P 775: Brief Family Therapy Models

Christian Theological Seminary  
Fall 2012

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Credit Hours: 3 (Tuesday evenings, 6pm – 9pm)

Course Description
This course will explore in-depth the family therapy models derived from the work of Bateson, Erickson and Minuchin. Attention to feedback loops, paradoxical methods, reframing, positive connotation, enactment and constraint of change. In addition, we will explore solution-focused therapy, cognitive behavioral family therapy and emotionally focused family therapy.

Marriage & Family Therapy Clinical Core Competencies  
In December 2004, the American Association for Marriage and Family Therapy developed MFT core competencies that represent the minimum demonstrated 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.

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 Marriage and Family Therapy
2. Students will be able to critically reflect upon personal and professional development of self in a multicultural context
3. Students will be able to critically reflect upon personal and professional development of self from theological/spiritual perspectives
4. Students will complete course requirements for graduation, graduate within the required time frame, and pass the MFT licensure exam

Course Requirements
Required Texts:

Recommended Texts:

Description of Assignments

Course Reading Worksheets: 20 points
Students will complete a reading worksheet on each assigned reading for class every week for a total of 10 classes (there are 14 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!)

4 Clinical Treatment Plans: 40 points
(Total of 10 points per TX plan)
Students will create four different treatment plans over the course of the semester, incorporating four theoretical perspectives examined in this course (e.g., strategic therapy, structural therapy, solution-focused therapy, cognitive behavioral family therapy, and emotionally focused therapy). Utilize the treatment plan template formulated by Diane Gehart. (template will be posted under P775 on "Inside CTS" website). It is recommended that you review Gehart, D. & Tuttle, A. (2003). Theory-based treatment planning for marriage and family therapists: integrating theory and practice. Pacific Grove, CA: Brooks/Cole

Pre-practicum students
All those not currently enrolled in clinical practicum will view the movie “Lars and the Real Girl” or “Little Miss Sunshine” and pretend that you are the therapist working with this family! (Whatever information you glean from the movie is what you know about this family). Then develop a clinical treatment plan including initial phase, middle phase and ending phase treatment goals for each of the four theoretical perspectives mentioned previously and as illustrated in Gehart, D. & Tuttle, A. (2003). Theory-based treatment planning for marriage and family therapists: integrating theory and practice. Pacific Grove, CA: Brooks/Cole. You will utilize the treatment plan template formulated by Diane Gehart posted on Inside CTS website.

Practicum students
Those students currently enrolled in practicum will select a case you are currently working with and develop clinical treatment plans including initial phase, middle phase and ending phase treatment goals for each of the four theoretical perspectives mentioned previously and as illustrated in Gehart, D. & Tuttle, A. (2003). Theory-based treatment planning for marriage and
family therapists: integrating theory and practice. Pacific Grove, CA: Brooks/Cole. You will utilize the treatment plan template formulated by Diane Gehart posted on Inside CTS website. Use the same clinical case for each theoretical treatment plan throughout the semester.

**GRADING RUBRIC:**

- Does the clinical treatment plan illustrate mastery of the therapeutic model selected for case presentation?
- Does the clinical treatment plan illustrate a basic grasp of systemic concepts as applied to clinical practice as commensurate with clinical developmental level of the student?

**Treatment Plan Due Dates:** (complete 4 out of 5 treatment plans)

- **Strategic therapy** treatment plan due: 9/25/12 (class #4)
- **Structural therapy** treatment plan due: 10/23/12 (class #7)
- **Solution-focused therapy** treatment plan due: 11/13/12 (class #10)
- **Cognitive Behavioral therapy** treatment plan due: 12/4/12 (class #12)
- **Emotionally Focused therapy** treatment plan due: 12/18/12 (class #14)

2 Concept Application Papers 10 points

Examine a movie, play, TV show, or novel from the perspective of one of the theories discussed in class and write a 2-4 page double spaced paper applying structural, strategic, or solution-focused concepts to the story. No references are necessary.

Then write a second concept application paper utilizing the same movie, play, TV show or novel but from a different theoretical lens.

