In December 2004, the American Association for Marriage and Family Therapy developed MFT core competencies that represent the minimum expected competence level for a licensed marriage and family therapist. The core competencies taught in this course include:

Admission to treatment:
Standard 1.1.1 – Understand system concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
Standard 1.1.2. – Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
Standard 1.1.4 – Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy
Standard 1.2.1 – Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, Religion, larger systems, social context)
Clinical Assessment and Diagnosis:
Standard 2.1.1 – 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).
Standard 2.1.6 – Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economics and ethnic groups.
Standard 2.3.3 – Apply effective and systemic interviewing techniques and strategies
Standard 2.3.6 – Assess family history and dynamics using a genogram or other assessment instruments

Treatment Planning and Case Management:
Standard 3.1.1 – Know which models, modalities, and/or techniques are most effective for presenting problems
Standard 3.3.1 – Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective
Standard 3.3.4 – Structure treatment to meet clients’ needs and to facilitate systemic change
Standard 3.5.3 – Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws

Therapeutic Interventions:
Standard 4.2.1 – Recognize how different techniques may impact the treatment process
Standard 4.3.4 – Generate relational questions and reflexive comments in the therapy room
Standard 4.4.1 – Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan

State MFT Licensure
This course helps meet requirements for licensure as a marriage and family therapist in Indiana and other states.

Course Requirements
Required Texts:


**Recommended Texts:**


**Description of Assignments**

**Course Reading Worksheets:**

Students will complete a reading worksheet on each assigned reading for class every week for a total of 10 classes (*there are 13 classes in the course*). The format involves listing chapter citation, and then listing 3 ideas from this reading that caught your attention and a brief explanation of why (so for example, if there are 4 required readings for a particular class, you cite each reading & then list 3 points under each, including a brief description of why this caught your attention…which in this example would then include 12 points highlighted along with commentary regarding why you selected these points. Remember to include brief commentary as to why these ideas resonated with you as I am most interested in your perspective!)

**5 Units of Fieldwork:**

* (Total of 12 points per unit)

Throughout the duration of the course, students will divide into small groups of 4-5 people and discuss readings and course material. This will include experiential exercises and role-plays with an emphasis on “experimenting” with course ideas and clinical techniques. We will attempt to mirror a postmodern process that will include instructor/student collaboration and co-creation of 5 units of fieldwork to be completed both during class time and outside of classroom as determined by format for each unit of fieldwork. For example, small groups might contract with the instructor to develop clinical treatment plans following the model currently being studied, or group members might want to experiment with reflexive questions in current therapy sessions or within friend or family relationships and write about these experiences. The details of each unit will be developed in collaboration with fellow group members and the instructor and placed in writing so that everyone is clear regarding the contract. Fieldwork units are
composed of the following sections (with fieldwork assignments due the class following the final class in each unit):

- **Unit 1**  
The Impact of Postmodernism (Classes 1-4)  
**Due: Class #5 (2/16/10)**

- **Unit 2**  
Philosophical Roots (Classes 5-7)  
**Due: Class #8 (3/16/10)**

- **Unit 3**  
Solution-Focused Therapy (Classes 8 & 9)  
**Due: Class #10 (4/6/10)**

- **Unit 4**  
Narrative Therapy (Classes 10 & 11)  
**Due: Class #12 (4/20/10)**

- **Unit 5**  
Collaborative Therapy (Classes 12 & 13)  
**Due: Finals Week (5/4/10)**

**Final Project or Paper**  
*20 points*

**Description:**  
Students choose whether to complete a final project or paper. You are asked to focus on some theoretical concept/clinical practice and through research in the existing literature present knowledge of how to integrate theory and practice through a postmodern lens.

**Project:**  
Students can choose a project such as designing a workshop, experiential exercise, or training experience. Various media could be utilized. Be sure to include an outline of the project that is specific enough to allow for any clinician to use and/or replicate the project. *A one page double-spaced outline description of the project is required to be submitted by April 6th (class # 10) for instructor review and approval.*

**Major Paper:**  
Choose a topic relevant to postmodern therapies of interest to you, read widely on that issue, and then write a scholarly, referenced paper of publishable quality using APA style citations and references. Recommended page length is 10-15 double-spaced pages according to the standards outlined in the student handbook. What is meant by a publishable paper? To be publishable, your paper should go beyond a simple review of the current research and theory related to your issue. You should tackle your issue in some creative and imaginative way that would contribute to, rather than rehash, the literature related to your chosen topic. *(Hint: students who have written successful papers often take a topic of interest to them, or a topic they have expertise in, and apply it to the subject matter in this course).*  
*A one page double-spaced outline description of the paper is required to be submitted by April 6th (class # 10) for instructor review and approval.*
**Grading Rubric:**

Clarity of Purpose – What is the author’s intent? Is there a clear thesis statement or description?

