

## **Structural/Strategic Approaches to Marriage and Family Therapy: PSYC6352**

**Fall 2015**

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### ***Mission Statement of the New Orleans Baptist Theological Seminary***

*The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

### **Core Values and Curriculum Competencies**

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the 2015-2016 academic year is *Mission Focus*. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith and Message 2000. Throughout this course students will be encouraged to consider how the core value of “Mission Focus” impacts their development as a Christian counselor called to operate in the local church. This course will address the curriculum competency component of Christian Counseling in both the M. Div. and MAMFC degrees.

**Course Prerequisites: PSYC6302 and either PSYC6250 or PSYC6251**

### **Course Description**

The purpose of this course is to develop students’ knowledge and skill in the structural-strategic approach to individual, marital, and family therapy. Students will examine theoretical foundations, research findings, basic principles, assessment techniques, and the intervention strategies of Structural and Strategic Therapies. These examinations are applied to a wide variety of problems in living and are framed within a Christian theological context.

### **Student Learning Outcomes**

Students will be able to:

1. Describe the historical and theoretical foundations of Structural and Strategic Therapies,
2. Describe the basic principles, techniques, and applications of Structural and Strategic Therapies
3. Demonstrate the perceptual, conceptual, and executive skills required to utilize this approach in their ministries, and
4. Articulate Structural and Strategic Therapies elements consistent with Scripture and Christian theology and work toward an integrated model for helping the hurting.

### **Required Textbooks**

Minuchin, S. & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge: Harvard

Univ. Press. 978-0674294103

Minuchin, S. (1998). *Family healing: Strategies for hope and understanding*. New York: Free Press. 978-0684855738

Sherman, R. & Fredman, N. (1986). *Handbook of structured techniques in marriage and family therapy*. New York: Brunner/Mazel. 978-0876304242

### **Additional Assigned Readings**

Selected readings of the works of Salvador Minuchin, Jay Haley and other authors will be assigned.

### **Course Methodology**

A seminar format (informed discussion) and live action role-play will be the primary teaching/learning methodologies in this course. Additionally, class lectures, presentations, and videos will be employed to supplement this format. Students will engage in research and will present their findings in class. Students will develop a resource notebook from their reading, research, role-play observations, and class lectures and presentations.

### **Course Evaluation & Description of Requirements**

#### **Contribution of Assignments to Grade**

1. Classroom Participation	15%
2. Presentation of Structural/Strategic Resources	10%
3. Participation in Role-Plays (including submission of vignettes)	20%
4. Structural/Strategic Therapies Notebook:	20%
5. Mid-Term Examination:	15%
6. Final Examination:	20%

#### **Description of assignments**

##### **Classroom Participation**

The limited class size in this course allows the use of a seminar format. This should not be confused with informal or “round table” type discussions. Students will be expected to come to class prepared to engage in informed discussion and respond to direct questions about material covered in reading assignments. Students are strongly encouraged to type organized notes of reading assignments for use in class. These notes are a graded part of the content of the Structural/Strategic Therapies notebook.

##### **Presentation of Structural/Strategic Resource**

Each student will be required to locate and duplicate a journal article that addresses some application of Structural/Strategic therapy. These articles will be presented at the beginning of class. The presentation should last around 10 minutes and should reflect critical thought about

the content of the article. Students will turn in a copy of the presented article to the instructor on the day of their presentation.

### Role-play vignettes    **Due: 2<sup>nd</sup> Class Meeting**

This assignment will involve development of family scenarios that will be utilized for role-plays later in the term. Students will be required to prepare 2 vignettes. Each should include two to four family members, a presenting concern, and brief intake information (demographics, previous psych h<sub>x</sub>). In addition, an outline of family alliances should be included for the purpose of planning the role-play (this information will not be shared with the “therapist” at role-play.) The more detail, the better. Vignettes should be one page, typed and submitted via Blackboard before the second class period.

### Participation in Role-Plays

- Groups assigned to perform as client families during role-plays will be expected to meet briefly before class to assign roles, establish a family plot, and practice interactional styles. Details of role-play assignments are not to be discussed outside the family group.
- Therapists will be expected to apply theory and techniques presented or discussed in class prior to their participation in the role of therapist.

