

Abilene Christian University
College of Biblical Studies, Room 112
M 1:00-3:50 p.m.

Fall 2009
BMFT 601
3 Credit hours

PRE-INTERNSHIP

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Office Hours:
 M 4:00-7:00 p.m.
 W 9:00-11:00 am; 1:00-3:00 pm

Mission

The mission of Abilene Christian University is to educate men and women for Christian service and leadership around the world. The mission of the Department of Marriage and Family Therapy is in keeping with the university mission to produce Christian servants and leaders. The means by which this is accomplished include the following:

1. Training graduates to occupy positions as therapists within a variety of practice settings within the secular community;
2. Training graduates for positions in the church community and its various settings and ministries; and
3. Equipping graduates for advanced academic settings.

Course Description

The focus of the course is to initiate the student to the practice and art of counseling. The student will be introduced to the basic elements of counseling and Multigenerational therapy, and will be given the opportunity to gain expertise through role-play with fellow students. Students will be encouraged to examine their own families and personal relationships through a Christian perspective as they begin to develop the skills necessary to become a marriage and family therapist. Class format will be lecture and experiential. This class is open only to those students enrolled in the Marriage and Family Therapy program. It is the introductory course for the 500-hour internship required for graduation.

Course Objectives & Outcomes

Objective	Outcome Measure
1. To initiate the student to the spectrum of healing arts and the place of individual, marriage, and family therapy within that spectrum.	Therapy & supervision observations, quizzes, Guidelines podcasts
2. To demonstrate skills in facilitating exploration, understanding, and problem solving processes.	Dyads/triads
3. To develop an awareness of the inner world of the client, the inner world of the therapist, and the interplay between the two.	Dyads, <i>Home</i> reflections, genogram
4. To gain a basic understanding of the Multigenerational model of therapy.	Genogram, quizzes, blog posts
5. To explore the relationship between one's choice of the therapy profession and one's own life experiences.	<i>Home</i> reflections, genogram, blog posts
6. To understand one's own position/role within the family of origin and its impact on the process of therapy	Genogram

Required Texts

- American Psychological Association. (2001). *Publication manual, (5th ed.)*. Washington, DC: APA.
- Marriage and Family Institute Policies and Procedures Manual* (2009).
- Gilbert, R. M. (1992). *Extraordinary relationships: A new way of thinking about human interaction*. Minneapolis, MN: Chronimed.
- McGoldrick, M. & Gerson, R. (1999). *Genograms in family assessment, (2nd ed.)* New York: W. W. Norton.
- McMinn, M. R. (2005). *Finding our way home: Turning back to what matters most*. San Francisco: Jossey Bass.
- Meier, S. T., & Davis, S. R. (2001). *Elements of counseling, (4th. ed.)*. Pacific Grove, CA: Brooks/Cole.
- Nichols, M. P. (1987). *The self in the system: Expanding the limits of family therapy*. Bristol, PA: Brunner/Mazel.

Additional Readings

(available in clinic and/or on Course Blog)

- Benner, D. G. (1983). The incarnation as a metaphor for psychotherapy. *Journal of Psychology and Theology, 11*, 287-294.
- Howe, L. T. (1998). Self-differentiation in Christian perspective. *Pastoral Psychology, 46*, 347-362.
- Kerr, M. E., & Bowen, M. (1988). *Family evaluation: The role of the family as an emotional unit that governs individual behavior and development*. New York: W. W. Norton. (selected chapters)
- McLemore, C. W., & Brokaw, D. W. (1986). Psychotherapy as a spiritual enterprise. In S. L. Jones (Ed.), *Psychology and the Christian faith* (pp. 178-195). Grand Rapids: Eerdmans.
- Meyer, P. H. (1987). Patterns and processes in a therapist's own family work: Knowledge required for excellence. In P. Titelman (Ed.), *The therapist's own family: Toward the differentiation of self* (pp. 43-72). Northvale, NJ: Jason Aronson.
- Titelman, P. (1987). The therapist's own family. In P. Titelman (Ed.), *The therapist's own family: Toward the differentiation of self* (pp. 3-42). Northvale, NJ: Jason Aronson.
- Truax, C. B., & Carkhuff, R. R. (1967). *Toward effective counseling and psychotherapy: Training and practice*. Chicago: Aldine. (selected chapters)

Course Requirements

Attendance

Regular, punctual attendance is expected of each student. Students are expected to attend and be on time for every scheduled class meeting. Tardiness will be deducted from class participation points. The first unexcused absence will result in a 2 point deduction from the class participation grade. More than one unexcused absence will result in a one letter grade reduction to the final grade. Absences may be excused for the following reasons:

- University sponsored activities approved by the Academic Affairs Office and the professor prior to the missed day.

