LEWIS & CLARK COLLEGE GRADUATE SCHOOL OF EDUCATION AND COUNSELING CPSY 562: ADVANCED FAMILY THERAPY FALL 2011

When: Mondays, 1-4:15 pm.

Where: Rogers Hall, Room 105

Instructor: Pilar Hernández-Wolfe, Ph.D , LMFT

Office Hours: Mondays, 10-12 pm; Wednesdays, 1-5 pm and by appointment

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CATALOG DESCRIPTION

Introduction to the practice of systemic family therapy through approaches based on contemporary/emergent models: brief, narrative, meaning/language systems-based, competence-based, and functional family therapy. Conceptual understanding and acquisition of specific treatment skills through training videos and live observations are emphasized. Builds upon CPSY 504 by focusing on the interventive aspects of family therapy through case examples, role play, and, when possible, live observations of actual clinical work at participating mental health sites.

COURSE DESCRIPTION

This course integrates conceptual and practice skills in couple and family therapy by examining current advances in the field. First, common factors and social justice approaches will be examined to provide a foundational and integrative framework. Second, various approaches in the field of MCFT that were surveyed in previous coursework (e.g., CPSY 504), will be studied in depth. It is designed to help students gain a greater ability to understand how these key theoretical approaches and techniques, as well as advanced systemic concepts, can be applied in the actual marriage and family therapy practice. Models that will be covered include Structural, Strength Based-Solution Oriented, Intergenerational, Narrative, and Critical-Social Justice oriented approaches. Students will be exposed to clinical vignettes and case scenarios that demonstrate the application of the theories in couple and family therapy practice.

OBJECTIVES:

Students will be able to:

- 1. Deepen their understanding of the theoretical and empirical foundations, and contemporary conceptual directions and debates in the field of MCFT.
- 2. Survey the major family therapy models, including major contributors, theoretical assumptions, assessment, treatment planning, and intervention strategies/skills of each.
- 3. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy.
- 4. Integrate and summarize the personal, social, professional and political factors that influence clinical practice and its effects on clients and therapists as assessed in class participation and personal essays.
- 5. Consider the fit of approaches with families in social, political and economic context, and know the appropriateness of models, modalities, and/or techniques, which are most effective for presenting problems.
- 5. Recognize strengths and limitations (e.g., cultural deficits) of specific therapy models.
- 6. Identify those common factors that are connected to effective treatment outcome in MCFT, and to be able to practice them in classroom settings as a preparation for actual clinical settings.

TEACHING METHODS

A variety of teaching methods will be utilized during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, reflecting team exercises and experiential activities, and lectures. Students will watch videos clips and engage in group learning tasks and role play demonstrations.

READINGS:

Weekly readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

CPSY Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented

appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

ASSIGNMENTS AND COURSE REQUIREMENTS ATTENDANCE POLICY

1. Participation to all classes.

- Giving attention to the instructor and/or other students when they are making a presentation.
- Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- Demonstrating ability to be open about discussing the impact of your comments on your peers.
- Coming to class prepared (having read the assignment for the day)
- Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
- Engaging in group discussions with attention and energy.
- Asking questions of the instructor and/or other students regarding the material examined in that class.
- Providing examples to support or challenge the issues talked about in class.
- Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.
- Dealing with other students and/or the instructor in a respectful fashion.
- Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.

2. Case conceptualization outline (2/3 pages)

Provide an outline of the final paper with themes for each section required as described in #4 (a bulleted list with short descriptions will suffice).

3. Case conceptualization draft (10-15 pages)

Overview of case in narrative form; follow each item in #4; provide references; use final case conceptualization rubric as a guide.

4. Case conceptualization paper (18 pages max)

Describe a scenario of a family or a couple including the following elements: (a) client's intersectionalities: gender, sexual orientation, class, ethnicity, ability and spirituality; (b) presenting issue(s) for therapy; (c) issues impacting the presenting issue in therapy; (d) current school or occupational context; (e) personal, familial and community strengths; (f) compare the clients' social location with yours and identify the areas that you would need to pay special attention to avoid misusing your privilege, over-identify with your client, or miss relevant dimension in the client's life; (g) how the clients' presenting issues and opportunities for change are shaped/influenced by their social location; (h) how you would integrate MCFT concepts and techniques to work with this family/couple; (i) a treatment plan with specific goals (see evaluation rubric).

5. Reading check in quiz:

Each student must bring to every class a question to follow up on the readings for the day. One or two of the questions will be used for to test students' reading of the material.

