted on InsideCTS.
Supplemental Reading


McGoldrick, Monica; Giordano, Joe; and Garcia-Preto, Nydia (Eds.). (2005). *Ethnicity and family therapy*. New York: Guilford Press.


Written Assignments

**Reflection Papers**

The purpose of the reflection papers is to give students an opportunity to reflect upon the foundational theories of marriage and family and how those theories influence their choice of a marriage and family therapy approach for working with clients. Each of the three papers should be one to two double-spaced pages.

1) **Reflection paper on the film “Mindwalk”**
   DUE: January 31
   Assesses MFT Core Competency 1.1.1

   Reflection starter:
   - What scene in the film most challenges your view about linear thinking?

2) **Reflection paper on “Beyond Technique”**
   DUE: February 14
   Assesses MFT Core Competencies 2.4.2, 4.1.1

   Reflection starter:
   - What theory best fits your worldview and why?

3) **Reflection paper on philosophical foundations readings**
   DUE: March 14
   Assesses MFT Core Competencies 1.1.1, 2.4.2

   Reflection starter:
   - Select a reading from Bateson, von Bertalanffy, Watzlawick, etc., Bowlby, or Gergen and Gergen.
   - Cite a concept in the reading and how it serves as a foundation for one of the MFT theories in “Beyond Technique”.

**GRADING RUBRIC**

- Is accurate mastery of the film/reading evident?
- Does the critique of the film/reading illustrate introspective thinking?
- Do the person and profession of the writer emerge in the paper?
Cybernetic Epistemology Position Paper
Assesses MFT Core Competencies 1.1.1, 2.4.2

In Bradford Keeney’s introduction to “Aesthetics of Change,” he says “... how easy it is to get caught in an either/or trap.” (Page 3)

Discuss this statement in the light of Keeney’s understanding of cybernetic epistemology through the following points within 3-5 double-spaced pages:

- In what ways do you agree and disagree with Keeney?
- How does your response to Keeney’s book impact your understanding of linear and non-linear thinking?

GRADING RUBRIC
- Does the paper reflect mastery of the Keeney book?
- Does the paper reflect an ability to integrate theoretical material?
- Does the paper reflect an ability to be critical as well as self reflective?
**Integrative Paper and Clinical Documentation**

40% of grade DUE April 25

Integrative Paper assesses MFT Core Competencies 1.1.1, 1.2.1, 2.1.6, 2.4.2, 3.1.1, 4.1.1, 4.1.2

Students will write a major paper (12-15 double-spaced pages) outlining their personal/professional assumptions that leads to creating their own marriage and family theory to practice in a clinical/ministry settings that is a foundation to a current case in Counseling Practicum. Students who have completed T 500 may consult with the professor for ideas on integrating spirituality/theology into the paper. This assignment will help prepare students for the Capstone Presentation and “Self, Systems, and Spirit” Seminar. This paper should include at least the following: 1) personal philosophical assumptions and spiritual values, 2) anthropological statement that defines what the human person is and relationship to human systems, 3) what constitutes dysfunction, 4) the nature of change 5) role of the therapist/minister in this theory, 6) criteria for assessment of person/system, and 7) approaches/techniques of this theoretical approach. Resources for the Integrative Paper are Simon’s *Beyond Technique* and Hanna’s *Practice of Family Therapy*. Students will then complete the Case Conceptualization, Clinical Assessment, and Treatment Plan of Gehart’s MFT Competencies System. NOTE: You may not use the same client(s) for Capstone that you use for this assignment.

**GRADING RUBRIC**

- Does the paper reflect mastery of the course reading?
- Does the paper reflect an ability to integrate theory with clinical practice?
- Does the paper reflect an ability to identify a marriage and family therapy theory that fits with the student’s worldview and spirituality?

