



Mercer University
School of Medicine
Department of Psychiatry and Behavioral Medicine



MFST 683: Family Therapy I

3 Credits

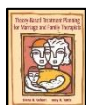
Instructor:	Christopher K. Belous, PhD LMFT	Semester:	Spring 2014
Office:	Mercer Family Therapy Center – Suite 107 1938 Peachtree Rd, Atlanta GA 30309	Class Room:	Rich Aud., and Classroom 7, Piedmont Hospital
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REQUIRED TEXTBOOKS



Nichols, M. P. (2012). *Family therapy: Concepts and methods* (10th Edition). New York, NY.: Pearson.
ISBN: 978-0-205-82719-0; Amazon.com Price (12/2/13): \$105.87

Recommended Textbooks



Gehart, D. R., & Tuttle, A. R. (2003). *Theory-based treatment planning for marriage and family therapists: Integrating theory and practice*. Belmont, CA.: Brooks/Cole.
ISBN: 978-0-534-53616-9; Amazon.com Price (12/2/13): \$109.12

COURSE DESCRIPTION

This course is designed to be an introductory survey-type course covering most of the major theories of Couple and Family Therapy. This includes both original modern, and post-modern therapies, as well as those therapy theories that are commonly used by Couple and Family Therapists. As a survey course, there are many methods of instruction that will be used, which may include: lecture, discussion, experiential learning activities (role-plays, etc.), online activities, self-directed learning projects, etc. The purpose of the course is to prepare students with a foundational understanding and working knowledge of various couple and family therapy theories. This includes techniques and interventions of the distinct theories as well as treatment planning and case management. Overall, students will be able to articulate, critique, as well as academically and clinically discuss the implementation, strengths and weaknesses, and major perspectives of the theories that are covered as part of course content.

STUDENT LEARNING OUTCOMES / COURSE OBJECTIVES

Student Learning Outcomes (SLO) are program-wide objectives that are statements of what we as training program have decided will be the overall outcomes for students graduating from our program. We assess these SLO's differently throughout the program; not every SLO is incorporated into each class. For a complete listing of all SLO's, please refer to your program manual. For this course, the following SLO's are being applied. Table 1 provides a link between SLO's, COAMFTE/AAMFT Core Competencies, and Assignments for this course (where evidence of achieving the SLO's will be shown).

Upon completion of this course, student will...

SLO #1: Students have the base core competencies to infuse systemic and biopsychosocial/spiritual perspectives into their academic work and clinical activities.

SLO #2: Students have the basic core competencies to provide scholarship and clinical activities from multiple philosophical and theoretical frameworks.

SLO #3: Students have the basic core competencies to recognize, articulate, and account for influences of contextual factors on client systems (especially those in rural or underserved populations) and adjust scholarship and clinical activities as appropriate.

TABLE 1: Connection between SLO's, Core Competencies and Course Assignments

Student Learning Outcome	CORE COMPETENCY DOMAINS*																				Assignment(s)**
	Admission to Treatment		Clinical Assessment and Diagnosis				Treatment Planning and Case Management			Therapeutic Interventions					Legal Issues, Ethics, and Standards			Research and Program Evaluation			
	C	Pe	C	Pe	Ex	Ev	C	Pe	Ex	C	Pe	Ex	Ev	Pr	Ex	Ev	Pr	C	Ex	Ev	
1	1.1.1		2.1.5 2.1.6		2.3.1	2.4.2			3.3.1						5.3.7				6.3.1 6.3.2 6.3.3	6.4.1	1, 2, 3, 4
2	1.1.2					2.4.1 2.4.4	3.1.1		3.3.4	4.1.1 4.1.2	4.2.1		4.4.1 4.4.2 4.4.3		5.3.8			6.1.1			1, 4
3		1.2.1		2.2.3				3.2.1				4.3.1		4.5.3		5.4.2	5.5.2 5.5.3				1, 3, 4

***Core Competency Domains:** A full breakdown and listing of all core competencies, and description of domains and components are available at; http://www.aamft.org/imis15/Documents/MFT_Core_Competencie.pdf

****Assignments** (details below): (1) Participation (Discussion) in Class / Theory & Clinical Role Plays, (2) Required Readings, (3) Weekly Theory Sheets, (4) "Final" – Theory of Therapy Project

GRADING AND EVALUATION METHODS

Course grades will be maintained on the Blackboard grading system. In addition, rubrics will be used for all assignments in the course.

