P-745 Narrative and Collaborative Approaches to Therapy
Spring 2012
Room 166
Wednesdays 6-8:45pm

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Office 238
931-2349
Office Hours: By appointment

Catalogue Description
Philosophical and theoretical foundations of postmodern therapies including narrative and collaborative therapies and implications for other family therapies.

Course Purpose
This course will explore the paradigm shifts in the marriage and family therapy through postmodern thinking. Philosophical and religious belief systems will be analyzed through the epistemology of postmodern thinkers. The student will examine his/her worldview as affected by postmodernism. After an exploration of postmodern therapeutic approaches, the student will reflect on their impact on his/her theoretical orientation as well as how the field of marriage and family therapy has been impacted by postmodernism.

Course Method
Experiential exercises as well as film clips will introduce each class session whenever possible to enable the student to reflect upon his/her own experiences in a postmodern context. Lecture by the professor will be supported through periodic PowerPoint presentations and class discussion. Videos of master therapists will illustrate the different theoretical approaches. The professor will periodically demonstrate different therapeutic techniques with opportunity for students to practice those techniques through OSCEs (Objective Structure Clinical Experience) and small groups. Students will be divided into reflecting teams to support the experiential learning in class. Diversity concerns of ethnicity, culture, and spirituality will be emphasized throughout the class.

Reading assigned texts and written assignments will support the classroom learning. The written assignments include reflection papers, case conceptualizations/treatment plans, and a major theoretical paper or project.
As possible, the course may have guest lecturers in class, conferences calls with postmodern clinicians, and an optional off-campus clinical training. E-Racer Learning Management System in Inside.CTS will be utilized in the class as well.

**Written Assignments**

**Reflection papers** The reflection papers (500 words) will focus on the interaction between postmodern thinking and the student’s personal-professional world view. Paper #1 (due February 8) will focus on the student’s response to one of the readings from the Philosophical/Spiritual section. Paper #2 (due March 21) will focus on the student’s response to one of the collaborative readings. Paper #3 (due April 18) will focus on the student’s response to one of the narrative readings.

**Case Conceptualization/Treatment Plans** Students will complete this clinical exercise focusing on both narrative (due March 14) and collaborative therapies (due April 11). Practicum students will focus on actual clients changing any identifying information. Pre-practicum students will focus on a family from a film approved by the professor.

**Major paper/project** A major research paper of 15-20 pages (APA format) or a project is due on May 2. You may create a project with coursemates. In that case, all project participants will receive the same grade. A one page description/outline of the paper/project will be submitted to the professor no later than April 11. Students may elect to submit their work to a journal or online media with the approval of the professor.

**Experiential Learning**

**OSCEs** Demonstrations of postmodern therapeutic approaches will involve participation by students. Peers and professor will complete OSCE assessment in class for experiential learning.

**Experiential exercises** Students will participate in experiential exercises designed to help students practice collaborative and narrative practice ideas.

**Class Expectations**

Class attendance is mandatory. In an absence due to illness or an emergency, the professor or teaching assistant must be notified either prior to the class or within 24 hours after the class. Absences exceeding the Seminary policy on class attendance as outlined in the student handbook may adversely affect the grade. Some class meeting times may be renegotiated with the class due to the professor’s participation in profession conferences. Class topics may also be renegotiated.

**Professor Availability**

I am quite eager to discuss postmodern philosophies, therapeutic practices, and the meaning of life with students. You may find me eating dinner at the cafeteria before
class. Join me after class for informal conversation until 9:30pm 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.

Class Assignments and Grading
Class participation is an important part of class. Reading and reflection upon the week’s assignment is essential for informed participation. Questions are always welcome and are critical for the learning process.

The final grade is based on the written assignments and experiential learning. The assumption is that reading the assigned material will support good writing. Exceptional class participation may improve a grade whereas exceptionally poor engagement in class will adversely impact the grade.