- Illness that is documented by a nurse or physician.
- Death of an immediate family member.

Readings

Students are expected to be prepared for each class meeting by reading the assigned material. A reading sheet will be sent around at the beginning of each class period on which students will be asked to identify the amount of reading they have completed. It is assumed that students will be honest in their responses. Reading the assigned material will enable the student to more effectively participate in class discussions. Both the student's responses on the reading sheet and his/her participation in class discussion will be included in the final grade. Students may not sign the reading sheet if they have an unexcused absence.

AAMFT Membership

Students are required to become members of the American Association for Marriage and Family Therapy. This may be done by going to their website at www.aamft.org. The cost for students in Texas is \$62, and this includes membership in both the national and state organizations. Being a member of AAMFT is an important aspect of the student's professional development and will entitle him/her to several benefits including subscriptions to the *Journal of Marital and Family Therapy* and *Family Therapy Magazine* in addition to reduced registration fees for both national and state conferences. All students are required to submit proof of their AAMFT membership by September 28.

Course Blog

Students will be required to contribute to class discussion by making regular posts to the course blog, which can be accessed by clicking on the Wordpress icon beside the course listing on myACU. Each student will be assigned a concept that is discussed throughout the course of the semester and will be responsible for posting a blog entry about that concept. The entry should include a brief description of the concept as well as a practical application. The application may consist of a YouTube video clip, an audio file, a photograph, or any other type of media. The student should also include a discussion question at the end of the post to which his/her classmates will be required to respond. Students will be required to comment on their classmates' posts at least five times during the course of the semester. Students will receive their assigned concepts on the first day of class. A separate handout further describing this assignment and its evaluative criteria will be provided.

Therapy Guidelines Presentations

Students will work in groups of three to develop a 15-20 minute podcast/movie presentations on the guidelines from the Meier and Davis text. These will be presented in class starting on September 14, and they will also be posted on the course blog and iTunes U. Students will receive their assignments on the first day of class. A separate handout further describing this assignment and its evaluative criteria will be provided.

Dyads & Triads

Students will be required to conduct role-played therapy sessions with one another beginning in the third week of classes. These sessions will be recorded and later viewed for evaluation by an assigned peer evaluation group and Dr. Goff. A written summary of the session will also be turned in each week. Students will participate in 7 dyads (one therapist and one client) and 3 triads (one therapist and two clients). Dr. Goff will critique the seventh dyad for a separate grade. This recording will be used to assess the student's skill development over the course of the semester and should represent his/her best work. Students are allowed to make as many recordings as they wish but only one will be turned in as the final dyad. See the course schedule for dyad/triad due dates. Students will receive a separate handout further describing this assignment and its evaluative criteria.

Observations

Students will be required to observe five therapy sessions and five supervision sessions throughout the course of the semester. Students should observe five different therapists and five different supervisors. A summary of each observation will be turned in to Dr. Goff no later than two weeks after having observed. All observations must be

completed and summaries handed in by November 23. Students will receive a separate handout further describing this assignment and its evaluative criteria.

Genogram

Each student will be required to draw his/her family genogram. The student should portray information s/he is comfortable portraying. A 10-15 minute genogram presentation will be given to the class on a posterboard or in a powerpoint as demonstrated in *Genograms*. During the presentation, the student must touch on the six categories discussed in class and detailed in the McGoldrick text. Students should skim through *Genograms* immediately and begin gathering factual information as they have conversations with their families. All of the genograms are due on October 12 at the beginning of class, and presentations will be done on October 12 and 19.

Reflections

Students will be reading *Finding Our Way Home*, which describes the common human journey to find a meaningful purpose in life. Each student's journey may or may not be similar to the way in which McMinn describes it. In three sections, the student is required to read McMinn and reflect upon his/her own personal and professional journey as prompted by his writing. Students should write in journal form and cite statements McMinn makes that are applicable to his/her experience. Each journal entry is to be double-spaced and 5 to 6 pages in length. Only Dr. Goff will read these reflections as they may contain personal material. The first segment is due on September 21; the second is due on October 26; and the third is due on November 30. All reflections are due at the beginning of class on the corresponding day.