Attendance/Participation

(15 class periods @ 1pt = 15) + (7 participation "bonus" points [role plays, discussion] – all or nothing) = 22 points possible

You are required to be in attendance for each and every course meeting. Participating in course discussions, experiential learning activities, and all projects are necessary for your successful learning and integration of course material. As such, an attendance sheet will be passed at the beginning of each class. If you are not present, or more than 15 minutes late to class, you will be considered "absent" for that class period. This means that you will lose 1 point for each missed period, as well as being required to complete the following requirements per unexcused absence you incur;

1st Unexcused Absence

You must submit an outline of the readings

2nd Unexcused Absence

You must submit an outline, as well as a 1 page paper on readings

3rd Unexcused Absence

All above, plus a reduction of 1 letter grade

4th Unexcused Absence

All above, plus you will be ineligible for a grade above "C"

5th Unexcused Absence

You will automatically receive a "F" for the course

*Pre-excused or university-approved absences are exempt from this attendance policy.

You will receive all 7 points for participation, if you are active in class discussion, and volunteer regularly to participate in experiential learning activities. This is up to the discretion of the instructor.

Assignments

Weekly Theory Sheets

12 @ 4pts a piece = 48 points total

Each week, starting with the third week, you are required to submit a "Weekly Theory Sheet" (WTS) on a specific theory that we will be talking about that day in class. The course outline will specify which theory you are to complete your WTS on. This worksheet must include the components of; (1) Historical Background – including identification of theoretical formulation (Modern vs. Post Modern), (2) Key Theorists, (3) Key Concepts – including ideas of Health/Normalcy, (4) Interventions/Techniques, (5) Goals of Treatment – general, and (6) Structure of Treatment. This information must be contained on a 1 page worksheet that will be submitted in hard copy each week, at the beginning of class. The worksheet will be provided to you via blackboard as an interactive PDF that you can type into. Please use this form, and stick to the format. This assignment will be graded with a simple rubric, below. This rubric will not be printed and returned to the student. Instead, a grade will be written on the hard copy that was submitted – along with written comments on the worksheet – and returned to the student. A digital copy will be kept by the instructor of record for two semesters at minimum.

RUBRIC FOR: WEEKLY THEORY SHEETS

"SOPHISTICATED" 4 Points	"COMPETENT" 3 Points	"PARTIALLY COMPETENT" 2 Points	"INADEQUATE" 1 Point	0 Points
Completed all 6 sections of worksheet completely and with detail; all correct and necessary information is included. Worksheet is completed electronically, and is free from grammar errors.	Completed all sections of worksheet, but may be missing minor details. May have some grammar errors (fewer than 3). Is completed electronically.	Up to 3 incomplete sections, missing information on more than 3. Has grammar errors (>3), or is not completed electronically.	Missing a majority of information. Several grammar errors – difficult to read. Is not completed electronically.	<i>Did not complete paper, did not turn in.</i>

"Final" – Theory of Therapy Project

(Theory of therapy diagram – 10pts) + (Accompanying Theoretical/Clinical Paper – 20 pts) = 30 points total

For your final project, you will be required to begin the process of developing a "theory of therapy." This will require you to do some personal examination of your beliefs of health/normalcy as well as your ideas of how people change and are inspired to make adjustments in their lives. As part of this project, you will be required to create a theory of therapy diagram, as well as an accompanying theoretical/clinical paper.

THE DIAGRAM must be at least a page, and created electronically. Hand-drawn diagrams will not be accepted. The diagram must match the paper, including specific interventions and describing the process and flow of your theory of change. It must include components of systemic influence.

THE PAPER should include the following components:

- Personal Beliefs about Health/Normalcy (what is "health" or "normalcy"? With background/rationale)
- Personal Beliefs about "Change" (how do people decide to change? How does it happen? When?)
- Theoretical Foundations (what theory(s) are you most influenced by? Clearly summarize and describe entire theory succinctly, with interventions, beliefs, developers, goals, treatment approaches, etc.)
- Description of "Fit" (why does this 'fit' with you? How? Logical?)
- Description of Therapy Process (What happens in your therapy? What is your structure? Plan? Flow? Interventions? Etc.)

