

**PSYC 9409 Marriage and Family Therapy
Ph. D. Seminar
Fall Semester 2007-2008
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I. Mission Statement

The mission of 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.

II. Seminar Description and Core Value

The purpose of this seminar is to enable students to study each of the major schools of marriage and family therapy, to develop a broad knowledge of systems theory, to develop knowledge of current family life demographics, to examine various clinical family assessment techniques and tools, to understand marriage and family symptomatology, to develop interviewing and assessment techniques, and to study healthy and dysfunctional families. The seminar is designed as an intensive investigation of the theory and practice of marriage and family therapy and the student will demonstrate substantial skill in therapy. Throughout this course students will be encouraged to consider how the core value of “spiritual vitality” impacts their work with individuals suffering with mental, emotional, and relational health problems.

III. Learning Objectives

The student who satisfactorily completes this course by fulfillment of the requirements should be able to:

Learning Objectives	Core Competencies		
1. Describe the major models of marriage and family therapy, in terms of their philosophical assumptions and pragmatic implications.	1.1.1	Conceptual	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.
	1.1.2	Conceptual	Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
2. Pursue an ongoing integration of biblical concepts of the healthy family into one’s personal framework for conducting marriage and family therapy, as well as an understanding of current research concerning healthy and dysfunctional families.	1.2.1	Perceptual	Recognize contextual and systemic dynamics (e.g. gender, age, socioeconomic status, culture/race/ethnicity, sexual social context.) *This would include spiritual context dynamics
	6.3.2	Executive	Use current MFT and other research to inform clinical practice.

3. Articulate a personal model of therapy, drawing from existing models of therapy.	3.1.1	Conceptual	Know which models, modalities, and/or techniques are most effective for presenting problems.
4. Describe current family life demographics and know how to stay abreast of current family life demographics by researching and analyzing that information.	6.3.1	Executive	Read current MFT and other professional literature
	6.3.2	Executive	Use current MFT and other research to inform clinical practice.
5. Identify various clinical family assessment techniques and tools, and identify important factors that lead to the selection of specific assessment techniques, tools, and monitoring instruments.	1.3.1	Executive	Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
	2.1.5	Conceptual	Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
	2.2.3	Perceptual	Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
	2.3.1	Executive	Diagnose and assess client behavioral and relational health problems systemically and contextually.
	2.3.6	Executive	Assess family history and dynamics using a genogram or other assessment instruments
	2.3.8	Executive	Identify clients' strengths, resilience, and resources
	2.4.2	Evaluative	Assess ability to view issues and therapeutic processes systemically

<p>6. Demonstrate skills in case conceptualization, structuring therapy, problem solving, and implementing therapeutic interventions within a range of therapeutic modalities.</p>	<p>3.1.1 Conceptual 3.2.1 Perceptual 3.3.1 Executive 3.3.4 Executive 3.3.5 Executive 4.1.1 Conceptual 4.2.1 Perceptual 4.3.1 Executive 4.3.8 Executive</p>	<p>Know which models, modalities, and/or techniques are most effective for presenting problems. Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan. Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective. Structure treatment to meet clients' needs and to facilitate systemic change. Manage progression of therapy toward treatment goals. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches. Recognize how different techniques may impact the treatment process. Match treatment modalities and techniques to clients' needs, goals, and values. Empower clients and their relational systems to establish effective relationships with each other and larger systems.</p>
<p>7. Demonstrate perceptual skills in assessing progress in the therapist-client subsystems and validate the accuracy of those perceptions using the ORS and SRS scales, instructor feedback, and discussions with other seminar participants.</p>	<p>1.3.7 Executive 2.4.4 Evaluative 3.4.1 Evaluative 3.4.2 Evaluative 3.4.5 Professional 4.3.10 Executive 4.3.11 Executive 4.4.3 Evaluative 4.4.5 Evaluative</p>	<p>Solicit and use client feedback throughout the therapeutic process. Assess the therapist-client agreement of therapeutic goals and diagnosis. Evaluate progress of sessions toward treatment goals. Recognize when treatment goals and plan require modification Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes. Modify interventions that are not working to better fit treatment goals. Move to constructive termination when treatment goals have been accomplished. Evaluate treatment outcomes as treatment progresses. Evaluate clients' outcomes for the need to continue, refer, or terminate therapy.</p>

8. Be able to assess what content is crucial for master level students to learn, and to develop methodologies for teaching content and application of content in the area of systems theory.			
9. Develop skills used to research, analyze, and write for an empirical research project.	6.1.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice.
	6.1.2	Conceptual	Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services.
	6.2.1	Perceptual	Recognize opportunities for therapists and clients to participate in clinical research
	6.3.1	Executive	Read current MFT and other professional literature
	6.3.2	Executive	Use current MFT and other research to inform clinical practice.
	6.3.4	Executive	Determine the effectiveness of clinical practice and techniques.
	6.5.1	Professional	Contribute to the development of new knowledge.

