NOTE ON LECTURE DATES: This course is a two credit course scheduled to meet in three hour blocks. Dr. Hurley’s schedule will be disrupted somewhere in October when his son’s triplets are born. It is not clear when that will happen. That means the lecture sequence for the course may have an unpredictable hiatus in it. If a make up date is needed, it will be may be on 11/20.

Course Description

Advanced systemic and individual counseling is designed to provide second year graduate students presently involved in clinical practice with an understanding of current theory, practice and developments in the fields of marriage and family therapy and counseling. Readings, lectures and digital recordings will help students learn to identify significant figures, distinctive tenets, and distinctive treatment modalities related to each major theoretical position examined. Premarital counseling will also receive focused attention.

An integrative framework linking relational systems to individual systems via contemporary research in neuroscience and attachment theory will be developed, related to other approaches and applied to assessment and treatment. The relation between neuroscience and therapeutic approaches based on object relations, cognitive-developmental, attachment, communications theories and systemic intervention models will receive attention. Special attention will be given to the individual as a sub-system who develops within one family and in marriage begins forming another. Various ways of describing and analyzing childhood and current learning and relationship experience will be reviewed and treatment strategies based on them examined.

Students will practice conceptualizing clinical situations from a number of perspectives and at a number of analytical levels. They will consider the implications of various diversities as they apply to the functioning of and resources available to individuals and families. This year, the course will focus on neuroscience contributions to individual and couple therapies.

The relationship of the Scripture and theology to theoretical approaches and to their practical applications will receive attention at each step. Students will be asked biblically to evaluate the basic anthropology, theory of change, and application of major approaches and to explore the use of biblical teaching and spiritual resources in the course of therapy.

It is assumed that students entering the course will be familiar with materials taught in earlier required courses: 1PSY501 Fundamental Therapy Skills, 1PSY503 Advanced Therapy Skills, 1PSY622/1PSY624 Psychology and Theology, 1PSY562 Theory and Practice of Counseling, 1PSY564 Family as a Social System, 1PSY566 Clinical Practice of Marriage and Family Therapy, 1PSY569 Neuroscience and psychotherapy, and 1NT613 Paul and Relationships. It is also assumed that students are engaged in ongoing clinical work as they will critically employ theory and method from the course in their clinical work.

Course Objectives

At the end of the course, students will

* Have demonstrated acquaintance with a variety of major approaches to counseling and to marital and family therapy,
* Have demonstrated an understanding of object relations, attachment, developmental schema-based, internal family systems, emotion focused, pragmatic/experiential therapy for couples and neurobiological theories as they relate to marriage and family therapy and counseling.
* Have demonstrated an ability to implement procedures for one or more of the models studied,
* Have demonstrated an ability to evaluate the anthropology, theory of change, and techniques of various therapeutic approaches and to evaluate them in relation to biblical teaching.
* Have demonstrated an understanding of and explored making use of spiritual resources in the therapy room.
Course Process

Your summer seminar in play therapy was designed to prepare you to conduct play therapy in the Center for Marriage and Family Therapy. While not part of this course, it is directly relevant to the course material. You will learn Filial Therapy in fall semester as part of a certificate in child therapy and parenting.

1PSY569 provided an introduction to neuroscience as related to counseling, attachment theory, EFT and PET-C. The material from that course forms a foundation for much of the work in this course, as does the material from 1NT613 Paul and Relationships.

As the term progresses, we will continue to develop an integrative framework for moving between relational and individual systemic therapy and for seeing the common elements behind many effective treatment approaches. The relationship between therapeutic models, biblical teaching and biblical epistemology and the relationship between specific interventions and spiritual resources will be explored. The framework developed will be applied to your ongoing clinical work.

Assignment management

Please note: This is a second year graduate course. You may/must be thoughtful/strategic in your study skills.

- You have a variety of assignments which may be overlapped (that is not the same as cutting corners).
- Some formal writing assignments are shared. Coordinate carefully.
- You will submit a participation evaluation for cooperative ventures.
- Your reading list is substantial. Some of it overlaps written assignments. Some of it may be made to overlap written assignments.
- You have already read some of the texts for your integrative paper.
- Some portions of the material in the books and articles may be read for acquaintance, without detailed reading for mastery, e.g. illustrations of therapeutic process. Use your study skills to take advantage of headings and book structure as you prepare. Review them before reading your material. They will guide you.

