

**Introduction to Family Therapy
PC 3043**

“In every conceivable manner, the family is the link to our past, the bridge to our future”
Alex Haley

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Course Description

This course provides theoretical and practical foundations for beginning practice of family therapy. In this course, students will:

1. Explore the nature and development of family therapy as a field of study and professional practice;
2. Develop competence in systemic thinking and analysis as it applies to family organization, family processes and therapeutic intervention with family systems;
3. Acquire basic understanding of theory and procedures of Solution-Focused Brief Therapy and Structural Family Therapy, which provide theoretical foundations for clinical learning in Practicum 1;
4. Develop basic understanding of and competence in fundamental clinical logic and practices necessary for successful completion of Practicum 1;
5. Acquire a basic understanding of therapist formation, basic clinical competencies, and how one becomes an MFT.

Required Texts

Cozolino, L. (2004), *The making of a therapist: A practical guide for the inner journey*. NY: Norton.
[Print Reserve in Library](#)

Sprenkle, D.H., Davis, S.D., and Lebow, J.L. (2013). *Common factors in couple and family therapy: The overlooked foundation for effective practice*. NY: Guilford. [Print Reserve in Library](#)

Solutions Unlimited Online Access

Access to Required reading on CAMS

Recommended Texts

Franklin, C., Trepper, T. S., McCollum, E. E., & Gingerich, W. J. (Eds.). (2012). *Solution-focused brief therapy: A handbook of evidence-based practice*. New York: Oxford University Press.

Gehart, D. R. (2014). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (2nd ed.). Belmont, CA: Brooks/Cole.

Minuchin, S. (1974). *Families and family therapy*. Boston: Harvard University Press.

Objectives and Expected Student Learning Outcomes

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u>	<u>Assessment Signature Assignments</u>
Demonstrate basic knowledge of a broad systemic perspective as it relates to human interaction in diverse family, romantic and professional relationships	SLO: 2: Demonstrate a broad knowledge of MFT theory MFTC 1.1.1 Understand systems, concepts, theories and techniques foundational to...MFT MFTC 1.1.2: Recognize contextual and systemic dynamics	-Reflection Papers -Case Study -Final Exam,
Be able to use systemic categories to conceptualize family organization, family subsystems, and transgenerational processes in a therapeutic context	SLO: 2: Demonstrate a broad knowledge of MFT theory MFTC 2.1.1: Understand principles of...family development and processes MFTC 2.2.3: Develop hypotheses regarding relationship patterns and their bearing on the presenting problem...	-Reflection Papers -Case Study
Demonstrate understanding of interactions of class, race, gender, and cultural experience on theory development and intervention procedures	SLO 4: able to use a multicultural approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems, client-therapist systems, supervisory systems, and broader social systems. MFTC 1.2.1: Recognize contextual and systemic dynamics...	-Case Study -Reflection papers
Be able to discuss the history of Marriage and Family Therapy, development of its methods and its professional requirements (licensing, etc.)	SLO: 2: Demonstrate a broad knowledge of MFT theory MFTC: 1.1.1 Understand systems, concepts, theories and techniques foundational to...MFT	-Reflection Papers -Final Exam
Demonstrate basic knowledge of primary models of Family Therapy and how they are used to guide the clinical practice of Marriage and Family Therapy	SLO 1: able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards. SLO: 2: Demonstrate a broad knowledge of MFT theory MFTC 1.1.1: Understand systems, concepts, theories and techniques foundational to...MFT MFTC 1.3.1: Gather and review intake information...balanced attention to individual, family, community... contextual factors MFTC 4.5.1: Respect multiple perspectives...	-Reflection papers -Final Exam
Be able to describe how Marriage and Family Therapy Differs from other clinical disciplines	SLO: 2: Demonstrate a broad knowledge of MFT theory MFTC: 1.1.1 Understand systems, concepts, theories and techniques foundational to...MFT	-Reflection Papers -Final Exam -Book review
Be able to describe basic counseling processes from intake to termination of therapy	SLO 1: able to conduct multicultural, evidence-based therapy with individuals,	-Case Study -Reflection papers -Book review

