Course Description:

Advanced marriage and family therapy is designed to provide second year graduate students with an understanding of current theory, practice and developments in the fields of counseling and marriage and family therapy. Readings and lectures will help students learn to identify significant figures, distinctive tenets, and distinctive treatment modalities related to each major theoretical position examined.

An integrative framework linking relational systems to individual systems will be developed and applied to assessment and treatment. Special attention will be given to the individual as a sub-system who develops within one family and in marriage begins forming another. Various ways of describing and analyzing childhood learning and relationship experience will be reviewed and treatment strategies based on them examined. The relation between neurobiology and therapeutic approaches based on object relations, cognitive-developmental, attachment, communications theories and systemic intervention models.

Attention will also be given to accessing and utilizing metaphoric, symbolic and other forms of analog information in systemic therapy, particularly as these are related to affect and to early learning.

Students will practice conceptualizing a clinical situation from a number of theoretical perspectives and at a number of analytical levels. They will consider the implications of social, racial and ethnic diversity as they apply to the functioning of and resources available to families.

The relationship of the Scripture to theoretical approaches and to their practical applications will receive attention. Students will be asked biblically to evaluate the basic anthropology, theory of change, and application of each major approach.

The final meeting of the course will address issues of diversity and power in the current literature.

It is assumed that students entering the course will be familiar with materials taught in 1FT502 Family as a Social System, 1FT 505 Fundamental Therapy Skills, 1FT518 Communication for Therapeutic Intervention, 1FT506/1FT508 Psychology and Theology and 1FT520 Clinical Practice of Marriage and Family Therapy in particular structural and strategic therapy, NLP, IFS and communications theory. It is also assumed that students are engaged in ongoing clinical work and that they will critically employ theory and method from the course in their clinical work.

Course Objectives:

At the end of the course, students should be

* acquainted with a variety of major theoretical approaches to counseling and to marital and family therapy,
* able to identify major figures, theoretical tenets, and distinctive techniques of each position,
* acquainted with object relations, attachment, developmental schema-based, internal family systems, emotion focused and neurobiological theories as they relate to marriage and family therapy,
* able to evaluate the anthropology, theory of change, and techniques of various therapeutic approaches in relation to biblical teaching,
* conversant with contemporary theoretical and conceptual issues in counseling and MFT, including diversities such as sexual orientation, culture and power.
**Course Process**

The first portion of the course, taught in August, prepares students to conduct play therapy in the Center for Marriage and Family Therapy.

The first term-time session of the course will review areas of study from last year in the light of the students’ current clinical practice. Students will review systems theory and discuss the relationship between behavioral, communication, intergenerational, structural, IFS and strategic approaches in their current clinical experience.

As the term progresses, an integrative framework for moving between relational and individual systemic therapy will be explored. The relationship between therapeutic models and biblical epistemology and the relation between specific interventions and spiritual resources will be explored. The framework developed will be applied to current clinical work.

Neurobiological development, object relations theory, attachment theory, schema-based learning theory and internal family systems will receive particular attention as related empirical and metaphorical ways of formulating and describing early learning and subsequent learning and as they relate to individual and systems theory. Learning during childhood developmental years will receive attention as it influences the individual and his/her participation in social and family life. Implications for mate selection and for family and marital process will be considered. Treatment strategies emerging from the various approaches for individuals, marriages and families will also be explored.

Pre-marital counseling and psychopharmacology will receive focused attention.

The final portion of the course will examine the developing frontiers of the field. Students working in groups will prepare presentations on current issues such as sexual orientation in social and therapeutic context, cultural and multicultural perspectives in therapy, and the relation between neurobiology and current therapeutic approaches.

**Assignment management**

Please note: This is a second year graduate course. You may/must be thoughtful/strategic in your study skills.

- You have a variety of assignments which may be overlapped (that is not the same as cutting corners).
- Your formal writing assignments are shared. Coordinate carefully.
- You will submit a participation evaluation for cooperative ventures.
- Your intervention reports are less formal, don't polish them too long.
- Your reading list is substantial. Some of it overlaps written assignments. Some of it may be made to overlap written assignments.
- Some of the material in the books and articles may be reviewed without detailed reading for mastery (e.g. Lists from Harper and Hoopes, illustrations from Bader and Pearson). Use your skills to take advantage of headings and book structure as you prepare. Review them before reading your material. They will guide you.