Handing in assignments

- Hand all written assignments in to the MFT office by 4:00 on the due dates. On the cover of your work, write the due date and time, the date and time of submission, and the difference followed by early or late as appropriate. A penalty will apply to late assignments.
- NEVER, EVER give materials directly to Dr. Hurley. Hand them in at the office, which will record that they have been turned in.
- NEVER turn in your ONLY copy of an assignment. Keep a digital or physical copy. Having the copy would be crucial if for some reason the prof loses your work!
- Clinical material will go into a labeled box in the control room. Clearly label each item to indicate what it is and who is its author. Clinical video material should be saved by you to your private so that it will not be erased after 30 days. You will delete it after the course to protect confidentiality.

Assignments in the course: Designed to foster mastery

Mastery of material is decidedly improved by verbal processing. A major goal of this course is have to you gain solid working mastery of the material and to be able to do so with limited anxiety. Reading assignments are therefore set to be processed and reported on by small study groups rather than accounted for in written exams. Study groups will discuss reading assignments and write brief reports on each item. The assignments fall into three categories: Research, clinical application, and selected readings.

Your assignments are to be completed in groups of three. The groups will not change between research, clinical and reading assignments. Students are not restricted to group members as resource persons. You are encouraged to talk with any appropriate resource persons. The composition of your final products must be done by the three group members, who will receive a common grade.
Be careful to discuss the division of labor and to keep ‘accounts’ current. If, for some reason, a group member is not completing his/her assignments and the group cannot resolve the issue, the professor may be consulted. This should be done well before the paper is finally due. When your major paper is submitted, each student will fill out a ‘participation evaluation’ (available online and in the program office) for each member of the group, self included. The evaluations are to be turned in to the office in sealed envelopes at the same time the paper itself is turned in. In the event that a student’s participation harms the group or falls dramatically short, a grade penalty may be assessed.

Research assignment

Integrating Spiritual and Psychological Resources in Therapeutic Process  Due: 11/26  70%

Students will participate with Dr. Hurley in developing an integrative couples’ protocol and intervention set that draws faithfully on Scripture and responsibly incorporates contemporary research in neuroscience and change process. Dr. Hurley’s initial protocol (Marriage Journey) drawing on Ephesians, 2 Corinthians and Philippians, with reference to attachment research, neuroscience of relationship management and forgiveness research will form a starting point.

Preparation. In preparation for the protocol assignment, each class member will read through (or review if previously read) the following and process them in your group as instructed below under Reading Discussions. You will record your work on the Reading Discussions Log (available on the website). You will need one Reading Discussion Log per study group.

Note: Initial numbers show new pages to read, ‘required’ discussion time and written summary length, e.g. 16/10/2 = 16 pages/10 minutes discussion/2 page summary

One (1) of these two items:
• 215/30/0 Gottman, John, The Science of Trust, 2012
• OR
• 300/0 Gottman, John and Julie, Level 1 Training Manual (If you are doing the Level 1 Training)

ALL of the following
• 0/30/4 Johnson, Susan (2006). Creating Connection. Review Johnson’s ‘Steps’, relating them to Gottman and to Hurley (Read for 1PSY569)
• 0/20/4 Siegel, D. and Hartzell, M. (2004) Parenting from the Inside Out. Review Seigel's ‘science’ segments and relate them to other theorists in the curriculum. (Read for 1PSY569)
• 0/20/2 Schwartz, R. (2001) Introduction to the IFS model. Relate IFS to other frames of therapy and explore how to conceptualize parts and IFS interventions in categories of other major theories. Take a single intervention and have different group members present it from different perspectives, e.g. IFS, EFT, Schema Therapy. (Read for 1PSY566)
• 75/30/4 Young, J. (1990) Cognitive therapy for personality disorders (Book ~75 pages)
• 10/10/1 Young, J., Schema Therapy website
Study groups will meet to discuss the readings. This is an important aspect of course learning. Active participation will significantly increase your command of the material and prepare you to present the material to clients in a clinical setting. To ensure exposure, minimum time assignments have been set up for discussions. Minimum discussion time for each item is listed in front of it. You may find that you want to devote more time to the discussion of some items, perhaps informally in the control room. Mastery of these items will vary according to your ability and interest. Mastery will serve you well in clinic and will develop over the year as you use the material in a clinical setting.

Students are encouraged to mark their texts copiously and, PRIOR to the group meeting, to be able to explain in their own words the central thesis of the reading, its resultant model of function and dysfunction and model for therapy.

