

Preview: MFT5275 : Utilizing Systemic Approaches: Infancy Through Adolescence

Syllabus

Course Overview

This course is delivered in the GuidedPath format. This course is a comprehensive overview of systemic approaches in the diagnosis, assessment, and treatment of children and adolescents for a variety of problems. An ethical framework that is developmentally informed and culturally sensitive will be explored.

Accreditation Standards

MFT5275 – Utilizing Systemic Approaches: Infancy Through Adolescence

MFT5275 Course Competencies	Version 12 COAMFTE Standards
<p>1. Apply standard and systemic best practices in assessment and diagnosis of families with children.</p> <p>Assessed by:</p> <ul style="list-style-type: none">• u06a1: A Demonstration of Systemic Assessment and Model Application• u08a1: Planning Treatment	<ul style="list-style-type: none">• FCA 1: Foundations of Relational/Systemic Practice, Theories, and Models.• FCA 4: Research and Evaluation.• FCA 6: Biopsychosocial Health and Development Across the Lifespan. <p>SLO–1. Knowledge and Research: Effectively integrate and apply research and theories in the practice of marriage and family therapy, including individual, systemic, and relational theories; theories of individual and family development across the lifespan.</p>

MFT5275 Course Competencies	Version 12 COAMFTE Standards
<p>2. Design treatment interventions based on relevant research and developmental factors from infancy through adolescence.</p> <p>Assessed by:</p> <ul style="list-style-type: none"> • u06a1: A Demonstration of Systemic Assessment and Model Application • u08a1: Planning Treatment 	<ul style="list-style-type: none"> • FCA 1: Foundations of Relational/Systemic Practice, Theories, and Models. • FCA 2: Clinical Treatment With Individuals, Couples, and Families. • FCA 4: Research and Evaluation. • FCA 6: Biopsychosocial Health and Development Across the Lifespan. <p>SLO–1. Knowledge and Research: Effectively integrate and apply research and theories in the practice of marriage and family therapy, including individual, systemic, and relational theories; theories of individual and family development across the lifespan.</p> <p>SLO–3. Clinical Practice: Clinical application and practice of systemic theory relevant to family dynamics in the field of marriage and family therapy.</p>
<p>3. Apply the ethical and legal requirements for working with minors.</p> <p>Assessed by:</p> <ul style="list-style-type: none"> • u06a1: A Demonstration of Systemic Assessment and Model Application • u08a1: Planning Treatment 	<ul style="list-style-type: none"> • FCA 5: Professional Identity, Law, Ethics, and Social Responsibility. <p>SLO–4. Ethics: Understand and apply the American Association for Marriage and Family Therapy Code of Ethics.</p>

MFT5275 Course Competencies	Version 12 COAMFTE Standards
<p>4. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the marriage and family therapy profession.</p> <p>Assessed by:</p> <ul style="list-style-type: none"> • u06a1: A Demonstration of Systemic Assessment and Model Application • u08a1: Planning Treatment 	

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply standard and systemic best practices in assessment and diagnosis of families with children.
- 2 Design treatment interventions based on relevant research and developmental factors from infancy through adolescence.
- 3 Apply the ethical and legal requirements for working with minors.
- 4 Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA formatting and style.

Course Prerequisites

Prerequisite(s): MFT5008.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. **Audiovisual Media:** Copying or redistributing the material is strictly forbidden.

- American Psychiatric Association. (2013). [*Diagnostic and statistical manual of mental disorders \(5th ed.\)*](#). Arlington, VA: Author.

