

Theoretical Foundations of Family Therapy
PC 3043
Fall 2018
Wednesdays 8:30 – 11:20 AM
Schlegel Hall 121

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

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. Develop basic understanding of and competence in fundamental clinical logic and practices necessary for successful completion of Practicum 1
4. Acquire a basic understanding of therapist formation, basic clinical competencies, and how one becomes a MFT.

Required Texts

Becvar, D. S., & Becvar, R. J. (1999). *Systems theory and family therapy: A primer*, Second edition. University Press of America. **Print Reserve in Library.**

Sexton, T. L., & In Lebow, J. (2016). *Handbook of family therapy*. Routledge. **Print Reserve in Library.**

Nichols, M. P. (2008). *Inside family therapy: A case study in family healing*. Pearson. **Print Reserve in Library.**

Access to Required reading on CAMS

Recommended Texts (Optional)

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

McGoldrick, M. (2016). *The Genogram Casebook: A Clinical Companion to Genograms: Assessment and Intervention*. WW Norton & Company.

Required Readings and Resources (CAMS)

Family Therapy Magazine Sept/Oct 2008 edition: Genogram of Family Therapy. pp 13-22

http://www.aamft.org/members/familytherapyresources/articles/08_FTM_05_12_21.pdf

Family Therapy Magazine Sept/Oct 2008 edition: Family Therapy Pioneers: A Directory. pp 23-60.

http://www.aamft.org/members/familytherapyresources/articles/08_FTM_05_23_60.pdf

Frank, C. (1984a). Contextual family therapy. *American Journal of Family Therapy*, 12(1), 3-6

Frank, C. (1984b). Major constructs of contextual therapy: An interview with Dr. Ivan Boszormenyi-Nagy. *American Journal of Family Therapy*, 12(1), 7-14.

Nichols, M.P. (2013). *Family Therapy Concepts and Methods* (10th edition) pp. 99-121

Piercy, F., Sprenkle, D., & Wetchler, J. (1996). *Family Therapy Sourcebook*, 2nd Edition, pp.79-105.

Piercy, F., Sprenkle, D., & Wetchler, J. (1996). *Family Therapy Sourcebook*, 2nd Edition, pp. 106-127.

Sprenkle, D. H., Davis, S. D., & Lebow, J. L. (2009). *Common factors in couple and family therapy: The overlooked foundation for effective practice*. Guilford Press. pp.34-44

Sprenkle, D. H., & Lebow, A. J. (2004). Common Factors and Our Sacred Models. *Journal Of Marital & Family Therapy*, 30(2), 113-129

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1752-0606.2004.tb01228.x>

Course Objectives and Expected Student Learning Outcomes

<i>By the end of the semester, students will:</i>	<i>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</i>	<i>Assessment Signature Assignments</i>
Demonstrate basic knowledge of a broad systemic perspective as it relates to human interaction in diverse family, romantic and professional relationships.	SLO: 2 MFTC Domain 1	-Reflection Papers -Final Exam
Be able to use systemic categories to conceptualize family organization, family subsystems, and transgenerational processes in a therapeutic context	SLO: 2 MFTC Domains 1 & 2	-Reflection Papers - Personal Genogram project
Demonstrate understanding of interactions of class, race, gender, and cultural experience on theory development and intervention procedures	SLO: 1 & 4 MFTC Domains 1 & 2	-Reflection papers - Readings
Be able to discuss the history of Marriage and Family Therapy, development of its methods and its professional requirements (licensing, etc.)	SLO: 2 MFTC Domain 1	-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 & 2 MFTC Domains 1 & 4	-Reflection papers -Final Exam
Be able to describe how Marriage and Family Therapy Differs from other clinical disciplines	SLO: 2 MFTC Domain 1	-Reflection Papers -Final Exam -Book review
Demonstrate a beginning ability to relate theological/spiritual concepts, contexts and meanings to the theory and practice of marriage and family therapy.	SLO: 4 & 5 MFTC Domains 1, 2, 4	-Reflection Papers
Demonstrate a beginning understand of self of the therapist and how personal experiences impact development of therapist identity and practice of therapy.	SLO: 3 MFTC Domain 7	-Reflection Papers - Personal Genogram Project

Course Requirements:

