

**INTERNAL FAMILY SYSTEMS THERAPY
MFT 6370
Summer, 2016**

**Instructor: Bill Collins, Ph. D., M.S.
Time: Wednesdays 1:00 – 5:00, McKenna 117
June 22 – Aug 3, 2016 (No class on 7/6 and 7/13)**

Course Description:

The purpose of this course is to familiarize students with the theoretical foundations and practices of Internal Family Systems therapy. Students will learn how to conceptualize therapeutic work with families, couples and individuals from the perspective of IFS theory, and the central idea of multiplicity. Class sessions will be divided between lectures, experiential exercises and role plays, discussions and viewing videotape examples of the practical application of the theory.

As a marriage and family therapist, the major instrument of intervention is your self. Personal applications of the theory will allow students to explore relationships between their own parts and self, and explore the concept of self leadership. Students will be encouraged to begin to develop their own personal style of therapy using the concepts of this model.

Seattle Pacific University (SPU) seeks to be a premier Christian University fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling a grace-filled community.

SPU'S Marriage and Family Therapy (MFT) Department's mission is to provide high quality education so our students graduate with competence in systemically informed MFT skills and character through ethically responsible relational care to diverse communities of families and clinical populations.

Graduates of the MFT program are prepared to demonstrate the following Student Learning Outcomes (SLO):

Student Learning Outcome 1: Application of family systems theoretical models and clinical interventions to therapeutic work with diverse populations of individuals, couples, groups, and families.

Student Learning Outcome 2: Examination of personal and professional values that are integrated into an ethical practice of family therapy.

Student Learning Outcome 3: Awareness of sociocultural factors and professional trends that influence the practice of psychotherapy.

This course is designed to evaluate Student Learning Outcomes #1 and #3. The mechanisms to evaluate these Student Learning Outcomes and their associated MFT Core Competencies (AAMFT, 2004) are displayed in the Assessment Matrix below; the entire list of selected MFT Core Competencies selected by the SPU MFT program are listed in full at the end of the syllabus. Evaluation for competency is also specified; students must re-submit, re-write and/or re-present to meet standards of competency or must retake course.

Student competencies for each of these Student Learning Outcomes are based on Professional Marriage and Family Therapy Principles derived at the program level from MFT Educational Guidelines, AAMFT Core Competencies, AAMFT Code of Ethics, and AMFTRB Exam Domains.

The objectives of this particular course to meet these goals include:

1. A beginning knowledge of a particular model currently in use in individual, couples and family therapy
2. An overview of the theoretical ideas and experiential techniques associated with the model;
3. Theoretically based approaches for interviewing families, couples and individuals, including consideration of outcome research for this work;
4. Conduct and communicate a professional-level literature review on specific MFT theory.
5. Consideration of the influences of gender and culture in this model of family therapy;
6. An opportunity to apply Internal Family Systems theory to diverse clinical circumstances.

Course Competencies:

The student will:

1. Describe and demonstrate Internal Family Systems therapy;
2. Learn some IFS questions and techniques to use when interviewing clients;
3. Consider his or her own experiences in the light of the concepts of Internal Family Systems Therapy, particularly self leadership in the relations with their own parts when interacting with clients;
4. Assess how cultural and gender themes inform this model;

Required Textbooks:

Schwartz, RC (2001). Introduction to the Internal Family Systems Model, Oak Park IL: Trailheads Publications (soft cover), ISBN 0-9721480-0-0 (available through website)

Required Supplemental Readings:

Supplemental readings are compiled in a reader that will be available for purchase during the first week of classes.