- Carr, A. (2009). [The effectiveness of family therapy and systemic interventions for child-focused problems](#). *Journal of Family Therapy*, 31(1), 3–45.
- Cornett, N. (2012). [A filial therapy model through a family therapy lens: See the possibilities](#). *The Family Journal*, 20(3), 274–282.
- Dattilio, F. M., Jongsma Jr., A. E., & Davis, S. D. (2015). [The family therapy treatment planner, with DSM-5 updates \(2nd ed.\)](#). Hoboken, NJ: John Wiley & Sons.
- Gambrel, L., Faas, C., Kaestle, C., & Savla, J. (2016). [Interpersonal neurobiology and couple relationship quality: A longitudinal model](#). *Contemporary Family Therapy: An International Journal*, 38(3), 272–283.
- Lindblad-Goldberg, M., & Northey, W. (2013). [Ecosystemic structural family therapy: Theoretical and clinical foundations](#). *Contemporary Family Therapy: An International Journal*, 35(1), 147–160.
- Metcalf, L. (2011). [Marriage and family therapy: A practice-oriented approach](#). New York, NY: Springer Publishing Company.
- Rivera, J. (Producer), Docter, P., & del Carmen, R. (Directors). (2015). [Inside out](#) [Motion Picture]. United States: Walt Disney Studios Motion Pictures & Pixar Animation Studios.
- Rober, P. (2011). [The therapist's experiencing in family therapy practice](#). *Journal of Family Therapy*, 33(3), 233–255.
- Rosenberg, T., & Pace, M. (2006). [Burnout among mental health professionals: Special considerations for the marriage and family therapist](#). *Journal of Marital and Family Therapy*, 32(1), 87–99.
- Siegel, D. J. (2015). [Interpersonal neurobiology as a lens into the development of wellbeing and resilience](#). *Children Australia*, 40(2), 160–164.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Association of Marriage and Family Therapy (AAMFT). (2015). [Code of ethics](#). Retrieved from https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx
- Golijani-Moghaddam, N. (2014). [Applying life-cycle concepts in psychological practice with children and young people](#). *Applied Psychological Research Journal*, 1(2). Retrieved from <https://publications.coventry.ac.uk/index.php/j1/article/view/130>
- Robbins, M. S., & Szapocznik, J. (2000). [Brief strategic family therapy](#). *Juvenile Justice Bulletin*. Retrieved from https://www.ncjrs.gov/html/ojjdp/jjbul2000_04_3/contents.html

Suggested

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Sartor, T. A., McHenry, B., & McHenry, J. (2017). [Ethics of working with children, adolescents, and their parents](#). In T. A. Sartor, B. McHenry, & J. McHenry (Eds.), *Ethical and legal issues in counseling children and adolescents* (pp. 30–45). New York, NY: Routledge/Taylor & Francis Group.
- Sartor, T. A., McHenry, B., & McHenry, J. (2017). [Understanding how personal and professional struggles contribute to practice](#). In T. A. Sartor, B. McHenry, & J. McHenry (Eds.), *Ethical and legal issues in counseling children and adolescents* (pp. 46–55). New York, NY: Routledge/Taylor & Francis Group.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Bennett, E. D., Le, K., Lindahl, K., Wharton, S., & Weng Mak, T. (2017). [Five out of the box techniques for encouraging teenagers to engage in counseling](#). *VISTAS Online*. Retrieved from <https://www.counseling.org/docs/default-source/vistas/encouraging-teenagers.pdf?sfvrsn=4>

Unit 1 >>

Family Therapy Informed by Neuroscience and the Legal and Ethical Dimensions of Treating Families

Introduction

Treating families with children requires the therapist to consider many different factors. This unit looks at how neuroscience is enriching our understanding of how early interpersonal experiences help determine the structure and organization of the brain, and the influence of parent-child development on the developing child. We look at development in the context of relationships and begin our focus on understanding how the brain and the mind impact the co-creation of the parent-child relationship.

This unit focuses on the legal and ethical complexities of treating families who have infants, toddlers, children, or adolescents. We review the ethics and laws and discuss how to apply these to situations in which the needs of minors must be considered.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Siegel, D. J. (2015). [Interpersonal neurobiology as a lens into the development of wellbeing and resilience](#). *Children Australia*, 40(2), 160–164.
- Gambrel, L., Faas, C., Kaestle, C., & Savla, J. (2016). [Interpersonal neurobiology and couple relationship quality: A longitudinal model](#). *Contemporary Family Therapy: An International Journal*, 38(3), 272–283.

Use the Internet to review the following:

- American Association for Marriage and Family Therapy (AAMFT). (2015). [Code of ethics](#). Retrieved from http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx

Multimedia

- View the [Ethical and Legal Scenarios](#) interactive exercise. This presentation covers issues of ethics and legality involved in working with families with children.
- View the [Hand Model of the Brain](#) video.