Clear expression – Is the paper/project expressed in understandable language? Is the writing or project presentation accessible to a professional audience?

Integration or theory and practice – Does the paper/project demonstrate that the student understands the theoretical concepts? Is theory and practice integrated? Are there clear clinical examples or clinical applications?

**Some Ideas:**
- Analyze a concept of Foucault and its development in postmodern therapy
- Discuss a concept in social constructionism and its development in postmodern therapy
- Create a training tape demonstrating an approach of postmodern therapy
- Discuss the impact of postmodernism upon MFT therapies
- Create a group experience that might help therapists be more receptive to postmodernism
- Discuss the “both/and” or “either/or” relationship between integrating theology and therapy in a postmodern context

*The Final Project / Paper is due at the beginning of class #13 (29 April 2010)*

**Grading and Attendance**

Grades will be determined by the number of points accumulated out of a total of 100 possible points.

- **A:** 93 - 100 points
- **A-:** 90 - 92 points
- **B+:** 87 - 89 points
- **B:** 83 – 86 points
- **B-:** 80 – 82 points
- **C+:** 77 – 79 points
- **C:** 73 –76 points
- **C-:** 70 - 72 points
- **B+:** 87 - 89 points
- **B:** 83 – 86 points
- **B-:** 80 – 82 points
- **C+:** 77 – 79 points
- **C:** 73 –76 points
- **C-:** 70 - 72 points
- **B+:** 87 - 89 points
- **B:** 83 – 86 points
- **B-:** 80 – 82 points
- **C+:** 77 – 79 points
- **C:** 73 –76 points
- **C-:** 70 - 72 points
- **D+:** 67 – 69 points
- **D:** 63 – 66 points
- **D-:** 60 – 62 points
- **F:** below 60 points

According to Seminary policy, students are required to notify the course instructor of any absences. No student may receive credit for a course if they miss more than ¼ of the class sessions.
Course Schedule

19 January (Session 1): The Impact of Postmodernism: Our Stories
Course Overview – Syllabus Review

26 January (Session 2): Philosophical and Theological Reflections on Postmodernism

DUE: COURSE READING WORKSHEETS

Readings:


- **Introduction:** Lining up the ducks: Christianity & postmodernism (pp. 15-29)
- **Chapter 1:** Posting (my) life: Biographical backgrounds (pp. 30-49)
- **Chapter 2:** The fall of the house of usher: A history of modernism (pp. 53-77)
- **Chapter 4:** The antifoundational foundations of postmodernism (pp. 99-120)
- **Chapter 5:** Deconstruction: The posting of structuralism (pp. 123-147)
- **Chapter 6:** Building truth: The cultural construction of knowledge (pp. 148-178)

2 February (Session 3): Philosophical and Clinical Reflections on Postmodernism

DUE: COURSE READING WORKSHEETS

Readings:


- **Chapter 1:** An education for confidence (pp. 1-16)
- **Chapter 2:** From monastery to marketplace (pp. 17-38)
- **Chapter 3:** The uses of the past – recovering trauma (pp. 39-65)
- **Chapter 4:** The uses of the past – discovering ancestors (pp. 66-84)
- **Chapter 5:** Family therapy (pp. 85-109)
- **Chapter 6:** Anthropology (pp. 110-135)
- **Chapter 7:** Marriage and its therapy (pp. 136-153)

9 February (Session 4): Philosophical and Clinical Reflections on Postmodernism (cont’d)

DUE: COURSE READING WORKSHEETS

Readings:


- **Chapter 8:** Thinking about therapy in a new place (pp. 154-161)
Chapter 9: White and Epston: The background (pp.162-175)
Chapter 10: White and Epston: The work (pp. 176-190)
Chapter 11: Reflecting team: The development of a ritual (pp. 191-203)
Chapter 12: Hypnosis: Narrative and science (pp.204-223)
Chapter 13: Psychiatry: Science and narrative (pp. 224-241)
Chapter 14: A Seder in Princeton (pp. 242-252)
Epilogue: An open letter to family therapists (pp. 253-261)