<table>
<thead>
<tr>
<th>Reflection papers</th>
<th>Pass/Fail</th>
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<tbody>
<tr>
<td>OSCEs (Objective Structured Clinical Experience)—in class</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>15% of final grade</td>
</tr>
<tr>
<td>Collaborative Case Conceptualization/ Treatment Plan</td>
<td>25% of final grade</td>
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<tr>
<td>Narrative Case Conceptualization/ Treatment Plan</td>
<td>25% of final grade</td>
</tr>
<tr>
<td>Major paper/project</td>
<td>35% of final grade</td>
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MFT Standards Met
MFT Core Competencies

In December 2004, American Association for Marriage and Family Therapy developed MFT core competencies that represent the minimum competence for a licensed marriage and family therapist to demonstrate. The core competencies taught in this class are as follows:

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, economic, 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.

MFT Student Learning Outcomes

MFT students’ Case Conceptualization/Treatment Plan will be collected in a portfolio to be assessed as part of the “Integration and Competency Assessment” prior to graduation. (SLOs assessed in 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 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 (see Appendix K) for program completion (6 years for MAMFT and 9 years for M.Div./MAMFT).

State MFT Licensure

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

Required Readings
(Additional readings may be added during the semester.)


**Supplemental Journals**

*The International Journal of Narrative Therapy and Community Work*

*Journal of Marital and Family Therapy*

*Journal of Systemic Therapy*

**Selected Websites**

*General*

[www.california.com](http://www.california.com)

[www.masterswork.com](http://www.masterswork.com)

*Collaborative*

[www.collaborativetherapy.com](http://www.collaborativetherapy.com)

[www.harleneanderson.org](http://www.harleneanderson.org)

*Narrative*


[www.narrativetherapychicago.com](http://www.narrativetherapychicago.com)
Schedule

Foundations of Postmodernism
January 18 — Entering the Postmodern World

January 25 — Philosophical and Spiritual Reflections on Postmodernism
Reading: Downing — Introduction, pp. 15-29, Chapters 2, 4, 5 and 6

February 1 — Philosophical/Spiritual (cont.)
Reading: Foucault readings as posted on InsideCTS

February 8 — Philosophical/Spiritual (cont.)
Reading: Gergen, Chapters 1-5
DUE: Reflection Paper #1

Relational Selves through Conversations and Stories
February 15 Bridge to Postmodern Therapy
Reading: Andersen; Anderson and Gehart, Chapters 1 and 6

February 22 — Narrative Therapy Theory and Practice
Reading: Madigan; Coyle, “Effects of Evil” and “Spiritual Narratives”

February 29 — READING PERIOD (No Class)

March 7 — Narrative Therapy with Couples
Reading: Payne, Chapters 1-12

March 14 — Narrative Therapy with Children and Families
Reading: White and Morgan
DUE: Narrative Case Conceptualization/Treatment Plan

March 21 — Collaborative Therapy Theory and Practice
Reading: Anderson and Gehart, Preface, Chapters 2, 3, 4, 5, 7, 10, and 20
DUE: Reflection Paper #2

March 28 — Collaborative Therapy with Couples
Reading: Levin and Carlton; Coyle, “Conversational Practices”

April 4 — EASTER RECESS (No Class)
April 11 — Collaborative Therapy with Children and Families  
Reading: Selekmajer, Chapters 1-7; Anderson and Gehart, Chapters 11 and 12  
DUE: Collaborative Case Conceptualization/Treatment Plan  
DUE: One page proposal of paper/project  

Integrating Theory and Practice  
April 18 — Postmodern Responses to Unique Dilemmas  
Reading: Anderson and Gehart, Chapters 8, 9, 13, 14; Payne, Chapter 13  
DUE: Reflection Paper #3  

April 25 — Voices and Images of Challenge  
Reading: Anderson and Gehart, Chapters 22 and 24; Gergen, Chapters 6 and 7;  
Selekmajer, Chapter 22  

May 2 — Sharing Our Voices and Images  
DUE: Major Paper/Project