IV. Required Texts:

Theory-Based Treatment Planning for Marriage and Family Therapists. (2003). Diane Gehart & Amy Tuttle. Brooks-Cole-Thomson.

Essential Skills in Family Therapy. (1998). J. Patterson, L. Williams, C. Grauf-Grounds, & L. Chamow. Guilford Press.

The Practice of Family Therapy: Key Elements Across the Models. (4th Edition) (2007). S.M. Hanna. Brooks/Cole-Thomson.

Spiritual Resources in Family Therapy. (1999). F. Walsh. Guilford.

God, Marriage and Family: Rebuilding the Biblical Foundation. (2004). A. Kostenberger & D. Jones. Crossway Books.

Family Assessment Handbook. Tomlison. Brooks-Cole-Thomson.

The Heroic Client: A Revolutionary Way to Improve Effectiveness Through Client Directed Outcome Informed Therapy. Duncan & Miller

V. Course Requirements:

Learning Objectives	Assignments
<p>1. Describe the major models of marriage and family therapy, in terms of their philosophical assumptions and pragmatic implications.</p>	<p>1. Read/discuss Gehart & Tuttle, Hanna Ch. 1-4 2. Give an overview of the major models of marriage and family therapy, and discuss their philosophical assumptions and how they intersect with biblical beliefs. Each student will select 2 models, and prepare a chart with columns: philosophical assumptions, corresponding biblical beliefs, and supporting scripture. See sign up sheet for models.</p>
<p>2. Pursue an ongoing integration of biblical concepts of the healthy family into one's personal framework for conducting marriage and family therapy, as well as knowledge of current research concerning healthy and dysfunctional families.</p>	<p>1. Read Kostenberger & Jones, and Walsh. 2. Identify spiritual truths about "family" that are in the Bible and impact working with families and couples in counseling. 3. Identify factors of healthy and dysfunctional families. Research current studies identifying factors in healthy and dysfunctional families 4. Prepare a presentation on how those factors correlate (- or +) with spiritual truths about families.</p>
<p>3. Articulate a personal model of therapy, drawing from existing models of therapy.</p>	<p>Develop and write a personal model of therapy for working with couples and families.</p>
<p>4. Describe current family life demographics and know how to stay abreast of current family life demographics by researching and analyzing that information.</p>	<p>Research and report on current family life demographics. Report can be framed as an introduction to a class on family therapy, family development, etc. [sort of "the State of the Family"]. Present in seminar.(about 15-20 min)</p>
<p>5. Identify various clinical family assessment techniques and tools, and identify important factors that lead to the selection of specific assessment techniques, tools, and monitoring instruments.</p>	<p>1. Read and discuss Thomlison: <i>Family Assessment Handbook</i>. 2. Complete assignments related to case studies.</p>
<p>6. Demonstrate skills in case conceptualization, structuring therapy, problem solving, and implementing therapeutic interventions within a range of therapeutic modalities.</p>	<p>Case study assignments in Thomlison</p>

<p>7. Demonstrate perceptual skills in assessing progress in the therapist-client subsystems and validate the accuracy of those perceptions using the ORS and SRS scales, instructor feedback, and discussions with other seminar participants.</p>	<ol style="list-style-type: none"> 1. Read <u>The Heroic Client</u> 2. Measurement and evaluation with ORS and SRS with your counseling clients across 12 weeks of this semester (Aug 28-Nov 20). Preliminary report will be given Oct 23, and final report Nov. 27 (written). 3. Demonstrate perceptual skills in assessing progress in the therapist-client subsystems and validate the accuracy of these perceptions using the Session Rating Scales and the Client Outcomes Rating Scales, instructor feedback and discussions with other seminar participants. 4. Each student will report on the systematic results of measuring outcome from client change and therapist-client alliance. This project will include a graph of ORS and SRS scales for as many clients as possible during this semester. The student will read (or review) <u>The Heroic Client</u> for more information and suggested use of the scales.
<p>8. Be able to assess what content is crucial for master level students to learn, and to develop methodologies for teaching content and application of content in the area of systems theory.</p>	<ol style="list-style-type: none"> 1. Read <i>Essential Skills in Family Therapy</i> 2. Prepare teaching presentation of the material (as assigned.)
<p>9. Develop skills used to research, analyze, and write for an empirical research project.</p>	<p>The Seminar group will do a joint research project. It will be “joint” in that each student will use the same research question, instruments, and statistical analysis, but each will do their own literature review, methodology, results, and discussion sections for their paper. All students will share the collected data, which will give a greater possibility of the statistical analysis to have a valid number of cases. Specific information will be given in class.</p>

Seminar Schedule:

August 21 Seminar Overview:
Begin measurement and evaluation with ORS and SRS (Refer to Duncan/Miller)
Research Project:
Discuss Research Project. Brainstorm research question and hypothesis.