Quizzes

Two quizzes will be given during the semester. The first quiz will be on sections of the *Marriage and Family Institute Policy and Procedures Manual* as well as the Meier and Davis guidelines that have been presented to that point and will be given on September 28. The second quiz will cover Multigenerational Therapy with the Meier and David guidelines that were presented after the first quiz. Quiz #2 will be given on November 23.

Course Policies

Late Assignments, Make-Up Exams, & Extra Credit

Penalty for late assignments is 10% per each day late. Assignments are considered 1 day late 15 minutes after the beginning of class on the day that the assignment is due. For example, if an assignment is due on Monday at 1:00 pm, it is considered 1 day late on Monday at 1:15 pm; two days late on Tuesday at 1:00 pm; and three days late on Wednesday at 1:00 pm.

The exams cannot be taken in advance or made up. Dates for exams are included in your course outline, and appointments should be scheduled around them. Extra credit will not be available in this course. The variety of assessment procedures are designed to take different learning styles into account. If your grade is not at the level which you would like, please talk with me as soon as possible to discuss ways in which you may improve your performance in the course.

Academic Dishonesty

Academic dishonesty (i.e., plagiarism, receiving help on exams, etc.) will not be tolerated. This action will result in loss in credit for the assignment in question or failure of the course. If the student has questions regarding academic dishonesty, it is vital to ask.

Students with Disabilities

If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Disability Services, and you must complete a specific request for each class in which you need accommodations.

Call extension 2667 for an appointment with the Director of Disability Services.

Use of Technology

Students are encouraged to use their laptops and/or iPhones to take notes and to complete class assignments. It is disrespectful, however, to check email, chat, and send text messages during class lectures and discussions. If you are caught engaging in these activities, your privilege to use your computer/iPhone will be removed. It is also expected that the ringers on cell phones, iPhones, and other mobile devices will be turned off/silenced during class time.

Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some (but not all) of the standards identified for each project or assignment.

Total Points for the Course:

Readings/Attendance	5 points
Course Blog Concept Post	5 points
Course Blog Comments	5 points
Therapy Guidelines Podcast/Video Dyads	15 points
Tapes	9 points
Write-Ups	9 points
Final Dyad & Self-Evaluation	7 points
Observations	
Therapy	7.5 points
Supervision	7.5 points
Genogram Presentation	10 points
Reflections	10 points
Quiz #1	5 points
Quiz #2	5 points
TOTAL	100 points

Points Earned	Grade
92-100 points	A
83-91 points	B
74-82 points	C
63-73 points	D
62 and fewer points	F

Course Outline and Schedule

(Schedule Subject to Change)

Date	Topic	Readings/Assignments Due
August 24	Introduction to class Desk duty	Syllabus
August 31	Podcasting/blogging tutorials Accurate empathy Nonpossessive warmth Genuineness	McGoldrick et al, 1-2 Truax & Carkhuff
September 7	Dyad role-plays Genogram construction APA Style review	McGoldrick et al, 3-4 MFI Policies & Procedures Manual
September 14	Multigenerational therapy	Guidelines 1-9 Dyad #1 Gilbert, 1-6 Kerr & Bowen, 4
September 21 ACU Summit	Meet in MFI to evaluate dyad tapes	<i>Finding Our Way Home</i> reflections (Ch. 1-3) Dyad #2 Gilbert, 7-13 Kerr & Bowen, 6
September 28	Multigenerational therapy	Guidelines 10-13 Dyad #3 Quiz #1 Proof of AAMFT membership due McLemore & Brokaw Howe Benner
October 5	Multigenerational therapy	Guidelines 14-22 Dyad #4 Gilbert, 14-18
October 12	Genogram Presentations	Genograms due Gilbert, 19-20 Titelman
October 19	Genogram Presentations	Meyer
October 26	Self in the system	Guidelines 23-29b <i>Finding Our Way Home</i> reflections (Ch. 4-6) Dyad #5 Nichols, 1
November 2	Self in the system	Dyad #6 Nichols, 2-3
November 9	Self in the system	Guidelines 30-38 Triad #1 Nichols, 4
November 16	Self in the system	Triad #2 Nichols, 5
November 23	Self in the system	Guidelines 39-43 Quiz #2 Triad #3 All observation summaries due Nichols, 8
November 30	Self in the system	<i>Finding Our Way Home</i> reflections (Ch. 7-10) Nichols, 9
December 7	Dead Day	Dyad #7 due by 12:00 pm