
Practice of Family Therapy

SYLLABUS

Course Description: Focuses upon the practice and techniques of various systemic approaches used to treat couples and families in therapy. Multi-Generational, Experiential (Satir), Structural, Strategic, and Solution-focused therapies will be explored through role-playing and videotaping. (3 credits)

PREREQUISITES FOR THIS COURSE:

MCPY 635 - Counseling Techniques I

MCPY 665 – Theories of Family Therapy

Methods of Instruction: Classroom-based experiential.

Outcomes:

At the completion of this course, the student will:

1. Understand the systems perspectives to treating families and how the systems perspectives contrast with other styles of therapy.
2. Understand and demonstrate basic family therapy skills, such as joining with the family and actively demonstrating a therapeutic presence, conducting a clinical interview, maintaining client records, developing assessment and diagnostic skills, preparing a clinical case presentation, and applying different therapeutic/intervention strategies;
3. Understand the research related to family therapy effectiveness, including but not limited to characteristics and behaviors that influence therapeutic processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
4. Develop a conscious awareness of the self-of-the-therapist in the therapeutic relationship, and demonstrate the ability to critique one's own work and offer critical feedback to others;
5. Conceptualize and engage in treatment planning within the context of one's theoretical orientation; use different intervention strategies with certain types of families (e.g. suicidal, violent, non verbal); determine appropriate treatment strategies from the continuum of therapeutic modalities and orientations;

6. Demonstrate an understanding of basic ethical issues (e.g. confidentiality, clients' rights, domestic violence) and develop professional behaviors in relation to supervisors and colleagues.
7. Demonstrate the skills necessary to create a safe therapeutic environment for each member of the family to conduct family work.

Required Texts:

Dattilio, F. M. (Ed.). (1998). *Case studies in couple and family therapy: Systemic & cognitive perspectives*. New York: Guilford.

Becvar, D. S., & Becvar, R. J. (2006). *Family therapy: A systemic integration*. (6th ed.). Boston: Allyn & Bacon/Longman.

Supplemental Readings:

Boscolo, L., Cecchin, G., Hoffman, L., & Penn, P. (1987) *Milan Systemic Family Therapy: Conversations in Theory & Practice*. New York: Basic Books.

Boszormenyi-Nagy, I. (1987). *Foundations of contextual therapy*. New York: Brunner/Mazel.

Bowen, M. (1978). *Family therapy in clinical practice*. New York: Aronson.

Breunlin, D., Schwartz, R., & MacKune-Karrer, B. (1992). *Metaframeworks: Transcending the models of family therapy*. San Francisco: Jossey-Bass.

Coleman, S. (Ed.) (1985). *Failures in family therapy*. New York: Guilford Press.

DeShazer, S. (1985). *Keys to Solution in Brief Therapy*. New York: W. W. Norton.

Freedman, J. & Combs, G. (1996). *Narrative Therapy: The Social construction of preferred realities*. New York: W. W. Norton & Co.

Freedman, J., Epston, D., & Lobovits, D. (1997). *Playful approaches to serious problems: Narrative therapy with children and their families*. New York: W. W. Norton & Co.

Haley, J. (1973). *Uncommon therapy*. New York: W. W. Norton.

Hoffman, L. (1981). *Foundations of family therapy*. New York: Basic Books.

Imber-Black, E. (1998). *The secret life of families*. New York: Bantam.

Madanes, C. (1981). *Strategic family therapy*. San Francisco, CA: Josey-Bass.

McGoldrick, M., Giordano, J., & Pearce, J. (Eds) (1996). *Ethnicity and family*

therapy (2nd ed.). New York: Guilford Press.

Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.

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

Napier, A. Y., & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. New York: Harper & Row.

O'Hanlon, W. H., & Weiner-Davis, M. (1989). *In search of solutions: A new direction in psychotherapy*. New York: W. W. Norton.

Satir, V., Banmen, J., Gerber, J., & Gomori M. (1991). *The Satir model: Family therapy and beyond*. Palo Alto, CA: Science and Behavior Books

Scharff, D. E., & Scharff, J. S. (1987). *Object relations family therapy*. Northvale, NJ: Jason Aronson.

Schnarch, D. (1997). *Passionate marriage: Sex, love and intimacy in emotionally committed relationships*. New York: W.W. Norton.

White, M. & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: W. W. Norton & Co.

Plus additional readings from current MFT journals.