- **The First Paper is due at the beginning of class #6 (10/9/12), and the second paper is due at the beginning of class #9 (11/6/12)**

**Class Attendance and Participation** 10 points

Students can earn up to 10 points based on regular class attendance and participation in class discussion, experiential exercises and role plays. Since much of the learning for this course takes place through viewing therapy videos and experiential practice, it is essential that you consistently attend class and fully participate each week during course sessions. In case an absence from a class period is unavoidable due to illness, contact the instructor by e-mail prior to class. In case the absence is due to an emergency, contact the instructor within 24 hours of the absence. If more than two class meetings are missed, the course grade normally received will typically be reduced by one full letter grade for the third absence. Unexcused absences will reduce the final grade.
An additional note regarding class attendance is warranted:

In order to realistically meet course objectives, class attendance is required. Seminary policy is very specific regarding expectations for class attendance. According to Seminary policy, students are required to notify the course instructor in advance of any absences. No student may receive credit for a course if they miss more than ¼ of the class sessions. (that means that if you miss more than three classes, you will automatically fail this course)

Theoretical Integration Paper

20 points

Students will write a 7-10 page double-spaced, non-referenced paper in which you examine the extent to which each of the theories covered in this class “fit” or “do not fit” with your evolving theory of change. What theories, theoretical tenets and/or intervention strategies do you agree or disagree with? Why? Which appear most useful in your future clinical practice? You may wish to use selected family therapy theory building questions from Piercy & Sprenkle (1988, Journal of Marital and Family Therapy, 14(3), 307-310) to guide your thinking. However, be sure that, regardless of what your evolving theory may be, you discuss this vis a vis the theories presented in this class. This will provide an opportunity to think through the personal implications of the family therapy models we are reading about in class.

Paper due at the beginning of the next to last class (Class #13 – 12/11/12)

Grading and Attendance

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

A: 95 - 100 points  C: 73 – 76 points
A-: 90 - 94 points  C-: 70 - 72 points
B+: 87 - 89 points  D+: 67 – 69 points
B: 83 – 86 points  D: 63 – 66 points
B-: 80 – 82 points  D-: 60 – 62 points
C+: 77 – 79 points  F: below 60 points

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Course Schedule

4 September (Session 1): Introduction to Brief Models of Family Therapy:
The Clinical Impact of Milton Erikson
Course Overview – Syllabus Review

11 September (Session 2): Introduction to Strategic Therapy

DUE: COURSE READING WORKSHEETS

Readings:

   Chapter 1: Strategic Therapy (pp. 1-16)
   Chapter 2: Ethnicity issues in strategic therapy (pp. 17-30)
   Chapter 3: Strategic therapy with couples (pp. 31-52)
   Chapter 4: Family therapy at a distance: a case of depression (pp. 53-78)
   Chapter 5: Changing a violent family (pp. 79-96)

18 September (Session 3): Strategic Therapy (cont’d)

DUE: COURSE READING WORKSHEETS

Readings:

   Chapter 6: Compulsory therapy: A violent case (pp. 97-110)
   Chapter 7: Paradox and play with children: The boy who can’t stop fighting (pp. 111-124)
   Chapter 8: Mother-daughter incest (pp. 125-134)
   Chapter 9: Cultural confusions: How many clients are in one body? (pp. 135-156)
   Chapter 10: A positive approach with a psychotic couple (pp. 157-174)

25 September (Session 4): Structural Family Therapy

Strategic Therapy TREATMENT PLAN DUE

DUE: COURSE READING WORKSHEETS

Readings:

   Chapter 1: The family comes to be (pp. 1-22)
   Chapter 2: Basic structural concepts (pp. 23-52)
   Chapter 3: Problems as symptoms (pp. 53-72)
2 October (Session 5): Structural Family Therapy (cont’d)

**DUE: COURSE READING WORKSHEETS**

**Readings:**

- Chapter 4: Forming the therapeutic system (pp. 73-102)
- Chapter 5: Expanding the focus (pp. 103-136)
- Chapter 6: Intervening (pp. 137-170)