Optional Reading

- Sartor, T. A., McHenry, B., & McHenry, J. (2017). [Ethics of working with children, adolescents, and their parents](#). In T. A. Sartor, B. McHenry, & J. McHenry (Eds.), *Ethical and legal issues in counseling children and adolescents* (pp. 30–45). New York, NY: Routledge/Taylor & Francis Group.

u01d1 - Applying Legal and Ethical Guidelines to Children and Adolescents

Using the information from the materials in this unit, the code of ethics from AAMFT, your state of residence, and the Ethical and Legal Scenarios interactive exercise (all linked in the Resources), consider the following case example:

Case Example

You are a family therapist working in a local community center that offers after-school activities. Tommy is a 14-year-old male who attends the center regularly. He is a quiet boy but appears to have many friends. Sometimes kids will come to your office and tell you that someone is in trouble. You have heard about Tommy multiple times, but he is never willing to speak with you. For the third time this week, one of Tommy's friends comes in with the same concern. Tommy's dad has been getting drunk at night and beating up Tommy's mom. Tommy is angry about this and has told his friends that he is going to "take care of" his dad this weekend. His friends are afraid for Tommy's safety. He has a seven-year-old sister at home. His 17-year-old brother left the home six months ago after he had an altercation with his father. Tommy agrees to speak with you and admits that he has a plan to harm his father this weekend but will not share the details.

In your post, discuss what your ethical responsibilities are as a marriage and family therapist in your state of residence pertaining to this case example. Identify relevant AAMFT codes of ethics in this post. What possible obstacles or concerns might there be regarding implementing and adhering to these specific ethical codes?

Response Guidelines

Read the posts of the other learners, and respond to two. In each case, identify a point that has particular impact for you from both learner posts, and explain the value you see in it.

Graduate Discussion Participation Scoring Guide

[AAMFT Code of Ethics](#)

[Ethical and Legal Scenarios](#) | Transcript

u01d2 - Interpersonal Neurobiology

The authors of our readings this week propose that the brain and interpersonal relationships interact with each other and shape who we are. How might this position inform your work as a marriage and family therapist working with children and adolescents and their families?

Response Guidelines

Read the posts of the other learners and respond to two. In each case, identify a point that has particular impact for you from both learner posts and explain the value you see in it.

Course Resources

Graduate Discussion Participation Scoring Guide

[Interpersonal Neurobiology as a Lens](#)

[Interpersonal Neurobiology and Couple Relationship Quality](#)

Unit 2 >>

Family Therapy Informed by Developmental Theories, the Family Life Cycle, and Systemic Assessment: An Overview

Introduction

This unit introduces how developmental processes, family life cycle transitions applied to individual development, and systemic assessment methods can be applied to understand the patterns and processes of functioning in families with children.

Learning Activities

u02s1 - Studies

Readings

Use the Internet to read the following:

- Golijani-Moghaddam, N. (2014). [Applying life-cycle concepts in psychological practice with children and young people](https://publications.coventry.ac.uk/index.php/j1/article/view/130). *Applied Psychological Research Journal*, 1(2). Retrieved from <https://publications.coventry.ac.uk/index.php/j1/article/view/130>
- Metcalf, L. (2011). [*Marriage and family therapy: A practice-oriented approach*](#). New York, NY: Springer Publishing Company.

Multimedia

- Complete the [Contributors to Understanding Developmental Processes](#) to view the interactive, which provides background on the sources of the ideas in this course.

u02s2 - Assignment Preparation

In Unit 6, you will be applying a systems model of marriage and family therapy (with interventions) as part of your assignment. Using the characters and relationships in the film *Inside Out*, you will be applying what you have learned about individual development, interpersonal neurobiological issues, family life cycle stages, and the systemic assessment of child and family relationships that is culturally appropriate.

Take time this week to read the assignment instructions and scoring guide for the Unit 6 assignment, so that you have a good understanding of the requirements, as well as how your work will be assessed. You might also want to get a head start by watching the movie, *Inside Out*.

- Rivera, J. (Producer), Docter, P., & del Carmen, R. (Directors). (2015). [Inside out](#) [Motion picture]. United States: Walt Disney Studios Motion Pictures & Pixar Animation Studios.

u02d1 - Developmental Theories

View or review the media piece [Contributors to Understanding Developmental Processes](#) (linked in Resources), and choose a theorist whose ideas strongly influence your understanding of children and adolescents. In your discussion post, describe this theorist's ideas and explain how these ideas currently, or will in the future, influence your work as a marriage and family therapist.

