P-646 Families and Larger Systems  
Spring 2012  
Tues./Thurs. 10:45am-12pm  
Professor: Suzanne M. Coyle, Ph.D.  

Catalogue Description  
Family systems analysis of dynamics and ways of entering and functioning in larger systems such as churches and institutions.  

Course Learning Objectives  
1) Students will learn an integrated approach in using select family systems theories to assess, intervene, and function in large systems.  
2) Students will learn to apply a basic understanding of select family systems theories—Bowen as explicated by Friedman, narrative therapy, and collaborative therapy—to larger systems.  
3) Students will participate in experiential training in Bowenian approaches (Friedman and community genograms), narrative approaches (The Public Conversations Project and collective narrative practices), and collaborative approaches (appreciative inquiry) which can be used the context of larger systems.  
4) Students will explore the dynamics of larger systems such as churches, mental health/social service systems, medical systems, school systems, and business systems.  
5) Students will integrate theological reflection in their learning of family systems theory and larger system contexts.  

Course Outcomes  
This course meets some requirements for licensure as a marriage and family therapist in Indiana and other states. In addition, specific MFT core competencies are met upon completion of this course.  

Marriage and Family Therapy Core Competencies  
#1.1.1—Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.  
#1.2.1—Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic state, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).  
#1.2.2—Consider health status, mental status, other therapy, and other systems involved in the clients’ lives (e.g., courts, social services).  
#3.3.7—Work collaboratively with other stakeholders, including family members, other significant person, and professional not present.  
#3.3.8—Assist clients in obtaining needed care while navigating complex systems of care.  
#3.5.1—Advocate with clients in obtaining quality care, appropriate resources, and services in their community.  
#4.3.8—Empower clients and their relational systems to establish effective relationships with each other and larger systems.
MFT Student Learning Outcomes

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 P745 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, Treatment Plan Rubric, and Capstone Presentation Rubric.

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 1.0 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.

4. Students will complete course requirements for graduation, graduate within the required time frame, and pass the MFT licensure exam.

**Desired Outcomes**

a) 70% of the graduates taking the AMFTRB licensure exam shall pass within any one year period.

b) 50% of enrolled students will complete the program within the advertised length of the program (4 years for MAMFT and 6 years for M.Div./MAMFT).

c) 65% of enrolled students will complete the program within the maximum allowable *MFT Program Time Frame* for program completion (6 years for MAMFT and 9 years for M.Div./MAMFT).
Course Requirements

Reading—The successful student will complete the books, articles, and website articles as assigned in the course schedule.

Experiential learning—Students will participate in experiential learning in the classroom which is designed to equip participates to learn consultative approaches to larger systems based on family systems theory. Larger systems will be studied contextually and analyzed in class. Further, students learn how to implement Bowen/Friedman, narrative, and collaborative approaches as a consultant to larger systems.

Video learning—Students will discuss select films and video and how this learning may be applied to the family systems theories being studied.

Systems reflection paper—One reflection paper of 2 pages double-spaced in length will be written on either Bowen/Friedman theory, narrative theory, or collaborative theory. Choose your preferred approach.

Theological reflection paper—Students will select concepts from either process theology or liberation theology to integrate with their preferred systems theory in a 3 page double-spaced paper. You may use something you have already read or consult the professor for suggestions.

Final paper/project—Students will integrate the learning from Imber-Black’s Families and Larger Systems: A Family Therapist’s Guide through the Labyrinth with a family systems theory and theological perspective to a selected larger system context. Students can choose either a project which can be replicated or a paper of 15 double-spaced pages to accomplish this assignment.

Course Expectations and Grading

Class attendance is required. Students who do not meet the minimum class attendance as described in the student handbook will not receive credit for the class. Absences must be reported to the instructor by e-mail. Requests for extensions must be made 24 hours in advance of the assignment’s due date. Otherwise, the grade on that assignment will be penalized.

It may be necessary for the course requirements or schedule to be modified. In that case, the professor will notify the class and make alternate plans.

Students need to provide mailbox numbers on all written assignments. Communications to students by e-mail will only be sent to the CTS e-mail address. Students are required to check their CTS daily.

Detailed grading rubrics for written assignments will be included in the descriptions of assignments in the syllabus appendices.
The final course letter grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reflection papers</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Community Genogram</td>
<td>20%</td>
</tr>
<tr>
<td>Systems reflection paper</td>
<td>15%</td>
</tr>
<tr>
<td>Theological reflection paper</td>
<td>15%</td>
</tr>
<tr>
<td>Final paper/project</td>
<td>35%</td>
</tr>
<tr>
<td>Class participation</td>
<td>15%</td>
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</tbody>
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Professor Availability

I am quite eager to discuss larger systems and applying systems theory to those systems. Join me after class for informal conversation at lunch on Thursdays better known as “After Class Musings.” You can reach most readily through e-mail. I am also generally in my Counseling Center office Monday, Tuesday/Thursday afternoons, and Wednesday/Friday mornings.