9 October (Session 6): Structural Family Therapy (cont’d)

**Concept Application Paper DUE**
**DUE: COURSE READING WORKSHEETS**

**Readings:**

- Chapter 7: Families in therapy (pp. 171-228)
- Chapter 8: Special issues in families (pp. 229-266)
- Chapter 9: The end of the process (pp. 267-282)

16 October No Class! (Reading Week)

23 October (Session 7) Solution-focused Therapy

**Structural Therapy TREATMENT PLAN DUE**
**DUE: COURSE READING WORKSHEETS**

**Readings:**

- Chapter 1: Becoming solution-focused: It starts with a question (pp. 1-9)
- Chapter 2: Assumptions of a solution-focused approach (pp. 10-36)
- Chapter 3: A positive start (pp. 37-50)
- Chapter 4: Well-defined goals (pp. 51-62)
- Chapter 5: Pathways of constructing solutions (pp. 63-75)
- Chapter 6: The hypothetical solution frame (pp. 76-90)
30 October (Session 8) Solution-focused Therapy (cont’d)

**DUE: COURSE READING WORKSHEETS**

**Readings:**

  Chapter 7: The exceptions frame (pp. 91-105)
  Chapter 8: Positive feedback (pp. 106-139)
  Chapter 9: What do we do next? “Every session is the first, every session is the last.” (pp. 140-158)
  Chapter 10: Enhancing “agency”: Facilitating what seems out of control as within control (pp. 159-167)
  Chapter 11: The interactional matrix (pp. 168-187)
  Chapter 12: “But I want them to be different”: When someone else is defined as the problem (pp. 188-199)

6 November (Session 9) Solution-focused Therapy (cont’d)

**Concept Application Paper DUE**
**DUE: COURSE READING WORKSHEETS**

**Readings:**

  Chapter 13: Cooperating (pp. 200-216)
  Chapter 14: Putting it all together: Case examples (pp. 217-241)
  Chapter 15: Voluntary or involuntary: A basic distinction (pp. 242-246)
  Chapter 16: The involuntary client (pp. 247-254)
  Chapter 17: It ends with a working solution (pp. 255-258)

13 November (Session 10): Cognitive-Behavioral Family Therapy

**Solution-focused Therapy TREATMENT PLAN DUE**
**DUE: COURSE READING WORKSHEETS**

**Readings:**

  Chapter 1: Introduction (pp. 1-9)
  Chapter 2: The mechanics of change with couples and families (pp. 10-53)
  Chapter 3: The schema component in cognitive-behavioral therapy (pp. 54-76)

20 November No Class!!! (Thanksgiving Recess)
27 November (Session 11): Cognitive-Behavioral Family Therapy (cont’d)

DUE: COURSE READING WORKSHEETS

Readings:
     Chapter 4: The role of neurobiological processes (pp. 77-87)
     Chapter 5: Methods of clinical assessment (pp. 88-117)
     Chapter 6: Cognitive-Behavioral techniques (pp. 118-172)

4 December (Session 12): Emotionally-Focused Therapy

Cognitive Behavioral Therapy TREATMENT PLAN DUE

DUE: COURSE READING WORKSHEETS

Readings:
     Chapter 1: The field of couple therapy and EFT (pp. 11-22).
     Chapter 2: An attachment view of love: The EFT philosophy (pp. 23-40)
     Chapter 3: The EFT theory of change (pp. 41-52)

11 December (Session 13): Emotionally-Focused Therapy (cont’d)

Theoretical Integration Paper DUE:

DUE: COURSE READING WORKSHEETS

Readings:
     Chapter 4: The basics of EFT: Tasks and interventions (pp. 53-112).
     Chapter 5: Assessment: Defining the dance and listening to music (pp. 113-130)
     Chapter 6: Changing the music: Toward de-escalation (pp. 131-146)

18 December (Session 14):

Emotionally-focused Therapy TREATMENT PLAN DUE
DUE: COURSE READING WORKSHEETS

Readings:
     Chapter 7: Deepening engagement (pp. 147-170).
     Chapter 8: Emotional engagement (pp. 171-186)
     Chapter 9: The consolidation of a secure base (pp. 187-200)