Response Guidelines

Read the posts of your fellow learners and respond to two of them. Respond to at least one other learner who has not chosen the same theorist as you. Apply their comments to yourself and discuss how your work as a marriage and family therapist might also be influenced.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Contributors to Understanding Developmental Processes](#) | Transcript

u02d2 - The Family Life Cycle

The study of family life cycle transitions applied to individual development provides a foundation for understanding a variety of child and adolescent difficulties through disruptions in expected transitions. How has this information contributed to what you understand about developmental theories and interpersonal neurobiology?

Response Guidelines

Read the posts of your fellow learners and respond to at least two. Expand upon other learners' posts by elaborating on how their ideas are adding to your thoughts on the subject.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Systemic Models of Therapy

Introduction

There are several systemic models of therapy. This unit reviews eleven of those models while revealing the core differences among them.

A creative genogram will also be introduced as a method of interactive assessment of families in the context of culture and community.

Learning Activities

u03s1 - Studies

Multimedia

- View the [Creating a Genogram](#) video, which provides an overview on the topic. This will be helpful as you prepare for this week's discussion, as well as for your Unit 6 assignment.
- Complete the [Animal Genogram](#) interactive media piece. You will use this media for a discussion question in this unit.
- Complete the [Comparing Systemic Models](#) interactive activity. Note that you are required to complete this for the Unit 3 Assignment. In addition, you will use this information to complete the discussion, Overview of Systemic Models.

u03s2 - Assignment Preparation

For the Unit 6 assignment, A Demonstration of Systemic Assessment and Model Application, you will be applying a systems model of marriage and family therapy (with interventions). It is a significant assignment, so you should make sure you allow enough time to complete it by the due date.

If you haven't already done so, watch the film [Inside Out](#). You will be using the characters and relationships in the film to complete the systemic assessment.

You will want to start thinking about a systems model upon which you will interpret the client family problem and base your proposed interventions and treatment goals. In addition, you will need to demonstrate an awareness of ways ethical and legal requirements impact your clinical work with this family from a systemic perspective, so you may want to research and review resources on the subject.

u03d1 - Overview of Systemic Models

Complete the media activity, Comparing Systemic Models, which is linked in the Resources.

At this point in your training, you should have a basic understanding of many systems models. The case example in the media activity will be used as reference for 11 systems models. Not all systems models are represented, nor are they complete descriptions of the models; they are initial starting points for systems model selection. No single theory is effective for all client problems; many times multiple theories can be applied effectively to a specific client problem.

By answering these two questions for each model, you will begin to see the core differences among them.

For your initial discussion post, answer the following questions:

- Which models seemed most applicable to each scenario?
- Which models would you like to know more about and why?

Response Guidelines

Respond to at least two other learners about your experience taking the quiz. Your replies must be substantively related to the other learner's responses to the quiz.

Course Resources

Graduate Discussion Participation Scoring Guide

[Comparing Systemic Models](#)

u03d2 - Using Animals in a Genogram

The basis for this discussion is the media piece, Animal Genogram (linked in the Resources), which gives you the opportunity to create a different kind of genogram about your own developmental experiences. Review the media piece, then reflect on how it felt to create your own genogram and imagine this experience as if you had conducted it in your childhood. In your discussion post, share the following with other learners:

1. How easy or difficult was this exercise?
2. What came to you as you were doing this exercise?
3. How might it feel to do this exercise first as a child in a family session with a playful family therapist guiding the process, then in an individual session?
4. What did you like or dislike about this process?

Include a completed animal genogram in your initial discussion post.

Response Guidelines

Read the posts of the other learners and respond to two. In each case, identify a point that has particular impact for you from your colleague's post and explain why it is important to you.

Course Resources

Graduate Discussion Participation Scoring Guide

u03v1 - Comparing Systemic Models

Click the linked title above to access the interactive media piece, Comparing Systemic Models and work through the activity. This piece is set up as a quiz, where you will read a case example, select a systems model (one of 11), and answer two questions through the lens of a particular systems model:

1. Why do people have problems?
2. How can they change?

At this point in your training, you should have a basic understanding of many systems models. The case example will be used as reference for 11 systems models. By answering these two questions for each model, you will begin to see the core differences among them.