Recommended Supplementary Texts (optional)

Schwartz, R. *Internal Family Systems*, New York: Guilford, 1995 [ISBN0-89862-273-5]

Students are encouraged to examine materials on the Center for Self Leadership website” www.selfleadership.org. in particular:

Internal Family Systems: New Dimensions, Sweezy (ISBN-10: 0415506840)

Self Therapy: An Exercise Book for the IFS process, Weiss

The Spirit-Led Life: Christianity and the Internal Family System

You are the One You’ve Been Waiting For, Schwartz (may be out of print)

COURSE REQUIREMENTS:

Case Presentation

30 points (min. competency 25/30)

Sch. In class

Discussion Points Papers 20 points (min. competency 18/20)
Theory Paper 50 points (min. competency 40/50)

Due weekly
Due 8/3

GRADING:

A	=	100-96.5	B-	=	82.5-80
A-	=	96-90.5	C+	=	79.5-77
B+	=	90-87	C	=	76.5-74
B	=	86.5-83	C-	=	< 74 (no-credit for course)

Competencies & Assessment	Case Present.	Discussion Points	Theory Paper	Class Participation
SLO 1 Beginning knowledge of a particular model (1.1.1, 1.2.1, 2.1.1, 2.2.3)	X	X	X	
SLO 1 An overview of the ideas and techniques of IFS (1.1.1, 1.2.1, 2.1.1, 2.2.3, 2.4.3, 4.2.1, 4.3.2 4.4.6)	X	X	X	X
SLO 1 Knowledge of one theoretically based approach for interviewing couples and families, including consideration of outcome research for this work (1.1.1, 1.2.1, 2.1.1, 2.2.3, 2.4.3, 4.2.1, 4.3.2 4.4.6)		X		X
SLO 3 Conduct and communicate a professional-level literature review on specific MFT theory. (1.2.1, 6.1.1, 6.1.2, 6.4.1)			X	
SLO 3 Consideration of the influences of gender and culture in this model of family therapy (4.3.2, 4.4.6, 6.1.1)		X	X	X
SLO 1 An opportunity to apply Internal Family Systems theory to diverse clinical circumstances (1.1.1, 1.2.1, 1.3.1, 3.2.1, 4.1.1)	X	X	X	X

ASSIGNMENT 1: Case Presentations (30%)

Each student will be part of a group which will present a clinical case based on IFS theory during the final class. The group will present a session with a client on videotape, **or** a role play of a clinical session to demonstrate the application of the IFS theory. The videotape can either show how you have applied a particular technique or concept with a client, or how you would apply a technique or concept in a specific session. The group should give some background to the case and the client, genogram, what the client's goals are, what session the tape is from, etc. The purpose of this exercise is to provide the class with an opportunity to apply IFS to a clinical case. We will be stopping the video or role play to identify the application of the theory and techniques and its effects on the session and treatment. The discussion/presentation will take 30 – 40 minutes.

Reading and written assignments must be completed before class on the day indicated. The final grade will reflect your ability to understand and integrate concepts from all the assigned readings. Since class time is limited, significant reading will be required to prepare for good use of the class. In class, students must be prepared to ask questions and discuss the issues.

ASSIGNMENT 2: Discussion Points Papers: (20%)

To stimulate critical reading and discussion, students will be required to prepare a "discussion points" paper for Class 1 through Class 4. This paper will be one-half to one full page (may be single spaced), and it may include any or all of the following:

1. Questions that the student needs answered in order to understand better the concepts covered in the reading
2. Points of connection between the reading and the student's prior learning or experience
3. Points of evaluation or critique of the ideas or procedures being discussed
4. Any relevant real-world controversies or issues that seem to illuminate or involve the ideas being discussed.

This paper should also include two questions related to the week's reading that you would like to discuss during the class period. These questions will be used to generate discussion in class.

Discussion papers will be graded on a 0 to 4 scale. In class, students will participate in the discussion.

ASSIGNMENT 3: Theory Paper Assignment: (50%)

See attached sheet for a description of this major assignment. We will consider this assignment in each of the class segments.

The papers must be word processed or typed and double-spaced. APA style, correct spelling, appropriate use of grammar, and a professional writing style are expected.