August 28 Complete reading of the book *Theory Based Treatment Planning for Marriage and Family Therapists, and Hanna, Chapter 1-4*
Bring chart with summary of philosophical assumptions and the intersection with biblical truths. Chart should look like this:

Model	Assumptions	Biblical Truths	Scriptures
Structural			

Research Project

Bring written research question and hypothesis (or hypotheses).

Report on instruments you examined for use in research. Select instruments you would recommend and justify your choices and rationale for each one. (Marital health; family health; spiritual health). Class will make a decision about which instruments we will use and final choice on factors, research question (s) and hypothesis (es).

Bring recommendation about which statistical procedure is best, and your rationale for your choice.

Sept 4 **Complete reading of Kostenberger/Jones and Walsh.**
Identify spiritual truths about marriage and family that you believe are important in light of working with families in counseling.

Bring a written list of spiritual truths about marriage/family and what they impact.

Research Project

Begin collecting data for research. Begin research for literature review.

Sept 11 **Dr. Steele out for AACC/SCS–Library Research Day**
Identify factors of healthy and dysfunctional families. Research current studies (last 10 years–journal articles, books, dissertations) identifying factors in healthy and dysfunctional families.
Prepare a brief presentation on how those factors correlate with spiritual truth about families. (Can be chart or powerpoint slides).
BONUS POINTS: Write a publication-ready article (APA) about how a counselor-in-training can integrate biblical concepts into their personal framework for conducting marriage and family therapy. This article would be a “how to” article that students would use as they prepare to be counselors.

- Sept 18** **Article Due/Presentations on Correlating Factors Due**
Complete reading of Essential Skills
Presentations and discussion of Correlating Factors
- Sept. 25** **Report on current family life demographics due. (Discussion)**
Present teaching presentation on Essential Skills
Discussion on Research Project
Bring written Introduction, Definitions of Terms, Assumptions, Significance of the Study (Rationale, Implications, and Applications), and Delineation of the study.
- Oct. 2** **Complete reading of *Family Assessment Handbook*.**
Lead class in assigned case study. _____
Del Sol Family (ch 9)
Everyone Complete: Activity 1, Genogram, Parent-Child subsystems
Sibling Subsystems, Assessment Tools
- Oct. 9** **McCoy Family (ch 10)** _____
All complete Activity 3, The McCoy Family Genogram, Developmental History of the Family, Parent-Child Subsystem, Sibling Subsystem, Intervention Choices
- Oct. 16** **Fall Break**
- Oct 23** **Rough Draft of Literature Review Due**
Complete reading of Hanna
Fox Family (ch 12) _____
All complete Activity 1, Activity 2, 1, 2, 3, 4, 5 a, b,d.
Bring preliminary report (grafts only) on ORS and SRS
- Oct 30** **Fernandez Family (ch 14)** _____
All complete Study Activities 1, 2, 3, 4,
Rough Draft of Methodology for Research Project Due
- Nov 6** **Jacques Family (ch. 15)** _____
All Complete Activity 1, 2, and 3, all subpoints.
Rough Draft of Results and Discussion for Research Project Due
- Nov 13** **ETS (no class meeting)**
- Nov 20** **Thanksgiving**
- Nov 27** **Research Project Presentations**
Written Summary Report on ORS and SRS, and Grafts Due
- Dec 4** **Research Project Presentations**
- Final:** **Personal Model of Therapy Due**

Sign up Sheet for Models (Sign up for one first time around)

Structural Family Therapy _____

Strategic Therapy _____

Milan Systemic Approach _____

Mental Research Institute Approach _____

Satir's Communications Approach _____

Symbolic Experiential Family Therapy _____

Intergenerational Family Therapy _____

Cognitive Behavioral Therapy _____

Solution Focused Therapy _____

Narrative Therapy _____

Collaborative Therapies _____

Metaframeworks Model _____

Integrative Problem Centered Therapy _____

Multisystemic Therapy _____

Emotionally Focused Couples Therapy _____

Behavioral Marital Therapy (Gottman, PREP, etc.) _____