Basic Requirements: The paper must be at least 5 pages (of body text) in length, double spaced, and APA 6th Edition format. You must include at least 5 academic references, excluding your textbook.

The rubric for both the diagram and paper is included as Appendix A to this syllabus, for your reference when creating your project (the rubric describes the assignment of points for reference). This rubric will be used to grade your final “exam.”

Overall Grade Breakdown & Grading Scheme

Item	Points Possible	Percentage of Overall Grade	Letter Grade	Points / Percentage Required
Attendance/Participation	22	22%	A	90%+
Weekly Theory Sheets	48	48%	B+	87%-89%
“Final” – Theory of Therapy Project	30	30%	B	80%-86%
TOTAL POINTS POSSIBLE	100	100%	C+	77%-79%
			C	70%-76%
			F / NC	0%-69%

COURSE POLICIES

Academic Honesty

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge without appropriate reference. Students who assist other students in academically dishonest acts are in violation of the policy. All academic work must meet the standards contained in Mercer University’s Code of Conduct for students. Any student found in violation of academic honesty statutes will be held to the highest consequence.

Late Assignment Policy

All assignments are due on the date listed in the course outline, at the beginning of class. Late assignments (any assignment received/submitted after the published start time of class) will be penalized as follows: *Any late assignment will receive a reduction in points of 10% of the overall grade for EACH day it is late.* This includes the day it is due, and weekends. No assignment will be accepted for credit after the third (3) day it is late. Examples;

An assignment is due on Wednesday at 6:00pm, and you...

1. Turn it in on Wednesday at 6:15pm. This assignment is considered one day late, and will receive a deduction of 10%.
2. Turn it in on Saturday at 7pm. This assignment is considered three days late, and will receive a deduction of 30%.
3. Turn it in on Sunday at 6:30pm. This assignment has passed the window of late submission, and will not be graded for credit. You will receive a “0” for the assignment.

Extensions may be granted on a limited basis; only university-approved excuses will be accepted. Students are responsible for requesting an extension, and must do so before the due date.

Questions on Grading and Assignments

If you have any questions regarding assignments listed in this syllabus or grading practices, please consult the instructor. It is your responsibility to ensure that you understand what is required for each assignment prior to submitting it for credit. Every attempt will be made to fairly and consistently evaluate student's performance on assignments. If you would like the instructor to reconsider points that have been deducted from any assignment please set up a time to go over your concerns with the instructor.

Students with Special Needs

Students with special needs should be registered with the ACCESS and Accommodation Office. Students should inform the professor as soon as possible of specific circumstances to ensure a class environment that will be conducive to an optimal learning experience. It is the instructor's responsibility to make every effort to create and promote an accepting and diverse learning environment without shame, guilt, or embarrassment.

Respecting Yourself and Others

Whenever a group of people come together to discuss value-laden topics such as family life, it is inevitable that there will be strong opinions, shifting across the spectrum at different times. It is important that we all feel comfortable expressing our personal views. This means that we must respect the views of others, even if they don't match our own. All opinions or perspectives will be given voice in this class. The intent of this class is to provide information and new experiences. All belief systems will be supported in this class. Intentionally malicious or degrading comments will not be tolerated in our learning community. You are welcome to speak with the instructor regarding any concerns, questions, or problems at any time.