1. **Intervention project** (Sherman and Fredman and other texts of your choice) (15%)

A major goal of this course is to equip you with a repertoire of working therapy skills and the ability to conceptualize cases from a number of perspectives. Sherman and Fredman have organized a tool-bag of techniques, many of which are amenable to a variety of therapeutic approaches and strategies. Your readings include a variety of protocols and interventions.

   a. Review Sherman and Fredman.
   
   b. Xerox the table of contents, placing a check alongside the interventions which you have already used. It will help your professor gauge what students have learned as they approach this course. Turn this in with your reports.
   
   c. Over the course of the term, select and implement at least 15 of the interventions presented by SF and/or other books of your choice. For each, prepare a brief write-up (less than a page) indicating

      1. The intervention and its SF number (or include the source and page number for others)
2. The theoretical frame from which you are approaching the intervention, the result which you desired and the means by which you hoped it would come about, relating these to the case and to the Scripture (Spend some time reflecting on the relation of the intervention to Scripture).
3. Discuss how the intervention might be conceptualized from another conceptual frame. Be clear.
4. An evaluation of your comfort/efficacy in implementing it, noting any difficulties which emerged
5. An assessment of the outcome
6. Changes which you would make

Due Date: Hand in the fifteen or more write-ups to the MFT office by 4:00, November 30. On the cover of your work, write the due date and time, the date and time of submission, and the difference followed by early or late as appropriate.

NOTE: You will not be penalized for assessing that your implementation did not go well! I am interested in your reflection and learning. Errors reflected on are often the basis of outstandingly effective learning.

Siegel outline. (5%)

Daniel Siegel’s book, The Developing Mind is an important effort to describe the neurobiology of the brain, with particular attention to the roles of attachment, interpersonal relations and emotion. His work is directly relevant to individual and systemic therapy, speculating and reporting on neurobiological structures that are directly relevant to therapeutic processes. A good working acquaintance with the substance of the book is important and will be presumed in the class presentations at the end of the course. To help students achieve this goal, students will take a brain structure test in which they will identify major brain components. A handout will be available to guide the students’ learning. They will also develop an annotated outline of Siegel’s book, using Siegel’s headings and providing their own summary statements for each of his sections. Students are strongly encouraged to read and to discuss Siegel in groups. Each student will write his or her own outline.

Due Date: Hand in the Siegel outline to the MFT office by 4:00, October 24. On the cover, include a direct statement that you have composed the summary statements yourself. On the cover of your work, write the due date and time, the date and time of submission, and the difference followed by early or late as appropriate.

Brain structure test: 09/23/05. MFT office. Repeated until all items are correctly identified.

2. 'State of the frontier’ reports (Paper 17%; presentation 12%)

Students will be divided into groups to prepare state of the frontier reports. Groups will examine the current discussion of sexual orientation in therapeutic context, the current discussion of cultural and multi-cultural diversity in the helping professions, and the relation between neurobiology and various current therapeutic approaches. In the first class, students will be assigned to one of six working groups and assigned topics for study.

The state of the frontier reports will examine the contemporary issues being discussed/researched in counseling psychology and marriage and family therapy. Implications for clinical practice, particularly for religious therapists and/or religious clients, should be developed. Students will prepare both a class presentation and a written paper. Both will be designed to prepare fellow students to enter the contemporary discussions. Working groups are encouraged to include segments setting their topic in historical, cultural, theological and philosophical perspective. A substantial bibliography is expected. Students will have half an hour for their presentation and fifteen minutes for subsequent discussion. Presentations will be made on November 8.

Due Date: Hand in the State of the Frontier papers to the MFT office by 4:00, October 26. On the cover, include a direct statement that you have composed the summary statements yourself. On the cover of your work, write the due date and time, the date and time of submission, and the difference followed by early or late as appropriate.
3. **Reading exams** (3 exams @ 17%; 09/08/05; 10/07/05; 12/02/05)

It is important that students be acquainted with major perspectives in counseling and in marriage and family therapy. Your course work in the first year has exposed you to a variety of individual and systemic approaches to therapy. You have been examined on the relevant chapters in the Corey text. Assignments in this course will cover many of the remaining chapters in Corey and in Nichols and Schwartz. Readings are grouped by topic area in the reading list below.

Corey and Nichols and Schwartz chapters should be approached with an eye to being able to identify major figures related to the model, to identify distinctive concepts and terminology of the model and to present a concise statement of the therapeutic model being examined (including theoretical formulations, normal development, the development of disorders, the theory of change, and distinctive techniques).

