

BRIERCREST

CO 707 Procedures in Marriage and Family Therapy Winter 2020

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Course Dates: March 30 – April 3, 2020

3 Credit Hours

COURSE DESCRIPTION

This course takes the marriage and family model of understanding people and relationships and applies it to specific behavioural and relational issues, with a concentration on those issues related to working with families. The focus is on counselling practices, especially the use of questions in the context of family meetings that can help families and individual family members experience change toward health.

Prerequisite: CO 603 Foundations of Marriage and Family Therapy

COURSE INTEGRATION

This course is a counselling practices course, intending to introduce students to and build upon counselling practices that arise from the theories of counselling and of marriage and family therapy to which students have already been introduced.

COURSE TEXTS and REQUIRED READING

Brock, G. W., and Barnard, C. P. (2009). *Procedures in Marriage and Family Therapy, Fourth Edition*. Boston: Pearson. ISBN-13:978-0-205-48870-4.

Dattilio, Frank M., ed. (2001). *Case studies in couple and family therapy. Systemic and cognitive perspectives*. New York: Guilford. ISBN 9781572306967

Diorinou, M., and Tseliou, E. (2014). Studying Circular Questioning "In Situ": Discourse Analysis of A First Systemic Family Therapy Session. *Journal of Marital and Family Therapy, 40*, 1, 106-121.
And Chenail, R. J. (2014). Commentary on studying circular questioning "in situ", *JMFT, 40*, 1, 122-124.

Estes, D. (2017). Questioning why God Questions. *Christianity Today*, August 18.

Wiens, Tenley J., (2014). Introducing systems theory using *Ordinary People: a resource for educators*. Retrieved from <https://www.uleth.ca/dspace/bitstream/handle/10133/3822/wiens%2C%20tenley.pdf?sequence=1> -

Articles from the *Journal of Systemic Therapies* (in order of dates of publication):

Pilkington, S. M. (2014). Travelling on the journey to death: A story illustrating narrative practice for counselors. *JST*, 33, 4, 79-93.

Heath, T., and Arroyo, P. (2015). Spitting truth from my soul: A case story of rapping, probation, and the narrative practices. Part I. *JST*, 34, 3, 77-90.

Heath, T., and Arroyo, P. (2015). Spitting truth from my soul: A case story of rapping, probation, and the narrative practices. Part II. *JST*, 34, 4, 80-93.

Mitchell, G. W., Heath, T., Epston, D., and University of Denver MAIDP Class of 2017. (2017). A tale of an exemplary tale in the classroom: An accidental inquiry of the restoration of beauty. *JST*, 36, 1, 79-93.

Carlson, T. S., Epston, D., Haire, A., Corturillo, E., Lopez, A. H., Vedvei, S., and Pilkington, S. M. (2017). Learning narrative therapy backwards. *JST*, 36, 1, 94-107.

Students are expected to refer Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <http://briercrest.ca/current/seminary/academics/important-documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

A. Cognitive

1. The student will understand the relational cycle which a married couple displays, the underlying "longing" that drives it, and become familiar with the notion of interactional patterns in families.
2. The student will understand the role of both emotional and narrative approaches to working with married couples and families.

B. Affective

1. The student will experience a growing confidence in approaching the challenge of working with couples experiencing marital difficulty.
2. The student will examine her or his own life relationships in order to recognize patterns of healthy and unhealthy responses and deal with these patterns in a biblical and self-differentiating way.
3. The student will experience a growing burden for the needs and challenges of a family ministry that may become a "specialty." (This will not be the case for everyone, but may be the experience of some.)

C. Skills

1. The student will gain an awareness of the systemic interactions that take place in the context of couples or families while in the counselling room.
2. The student will begin to be able to engage in collaborative conversations with clients and colleagues.

COURSE OUTLINE AND CONTENT

- A. Review of the Integrated Model for Marriage and Family Counselling
- B. Overview of a course of family therapy including the initial, middle and terminating phases of therapy
- C. Review of collaborative and competency-based practices of working with families, reviewing especially Bowenian, Structural and Strategic family therapy practices
- D. A process of working with families using case studies demonstrating work with family of origin and narrative ideas.

ASSIGNMENTS

Pre-Course Assignments:

Due: March 30, 2020, submitted to Canvas

1. Write a 2-3-page paper on the Brock and Barnard text. The paper should include an overview of the contents, key concepts presented, and a discussion of one or two significant ideas that caught your attention.
Value: 10%
2. From the Dattillio text, write a one-page review of each of chapters 5 – Structural family therapy; 9 – Solution-focused couple therapy; 13 – Social constructionist/narrative couple therapy; and 19 – Emotionally focused couple therapy. For each, describe the presenting problem of the family or couple, and the skills and practices the therapist used in bringing about change.
Value: 10%
3. Write a paragraph describing the main themes of each of the journal articles listed. Conclude with one or two sentences of reflection.
Value:10%

Mid-Course Assignments:

Due: April 10, 2020, submitted to Canvas

1. Keep a daily journal reflecting learnings, and impact of these learnings on your perspectives on the work of counselling.
Value: 10%

Post-Course Assignments:

Due: May 29, 2020, submitted to Canvas

1. We will watch the movie, "Ordinary People" in class. Prior to beginning this assignment, read the Wiens paper. Then write a case study of the family in the movie. Begin by imagining that after a short separation, Beth returns to the marriage in order to work on restoring the marriage and family and the family decides to seek family counseling. Dr. Berger refers them to you. The study should include: 1) an "assessment" including Adlerian, Bowenian, experiential and structural family therapy ideas; 2) a discussion of the course of counselling as described in Brock and Barnard; and 3) a discussion of counselling practices that you

might use including those demonstrated in any of the case studies presented in the Dattillio text. Show in the details of your discussion how each of these approaches have contributed to your thinking about this family. Include a genogram using the family information given in the movie. In your genogram, include descriptive lines indicating quality of relationships, the existence of triangles, and intergenerational patterns, as well as indicators of strengths. Include a discussion regarding any ethnic or socio-economic considerations that may help to understand this family. Develop a list of questions that you might use to help Beth engage in the therapeutic conversation. Did you see any potential unique outcomes at any time in her engagements with Conrad that could be brought into the conversation? What additional grief work might be necessary for this family and how might you help this family with that?

Length: 12-14 pages

Value: 60%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<http://briercrest.ca/current/seminary/academics/seminary-calendar/>.

Attendance Policy

Students are expected to attend 100% of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email (academicresourcecentre@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

BIBLIOGRAPHY

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Heath, T., and Arroyo, P. (2015). Spitting truth from my soul: A case story of rapping, probation, and the narrative practices. Part II. *JST*, 34, 4, 80-93.

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Powlison, David (1995). Idols of the heart. *Journal of Biblical Counselling*, 13, 2.

Shalay, Nancy, and Brownlee, Keith (2007). Narrative therapy with blended families. *Journal of Family Psychotherapy*, 18, 2, 17-30

Taibbi, Robert (2007). *Doing Family Therapy: Craft and Creativity in Clinical Practice*. New York: Guilford.

Worthington, Everett L. (1999). *Hope-Focused Marriage Counselling: A Guide to Brief Therapy*. Downers Grove, Ill.: InterVarsity Press.

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