P-775

*Structural, Strategic, and Briefer Family Therapy*

Christian Theological Seminary
Spring 2005
Tuesday 6-8:45pm
Room 158

Instructor: Suzanne M. Coyle, Ph.D.
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Office hours--Tuesday 3-5pm and by appointment

**Catalogue Course Description**
Family therapies derived from work of Bateson, Erickson and Minuchin.
Attention to feedback loops, paradoxical methods, reframing, positive connotation, enactment and constraint of change.

**Class Focus and Method**
This class will familiarize students with a review of the treatment phases in family therapy that are necessary in any theoretical model. After this overview of the theoretical foundations of family therapy, the class will focus on those family therapies that are representative of approaches that have developed from the family systems thinking before postmodern therapy. Those approaches explored in the class will include MRI brief therapy, structural therapy, strategic therapy, experiential therapy, Milan systemic therapy, and cognitive-behavioral therapy.

The explication of these therapies will emphasize the historical development from its origins to its current practice. As each approach is studied, attention will be given to that approach’s contribution and limitation in working with people of different racial/ethnic/cultural backgrounds. Issues surrounding the spirituality of clients and therapist will be addressed.

Two class periods will be devoted to studying each theoretical approach. The first session will feature a lecture by the professor with opportunity for student interaction. Following the lecture, either a tape of a master therapist using that approach or a demonstration by the professor will be utilized. Students will be expected to participate practicing the approach through role plays.

The second session on that approach will feature a presentation by one or two students who will be assigned specific books to read from the recommended reading list. Additional research will further complement the presentation and class discussion which should cover the first half of class. (Students will submit to the professor a 2-5 page outline and bibliography of references used for the presentation.) The last half of the class will feature a role play to illustrate that
theoretical approach. Film clips and case vignettes can be used. The professor will assign a specific racial/ethnic/cultural group to address the delimitations of the theory from the following list: African-American, Arab-American, Asian-American, Latina/os, Native American, or Euro-American with specific ethnicity/cultural set.

Student presentations will focus on two of the books listed on the recommended reading list for that theoretical approach. For example, when two students are presenting, they can decide if they both will read the two books or if one student will read one book and the other student the other book. Students who are not presenting that theoretical approach will select which book from the recommended reading list they want to read for each theoretical approach. The book selection is due to the professor at the first session about each theoretical approach.

A major paper of 15-20 pages will be due on May 3, the seminary date for the final exam. In lieu of the final exam, the class will meet during that time block.

**Class Expectations**
Class attendance is mandatory. Students need to contact the professor before the class if they are unable to attend due to illness. In emergencies students need to contact the professor within 24 hours of the absence. Extensions of deadlines, if granted, must be negotiated with the instructor prior to the due date. Late written assignment will otherwise be deducted a plus or minus on the grade letter.

Class participation is expected in this class which will be loosely structured around a seminar approach. Students are to schedule a conference with the professor during the semester. The professor will be available for additional conferences.

**Description of Written Assignments**
**Student presentation description/abstract**
Students need to outline and/or summarize the class presentation, describe the class process, and compile a bibliography of sources use of 2-5 pages. This description should be concise and descriptive enough for another presenter to roughly replicate the presentation.

**Major paper**
Students will select one theory that interest them and describe it according to the guidelines explicated in the Worden *Family Therapy Basics*. The paper should set for the delimitations of the approach. In addition it should address application of the approach to a specific racial/ethnic/cultural group. Issues of spirituality will be discussed. The bibliography should include any specific readings from the syllabus, other books, journal articles, and Internet resources.
Grading
Grades will be assigned as follows:

Class participation and attendance 25%
Student presentation #1 25%
Student presentation #2 25%
Major paper 25%
(Students who present together will receive the same grade.)

Texts

Required

Recommended
To be assigned to students at first class meeting

MRI BRIEF THERAPY


STRUCTURAL THERAPY


STRATEGIC THERAPY


EXPERIENTIAL THERAPY


**MILAN SYSTEMIC THERAPY**


**COGNITIVE-BEHAVIORAL**


**Class Schedule**

(The professor plans to attend a narrative therapy training near the end of the semester which may require some adjustment of the schedule.)

**January 18**—Introduction and Basics of Family Therapy

**January 25**—Basics of Family Therapy (cont.)

**February 1**—MRI Brief Therapy
Professor presentation

**February 8**—MRI Brief Therapy (cont.)
Presenter(s):
Reading completed

**February 15**—Structural Therapy
Professor presentation

**February 22**—Structural Therapy (cont.)
Presenter(s):
Reading completed
March 1—Strategic Therapy
Professor presentation

March 8—Strategic Therapy (cont.)
Presenter(s):
Reading completed

March 15—Experiential Therapy
Professor presentation

March 22—Easter recess—no class

March 29—Experiential Therapy (cont.)
Presenter(s):
Reading completed

April 5—Milan Systemic Therapy
Professor presentation

April 12—Milan Systemic Therapy (cont.)
Presenter(s):
Reading completed

April 19—Cognitive-Behavioral Therapy
Professor presentation

April 26—Reading week—no class

May 3—Cognitive-Behavioral Therapy (cont.)
Presenter(s)
Reading completed