



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6130

Theories & Methods in Couple and Family Therapy

COURSE OUTLINE – FALL 2022

1. GRADUATE CALENDAR DESCRIPTION

This course explores clinical theory and methods associated with structural, strategic and solution focused models of couple and family therapy. Feminist perspectives and approaches are used to examine power and gender dynamics in therapy.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s):

Co-Requisites(s):

Restriction(s): Restricted to Couple and Family Therapy students

2. COURSE DESCRIPTION

This course explores the historical development of foundational relational/systemic perspectives and contemporary conceptual foundations of current theories and models of Couple and Family Therapy (CFT). As a survey course, it provides an overview and comparison of key foundational and contemporary couple and family therapy (CFT) theories and associated practice models (EG-1). The models covered will include: Bowenian, Contextual, Structural, Strategic, Experiential, Object Relations, and Cognitive Behavioural approaches; as well as more recent critical and postmodern shifts in the CFT field including: The Feminist critique, Narrative and Social Constructionist perspectives, and some current trends.

This course facilitates the development of students' competencies in foundational and epistemological CFT concerns and critical perspective-taking. A major component of the course involves critical analysis of the assumptions underlying conceptual frameworks and therapy practices, as well as considering theories within the historical-political context in which they emerged and with respect to major paradigm shifts in the CFT field more generally (EG-1). We will consider how related empirical and evidence-based research has informed and been guided by various theoretical perspectives (EG-2). We will also attend to how each theory and practice model takes into account power relations, systemic barriers, and the diversity of clients in their various socio-cultural contexts (EG-4).

3. TIMETABLE

Lecture: Tuesdays, 1:00 pm – 3:50 pm
Location: Maplewoods Centre

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Gabrielle E. Pitt, RECE, RSW, PhD
Email: gpitt@uoguelph.ca
Telephone: 519-824-4120 ext. NA
Cell 905-334-7928
Office: Online through Zoom
Office Hours: By Appointment, Mondays 4:30 pm – 5:30 pm
OR alternate time, as requested.

Teaching Assistant: NA

Email:

Office:

Office Hours:

5. LEARNING RESOURCES

Required Resource(s):

NA

Recommended Resource(s):

A pdf document outlining the schedule of weekly readings and assignment due dates will be posted in the Contents Section of the CourseLink site for this course.

NOTE - Nichols, M. P. & Davis, S D. (2019). *The essentials of family therapy* (7th ed.). Pearson.

Note – this text is optional, not required.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. To increase knowledge of foundational and contemporary CFT theories and techniques, together with related concepts, and discern the differences between these approaches and the historical contexts in which they emerged [ESLO 1a]. To gain familiarity with the research evidence that supports these therapy models [ESLO 2c].
2. To understand issues of diversity, power, and privilege as they relate to: [ESLO 1a, 1b, 4b]
 - a. the development of knowledge in the CFT field,
 - b. the specific concepts and practices of different approaches,
 - c. the applicability of approaches to specific client populations, and aspects of professional training.
3. To develop skills for critical analysis of CFT theories and practices [ESLO 1a, 1b, 4b] and critical appraisal of associated research evidence [ESLO 2c].

4. To enhance oral and written communication skills, as well as ability to engage in generative dialogues, specifically related to the application of these selected CFT models [ESLO 1b, 4b].
5. To participate in creating, collaboratively with all class members and informed by self-awareness, a learning environment in which there is a respectful acceptance of conflicting perspectives, complex explanations, and challenging ethical dilemmas. [ESLO 4b]

*NOTE - See Appendix A on pages 8-12 of this Course Outline for detailed description of CRPO Entry-to-Practice Competencies Educational Goals [EG]; Expected Student Learning Outcomes [ESLO]; and AAMFT Core Competencies (CCs) that are evaluated in this course.