Not all systems models are represented here, nor are they complete descriptions of the models; they are initial starting points for systems model selection. No single theory is effective for all client problems. Many times there may be multiple theories that can be effectively applied to a specific client problem.

Course Resources

[Comparing Systemic Models](#)

Unit 4 >> Principles of Systemic Intervention

Introduction

Families with children often approach therapy with a singular problem approach, as if to say, "If this child can be fixed, the family will function well." However, it is never this simple. We understand that the problems are within the system of the family relationship, rather than isolated to a particular

member of the system. This unit offers a detailed look into creative and effective systemic intervention techniques to use with families entering therapy with children of all ages. Applications of systemic models to specific disorders will be reviewed.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to complete the following:

- Carr, A. (2009). [The effectiveness of family therapy and systemic interventions for child-focused problems](#). *Journal of Family Therapy*, 31(1), 3–45.
- Cornett, N. (2012). [A filial therapy model through a family therapy lens: See the possibilities](#). *The Family Journal*, 20(3), 274–282.

u04s2 - Assignment Preparation

The assignment, A Demonstration of Systemic Assessment and Model Application, is coming up in Unit 6. If you haven't already done so, you will want to take some time this week to watch the movie, *Inside Out*. You will be applying a systems model of marriage and family therapy (with interventions) to the family depicted in the film.

To complete the assignment, you will need to use what you have learned about individual development, interpersonal neurobiological issues, family life cycle stages, and the systemic assessment of child and family relationships. Take some time this week to determine how you will apply these concepts in your assessment of the family.

Another part of the assignment requires you to complete a genogram as part of your assessment process. You will want to take some time to begin working on that this week. You may use the animal genogram or the traditional genogram. Whichever one you choose, make sure that you include three generations, delineate the relationship patterns using connecting lines, and include a key that explains what the relationship lines indicate. Make observations about the themes and patterns you

see across the genogram and the questions you asked to learn about the family during the creation of the genogram.

Refer to the following media and articles as you prepare your assignment:

- [Inside Out](#).
- [Animal Genogram](#).
- [Creating a Genogram](#).
- [Interpersonal Neurobiology and Couple Relationship Quality](#).
- [Interpersonal Neurobiology as a Lens Into the Development of Wellbeing and Resilience](#).

u04d1 - Overview of the Effectiveness of Systemic Interventions for Families of Children and Adolescents With Various Difficulties

Evidence supports the effectiveness of systemic interventions for sleep, feeding, and attachment problems in infancy; child abuse and neglect; conduct problems (including childhood behavioral difficulties, ADHD, delinquency, and drug abuse); emotional problems (including anxiety, depression, grief, bipolar disorder, and suicidality); eating disorders (including anorexia, bulimia, and obesity); and somatic problems (including enuresis, encopresis, recurrent abdominal pain, and poorly controlled asthma and diabetes).

Critique the primary themes regarding the effectiveness of systemic interventions for families of children and adolescents with various problems and identify what is of most interest to you. Explain why.

Response Guidelines

Read the posts of your fellow learners and respond to two. In each case, identify a point that has particular impact for you from your colleague's post, and explain its importance to you.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Disorder-Specific Systemic Model Applications and Interventions: Part 1

The authors of our readings this week are presenting applications of systemic models to specific problems. What common themes did you identify across all treatment examples? What questions do you have in order to clarify your understanding of one or more examples?

Response Guidelines

Read the posts of your fellow learners and respond to two. In each case, identify a point that has a particular impact for you from your colleague's post, and explain the value you see in it.

Course Resources

Graduate Discussion Participation Scoring Guide

[The Effectiveness of Family Therapy and Systemic Interventions](#)

[A Filial Therapy Model Through a Family Therapy Lens](#)

[Interpersonal Neurobiology and Couple Relationship Quality](#)

[Interpersonal Neurobiology as a Lens](#)

Unit 5 >> Principles of Systemic Intervention: Continued

Introduction

The review of the application of systemic models to specific disorders continues in this unit.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to complete the following:

- Lindblad-Goldberg, M., & Northey, W. (2013). [Ecosystemic structural family therapy: Theoretical and clinical foundations](#). *Contemporary Family Therapy: An International Journal*, 35(1), 147–160.