Documentation of preparative meetings (Reading Discussions Log). The group will prepare a brief summary/reflection on each item. Minimum lengths are indicated above. Summaries may be written by one member of the group and must be read by each member before they are submitted with your product. Study groups will keep documentation of their work on the Reading Discussions Log, where they will record the date and time of each discussion meeting, the amount of time scheduled to be devoted to each reading item, the actual amount of time devoted to the reading item, the difference between them (extra or short), and acknowledgement (initials) by each member of having read the item and the written summary of the item discussed. The record should be submitted together with the paper.

Comparative analysis. Study group triads will select a portion of the Hurley protocol to investigate 1. in Scripture, 2. in general Christian literature, practice and hymnody, 3. in contemporary counseling literature from secular (such as IFS, EFT, PET-C, Gottman Therapy and Schema Therapy), and 3. non-integrative Christian, and 4. integrative Christian approaches to the topic being studied. The students will prepare a statement describing and evaluating the similarities and differences between the approaches of the four broadly-defined categories. Students may further subdivide or even redefine categories if their research leads them in that direction. Because therapy is an integrated process, students may find that it is hard to contain their discussion to their selected portion of the protocol. They should be careful not to let their discussions of topics beyond their own become the center of their work.

Students are encouraged to mark their texts copiously and, PRIOR to the group meeting, to be able to explain in their own words the central thesis of the reading, its resultant model of function and dysfunction and model for therapy.

In their statements regarding similarities and differences, study groups should consider and evaluate the rationales for the stance within each position (How does each position explain how it got to its position/process?), the sources of the similarities and differences (How is it that they come to be similar/different conclusions?), and the degree to which the positions taken seem consistent with basic assumptions (Are their products consistent or do other things slip in?). Students should be sure to consider issues such as assumptions about worldviews, reality and persons, about sources of pathology, about rationales for goals, processes and resources to be employed in promoting change, about client motivation for and mechanisms/means of change. These will not necessarily be sections of their final product.

Presentation of findings. Study groups will prepare a paper reporting on their learning. What you have found will shape your report. It should be clear and well documented. Length is flexible, although it is hard to see the written product being less than 20 pages. Estimate: 30 pages writing

Interventions. Having reviewed and analyzed available material, study groups will develop interventions to promote change. In doing so, interventions from materials studied may be considered and adopted or modified and new interventions would be appropriate. Study groups should address how the interventions might be relevant to and/or used with clear cut Christians, nominal Christians, persons of other religious faiths and persons who are not persons of faith. They should also consider the roles of general revelation, Scripture, the Holy Spirit and God in the process they are considering, with respect to the various client categories and with respect to the therapist.

Write ups of interventions. In so far as possible, each intervention should be defined and written up along the lines of the intervention texts in Atkinson’s Emotional Intelligence or Gottman’s exercises or Hurley’s Protocol or the practice assignments in Atkinson’s client ‘Workbook’: Developing Habits for Relationship Success. Estimate: 12 pages writing

Bibliography. Each paper must include an annotated bibliography in APA format, with a ‘star’ rating and at least a few sentences designed to help your professor and future students learn something about the item. Estimate: 15 pages
Star ratings:

**** = 4 - very useful to clients/therapists

*** = 3 - worth looking at

** = 2 - limited usefulness

* = 1 - very little use

Submitting your final product.

Study groups will submit two (2) bound copies of their work and email a digital copy to mhillerman@rts.edu. One bound copy will be graded. The other will be made available to other students, as will the digital copy.

Participation evaluations. Be sure to submit participation evaluations at the same time that your paper comes in.

Clinical Assignment

Use of Material in a Clinical Setting

Oral rehearsals, clinical use of protocols and peer reviews. These include confidential material from more than one therapist. All of these items will be submitted, a single envelope per study group, in a designated box in the control room. The clinical work sample video should be saved to your private area on the digital recorder of the control room. You will be informed later how to transfer the video to a storage area for Dr. Hurley to review.

Due: 11/21 (30%)

A major goal of the course is to help students develop a working familiarity with protocols being studied. Each of the following four (4) components is required and necessary successfully to complete the course. You will receive a single grade for the four components. Because the work for this section is completed in various combinations, you will need to be careful to have all the components included in the group packet.

1. Oral rehearsals:

- Practicing presenting materials in a clinical manner is an important step toward mastering the course material. The list below includes 18 protocol components from a variety of the approaches which you are studying.
- Discuss the items as a group to become familiar with them.
- EACH student will practice presenting the materials TWICE to a dyad of other students (who need not be members of your study group, preferably a male and female who will be the ‘couple’ to whom you are presenting). The goal of presenting twice is familiarity and comfort.
- Record your rehearsals on the Oral Rehearsal Log. You will need one Oral Rehearsal Log per student.