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assignment Due Dates
1 Sept 13	Introduction to the Course – Parameters, Assignments, Key Details Introduction to Family Therapy – Where We Were and Where We Are	
2 Sept 20	Psychoanalytic Family Therapies: <ul style="list-style-type: none"> • Psychoanalytic Family Therapy • Attachment Focused Family Therapy • Object Relations Family Therapy 	
3 Sept 27	Systemic Family Therapies <ul style="list-style-type: none"> • Bowenian Family Therapy (Intergenerational Therapy) 	Possible Date for Student Asynchronous Discussion of Readings
4 Oct 4	Systemic Family Therapies <ul style="list-style-type: none"> • Structural Family Therapy 	Possible Date for Student Asynchronous Discussion of Readings Possible Date for Presentation
Oct 11	Thanksgiving Fall Break	
6 Oct 18	Systemic Family Therapies <ul style="list-style-type: none"> • Strategic Family Therapy (MRI, Brief and Milan) 	Possible Date for Student Asynchronous Discussion of Readings Possible Date for Presentation
Oct 25	Humanistic Family Therapy <ul style="list-style-type: none"> • Satir’s Experiential Family Therapy / Communication Approach • Whitaker’s Experiential Family Therapy / Symbolic Experiential Approach 	Possible Date for Student Asynchronous Discussion of Readings Possible Date for Presentation

Week	Topics	Assignment Due Dates
8 Nov 1	Cognitive-Behavioural Family Therapy Behavioural Family Therapy	Possible Date for Student Asynchronous Discussion of Readings Possible Date for Presentation
9 Nov 8	Contextual Family Therapy	Possible Date for Student Asynchronous Discussion of Readings Possible Date for Presentation
10 Nov 15	Postmodern Family Therapies <ul style="list-style-type: none"> • Social Construction Family Therapy • Solution Focused Family Therapy • (Brief discussion of Narrative Family Therapy) 	Possible Date for Student Asynchronous Discussion of Readings Possible Date for Presentation
11 Nov 22	Critical and Postmodern Turn <ul style="list-style-type: none"> • Feminist Family Therapy • Critical and Cultural Influences on Family Therapy 	
12 Nov 29	Integrative Family Therapy Empirically derived Systemic Therapies	Final Paper - Application & Critique of CFT Models
Dec 1	Wrap up – So Where Are You Now?	Friday December 2 nd by 11:59 pm

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	% of Final
Assignment 1: Asynchronous Critical Discussion of Readings As this course emphasizes peer-based learning, over the course of the semester, each student will facilitate an asynchronous discussion of one of the recommended weekly readings. Each student will also participate in the asynchronous discussions led by their peers. *Note – See Assignment Guidelines on CourseLink.	ESLO EG-1,1a-b, EG-2, 2c, EG-4, 4b AAMFT CCs 1.1.1, 1.1.2, 4.1.1, 4.1.2, 5.3.8, 6.1.1, 6.3.1, 6.3.3, 6.4.1 PC 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 5.1, 5.2	30%
Assignment 2: Presentation – In-Service Professional Workshop The intent of this presentation is to give students an opportunity to examine and present one of the CFT	ESLO EG-1,1a-b, EG-2, 2c, EG-4, 4b AAMFT CCs 1.1.1, 1.1.2, 4.1.1, 4.1.2, 5.3.8, 6.1.1, 6.3.1, 6.3.3, 6.4.1	30%

Assessment	LOs Addressed	% of Final
<p>theoretical approaches / model focused on in the course. Students will develop and present to the class an <u>interactive</u> In-Service Professional Workshop based on the respective theoretical approach / model chosen. Students will also develop a 2-3-page document for the class, highlighting key aspects of the respective CFT theoretical approach / model. The presentation will follow the guidelines provided following the guidelines provided.</p> <p>*Note – See Assignment Guidelines on CourseLink.</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 5.1, 5.2</p>	
<p>Assignment 3:</p> <p>Final Paper - Application & Critique of CFT Models</p> <p>The purpose of this assignment is to enable students to demonstrate and deepen their understanding of 2 CFT theoretical approaches / models discussed across the semester and recommended and sourced readings. The assignment will also enable students to engage in critical analysis and the application of theory and practice, in addition to power and privilege, diversity and other dimensions of social location in the therapy through the application to a fictional case, involving couples or families.</p> <p>* Note – See Assignment Guidelines on CourseLink.</p>		
	<p>ESLO EG-1,1a-b, EG-2, 2c, EG-4, 4b AAMFT CCs 1.1.1, 1.1.2, 4.1.1, 4.1.2, 5.3.8, 6.1.1, 6.3.1, 6.3.3, 6.4.1</p> <p>PC 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 5.1, 5.2</p>	40%
		100%