Assignments and Grading		
Description	Due Date	Grading Criteria
Course Engagement and Attendance (15%)	Ongoing	<ul style="list-style-type: none"> Attend class regularly and on time Complete required readings Engage in classroom discussion Turn in complete assignments on time and in required format
Assigned Reflection Papers (15%) 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
Personal Genogram Project (20%) The Genogram Project has 4 parts: 1) A basic 3-generational genogram 2) The same genogram with relational, cultural, and spiritual patterns added 3) A 2 page Systems analysis based on your Family of Origin (FOO) 4) A 2 page reflection on how your FOO has influenced you.	11/7/18	<ul style="list-style-type: none"> Clear and completely constructed genogram Use of legend and appropriate symbols Demonstrates ability to engage issues of culture, race, gender, spirituality, and other aspects of family context Clear and concise writing Critical thinking about topic Demonstrates systemic thinking and family therapy awareness
Book Review and Discussion (20%) Read and write a critical review (7 pages maximum) of: Nichols (2009) Inside Family Therapy: A Case Study in Family Healing Be present on the day of class discussion to discuss and critique the text.	11/21/18	<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
Final Examination (30%) The final exam will be a 100 question multiple choice examination available on the computer in the library. It is meant to: 1) test your mastery of the knowledge expected in this course, 2) approximate and prepare you for the MFT Exit Examination, and 3) help you prepare for the national MFT examination you must take prior to licensing.	12/12/18	Students will be provided with a study guide for the final exam in class on November 7th. Students will also be provided the opportunity to take a 40 question practice examination in the library computer lab at their convenience starting the week of November 12 th . Students will have the opportunity to take the practice exam one time during the time period of November 12 th – December 10 th .

Fall 2018 Course Schedule (course schedule subject to change at professor's discretion)

Topic	Date	Classroom	Assignment/Reading
Introduction to course Syllabus Review MFT History and Context	9/12	No in class meeting Review syllabus Begin introductory course reading	1) Family Therapy Pioneers: A Directory (CAMS) 2) Family Therapy Genogram (CAMS) 3) Sexton & Lebow Ch. 1 4) One page paper: Your thoughts, surprises and reactions to MFT history
Systems Theory	9/17	Linear vs system Vocabulary & Concepts	1) Sexton & Lebow Ch. 2 2) Becvar & Becvar Chs. 1, 2, 3, & 4 3) Two Page Paper: Systems vs Linear Thinking a) Write a one page paper describing the difference between systems thinking and linear thinking using your own words. b) Then, identify a recent problem or issue you have encountered. It can be a personal problem or a social issue that you are passionate about. c) Write a one page explanation of how you might conceptualize this problem/issue systemically rather than linearly.
Family Development & Process	9/26	Family Life Cycle The Neurobiology of Relationships Cultural Dimensions	1. Sexton & Lebow Ch. 3, 4, & 5 2. Becvar & Becvar (2012), Ch. 5,6, 7, &8 3. Three page paper: Your understanding of "family." a. Describe how you understand or define family. b. How does this understanding relate to your cultural heritage, theological/religious commitments and personal experience in your own family? c. Account for influences that lead you to understand "family" in this way.
Family Therapy Theory	10/3	Therapeutic Manifestations: - Structural	1. Becvar & Becvar (2012), Ch. 9, &10 2. Sexton & Lebow Ch. 7
Family Therapy Theory	10/10	Therapeutic Manifestations: - Psychodynamic - Experiential Approaches	1. Sexton & Lebow Ch. 7 2. Piercy, Sprenkle, & Wetchler (1996) pp.99-105 (CAMS)
Research and Study Week	10/17	NO CLASS	NO CLASS
Intergenerational Family Therapy Theories	10/24	Therapeutic Manifestations: - Bowenian Therapy - Contextual Therapy	1. Sexton and Lebow Ch.9 2. Frank 1984a (CAMS) 3. Frank 1984b (CAMS)

Family Therapy Theory	10/31	<ul style="list-style-type: none"> - Intergenerational Theories Continued - Constructing genograms - Self of the therapist 	1. McGoldrick, Gerson & Petry (2008) pp.22-60 (CAMS)
Family Therapy Theory	11/7	Therapeutic Manifestations: <ul style="list-style-type: none"> • Post modern/Post Structural Social Construction Theories - Collaborative Narrative - Solution Focused 	<ol style="list-style-type: none"> 1. Sexton and Lebow Ch.10 2. Personal Genogram Project Due
Family Therapy Theory	11/14	Therapeutic Manifestations: Strategic Therapy	<ol style="list-style-type: none"> 1. Nichols (2013), 99–121 (CAMS) 2. Mandanes (1981) pp.19-29 & (CAMS) 3. Review Strategic Therapy handout on CAMS
Family Therapy Theory	11/21	Book review discussion Behavioral Approaches <ul style="list-style-type: none"> - Cognitive Behavioral Therapy 	<ol style="list-style-type: none"> 1. Nichols (2009) Inside Family Therapy 2. Sexton & Lebow Ch. 6 3. Piercy, Sprenkle, & Wetchler (1996) pp.106-127 (CAMS) 4. Book Reviews Due
Family Therapy Theory	11/26	Integrative Approaches Common Factors Approach	<ol style="list-style-type: none"> 1. Sexton & Lebow Ch. 11 2. Sprenkle & Lebow (2004) 3. Sprenkle, Davis, & Lebow (2004)
Final Class	12/5	Last Day of Class Final Exam Review Evaluations	<ol style="list-style-type: none"> 1. No assigned readings 2. Review course content and prepare for final exam

Course Policies

Student responsibility- Class attendance is expected. Read the assigned material prior to each class session and come to class prepared to participate in the discussions. You are responsible for all assignments, material presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is included in the text.