<table>
<thead>
<tr>
<th>Item</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Hurley Marriage Journey Visual</td>
<td>(Folder)</td>
</tr>
<tr>
<td>Hurley Habits Checksheet</td>
<td>(Folder)</td>
</tr>
<tr>
<td>Atkinson 10 Habits</td>
<td>(Folder)</td>
</tr>
<tr>
<td>Gottman Solid House Model</td>
<td>(Book/Level 1 Manual)</td>
</tr>
<tr>
<td>Young Schema Test Intro</td>
<td>(Book)</td>
</tr>
<tr>
<td>Young Schema Test Result</td>
<td>(Book)</td>
</tr>
<tr>
<td>Flooding and bpm</td>
<td>(Gottman Book/class)</td>
</tr>
<tr>
<td>Use of Pulse Oximeter</td>
<td>(Class)</td>
</tr>
<tr>
<td>Regulate bpm exercise</td>
<td>(Gottman, Self-soothing/Class)</td>
</tr>
<tr>
<td>Atkinson Script 1</td>
<td>(Select from Book)</td>
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<tr>
<td>Atkinson Script 2</td>
<td>(Select from Book)</td>
</tr>
<tr>
<td>Atkinson Script 3</td>
<td>(Select from Book)</td>
</tr>
<tr>
<td>Exercise Stress Reducing Conversation</td>
<td>(Folder)</td>
</tr>
<tr>
<td>Exercise I felt connected</td>
<td>(Folder)</td>
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</tbody>
</table>
2. Peer reviews of clinical use of protocols:
   - Each student will use at least four of their clinical peer reviews to review the use of PET-C, EFT, IFS, Schema Therapy or the Hurley protocol approaches in session. The student must be the therapist intervening with the material in at least two (2) of the peer review sessions. At least one (1) of the interventions must include the use of Scripture as relevant to protocol and an engaging of the client(s) with the Scripture. If the client(s) profess Christian faith, the inclusion of Scripture should normally carry on to exploring how the teaching of the Scripture would/could come into the clients’ lives and how they would relate to God with respect to the specific intervention. Note: Peer reviews are dyadic.

   **Peer review documentation.** Students will keep an individual spread sheet record of the dates of the peer reviews, the partner for the review, the protocol component reviewed and the name of the therapist intervening with the material. Use the Peer Review Log to document your work. Submit the log in the study group envelope.

3. Clinical use of the protocols write-up:
   - Each student will incorporate PET-C, EFT, IFS, Schema Therapy or the developing Hurley protocol into at least two (2) clinical cases. In doing so, students should take explicit account of the clients’ worldview and spiritual resources relevant to therapy and should appropriately inform clients of their own perspective.

   **Clinical use write-up.** For each of their two cases, each student will submit a clear case summary describing the presenting problem, your treatment plan and at least four sessions with the client. Evaluate the effectiveness of the process for helping the clients move toward the agreed upon clinical goals. This is an exercise in critical reflection rather than a presentation of therapeutic success. Your prof will be looking for thoughtful reflection rather than ‘success’. The two case write ups should be included in the study group envelope of clinical assignments. (No reading/time uncertain/12 est. pages writing)

4. Work sample of protocol use
   - Each student will prepare a video showing them intervening in session using a specific protocol. The intervention must include Scripture and direct exploration of the clients’ possible seeking of God’s help to enact the changes. The video should be 5 to 10 minutes long and should be accompanied by a brief write-up
     - Identifying which protocol component is on the tape.
     - Laying out your rationale for employing the intervention with the clients.
     - Discussing cultural and/or contextual factors which influenced the intervention.
     - Evaluating the strengths and weaknesses of the intervention.
     - Evaluating client response to the intervention.

   The video’s will be reviewed by the professor and may be discussed with the students at the end of the term (Schedule to be determined). If reviewed, time counts as individual video-based supervision. (No reading/time uncertain/3 est. pages writing) Turn your written materials in with the other clinical material for your group.

   - Be sure to include all four clinical items for all of your study group are in a single envelope.

### Selected Reading Assignments with Special Reporting Assignments

The following reading assignments are to be managed in your study groups. No specific amount of discussion time is required, although the actual amount of time spent is to be reported. A ‘suggested’ time for discussion is included below to allow a broad estimate of the overall course time demands. Some items have an estimated total page count. Each member must read each item and participate in the discussion of it. Record your meetings on the Reading Discussions Log.