Course Requirements:

1. *Basic Therapy Skills*: Demonstrate basic therapy skills of your chosen theory. You will work with one couple or family for 8-10 weeks from your theory.
2. *Videotaping of Counseling Sessions with One Written Critique*: This activity requires you to review and critique videotapes of couple/family therapy sessions in which you are the therapist. For one session you will transcribe ten interactions between you and your client. You will then critique your responses and describe what might have been said or done that would have helped to more effectively deepen the therapeutic process. This written transcriptions and critiques will be submitted to your instructor. In addition, select a 20 minute segment of the 50 minute session to be viewed by the class. At the time of viewing you will receive verbal and written feedback from other learners and the instructor.
3. *Documentation*. Maintain client charts for each client seen. This chart will include intake, disclosure, client rights, HIPAA, client log, case notes for every session, treatment plan, assessments, and termination summary.
4. *Student Performance Evaluation*: This is an evaluation form will completed by your instructor the final week of the semester (blank copies are available for your

- review). The form will be completed in dialogue with you and will require an honest and reflective assessment of your development as a therapist.
5. *Client Recruitment:* Students will recruit one family or couple to volunteer as “actor clients” for another counselor-in-training. “Actor clients” will volunteer for 8-10 sessions. All information “actor clients” share will be confidential. Students will not be allowed to watch sessions or hear/view supervision regarding clients they know.
 6. *Supervision:* Students will participate in group supervision prepared to discuss cases, ethical concerns, growth as a therapist, or diversity issues.
 7. *Ethical Behavior:* Students will read and abide by the ACA Code of Ethics & Standards of Practice in all activities related to their clinical work (the ACA Code is in the MACP Student Manual).

Note: All assignments (except exercise handouts) completed outside of the classroom must be typed.

Bases for evaluation:

1. Therapy Skills and Participation in Supervision 40%
2. Videotaped sessions, one written critique, class presentation 30%
3. Documentation 30%
4. Student Performance Evaluation: Satisfactory scores must be obtained. This form supersedes all other grades in the course.

Course Calendar:

By week 2: Choose a theoretical orientation from which you will work with clients this semester. Have a summary sheet ready for reference throughout the semester (from Theories of Family Therapy class).

By week 3: Recruit a family/couple for therapy with another counselor-in-training.

By 3rd session with client: Complete treatment plan.

Every week: Review your taped sessions, write case notes.

After last session with client: Complete termination summary. Hand completed chart to supervisor.

3/26/08: No class meeting, no client appointments scheduled.

4/16/08: Presentation on critiqued session.

4/23/08: Receive Student Performance Evaluation from instructor, end of semester celebration.

PLAGIARISM POLICY

Plagiarism is defined as presenting as one's own, the ideas, words, or products of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. This includes copying and pasting from online media or from any website. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism may include:

- A failing grade on an assignment,
- Failure of the course,
- Expulsion of the student from the University

Procedures for plagiarism:

An instructor who suspects that a student has committed plagiarism shall consult with the Program Chair as soon as practical after the instructor develops the suspicion. Prior to consultation, however, the instructor may take action to prove, detect, or preserve evidence of plagiarism. In taking such action the instructor should minimize disruption and embarrassment to the student(s).

The instructor and Program Chair shall review the evidence. If the evidence warrants a claim of plagiarism, the student shall be informed of the charge and given an opportunity to state his/her case. The student shall be informed of the possible penalties that may be imposed or recommended. The instructor, with the approval of the Program Chair, shall inform the student in person, or by a personal telephone call, and by certified mail (to the local address as contained in the University records) of the disposition of the matter. All written documents will be placed in the student's file.

Student Appeal Process:

The student may appeal any plagiarism accusation or sanction given. The appeal is made to the Assistant Dean of the Counseling Program, or the Assistant Dean's designee, whose decision is final.

Ethics and Confidentiality

An integral component of CPS Counseling Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

Counseling Program Diversity Statement

Because counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other's experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft 1/26/04 Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

Disability Statement

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941,

disability@regis.edu , in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with the ODS prior to approval of the accommodation.

It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Attendance/Participation

Students are expected to attend each class meeting, on time, and be prepared to engage in discussions of assigned readings and class experiential activities. Attendance and participation is an important part of each student's grade. Absences will affect the student's final grade regardless of the reason. Students should notify the instructor in advance, if possible, if an absence is necessary. Students are responsible for all material covered on any missed class meetings. Students who miss more than 1 group supervision meeting in a given semester will risk not passing.

Please turn off personal cell phones or put on "silent ring" during class time to respect the learning needs of other students.

STUDENT REVIEW POLICY

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The instructor will evaluate each student using the Student Performance Evaluation at midterm and at the end of the semester. Students cannot pass this course if they receive ratings of zero on final Student Performance Evaluation.

If there are serious training issues which, in the opinion of the Regis instructor, require review and remediation, the instructor will first discuss these issues with the student if possible. If necessary, the faculty member may submit the Student Performance Evaluation with a cover letter to the Chair of the MFT Program, stating reasons for requesting that a review of the student's situation occur. The Chair, together with the Mission Committee will determine what procedures will follow.

Student Performance Evaluation (Page 1)

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

Rating Scale				
N - No Opportunity to observe		1 - Meets criteria minimally or inconsistently for program level		
0 - Does not meet criteria for program level		2 - Meets criteria consistently at this program level		
Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in a empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy – communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

