P 775: Structural, Strategic, and Briefer Family Therapy

Christian Theological Seminary
Spring 2010

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Credit Hours: 3 (Thursday afternoons, 2:15pm – 5pm)

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.

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.

**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 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!)

**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 (i.e., MRI brief strategic therapy, strategic therapy of Jay Haley and Chloe Madanes, structural therapy, and Milan systemic therapy). Utilize the treatment plan format outlined in 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*” 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.

**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. Use the same clinical case for each theoretical treatment plan throughout the semester.
Treatment Plan Due Dates:

MRI strategic therapy treatment plan due: 2/18/10 (class #5)

Strategic therapy of Haley & Madanes treatment plan due: 3/4/10 (class #7)

Structural therapy treatment plan due: 3/18/10 (class #9)

Milan systemic therapy treatment plan due: 4/8/10 (class #11)

2 Concept Application Papers 20 points
(10 pts. per paper)

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 systemic 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 #8 (3/11/10), and the second paper is due at the beginning of class #12 (4/22/10)

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 last class (Class #13 – 4/29/10)

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  C: 73 –76 points
A-: 90 - 92 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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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

21 January (Session 1): Introduction to Brief Models of Family Therapy:
Core Assumptions
Course Overview – Syllabus Review

28 January (Session 2): Introduction to Brief Therapy Models (cont'd)

DUE: COURSE READING WORKSHEETS

Readings:


Chapter 1: Why not long-term therapy? – Jay Haley (pp. 3-17)
Chapter 4: Therapy is what you say it is. – Paul Watzlawick (pp. 55-61)
Chapter 5: Just do good therapy. – Stephen R. Lankton (pp. 62-77)
Chapter 6: A grand unified theory for brief therapy: Putting problems in Context. – William Hudson O’Hanlon (pp. 78-89)
Chapter 7: What is it about brief therapy that works? – Steve deShazer (pp. 90-99)
Chapter 8: Myths about brief therapy; Myths of brief therapy. – John Weakland (pp. 100-107)


4 February (Session 3): Brief Strategic Therapy of the Mental Research Institute

DUE: COURSE READING WORKSHEETS

Readings:


Chapter 1: Practice – And Theory (pp. 1-19)
Chapter 2: Therapist maneuverability (pp. 21-51)
Chapter 3: Setting the stage for treatment (pp. 53-68)
Chapter 4: The initial interview (pp. 69-88)
Chapter 5: Patient position (pp. 89-109)
Chapter 6: Case planning (pp. 111-125)
11 February (Session 4): MRI Group (cont’d)

**DUE: COURSE READING WORKSHEETS**

**Readings:**


- Chapter 7: Interventions (pp. 127-174)
- Chapter 8: Termination of Treatment (pp. 175-188)


- Chapter 9: The therapeutic debate – Peggy Papp (pp. 111-119)
- Chapter 11: Clinical road maps for prescribing rituals – Joel S. Bergman (pp. 124-134)
- Chapter 31: “To thine own self be true...” Ethical issues in strategic therapy – Richard Fisch (pp. 429-436)

18 February (Session 5): Strategic Therapy of Haley & Madanes

**MRI Strategic Therapy TREATMENT PLAN DUE**

**DUE: COURSE READING WORKSHEETS**

**Readings:**


- Introduction: Problem-solving therapy (pp. 1-7)
- Chapter 1: Conducting the first interview (pp. 8-54)
- Chapter 2: Giving directives (pp. 55-88)
- Chapter 3: Communication as bits and metaphor (pp. 89-106)
- Chapter 4: Communication: Sequence and hierarchy (pp. 107-134)
- Chapter 5: Therapy in stages (pp. 135-160)
25 February  No Class!  (Reading Week)

4 March  (Session 6):  Strategic Therapy of Haley & Madanes (cont’d)

**DUE: COURSE READING WORKSHEETS**

**Readings:**

- **Chapter 6:** *Marriage therapy as a triangle (pp. 161-193)*
- **Chapter 7:** *Problems in training therapists (pp.194-217)*
- **Chapter 8:** *Ethical issues in therapy (pp. 218-243)*


- **Chapter 2:** *Strategies and metaphors of brief therapy – Cloe Madanes (pp. 18-35)*

11 March  (Session 7)  Structural Family Therapy

**Strategic Therapy of Haley & Madanes TREATMENT PLAN DUE**

**DUE: COURSE READING WORKSHEETS**

**Readings:**

- **Chapter 1:** *Structural family therapy (pp. 1-15)*
- **Chapter 2:** *A family in formation: The Wagners & Salvadore Minuchin (pp. 16-45)*
- **Chapter 3:** *A family model (pp. 46-66)*
- **Chapter 4:** *A Kibbutz family: The Rabins & Mordecai Kaffman (pp. 67-88)*
18 March (Session 8) Structural Family Therapy (cont’d)

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

**Readings:**  
  - Chapter 5: Therapeutic implications of a structural approach (pp. 89-109)  
  - Chapter 6: The family in therapy (pp. 110-122)  
  - Chapter 7: Forming the therapeutic system (pp. 123-137)  
  - Chapter 8: Restructuring the family (pp. 138-157)  


25 March (Session 9) Milan Systemic Therapy

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

**Readings:**  
  - Introduction: From psychoanalysis to systems (pp. 3-28)  
  - Part 1: The Crying Boy (pp. 29-91)


  - Chapter 10: How to utilize a therapist’s bias – Gianfranco Cecchin (pp. 120-123)
1 April No Class!!! (Easter Recess)

8 April (Session 10): Milan Systemic Therapy (cont’d)
Questions as Intervention: Circular and Reflexive Questioning

**DUE: COURSE READING WORKSHEETS**

**Readings:**


15 April (Session 11): Milton Erickson

**Milan Systemic Therapy TREATMENT PLAN DUE**

**DUE: COURSE READING WORKSHEETS**

**Readings:**

- Preface (pp. 9-14)
- Chapter 1: Strategic therapy (pp.17-40).
- Chapter 2: The family life cycle (pp. 41-64)
- Chapter 3: The courtship period: Changing the young adult (pp. 65-109)
- Chapter 4: Character revision of the young adult (pp. 111-148)

22 April (Session 12): Milton Erickson (cont’d)

Concept Application Paper DUE

DUE: COURSE READING WORKSHEETS

Readings:
  Preface (pp. 9-14)
  Chapter 5: Marriage and its consequences (pp. 149-182).
  Chapter 6: Childbirth and dealing with the young (pp. 183-221)
  Chapter 7: Marriage and family dilemmas (pp. 223-263)
  Chapter 8: Weaning parents from children (pp. 265-296)
  Chapter 9: The pain of old age (pp. 297-313)

29 April (Session 13): Ericksonian Hypnosis
  The Thread that Connects: Tying it all together

Theoretical Integration Paper DUE:
DUE: COURSE READING WORKSHEETS

Readings:
  Chapter 13: Family myths and reality: Ericksonian approaches to family of origin
    Betty Alice Erickson-Elliott (pp. 151-165)
  Chapter 18: Seeding – Jeffrey K. Zeig (pp. 221-246)
  Chapter 19: Metaphor: A myth with a method – Kay F.Thompson (pp. 247-257)
  Chapter 20: Concretizing of symptoms and their manipulation – Sidney Rosen
    (pp. 258-272)
  Chapter 21: Pain control interventions of Milton H. Erickson –
    Roxanna Erickson Klein (pp. 273-287)
  Chapter 27: Coevolution of primary process in brief therapy – Stephen G. Gilligan
    (pp. 359-377)

6 May (Exam Week): No Class! Have a great summer!