Course Catalogue Description

Family therapy approaches derived from intergenerational implications of psychoanalytic thought, with attention to transmission of characteristics, justice between generations, grieving.

Purpose and Method of Class

The purpose of this class is to explore the theoretical foundations of intergenerational family therapy through readings, class discussion, experiential exercises, clinical training tapes, role plays, genogram workbook, and written assignments. The professor will also demonstrate clinical technique and process. Students are expected to integrate their understanding of their own family of origin with the materials in the class to discover ways to integrate personal family experience with professional identity as they develop their own intergenerational family therapy theory.

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.

State MFT Licensure

This course helps meet requirements for licensure as a marriage and family therapist in Indiana and other states.
Grading Criteria
Class attendance is required according to CTS academic policy.

The following assignments will make up the basis for assigning grades in the class:

Belief Chart (10%)—Students will complete a belief chart based on Bowen theory to understand better the impact of family of origin events and beliefs upon each other.

Family Case Study from Film/Fiction (10%)—A family from film or fiction will be analyzed from an intergenerational perspective. The paper should be 3-5 pages.

Family Genogram Workbook (15%)—Students will complete workbook and submit to professor as well as discuss with class peers.

Expanded Genogram/Treatment Plan (20%)—Practicum students will construct a genogram of a client along with an intergenerational treatment plan. Students who are not in practicum will expand their own genogram along with a written analysis.

Integrative Intergenerational Theory Paper (20%)—Students will formulate an integrative approach to intergenerational family therapy from the literature studied in class. The paper should be 5-10 pages.

Final Paper/Project (25%)—Students will choose a topic for a research paper or project in consultation with the professor. A final paper should be 15-20 pages.

Detailed expectations for the written assignments and a grading rubric will be distributed to students.

Required Books
Beliefs Chart booklet


Supplemental Books


Schedule of Topics and Assignments
(Students will be notified of any change in topics and schedule due to the professor’s professional commitments.)

Theoretical Foundations

September 5—Introduction to Class and Intergenerational Family Therapy

September 12—Foundations of Bowen Theory
Readings: Family Evaluation—Epilogue, Introduction, Chapters 1, 2, and 3; Beliefs booklet
September 19 — Foundations of Bowen Theory  
DUE: Beliefs Chart  
Readings: *Family Evaluation*—Chapters 4, 5, and 6

September 26 — Foundations of Bowen Theory  
Readings: *Family Evaluation*—Chapters 7, 8, 9, and 10

October 3 — Foundations of Contextual Therapy  
Readings: *Contextual Therapy*—Chapters 1, 2, and 3

October 10 — Foundations of Contextual Therapy  
Readings: *Contextual Therapy*—Chapters 4, 5, 6, and 7

October 17 — No Class—Reading Week

**Clinical Practice**

October 24 — Working with Families  
Readings: *Family Ties That Bind*  
DUE: Case Study of Family from Film or Fiction

October 31 — Using Genograms  
Readings: *Genograms*—Chapters 1, 2, and 3

November 7 — Using Genograms  
Readings: *Genograms*—Chapters 4, 5, 6, 7, and 8

November 14 — Expanding Genograms  
Readings: *Community Genograms*  
DUE: Genogram Workbook

November 21 — No Class—Reading Week
Intergenerational Work with Families and Communities

**November 28—Families and Faith**
Readings: *Krazy Kinfolk*
DUE: Expanded Genogram/Treatment Plan

**December 5—Intergenerational Family Therapy, Culture, and Larger Systems**
Readings: On reserve
DUE: Integrative Intergenerational Theory Paper

**December 12—Intergenerational Family Therapy in a Postmodern World**
Readings: On reserve

**December 19—Wrap-up**
DUE: Final Paper/Project