Classroom Behavior - Tardiness and early departures are distracting and not appreciated by me as the instructor, nor your fellow classmates. Please avoid these behaviors unless absolutely necessary. **You are expected to adhere to the following principles during class: 1) no text messaging, phone calls, emailing, or surfing the internet; and 2) no side conversations irrelevant to the class.**

Issues of Privacy and Confidentiality - Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share viewpoints, experiences, and thoughts. Please do not discuss anything that people share in class with others outside of the class. In other words, please exercise confidentiality, any discussion in the class should stay in the class

Inclusive/Expansive Language – The practice of using inclusive language is encouraged of all LPTS staff, students, and faculty. In classroom discussions and writing assignments it is important to avoid divisive terms that reinforce stereotypes or are pejorative. Please access the following web page for resources to assist in using non-biased language:
<http://www.lpts.edu/academics/academic-resources/guides-policies-and-handbooks/inclusive-and-expansive-language>

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. **Three or more absences (1/4 of the course) will result in a failing grade in the course.**

Late work –Assignments are due at the beginning of class unless otherwise specified. Due dates for every assignment are provided on the course syllabus and course schedule. **An assignment submitted within 24 hours of the due date will only be eligible for 80% of the maximum number of points allotted. Assignments submitted more than 24 hours after the due date will not be accepted.** There are no make-ups for in-class writing, activities, or the final exam. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

Writing guidelines - All assignments should be submitted typed in 12-point font using Times New Roman one-inch margins, and double-spaced. Homework assignments assume a certain level of writing skills, and points will be deducted if your writing assignments are difficult to read due to poor writing. If you need assistance with your writing, please visit the LPTS online writing lab, <http://lpts.libguides.com/OWL>, or schedule an appointment with the academic support center (ASC).

All assignments should be completed using APA format 6th edition.

If you have questions, please see the following resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01>

Assignments that do not meet the writing guidelines will be returned for correction and will not be graded until corrected. Assignments will be reduced by 10% for each day (including the initial due date) after the assignment is late due to failure to adhere to the writing guidelines.

Drop/Withdrawal - If you decide to withdraw from this course, you must follow the Registrar's Office's specified procedures. A student can change course load during the first two weeks of regular semesters with no notation on their transcript. After the first two weeks, the student may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. Students seeking a withdraw-medical (WM) must file a formal written request with the Dean of the Seminary no later than 5 p.m. of the last day of classes of the term in which the course is taught. In the case of medical causes, a student who receives a withdraw-medical will be required to submit to the Dean of the Seminary certification from the treating physician or therapist of the student's ability to resume academic and professional work before being readmitted to classes in the following term or semester.

Academic Honesty - All work turned in to the instructor 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. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, Student Handbook, p. 16.

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. Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment within the first 3 class sessions. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Grading Scale and Philosophy

A 96.6-100
A- 93.6-96.5
B+ 90.6-93.5
B 87.6-90.5
B- 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.

Appendix I.

MFT Student Learning Outcomes

SLO 1

Graduating students will be able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards.

SLO 2

Graduating students will demonstrate a broad knowledge of systemic theory and MFT Treatment models and flexibly apply these to evidence-based practice.

SLO 3

Graduating students will be able to think ethically and make appropriate clinical decisions consistent with the highest ethical and professional standards as entry level clinical professionals.

SLO 4

Graduating students will demonstrate the ability to apply multicultural approaches to Marriage and Family Therapy and attend appropriately to religious, cultural, racial, economic, gender, and sexual orientation differences as these are experience in client systems, client-therapist systems, supervisory systems, and broader social systems.

SLO 5

Graduating students will be able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy.

MFT Core Competency Domains (MFTC Domains)

Competency Domain 1-- Foundations of Treatment: Knowledge of system concepts, skills to establish therapeutic relationships.

Competency Domain 2--Clinical Assessment and Diagnosis: Skills related to activities focused on the identification of the problems and concerns to be addressed in therapy.

Competency Domain 3--Treatment Planning and Case Management: Skills related to treatment planning with client/client family, managing case from intake to termination including referral and safety planning.

Competency Domain 4--Therapeutic Interventions: Skills used to ameliorate clinical problems and help client/client families with desired changes.

Competency Domain 5--Legal Issues, Ethics, and Professional Standards: All aspects of therapy that involve statutes, regulations, principles, values, and mores of MFTs.

Competency Domain 6--Research Application: Use of current MFT and behavioral health research to inform evidence-based clinical practice.

Competency Domain 7--Self of Therapist: Awareness and management of personal reactions to clients and treatment process and how these impact observation, intervention and clinical outcomes.

Competency Domain 8--Theological and Spiritual Integration: Attending to pastoral, theological and spiritual dimensions of therapy and therapist-client interactions.

Competency Domain 9--Supervision and Collaboration: Use of supervision and collaboration to improve skills and enhance client care.