Use the Internet to complete the following:

- Robbins, M. S., & Szapocznik, J. (2000). [Brief strategic family therapy](#). *Juvenile Justice Bulletin*. Retrieved from https://www.ncjrs.gov/html/ojjdp/jjbul2000_04_3/contents.html

u05s2 - Assignment Preparation

Your Demonstration of Systemic Assessment and Model Application assignment is due next week in Unit 6. By now you should have a significant amount of the work completed. This week, you will want to spend time identifying developmental issues and analyze risk factors for the child depicted in the movie *Inside Out*. You will also want to identify the family members with whom you would work.

- Rivera, J. (Producer), Docter, P., & del Carmen, R. (Directors). (2015). [Inside out](#) [Motion Picture]. United States: Walt Disney Studios Motion Pictures & Pixar Animation Studios.

Now would also be a good time to go back and review the assignment instructions and the scoring guide to ensure that you meet all the requirements.

u05d1 - Disorder-Specific Systemic Model Applications and Interventions: Part 2

The authors of our readings this week are presenting applications of systemic models to specific problems. What common themes did you identify across all treatment examples? What questions do you have in order to clarify your understanding of one or more examples?

Response Guidelines

Read the posts of the other learners and respond to two. In each case, identify a point that has particular impact for you from your colleague's post, and explain the value you see in it.

Course Resources

Graduate Discussion Participation Scoring Guide

[Ecosystemic Structural Family Therapy](#)

[Brief Strategic Family Therapy](#)

Unit 6 >> Family Therapy Treatment Planning: Child

Introduction

Treatment planning is a specific and deliberate process guided by assessment and the selection of a systemic model. This unit utilizes a family treatment planning guide and the *DSM-5* to develop a treatment plan for a child-specific case.

Learning Activities

u06s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Review the text, [The Family Therapy Treatment Planner, With DSM-5 Updates](#).
 - You will use the book to complete this week's discussion, Child Treatment Planning: The Freed-Smith Family Case Study.
- Consult the [Diagnostic and Statistical Manual of Mental Disorders](#). Diagnostic assessment in this unit's discussion should be based on *DSM-5* criteria.

Read the [Freed-Smith Family Case \[PDF\]](#) to help you prepare for this week's discussion.

u06a1 - A Demonstration of Systemic Assessment and Model Application

For this assignment, you will use the characters and relationships in the film *Inside Out* to apply a systems model of marriage and family therapy (with interventions), using what you have learned about individual development, interpersonal neurobiological issues, family life cycle stages, and the systemic assessment of child and family relationships that is culturally appropriate. The identified problem is something the parents have presented regarding their child.

This assignment should include the following:

1. A systems model upon which you will interpret the client family problem and base your proposed interventions and treatment goals supported with effectiveness research and best practices.
2. A demonstration of awareness of ways ethical and legal requirements impact your clinical work with this family from a systemic perspective.
3. A summary of your assessment findings using what you have learned about individual development, interpersonal neurobiological issues, family life cycle stages, and the systemic assessment of child and family relationships. This will include a diagnosis based on relational observations using best practices in systemic assessment.
4. Apply systemic assessment tools that are multicultural and developmentally appropriate. Complete a genogram as part of your assessment process. You may use the animal genogram or the traditional genogram. Whichever one you choose, make sure that you include three generations, delineate the relationship patterns using connecting lines, and include a key that explains what the relationship lines indicate. Make observations about the themes and patterns you see across the genogram and the questions you asked in order to learn about the family during the creation of the genogram.
5. Identify developmental issues and analyze risk factors for the child.
6. Identify the family members with whom you would work.
7. Reflect on one's personal background and impact on one's work with this family system.

Requirements

To achieve a successful project experience and outcome, you are expected to meet the following requirements.

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Length of paper:** There is not a required length for your project. Write to the scoring guide, as this will ensure that you address all of the requirements for this paper.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Inside Out \[Motion Picture\]](#)

[Animal Genogram](#) | Transcript

[Creating a Genogram](#) | Transcript

[APA Style and Format](#)

[Counseling: Master's Research Guide](#)

[Writing Feedback Tool](#)

u06d1 - Child Treatment Planning: The Freed-Smith Family Case Study

Review the case study of the Freed-Smith family provided in the Resources. For your initial post in this discussion, choose a systemic model and explain how you would apply it with this family to treat their nine-year-old child. Use *The Family Therapy Treatment Planner, With DSM-5 Updates* and complete a treatment plan. Include the systemic model and reference the *DSM-5* in your diagnosis.