### Structural/Strategic Therapy Notebook    **Due: Tuesday, December 1**

Each student is to compile and organize a notebook from reading notes, handouts, role-play observations, etc. This notebook should be organized as a practical resource for you in your counseling ministry. Suggested Sections for your notebook are:

- Structured Notes from Reading Assignments
- Outline of Typical Structural and Strategic Therapy Protocol
- Structural Diagnosis Worksheets
- Copy of resource presented in class
- Resource Bibliography (APA Bibliographic entry for all resources presented in class)
- Role-play Vignettes
- Treatment Outlines for vignettes

### Exams

Exams *tend to be* discussion and objective; including matching, fill in the blank, explanation and discussion items. Test questions will be designed to elicit critical thought and synthesis of ideas.

### **Absences**

According to seminary policy, you are allowed 3 hours of absence per semester hour of credit during the semester length of this class. For once weekly classes this translates to a total of 3 absences. Any work missed due to absence or tardiness is your responsibility to make up. Please obtain copies of notes or handouts from your colleagues. Many of the activities of this class will not lend themselves to “make-up” work. Please attend class.

NOTE: Much of your learning and the subsequent grade will depend upon classroom interaction. Your learning and your grade will suffer if you miss class.

### Course Schedule

WEEK	Topics	Reading & Assignments
1	Introduction	
2	History of the Structural Approach	FH chap. 2; family vignettes due
3	Structural Theory	FH chap. 3; article presentation
4	Structural Theory (cont.)	FTT chap. 1-2
5 Sept. 23-26	Normal Family Development *AACC World Conference*	FH chap. 4; article presentation
6	Structural View of Pathology	FH chap. 5 or 6; 7, 8, or 9
7	Pattern for Structural Change	FTT chap. 5; article presentation
8	Mid-Term Thursday, October 7	Midterm
9 Oct. 19-23	<b>Fall Break No Class</b>	
10	Joining and Assessment	FTT chap. 3-4; HndBk chap. 4; article presentation
11	Structural Interventions	FTT chap. 6-8; HndBk chap. 5
12	Structural Interventions (cont.)	FTT chap. 9-11; HndBk chp. 6
13	Strategic Family Therapy	Handout
14 Nov. 23-27	<b>Thanksgiving Break No Class</b>	
15	Strategic Theory and Interventions	Notebook Due
16	Last Day of Class-Review for Final	
<b>Final Exam</b>	<b>Tuesday, December 15, 9:00 am</b>	

**The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes**

<p><b>Papers or Assignments</b></p>	<p>All assignments are to be typed in either Times New Roman 12. Any deviation in this will result in the deduction of points.</p> <p>Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.</p> <p>Late assignments will result in a deduction of <b>one letter grade per class period.</b></p> <p>All counseling students will write papers in accordance to standards set in the APA Publication Manual.</p>
<p><b>Quizzes</b></p>	<p>Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.</p>
<p><b>Exams</b></p>	<p>If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.</p>
<p><b>Study Guide</b></p>	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
<p><b>Cellular Phones</b></p>	<p>Common courtesy should be observed regarding use of cell phones, tablets, and laptops. Class participation is required and use of electronics that interferes with classroom participation is prohibited.</p>
<p><b>Plagiarism</b></p>	<p>A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden.</p> <p><b><i>Although anything cited in three sources is considered public domain, we require that all sources be cited.</i></b></p> <p><b>ANY INFRACTION WILL RESULT IN FAILING THE COURSE.</b></p> <p><b>ANY INFRACTION WILL BE REPORTED TO THE DEAN OF STUDENTS FOR FURTHER ACTION!</b></p>
<p><b>Class Participation</b></p>	<p>Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.</p>

\* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.

## Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

## **Selected Bibliography**

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- Brown, J. & Christensen, D. N. (1986). *Family therapy: Theory and practice*. Monterey, CA: Brooks/Cole.
- Fisch, R., Weakland, J. H., & Segal, L. (1982). *The tactics of change: Doing therapy briefly*. San Francisco, CA: Jossey-Bass.
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- Madanes, C. (1984). *Behind the one-way mirror: Advances in the practice of strategic therapy*. San Francisco, CA: Jossey-Bass.
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