	<p>couples and families that meets entry-level professional standards. MFTC 1.1.4: Understand the risks and benefits of ...family...psychotherapy MFTC 3.3.5: Manage...therapy toward treatment goals</p>	
<p>Demonstrate a beginning ability to relate theological/spiritual concepts, contexts and meanings to the theory and practice of marriage and family therapy.</p>	<p>SLO 4: able to use a multicultural approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems, client-therapist systems, supervisory systems, and broader social systems. SLO 5: able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy. MFTC: 1.2.1 Recognize contextual and systemic dynamics 2.2.3: Develop hypotheses regarding relationship patterns and their bearing on the presenting problem... 2.2.4 Consider the influence of treatment on extra-therapeutic relationships 2.3.8 Identify clients' strengths, resilience, and resources 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients...</p>	<p>-Reflection Papers -Book review</p>
<p>Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) "...can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems." Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)</p>		
<p>Evidence-based Practice Definition: EBP is a "...practice-friendly approach to using research to enhance family therapy" (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).</p>		

Course Requirements:

Assignments and Grading		
Description	Due Date	Grading Criteria
Assigned Reflection Papers (20%). Topics assigned in schedule	See Schedule	<ul style="list-style-type: none"> • Clear and concise writing • Critical thinking about topic • Relates to reading and discussion • Demonstrates systemic thinking and family therapy awareness
Book Review and Discussion (25%). Read and write a critical review (7 pages maximum) of: Cozolino, L. (2004), <i>The making of a therapist: A practical guide for the inner journey</i> . NY: Norton.	11/2/16	<ul style="list-style-type: none"> • Clear and concise writing • Provides brief summary of content • Critical engagement with the author and author's thesis and thoughts • Identifies and develops ideas with personal or professional significance • "Personalizes" review the text—how it affects or applies to you and your professional choices
Case Study (30%). <ul style="list-style-type: none"> • Construct a mock case of a family problem brought to you in therapy. • Conscript colleagues, friends, etc. to role play an initial therapy session with you as therapist. (You may complete this in practicum) • Record the session. • At the end of the session ask for feedback from your clients about your strengths and problems during the session. • Watch the video of the session. • Using the Practicum/SIE guidelines complete the following: <ul style="list-style-type: none"> ✓ Category I ✓ Category II ✓ Category III (the following only) <ul style="list-style-type: none"> - Interview observations - Three-generation genogram - Eco-map - Strengths and resources - Summary of observations ✓ Category IV—One outcome goal ✓ Category V—Theological, religious, spiritual issues 	11/30/16	See Rubric
Final Examination (25%)	Week of Finals	

2016 Schedule

Topic	Date	Classroom	Assignment/Reading
Introduction to course and Syllabus Review	9/9	Multicultural Framework	Sue & Sue (2015), Ch. 2 & 4
MFT History and Context	9/14	Lecture and discussion	1. Nichols, M.P. (2013), 1-29. 2. Solutions Unlimited "Origin of Family Therapy" & "Founders of Family Therapy" One page paper: Your thoughts, surprises and reactions to MFT history
AAMFT	9/16	AAMFT Indianapolis	No Class
Systemic Foundations	9/21	Linear vs system Vocabulary & Concepts	1. Becvar & Becvar (2012), Ch. 1 & 3 2. Solutions Unlimited: "Qualities of Family Therapy" & "Obstacle Course" 3. Write a three page paper discussing the differences, between linear and systemic models of thinking as these relate to individual and family behavior. What did you learn about why this distinction is important?
	9/23	Therapeutic Manifestations: <ul style="list-style-type: none"> • Interactional • Intergenerational • Structural • Other 	
Family Development & Process	9/28	Family Life Cycle Cultural Dimensions	1. Becvar & Becvar (2012), Ch. 5 2. Write a 3 page paper describing your understanding of "family." How does this understanding relate to your cultural heritage, theological/religious commitments and personal experience in your own family? Account for influences that lead you to understand "family" in this way.
	9/30	Individual differences Family Characteristics Contexts/Beliefs/Attributes	
Observing Family Process and Context	10/5	Genogram Eco-Map Structural Map Interactional sequences	http://www.genograms.org/index.html http://www.dhs.state.mn.us/main/groups/children/documents/pub/dhs16_178770.pdf https://www.smartdraw.com/ecomap/ Using the websites above, construct (1) a three-generation genogram of your family and (2) an eco-map of your current family.
Approaching Therapy	10/7	Basic Therapy Processes Therapeutic Logic Presenting Problem & Expected Outcome	Solutions Unlimited "Serenity Center"
Basic Skills	10/12	Stages and Tasks of Therapy Joining & Initial Interview <ul style="list-style-type: none"> • Connecting • Presenting Problem • Client Desired Outcome 	1. Solutions Unlimited "Screening Room" 2. Conduct a mock interview with a colleague or family member. Write a "Presenting Problem" statement and an "Expected Outcome" statement (Due 10/26)
Basic Skills: Assessment	10/14	Genogram Eco-map Strengths Spirituality	1. Harborne, L. (2012). <i>Psychotherapy and spiritual direction</i> . London: Karnak. Chapter 3; 2. Griffith J. and Griffith, M. (2001). <i>Encountering the sacred in psychotherapy</i> . NY: Guilford. Ch. 2 & 3.