16 February (Session 5): Philosophical Roots: Michel Foucault

Unit 1 Fieldwork Due

DUE: COURSE READING WORKSHEETS

Readings:


The ethics of the concern of the self as a practice of freedom (pp. 25-42)
The subject and power (pp. 126-144)The risks of security (pp. 66-79)

23 February No Class! (Reading Week)

2 March (Session 6): Philosophical Roots: Kenneth Gergen

DUE: COURSE READING WORKSHEETS

Readings:


Chapter 1: Social construction: revolution in the making (pp. 1-29)
Chapter 2: Constructing the real and the good (pp. 31-55)


9 March (Session 7)  Philosophical Roots (cont’d)

**DUE: COURSE READING WORKSHEETS**

**Readings:**

  *Chapter 4: The relational self (pp. 80-107)*
  *Chapter 5: Dialogue: Conflict and transformation (pp. 109-128)*


16 March (Session 8)  Solution-Focused Therapy

**Unit 2 Fieldwork Due**  **DUE: COURSE READING WORKSHEETS**

**Readings:**

  *Chapter 1: The evolution of psychotherapy From explanations and problems to solutions (pp. 10-25)*
  *Chapter 2: Challenging assumptions: Furnishing premises for solution-oriented Therapy (pp. 26-50)*
  *Chapter 3: The uncertainty principle in therapy: Co-creating solvable Problems (pp. 51-99)*
  *Chapter 4: Watch your language: Having a conversation for change (pp. 60-74)*
  *Chapter 5: The session as intervention: The components of solution-oriented interviewing (pp. 75-125)*


23 March (Session 9)  Solution-Focused Therapy (cont’d)

**DUE: COURSE READING WORKSHEETS**

**Readings:**

  *Chapter 6: Prescriptions for change: Altering the doing and the viewing of the problem (pp. 126-144)*
Chapter 7: Amplifying and maintaining change: Keeping the ball rolling (pp. 145-162)
Chapter 8: The road not taken: Paths to avoid in therapy (pp. 163-178)
Chapter 9: Ready, fire, aim: Putting solution-oriented therapy into practice (pp. 179-181)
A conversation: Bill O’Hanlon & Michele Weiner-Davis (pp. 182-197)

30 March No Class!!! (Easter Recess)

6 April (Session 10): Narrative Therapy

Unit 3 Fieldwork Due
DUE: COURSE READING WORKSHEETS

Readings:
Introduction (pp. 3-7)
Chapter 1: Externalizing Conversations (pp. 9-59)
Chapter 2: Re-Authoring Conversations (pp. 61-128)
Chapter 3: Re-Membering Conversations (pp. 129-164)


13 April (Session 11): Narrative Therapy (cont’d)
DUE: COURSE READING WORKSHEETS

Readings:
Introduction (pp. 3-7)
Chapter 4: Definitional ceremonies (pp. 165-218)
Chapter 5: Conversations that highlight unique outcomes (pp. 219-261)
Chapter 6: Scaffolding conversations (pp. 263-292)


20 April (Session 12): Collaborative Therapy

Unit 4 Fieldwork Due
DUE: COURSE READING WORKSHEETS

Readings:
Chapter 1: A postmodern umbrella: Language and knowledge as relational and generative, and inherently transforming (pp. 7-18)
Chapter 2: Historical influences (pp. 21-30)
Chapter 3: Dialogue: People creating meaning with each other and finding ways to go on (pp. 33-41)
Chapter 4: The heart and spirit of collaborative therapy: The philosophical Stance – “A way of being” in relationship and conversation (pp. 43-57)
Chapter 5: The art of “withness”: A new bright edge (pp. 63-78)
Chapter 6: Human participating: Human “being” is the step for Human “becoming” in the next step (pp. 81-92)


27 April (Session 13): Collaborative Therapy (cont’d)

Final Project/Paper due:
**DUE: COURSE READING WORKSHEETS**

Readings:

Chapter 7: Listening voices (pp. 99-107)
Chapter 8: Hearing the unheard: Advice to professionals from women who have been battered (pp. 109-125)
Chapter 9: You make the path as you walk: Working collaboratively with people with eating disorders (pp. 129-146)
Chapter 10: Honoring elders through conversations about their lives (pp. 149-166)
Chapter 11: Collaborating with parents and children in private practice: Shifting and overlapping conversations (pp. 167-181)
Chapter 12: Creating space for children’s voices: A collaborative approach to working with children and families (pp. 183-196)

4 May (Exam Week): **Unit 5 Fieldwork Due**