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Graduate Calendar.

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

APPENDIX A: CRPO Entry-to-Practice Competencies Educational Goals [EG]; Expected Student Learning Outcomes [ESLO]; and AAMFT Core Competencies (CCs) that are evaluated in this course.

Educational Goals and Expected Learning Outcomes	Incorporation and Assessment/Evaluation
EG-1 THEORETICAL FOUNDATIONS	
Educational Goal: Students will gain a broad understanding of the range of epistemological assumptions and core theoretical frameworks within the field of couple & family therapy, including an historical and critical analysis of significant theoretical issues and developments.	
Expected Student Learning Outcome (1 a) Students will critically compare selected historical and leading-edge couple & family therapy approaches and analyze key implications for clinical practice.	Incorporated through course readings; class discussions. Assessment/Evaluation: Assign 1 & 2
Expected Student Learning Outcome (1 b) Students will demonstrate verbal and written ability to critique and to apply theoretical conceptualizations of selected post-modern/social constructionist couple & family therapy approaches to case-study and client situations.	Incorporated through course readings; class discussions. Assessment/Evaluation: Assign 1 & 2
EG-2 SCIENTIFIC INQUIRY AND CRITICAL EVALUATION	

Educational Goal: Students will develop a professional identity encompassing an interdisciplinary sensibility, informed by relevant research-based information from related disciplines (family therapy, sociology, psychology, social work, health, etc.) and supported by the principles of critical appraisal of knowledge.	
Expected Student Learning Outcome (2c) Students will have knowledge of current research developments in the couple & family therapy field, including empirically validated and evidence-based therapy approaches	Incorporated through course readings; class discussions. Assessment/Evaluation: Assign 2
EG-4 SOCIAL CONTEXT AND POWER RELATIONS	
Educational Goal: Students will integrate a sophisticated sensitivity to diversity into their professional identity as a couple and family therapist, privileging attention to social location/socio-cultural context and including an understanding of social justice issues and awareness of how direct and systemic marginalization, discrimination, and abuse may impact people’s everyday lives.	
Expected Student Learning Outcome (4 b) Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedded in the construction of knowledge, including attention to one’s own participation in these processes.	Incorporated through class discussions. Assessment/Evaluation: Assign 1 & 2

AAMF T CC	Sub-Domain	Competency	Associated CRPO PC *See Note Below	Demonstration of Knowledge
1.1.1	Conceptual	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.	1.1	Participation in class discussions Assignment 1, 2 & 3
1.1.2	Conceptual	Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.	1.1	Participation in class discussions Assignment 1, 2 & 3
4.1.1	Conceptual	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.	1.1 1.2 1.3.3	Participation in class discussions Assignment 1, 2 & 3
4.1.2	Conceptual	Recognize strengths, limitation, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate	1.1 1.2 1.3.3	Participation in class discussions Assignment 1, 2 & 3

		assumptions of family dysfunction, pathogenesis, and cultural deficit.		
5.3.8	Executive	Obtain knowledge of advances and theory regarding effective clinical practice.	5.1	Preparation of class readings and participation in class discussions Assignment 1, 2 & 3
6.1.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice.	5.1 5.2	Preparation of class readings and participation in class discussions Assignment 1, 2 & 3
6.3.1	Executive	Read current MFT and other professional literature.	5.1	Preparation of class readings and participation in class discussions Assignment 1, 2 & 3
6.3.3	Executive	Critique professional research and assess the quality of research studies and program evaluation literature.	5.1	Preparation of class readings and participation in class discussions Assignment 1, 2 & 3
6.4.1	Evaluative	Evaluate knowledge of current clinical literature and its application.	5.1 5.2	Preparation of class readings and participation in class discussions Assignment 1, 2 & 3