			Construct an ecomap and a genogram from a mock “intake” (use colleague or family). Write a 3 page summary of assessment findings. Begin with Presenting Problem, analyze your eco-map and genogram with an eye to both difficult interactions and support/strengths of the family. Develop a working hypothesis of what is supporting the presenting problem. Identify some areas where systemic change might be important. Identify how spiritual issues factor into problems and your approach to assessment.
Res & Study	10/19	No Class	
Res & Study	10/21	No Class	
Basic Skills: Risk Assessment	10/26	Risk Assessment: Suicide	Using the SSF (presented in class), conduct a mock interview that results in a suicide prevention plan. Due 11/2
	10/28	Risk Assessment: Domestic Violence	http://files.eric.ed.gov/fulltext/ED411251.pdf http://onlinelibrary.wiley.com/doi/10.1111/j.1752-0606.2004.tb01220.x/pdf
Book Discussion	11/2	Book review discussion	Book Reviews Due
Basic Skill: SFTB, One Grounding Theory	11/4	Solution-Focused Brief Therapy: Workbook	Nichols, M.P. 2013, 245-265 (Print Reserve in Library) http://www.sfbta.org/trainingLinks.html Download the learner’s workbook Workbook assignments as provided by instructor
	11/9		
	11/11		
	11/16		
	11/18		
	11/25	Thanksgiving No Class	
	11/30		
Common Factors	12/2	Student-led discussion	Sprenkle & Lebow Case Study due 11/30
	12/7		
	12/9		
Finals	12/12-16	Finals	Finals

Policies

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible’s images for God. See for more information, see:

<http://www.lpts.edu/academics/academic-resources/academic-support-center/online-writing-lab/avoiding-gender-bias>

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another’s language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of

plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

Make-Up Work Policy: *No make up work for unexcused absences will be accepted.* Simply emailing the instructors informing them that you will be absent (for any reason) will **not** count as an excused absence, and therefore will count as an unexcused absence. Unexcused absences will result in a score of "0" for any assignments due on the day of your absence. Acceptable excused absences include death of an immediate family member, an obligatory school function or illness with a doctor's note. In order for these absences to be **excused**, students must provide documentation of their absence. If you have an excused absence, you will be allowed to make-up assignments that you missed as a result of your absence. Arrangements for make-up assignments are to be coordinated with the instructors.

Email Policy: Emails will be responded to as quickly as possible. However, emails sent on the weekend may not be responded to until Monday. It is highly recommended that you provide sufficient time before an assignment is due for receiving a response to an email asking a question.

Summary of Grading

15% Assigned Readings, Class Participation, Attendance
20% Group Family Reflection Paper and Presentation
35% Research-Informed Clinical Case Study and Presentation

30% Final Examination
100% Total

Grading Scale and Philosophy

A	96.6-100
A-	93.6-96.5
B+	90.6-93.5
B	87.6-90.5
C	85.6-87.5
C+	83.6-85.5
C	81.6-83.5
C-	79.6-81.5
D	70.6-79.5
F	Below 70.6

Individuals admitted to graduate study are expected to perform consistently and well in academic work. This is translated into grades in the following way:

1. Basic mastery of the body of knowledge at a level expected in graduate study will earn scores in the B to B+ range.
2. Grades of A- are granted for work which demonstrates
 - basic mastery of the body of knowledge, and
 - independent thought about the subject matter.
3. Grades of A are granted for work which demonstrates
 - mastery of the required body of knowledge,
 - independent thought about the subject matter, and
 - creative/integrative use of the material, exceptional writing which integrates the material into a student's own system of thought, and/or exceptionally well done or articulate research.
4. Scores C and below do not meet the standard expected for graduate level academic work.