Required reading


Resource Reading


Theology—Select reading in process theology or liberation theology.
Course Schedule

Larger Systems Concepts and Approaches

January 17  Course Overview

January 19  Basics of Larger Systems
Reading: Imber-Black, Chapters 1, 2, 3

January 24  Approaching Larger Systems
Reading: Imber-Black, Chapter 4,5

Larger Systems: Therapeutic and Theological Reflections

January 26  Bowen Theory
Reading: Friedman, Sections I and II

January 31  Bowen Theory
Reading: Friedman, Sections III and IV

February 2  Bowen Theory
Reading: Friedman (cont.)

February 7  Bowen Theory
Reading: Friedman (cont.)

February 9  Collaborative Theory
Reading: Anderson; Barrett and Fry
DUE: Bowen Reflection Paper

February 14  Collaborative Theory
Reading: Anderson; Barrett and Fry

February 16  Collaborative Theory
Reading: Anderson; Barrett and Fry

February 21  Collaborative Theory
Reading: Anderson; Barrett and Fry

February 23  Narrative Theory
Reading: Denborough
DUE: Collaborative Reflection Paper
February 28/March 1—Reading Week (No Class)

March 6 Narrative Theory
Reading: Denborough

March 8 Narrative Theory
Reading: Denborough

March 13 Narrative Theory
Reading: Denborough

March 15 Diagramming Communities
Reading: Rigazio-DiGilio
DUE: Narrative Reflection Paper

March 20 Diagramming Communities
Reading: Rigazio-DiGilio

Collaborating and Consulting with Larger Systems

March 22
Larger System: Churches
Reading: Imber-Black
DUE: Community Genogram

March 27
Reading: Imber-Black
Larger System: Mental Health Services

March 29
Larger System: Social Services
Reading: Imber-Black
DUE: Systems Reflection Paper

April 3/April 5—Easter Recess (No Class)

April 10
Reading: Imber-Black
Larger System: Medical Organizations

April 12
Larger System: Corporations
Reading: Imber-Black
DUE: Theological Reflection Paper
April 17
Larger System: Family Run Businesses
Reading: Imber-Black

April 19
Larger System: Legal Services
Reading: Imber-Black

April 24
Larger System: Community Organizations
Reading: Imber-Black

April 26
Larger System: Schools
Reading: Imber-Black

May 1  Sharing Papers and Projects

May 3  Sharing Paper and Projects
Appendix A
Reflection Papers
DUE: February 9 (Bowen), February 23 (Collaborative), March 15 (Narrative)

Description of Paper (Pass/Fail)

Students will respond in a 300 word paper to a reading from Bowen, narrative, and collaborative theories.

Appendix B
Community Genogram
DUE: March 22

Description of Paper

Students will select a type of genogram from the ‘community genogram’ text and apply it to a practicum client, your own family, an institution, or larger system with which you are familiar. A 500 word narrative will accompany the community genogram.

Grading Rubric

Is the community genogram legible?

Are the details of the genogram neither scant nor excessive?

Does the narrative concisely describe the genogram?

Does the diagram and narrative reflect accurately the theory in the ‘community genogram’ text?
Appendix C
Systems Reflection Paper
DUE: March 29

Description of Paper

Students will select either Bowen/Friedman, narrative, or collaborative theory and discuss the following questions in 500 words.

❖ What is your basic understanding of the theory?

❖ What is its strength?

❖ What are its limitations?

❖ How might you use this theory in your professional context?

Grading Rubric

❖ Does the paper reflect knowledge of the reading material?

❖ Is the critique of the theory well-balanced?

❖ Is the theory applied critically to a professional context?
Appendix D
Theological Reflection Paper
DUE: April 12

Description of Paper

Students will identify a specific reading in either process theology or liberation theology and integrate that theology with the theoretical approach previously selected. Students may select a theological essay they have already read or consult with the professor for suggestions. The paper needs to identify specifically the theology primary source as well as the family systems theory. The purpose of the paper is to integrate theology and therapeutic theory in 500 words. The paper will first discuss the theology, briefly recap the approach of the systems theory, and then discuss how they inform each other.

Grading Rubric

❖ Is the understanding of the theology and systems theory accurate?
❖ Does the paper demonstrate a grappling with the limitations of both perspectives?
Appendix E
Final Paper/Project
DUE: May 1

Paper/Project Description

Students may choose either a paper or project. The paper will be 15 double-spaced pages and build on the two reflection papers in applying the theology and systems theory to a larger system of their choosing. An adequate amount of resources must be researched for the paper. The purpose of the paper is to use an integrative approach of theology and systems theory in consulting with a larger system.

Students may also elect to create a project for the final written assignment. This project would be a tool in working with a larger system or providing training for consultants to a larger system. It can utilize technology in various forms. The important proviso for a project is that it must be in a format that can be replicated by another person. This means that it is likely that there needs to be a written guide to explain the project.

Examples:
- Paper—“An Integration of Liberation Theology and Narrative Theology in an Assisted Living Facility”
- Project—PowerPoint—“Applying Friedman’s Leadership Points to Your Church”—a training for new pastors in your judicatory

Grading Rubric

- Does the paper/project demonstrate knowledge of the theoretical material?
- Does the paper/project demonstrate an ability to integrate the material in a professional context?
- Does the author/creator’s personal and professional interest in the topic show in the work?

(Students may elect to submit their work to a journal or online media with the approval of the professor.)