**GRADING RUBRIC FOR CLINICAL DOCUMENTATION**

- Case Conceptualization will be graded according to the Gehart MFT Competencies CC Grading Rubric which assesses MFT Core Competencies 1.1.1, 1.2.1, 2.2.2, 2.2.3, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 6.3.2.
- Clinical Assessment will be graded according to the Gehart MFT Competencies CC Grading Rubric which assesses MFT Core Competencies Competencies 1.2.2, 1.3.1, 1.3.2, 1.5.3, 2.1.1, 2.1.2, 2.1.5, 2.1.6, 2.2.4, 2.2.5, 2.3.1, 2.3.4, 2.3.5, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.3, 3.3.6, 3.4.3, 3.5.2, 5.1.1., 5.1.2, 5.1.4, 5.2.1, 5.3.4, 5.3.5, 5.3.6.
- Treatment Plan will be graded according to the Gehart MFT Competencies TP Grading Rubric which assess MFT Core Competencies 1.1.2, 1.1.3, 1.1.4, 1.3.2, 1.3.3, 1.3.6, 2.1.3, 2.3.2, 2.3.3, 2.4.1, 2.4.3, 3.1.1., 3.1.4, 3.3.1, 3.2.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.8, 3.3.9, 3.5.1, 3.5.3, 4.1.1.4.1.2, 4.2.1, 4.3.1, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.8, 4.3.9, 4.4.1 4.4.5, 4.5.3, 5.3.7.
Creative Arts Project 25% of grade DUE May 6
Assesses MFT Core Competency 1.1.1

Students, either individually or in groups, in consultation with the instructor create a project that uses some art form such as film, visual art, music, drama, or dance in illustrating the tension between linear and non-linear thinking or illustrating some elements of the major theoretical paper described above. Students must submit a 1-3 pages proposal and prospectus of what the project would involve. PowerPoint or a class presentation may be utilized. Students who have completed T500 may consult with the professor for ideas about integrating spirituality/theology into the paper.

A grading rubric must be created as part of the proposal and approved by the professor. Students will assume responsibility for specific parts of the project to ensure eveness in preparation and participation in the presentation.

PROPOSAL DUE: March 21

Grading

Grades will be determined as follows

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reflection Paper #1</td>
<td>5%</td>
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<tr>
<td>Reflection Paper #2</td>
<td>5%</td>
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<tr>
<td>Reflection Paper #3</td>
<td>5%</td>
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<tr>
<td>Cybernetic Epistemology Paper</td>
<td>20%</td>
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<tr>
<td>Integrative Paper/Clinical</td>
<td>40%</td>
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<tr>
<td>Documentation</td>
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<tr>
<td>Creative Arts Project</td>
<td>25%</td>
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Class Schedule

January 24 — Introduction to Class Content and Process
  Context of Marriage and Family Therapy
  View “Mindwalk.”

Being a Person and Therapist

January 31 — Beliefs and Self of Therapist
  Reading: Simon—Introduction; chapters 1, 2, and 3
  DUE: Reflection Paper #1

February 7 — Beliefs and Self of Therapist
  Reading: Simon—chapters 4, 5, 6, and 8

Thinking Family

February 14 — Philosophical Foundations—Anthropology and General System Theory
  Reading: Bateson—Part III and von Bertalanffy Chapters 2 and 9
  DUE: Reflection Paper #2

February 21 — Philosophical Foundations—Communication Theory
  Reading: Watzlawick, Beavin, and Jackson

February 28 — NO CLASS—READING WEEK

March 7 — Philosophical Foundations—Attachment Theory and Social Constructionism
  Reading: Bowlby, chapter 12 and Gergen and Gergen, Part IV
  DUE: Clinical Case Paper

March 14 — Epistemology and Cybernetics of Family Therapy
  Reading: Keeney—Introduction and chapters 2 and 3
  DUE: Reflection Paper #3

March 21 — Epistemology and Cybernetics of Family Therapy
  Reading: Keeney—chapter 4, 5, and 6
  DUE: Proposal for Creative Arts Project
Practicing Family

March 28 — NO CLASS — Easter Recess

April 4 — Integration of Theory
Reading: Hanna — chapter 3
DUE: Cybernetic Epistemology Position Paper

April 11 — Integration of Practice
Reading: Hanna — chapters 4

April 18 — Beginning Assessment and Plan
Reading: Hanna — chapters 5 and 6

April 25 — Discovering Interventions
Reading: Hanna — chapters 7 and 8
DUE: Integrative Paper and Clinical Documentation

May 2 — Creating a Systemic Frame
Reading: Select readings on ethnicity, gender, and spirituality

May 9 — DUE FINAL CREATIVE ARTS PROJECT
Class will meet for final conversation and fellowship