Calendar

Date	Topic and Readings
6/22	Class 1 Introduction to course (History and Concepts) Due: Assignment 2 Background Reading, The Normal Multiplicity of the Mind pp. 93 – 119, pp 3 – 23, Section V The IFS Client
6/29	Class 2 Roles Due: Assignment 2 Text: Section II The Self, and Section III Parts (reread pp 93-119 and do exercise) Reader: Goulding and Schwartz Reactions of Therapist's Parts
7/20	Class 3 Working with the Self of others Due: Assignment 2 Text: Section IV Exiles, Managers, and Firefighters Reader: Schwartz Pathways to Sexual Intimacy Schwartz Releasing the Soul
7/27	Class 4 Applying Theory to work with Children and Families Due: Assignment 2 Reader. Johnson and Schwartz Working with Children in Bailey Schwartz Internal Family Systems Family Therapy in Dattilio

8/3 Class 5 Case Presentations
Due: Assignment 1,
Due: Assignment 3

Theory paper Assignment for Summer 2016 Theory class

The major paper requirement for your MFT Theory course coincides with the practicum Theory assignment that will be due next quarter in Practicum V. As you may recall, the Theory section is the second of the 4 sections of your Final Case Portfolio that you will be presenting at the end of Practicum VII. This quarter you will write key sections about your chosen theory

These sections will include:

- 1 Part One: This section details the history and development of the theory.
 - (1) Include all main authors and originators of the theoretical ideas.
 - (2) Discuss the historical development and evolution of the theory.
 - (3) Discuss your own reasons for selecting this theoretical perspective. (What factors went into the selection for you personally? What does it say about you that you chose this perspective at this time in your clinical development?)
- 2 Part Two: This section details the main concepts of the theory you have chosen. List and describe these as succinctly as possible.
- 3 Part Three: This section details the process of therapy from beginning to end of treatment. This section must specify
 - (1) the process of assessment and diagnosis from the theory's perspective;
 - (2) the therapeutic relationship and the therapist's role in change;
 - (3) techniques and interventions used within the theoretical orientation;
 - (4) termination processes including the assessment of therapy outcomes.
- 2 Part Four: References including original works and current professional articles.
Note: This paper needs to reflect all your course readings in citations and quoted ideas within the body of the paper. I expect that your references to Nichols and Schwartz and other secondary texts will be minimal.

For your Practicum V Theory assignment in autumn, and Research in winter, you will use your summer theory paper to build on, following this outline:

- I. Table of Contents
- II. Introduction to theory and choice of theory
- III. Main Concepts of the Theory
- IV. Perspectives on Reality, Truth and Change
- V. Perspectives on Humans, Relationships & Functioning
- VI. Perspectives on Treatment
- VII. Outcome Research and Critique
- VIII. Conclusion
- IX. References

As you might note, you will be completing approximately 4 of the 9 sections of the Theory assignment associated with the Final Case Presentation during this class. You will be focusing on the conceptualization and practice of your theory in practicum this summer, while you are writing and talking about it in your Theory class.

Reader Articles:

Goulding, RA and Schwartz, RC. "Reactions of Therapist's Parts to Work with Survivors" in The Mosaic Mind, New York, W. W. Norton & Co., 1995 [ISBN 0-393-70178-6]

Johnson, LC and Schwartz, RC. "Internal Family Systems: Working with Children and Families" in C. Everett Bailey (Ed.), Children in Therapy, New York, NY: W.W. Norton & Co., 2000 [ISBN 0-393-70289-8]

Schwartz RC. "Releasing the Soul: Psychotherapy as a Spiritual Practice" in F. Walsh (Ed.), Spiritual Resources in Family Therapy, New York: Guilford Press, 1999 [ISBN 1-57230-508-8]

Schwartz, Richard "Pathways to Sexual Intimacy", Psychotherapy Networker Vol. 27, No. 3 May-June 2003, pp 36-43, 58

Schwartz RC. "Internal Family Systems Family Therapy" in F. Dattilio (Ed.), Integrative Cases in Couples and Family Therapy: A Cognitive -Behavioral Perspective, New York: Guilford Press, 1998 [ISBN1-57230-297-3 (pbk.)]