Response Guidelines

Respond to two posts from fellow learners. In each response, identify another short- or long-term goal through the lens of the systemic model they have chosen that may have been effective with their client

problem. Explain your choice.

Course Resources

Graduate Discussion Participation Scoring Guide

Freed-Smith Family Case [PDF]

[Diagnostic and Statistical Manual of Mental Disorders](#)

[The Family Therapy Treatment Planner](#)

Unit 7 >> Family Therapy Treatment Planning: Adolescent

Introduction

Treatment planning is a specific and deliberate process guided by assessment and the selection of a systemic model. This unit utilizes a family treatment planning guide and the *DSM-5* to develop a treatment plan for an adolescent-specific case.

Learning Activities

u07s1 - Studies

Readings

- Review the [Freed-Smith Family Case \[PDF\]](#) to help you prepare for this week's discussion.

Optional Reading

Use the Internet to complete the following:

- Bennett, E. D., Le, K., Lindahl, K., Wharton, S., & Weng Mak, T. (2017). [Five out of the box techniques for encouraging teenagers to engage in counseling](#). *VISTAS Online*. Retrieved

from <https://www.counseling.org/docs/default-source/vistas/encouraging-teenagers.pdf?sfvrsn=4>

u07s2 - Assignment Preparation

For your Unit 8 assignment next week, you will be completing a treatment plan based on the family from the movie *Inside Out*. You will be basing the treatment plan on the work you did for the Unit 6 assignment.

To prepare for next week's assignment, read the assignment instructions and the scoring guide. You should also review your Unit 6 assignment and any feedback you received. You may also need to review the movie, so be sure you plan your time accordingly. In addition, complete the following;

- Use the Capella University Library to:
 - Review [The Family Therapy Treatment Planner, With DSM-5 Updates](#).
 - You will use the book to complete the next week's assignment.
 - Consult the [Diagnostic and Statistical Manual of Mental Disorders](#).
 - Diagnostic assessment in next week's assignment should be based on *DSM-5* criteria.

To ensure that you have enough time to complete the assignment, you will want to begin your work this week.

Course Resources

[Inside Out \[Motion Picture\]](#)

u07d1 - Adolescent Treatment Planning: The Freed-Smith Family Case Study

Review the case study of the Freed-Smith family provided in the Resources. For your initial post in this discussion, choose a systemic model and explain how you would apply it with this family in order to treat their 17-year-old adolescent. Use *The Family Therapy Treatment Planner, With DSM-5 Updates* to complete a treatment plan. Include the systemic model and reference the *DSM-5* in your diagnosis.

Response Guidelines

Respond to two other learner posts. In each response, identify another short- or long-term goal through the lens of the systemic model they have chosen that may have been effective with their client problem. Explain your choice.

Course Resources

Graduate Discussion Participation Scoring Guide

[*Diagnostic and Statistical Manual of Mental Disorders*](#)

Freed-Smith Family Case [PDF]

[*The Family Therapy Treatment Planner*](#)

Unit 8 >> A Review of Assessment Findings, Systemic Model Application and Intervention

Introduction

You have had time to review the instructor's feedback from your Unit 6 assignment. In this unit, you will discuss with other learners the systemic model you chose for this assignment and consider other possible models for their assignments.

Learning Activities

u08s1 - Assignment Preparation

For this week's assignment, you will be completing the treatment plan based on the family from the movie [Inside Out](#). By now, you should have reviewed the work you did for the Unit 6 assignment; your treatment plan will be based on this.

If you haven't already done so, make sure to read the assignment instructions and the scoring guide so you understand how it will be graded. Remember, you will need to use the following resources to complete the assignment:

- [The Family Therapy Treatment Planner, With DSM-5 Updates](#).
- [Diagnostic and Statistical Manual of Mental Disorders \(5th ed.\)](#).
 - Diagnostic assessment in this week's assignment should be based on *DSM-5* criteria.

u08a1 - Systemic Assessment and Model Application

A treatment plan is a contract between you and the client family about what will happen during the course of treatment. It is the clinical justification for everything you choose to do over the course of treatment. Treatment goals reflect both the final destination (long-term goals), the route for getting there (short-term goals), and the need for traveling (definition of problem).