Both Corey and Nichols and Schwartz provide a battery of study questions that include a large number of multiple choice questions. These are available on a computer in the control room as study questions for students. Students should be careful to master the material behind the questions as well as the questions themselves as they may be asked to explain the choices they make.

The reading blocks for each exam are listed beneath the exam date.

Articles should be approached with an eye to being able to categorize (with rationale) the contribution as to theoretical approach, to present clearly the central thesis, (and findings, where relevant). When you are asked to comment on them, you will be given the author(s) and subject.

Books (apart from Corey and Nichols and Schwartz) should be approached with a goal of being able to characterize the theoretical perspective(s) from which the author(s) approach their subject, to define the central thesis of the book, to present the treatment process and protocols clearly, and to reflect critically on indications and contraindications for the use of the materials from the book. Where books have central structured presentations of their material (e.g. treatment maps, protocol categories or treatment steps) they are likely to be useful organizational tools and or examination questions.

Jones and Butman is an important reading. It is relevant to this course and to your licensure as an LPC.

**Final Exam.** There will be no final exam in this course. You have plenty to do.

**Reading Assignments**

**Bowen Therapy (1)**


**Brief Therapy (1)**


**Cognitive Behavior/Developmental (2)**


**Constructivism/collaborative/narrative (2)**


**Developing Frontiers of Family Therapy (3)**


**Diversities: (3)**

**Culture/multi-culture (3)**


**Sexual Orientation (3)**


Hotvedt, M. (2004, September) Marriage, politics and the AAMFT. Plenary presented the the AAMFT, Atlanta, GA


Divorce (3)


Adams, J. (19??) Marriage Divorce and Remarriage

Presbyterian Church in America, Report on Divorce

Emotion Focused/ Attachment Theory (3)


Experiential (1)


Feminist Therapy (2)


Fundamental Concepts (1)

Corey, Gerald, (1992) Theory and Practice of Counseling and Psychotherapy, Chapter 13, Family Therapy


Integrative Model (1)


Integrative Overviews (3)

Corey, Gerald, (1992) Theory and Practice of Counseling and Psychotherapy, Chapter 14, Integrative Perspective


Interventions (15 reports due 11/30/05)

Neurobiology (Brain ID Exam 09/23/05; Outline due 10/24/05)


Object Relations/Developmental (1)


Shame/Abuse (3)


Spirituality (2)


1PSY572  2005  Course Schedule

08/11/05  Play Therapy 1  8AM-4PM
08/12/05  Play Therapy 2  9AM-12PM
08/30/05  Where are we now?  Review of therapeutic approaches
09/06/05  Object relations, ego psychology and Bowen
09/08/05  Exam 1  -  SC 1
09/13/05  Cognitive-behavioral Schema-Based therapy 1
09/20/05  Cognitive-behavioral Schema-Based therapy 2
09/23/05  Brain structure test  -  MFT conference room
09/27/05  Psychopharmacology 1
10/04/05  Psychopharmacology 2
10/07/05  Exam 2  -  Sc 1
10/11/05  NO CLASS: Reading week
10/18/05  Emotion focused therapy 1
10/24/05  Seigel outline due
10/25/05  Emotion focused therapy 2
10/26/05  Frontier paper due
11/01/05  Premarital Counseling
11/08/05  Development, Attachment, Neurobiology

  Diversities: Sexual orientation and multicultural counseling
11/15/05  FREE: Forgiveness and Reconciliation through Effective Empathy
NOTE: Seminar will be from 8AM to 5PM
11/30/05  Interventions due
12/02/05  Exam 3  -  sc 1
Exam 1 - 09/08/05
Bowen Therapy (1)
Brief Therapy (1)
Experiential (1)
Fundamental Concepts (1)
Integrative Model (1)
Object Relations/Developmental (1)

Exam 2 - 10/07/05
Cognitive Behavior/Developmental (2)
Constructivism/collaborative/narrative (2)
Feminist Therapy (2)
Spirituality (2)

Exam 3 – 12/02/05
Developing Frontiers of Family Therapy (3)
Diversities - Sexual Orientation (3)
Diversities - Culture/Multiculture (3)
Divorce (3)
Integrative Overviews (3)
Emotion Focused/Attachment Theory (3)
Shame/Abuse (3)