CRPO Entry-to-Practice Competencies 3 PCs

1.0 FOUNDATIONS

1.1 Integrate a theory of human psychological functioning and development *4

1.1.1 Integrate knowledge of human development across the lifespan.

1.1.2 Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.

1.1.3 Integrate knowledge of the psychological significance of various kinds of human development, such as spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.

1.2 Work within a framework based upon an established psychotherapeutic theory*

1.2.1 Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation (e.g., knowledge of the impact of trauma on psychological functioning)

1.2.2 Integrate a theory of change consistent with the therapist's theoretical orientation.

1.3 Integrate knowledge of comparative psychotherapy relevant to practice*

1.3.1 Recognize the major diagnostic categories in current use.

1.3.2 Recognize the major classes of psychoactive drugs and their effects.

1.3.3 Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.

1.4 Integrate awareness of self in relation to professional role*

1.4.1 Integrate knowledge of the impact of the therapist's self on the therapeutic process.

1.4.2 Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.

1.4.3 Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.

1.4.4 Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.

1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice*

1.5.1 Recognize how oppression, power and social injustice may affect the client and also the therapeutic process. Recognize barriers that may affect access to therapeutic services.

1.5.2 Adapt the therapist's approach when working with culturally diverse clients, using culturally-relevant resources.

2.0 COLLEGIAL AND INTERPROFESSIONAL RELATIONSHIPS

2.1 Use effective professional communication

2.1.1 Use clear and concise written, oral and electronic communication.

2.1.2 Use effective listening skills.

2.1.3 Recognize and respond appropriately to non-verbal communication.

2.2 Build and maintain effective relationships

2.2.1 Maintain appropriate professional boundaries.

2.2.2 Recognize and address conflict in a constructive manner.

2.2.3 Demonstrate personal and professional integrity.

2.2.4 Contribute to a collaborative and productive atmosphere.

3.0 PROFESSIONAL RESPONSIBILITIES

3.1 Comply with legal and professional obligations

3.1.1 Apply knowledge of pertinent federal and provincial legislation.

3.1.2 Apply knowledge of CRPO legislative requirements and relevant professional standards.

3.1.3 Identify organizational policies and practices that are inconsistent with legislation and professional standards.

3.1.4 Apply knowledge of relevant municipal and local by-laws related to private practice.

3.1.5 Protect client privacy and confidentiality.

3.1.6 Recognize the limits of the therapist's professional competence

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3.2 Apply ethical decision making

3.2.1 Recognize ethical issues encountered in practice.

3.2.2 Resolve ethical dilemmas in a manner consistent with legislation and professional standards.

3.3 Maintain self-care and level of health necessary for responsible therapy

3.4 Obtain clinical supervision & consultation when necessary

3.5 Provide reports to third parties

3.5.1 Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.

3.5.2 Recognize ethical and legal implications when preparing third-party reports.

4.0 THERAPEUTIC PROCESS

4.1 Engage in psychotherapy with clients and maintain a professional frame for therapy*

4.1.1 Describe therapist's education, qualifications and role.

4.1.2 Differentiate the role of the therapist in relation to other health professionals.

4.1.3 Explain the responsibilities of the client and the therapist in a therapeutic relationship.

5.0 PROFESSIONAL LITERATURE & APPLIED RESEARCH

5.1 Access and apply a range of relevant professional literature

5.1.1 Access current professional literature relevant to practice area.

5.1.2 Analyze information critically.

5.1.3 Apply knowledge gathered to enhance practice.

5.2 Use research findings to inform clinical practice