70 est. pages reading/35 minutes discussion/7 pages writing
Documentation of reading processing  The group will prepare a brief summary/reflection for each special assignment below. Any given summary may be written by one member of the group. The summaries must be read by each member before they are submitted with your product. Study groups will keep documentation on the Reading Discussions Log.

**Culture/multi-culture (15/10/1)**


**Divorce Special comparative assignment (50 est./20/4)**

Review these two items. Prepare your own statement of no more than 4 pages describing where they concur and where they disagree.

Adams, J. (19??) Marriage Divorce and Remarriage
Presbyterian Church in America, Report on Divorce

**Emotion Focused/ Attachment Theory**


**Object Relations/Developmental**


**Shame/Abuse**


**Spirituality Special assignment – (18/15/3)**


**Special Video Opportunities**

**Additional material.** Class meetings will include a significant amount of observation of video materials by the major researchers/theorists/practitioners whose work is being studied. However, there is too much material to fit within class time. The additional video material is available to students, who are strongly urged to schedule ‘popcorn and soft drink’ times to watch some or all of the additional materials. Your professor may join you on some occasions.
**Gottman Level 1 certification.** Class time will include a significant portion of the 11 hours of video required for Gottman Level 1 certification. Gottman Level 1 training includes a 300 page notebook, observing 11 hours of video tape and completing a knowledge questionnaire. The MFTC program has the complete set of video materials required to complete Level 1 certification. To complete Gottman certification for Level 1 training, students need to coordinate with the professor to watch the videos, pay the $150 fee, receive the 300 page notebook that goes with the course, finish watching the videos. The professor will work with you to schedule a time for students wishing to complete the Level 1 training to do so. The two of the final weeks of the course and the last day of term (11/20, 11/27, 12/4) are potential dates for the training. The Gottman program also has the video material (21 hours) needed for Level 2 certification. If students are interested, a series of meetings can be scheduled to complete Level 2 training after the fall semester.
1PSY572  2011 Course Schedule

08/21  Gottman Therapy 1
08/28  Gottman Therapy 2
09/04  Gottman Therapy 3
09/11  EFT (Greenberg)
09/18  Cognitive-Behavioral Schema-Based Therapy Video (Young)
09/23  Hurley Journey 1
10/07  NO CLASS: Reading week
10/16  Premarital Counseling (Mumbower)
10/23  Fillial Terhapy (Martin – This is part of your certificate in therapy with Parents and Children)
10/30  LAST CLASS Hurley Journey 3/Wrap up
11/06  NOTE: 1PSY 573 meets today on Theology of Sex
11/13  NO CLASS
11/20  NO CLASS  Gottman Optional Level 1?
11/21  CLINICAL ASSIGNMENT DUE
11/27  NO CLASS (THANKSGIVING is tomorrow)
11/27  Research Assignment Due
# Course Objectives Related to MAMFTC Student Learning Outcomes

**Course:** 1PSY572 Advanced Individual and Systemic Therapy  
**Professor:** James Hurley  
**Campus:** Jackson  
**Date:** 6/28/2013

<table>
<thead>
<tr>
<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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| **Completion of Curriculum Requirements**  
Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent marriage and family therapists. | Strong | This course is a requirement of the curriculum |
| **Licensure Requirements**  
Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists. | Strong | LMFT licensure requires the subject matter of this course |
| **Theoretical/Philosophical Concepts**  
Understand the theoretical and philosophical concepts underlying marriage and family therapy | Strong | This course directly examines theoretical and philosophical underpinnings of therapy at an advanced level |
| **Individual Development/Family Relations**  
Gain an understanding of individual development and family relations | Strong | This course directly addresses therapeutic treatment of individual development, couples and family relations. |
| **Clinical Knowledge**  
Achieve the ability to understand and to apply clinical knowledge effectively | Strong | The course demands study, writing and actual clinical practice |
| **Professional Identity & Ethics/Ethical Conduct**  
Form a professional identity and awareness of ethics and ethical conduct | Minimal | Ethical considerations come directly into view as various approaches are considered |
| **Integration**  
Integrate research and clinical skills and knowledge | Strong | This course directly relates theory, research and the actual development clinical skills |
| **Contemporary Culture**  
Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews) | Moderate | Students write a major paper addressing management of diversity in therapeutic context |
| **Biblical Worldview**  
Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy | Strong | Students write about the relation of the various approaches and a biblical worldview |