-: COURSE CALENDAR/SCHEDULE :-

	DATE	ROOM	TOPIC	READINGS/ASSIGNMENTS DUE
INTRO	1/8/14	Rich Audit.	Introduction to Course, Syllabus Foundations of Systemic Thought Cybernetics	Syllabus Nichols: Ch. 1, 3
	1/15/14	7	Therapy Process and Treatment Basics	Nichols: Ch. 2 Fleuridas, Nelson, & Rosenthal, 1986 Heaps, Johnson, & Schwab, N.D. ±Young, 2005 – Chapter 2
CLASSICAL / MODERN THEORY	1/22/14	7	Foundations of Modern/Classical Theory Bowen Family Systems Theory	WTS: Bowen Family Therapy Nichols: Ch. 4
	1/29/14	7	Contextual Family Therapy	WTS: Contextual Therapy Hargrave & Pfitzer, <i>TNCT</i> : Ch. 1, 6, 7
	2/5/14	7	Strategic Family Therapy / MRI Group & Structural Family Therapy	WTS: Strategic OR Structural Nichols: Ch. 5, 6
	2/12/14	7	Emotional Experiential Therapy	WTS: Experiential – Satir Nichols: Ch. 7 Banmen, 1986
	2/19/14	7	Symbolic Experiential Therapy	WTS: Experiential – Whitaker Nichols: Ch. 7 Mitten & Connel, 2004 Kaye, Dichter, & Keith, 1986
	2/26/14	7	Client-Centered, Psychoeducation, Object Relations, and Psychoanalytic Concepts	WTS: Client-Centered Therapy ±Nichols: Ch. 8 Rogers, <i>CCT</i> : Ch. 2, 4 ±Scharff & Scharff, <i>ORFT</i> : Ch. 3, 4, 9 ±McFarlane, 1991, Ch. 11
"BORROWED" THEORY	3/5/14	7	NO CLASS – CLASS CANCELED	
	3/12/14	7	Cognitive Behavioral Therapies	WTS: CBT Theory* Nichols: Ch. 9
	3/19/14	7	Foundations of Post-Modern Theory Solution Focused	WTS: Solution Focused Therapy Nichols: Ch. 10, 11
	3/26/14	7	Narrative Therapy	WTS: Narrative Therapy Nichols: Ch. 12
	4/2/14	7	Internal Family Systems Therapy	WTS: Internal Family Systems Schwartz, <i>IFST</i> : Ch. 2, 4, 5
	4/9/14	7	Feminist Family Therapy Discussion of "Final"	WTS: Feminist Family Therapy Knudson-Martin, 1997 Haddock, Zimmerman, & MacPhee, 2000 Esmiol, Knudson-Martin, & Delgado, 2012
	4/16/14	7	Collaborative Language Systems	WTS: Collaborative Language Systems Anderson, 2005 Anderson & Goolishian, 1992
	4/23/14	7	FINALS WEEK	"Final" – Theory of Therapy Project

*Course Schedule, Readings, and Assignment Due Dates may change, with notice – by instructor only.

± "Required" reading with this mark is suggested strongly, aka "Skim" it – but not required to know details.



RUBRIC

"FINAL EXAM" – Theory of Therapy Paper

Point Level Explanation

NOTE: You will receive the highest level of achievement for which you qualify.

Sophisticated: 100% of all requirements met. This category was exceptionally complete, with little to no errors.

Competent: 80% of all requirements met. This category needed some improvement, with some errors.

Partially Competent: 60% of all requirements met. Several errors, to the point of impeding understanding.

Not Yet Competent: 40% of requirements met. Severe deficiencies in criteria.

Needs Significant Improvement: 0-20% Did not complete section, or only minimally mentioned criteria.

		Sophisticated 100%	Competent 80%	Partially Competent 60%	Not Yet Competent 40%	Needs Significant Improvement 0-20%	Points
PAPER COMPONENT	Basic Requirements - 2 Points -	2pts	1.6pts	1.2pts	.8pts	0-.4pts	<div></div>
							+
	Personal Beliefs about Health and Normalcy - 2 Points -	2pts	1.6pts	1.2pts	.8pts	0-.4pts	<div></div>
							+
	Personal Beliefs about "Change" - 4 Points -	4pts	3.2pts	2.4pts	1.6pts	0-.8pts	<div></div>
							+
PAPER COMPONENT	Theoretical Foundations - 5 Points -	5pts	4pts	3pts	2pts	0-1pts	<div></div>
							+
	Description of "Fit" - 2 Points -	2pts	1.6pts	1.2pts	.8pts	0-.4pts	<div></div>
							+
PAPER COMPONENT	Description of Therapy Process - 5 Points -	5pts	4pts	3pts	2pts	0-1pts	<div></div>
							+
DIAGRAM	Basic Requirements; Aesthetics - 5 Points -	5pts	4pts	3pts	2pts	0-1pts	<div></div>
							+
DIAGRAM	Flow and Match to Paper - 5 Points -	5pts	4pts	3pts	2pts	0-1pts	<div></div>
							+

COMMENTS:

Late Penalty

TOTAL POINTS:

=