Whatever happens over the course of treatment should always be linked to the agreed-upon treatment plan. Treatment plans are established for the purpose of guiding treatment.

In this assignment you will create a treatment plan for the treatment application of your Unit 6 assignment. Use the information from that assignment to complete the Sample Treatment Plan from *The Family Therapy Treatment Planner*. This assignment should include the following in addition to what is required to complete the Sample Treatment Plan:

1. Demonstrate thinking, awareness, and behaviors consistent with the legal and ethical guidelines provided by the state and by professional associations.
2. A description and explanation of the *DSM-5* diagnosis reached using presenting behaviors that align with the diagnosis and supported by any previous coursework. Keep in mind that diagnoses are based on symptoms that often develop out of maladaptive relationships.

Requirements

To achieve a successful project experience and outcome, you are expected to meet the following requirements.

- **Sample Treatment Plan:** All parts of the Sample Treatment Plan are completed with the appropriate information.
- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Inside Out \[Motion Picture\]](#)

[APA Style and Format](#)

[Counseling: Master's Research Guide](#)

[The Family Therapy Treatment Planner](#)

[Writing Feedback Tool](#)

u08d1 - Inside Out Assignment Review

For your Unit 6 assignment, you used the film family from *Inside Out* as your "case clients." You designed and discussed assessment findings and applied a systemic model including the development intervention for the family.

Begin your post by describing your clients and their identified problem. Describe the systemic model you selected, why you selected this model for this particular problem, and the interventions you used.

Response Guidelines

Respond to the posts of two other learners. In each response, identify another systemic model that would have been effective with their client problem. Explain your rationale.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> Personal and Professional Struggles on the Practice of MFT

Introduction

This unit will consider obstacles or concerns that might be encountered regarding implementing and adhering to specific ethical codes in the practice of marriage and family therapy.

Learning Activities

u09s1 - Studies

Readings

Use the Internet to review the following:

- American Association of Marriage and Family Therapy (AAMFT). (2015). [Code of ethics](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx). Retrieved from https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

Optional Reading

- Sartor, T. A., McHenry, B., & McHenry, J. (2017). [Understanding how personal and professional struggles contribute to practice](#). In T. A. Sartor, B. McHenry, & J. McHenry (Eds.), *Ethical and legal issues in counseling children and adolescents* (pp. 46–55). New York, NY: Routledge/Taylor & Francis Group.

u09d1 - The Influence of Personal and Professional Struggles on MFT Practice

In your post, describe one personal and one professional struggle that may interfere with someone being a marriage and family therapist. Identify relevant AAMFT codes of ethics in this post. What possible obstacles or concerns might there be regarding implementing and adhering to these specific ethical codes?

Response Guidelines

Read the posts of your fellow learners and respond to two. In each case, identify a point that has particular impact for you from both learner posts, and explain the value you see in it.

Course Resources

Graduate Discussion Participation Scoring Guide

[AAMFT Code of Ethics](#)

Unit 10 >> Reflection on Personal Challenges

Introduction

The background and personal experience of a therapist influences their practice of marriage and family therapy. The ramifications of this influence will be considered and discussed.

Learning Activities

u10s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Rosenberg, T., & Pace, M. (2006). [Burnout among mental health professionals: Special considerations for the marriage and family therapist](#). *Journal of Marital and Family Therapy*, 32(1), 87–99.
- Rober, P. (2011). [The therapist's experiencing in family therapy practice](#). *Journal of Family Therapy*, 33(3), 233–255.

u10d1 - Reflection on Personal Challenges

Consider the role and importance of your own background as a family therapist. In your initial post for this discussion, reflect on your background and address the following:

- How might your own family of origin experiences and current factors influence how you interpret family behavior and assessment?
- What are some "best practices" marriage and family therapists should be mindful of when assessing families for treatment?
- What types of cases might be more challenging for you?

Response Guidelines

Read the posts of the other learners and respond to two. In each case, identify a point that has a particular impact for you from your colleague's post and explain why it is important to you.

Course Resources

Graduate Discussion Participation Scoring Guide