6. APA format.

All papers should be typed APA style with all references appropriately cited, must be edited and checked for correct grammar. See APA 6 and/or: http://owl.english.purdue.edu/owl/section/2/10/

EVALUATION AND GRADING

Because of the skill development nature of this course it is required that students complete all assignments to pass this class.

Attendance and participation	10 pts
Case conceptualization outline	10 pts
Case conceptualization draft	10 pts
Case conceptualization	40 pts

Reading check in 30 pts

FINAL GRADING

A = 93-100	B = 83-87	C = 73-77
A = 90-92	B - = 80 - 82	C = 70-72
B+ = 88-89	C + = 78-79	

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL NEEDS/ ACCOMMODATIONS

Please see me individually at the beginning of the semester if you require any special accommodations as a result of a documented disability.

DISCLOSURE OF PERSONAL INFORMATION

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have "established policies for informing applicants and students regarding disclosure of their personal information" (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

COURSE SCHEDULE

09/12/2011-12/12/2011

Week – 1: Sept 12 INTRODUCTION & THERAPEUTIC PROCESS

Introduction and course overview.

Week – 2: Sept 19 COMMON FACTORS

READINGS:

Sprenkle, D.H., Davis, S. & Lebow, J. (2009). Common factors in couple and family therapy: The overlooked foundation for effective practice. NY: Guildford. Chapters 1, 2 (p.27-33), 3.

Week – 3: Sept 26 COMMON FACTORS

READINGS:

Sprenkle, D.H., Davis, S. & Lebow, J. (2009). Common factors in couple and family therapy: The overlooked foundation for effective practice. NY: Guildford. Chapters 4,5,8,9.

Week – 4: Oct 3 UNDERSTAING AND APPLYING SOCIAL JUSTICE ORIENTED COUPLE AND FAMILY THERAPY

READINGS:

- Aldarondo, E. (2007). Advancing social justice through clinical practice. NJ: Lawrence Erlbaum Associates Publishers. Chapter 1.
- Comas-Diaz, L. (2007). Ethnopolitical psychology: Healing and transformation. In E. Aldarondo (Ed), (pp.91-118). NJ: Lawrence Erlbaum Associates Publishers.
- Hernández, P., Almeida, R. & Del-Vecchio, K. (2005). Critical consciousness, accountability, and empowerment: key processes for helping families heal. *Family Process. Vol* 44(1), 105-130.
- Waldegrave, C. (2009). Cultural, gender, and socioeconomic contexts in therapeutic and social policy work. *Family Process*, 48(1), 85-101.

Week – 5: Oct 10 UNDERSTAING AND APPLYING SOCIAL JUSTICE ORIENTED COUPLE AND FAMILY THERAPY

READINGS:

- Bernstein, A. (2000). Straight therapists working with gays and lesbians in family Therapy. *Journal of Marital and Family Therapy*, 26(4), 443-454.
- Lev, A. (2011). Challenging Cases for Experienced Therapists, *Journal of Gay & Lesbian Mental Health*, 15: 2, 180 199.
- Lev, A. (2010). How queer the development of gender identity and sexual orientation in

LGBQ- headed families, Family Process, 49 (2), 268-290.

Lev, A. (2009). The ten tasks of the mental health provider: Recommendations for revision of the World Professional Association of Transgender Health's Standards of care. *International Journal of Transgenderism*, 11:2, 74-99.

Week – 6: Oct 17 ASSESSMENT AND CASE CONCEPTUALIZATION

READINGS:

Berman, (2010). Case conceptualization and treatment planning: Integrating theory with clinical practice. Thousand Oaks, CA, US: Sage Publications.

Case conceptualization outline due

Week – 7: Oct 24 UNDERSTANDING AND APPLYING STRUCTURAL & STRATEGIC MODELS

READINGS:

- Gardner, B.C., Burr, B.K., & Wiedower, S.E. (2006). Reconceptualizing strategic family therapy: insights from a dynamic systems perspective. *Contemporary Family Therapy*, 28, 339-352.
- Kindsvatter, A., Duba, J.D., & Dean, E.P. (2008). Structural techniques for engaging reluctant parents in counseling. *Family Journal: Counseling and Therapy for Couples and Families*, 16, 204-211.
- Nelson, R., Mitrani, V. Szapocznik, J. (2009). Applying a family-ecosystemic model to reunite a family separated due to child abuse: A case study. Contemporary Family Therapy, 22(2),125-140.
- Santisteban, D. & Mena, M.P.(2009). Culturally Informed and Flexible Family-Based Treatment for Adolescents: A Tailored and Integrative Treatment for Hispanic Youth Family Process, 48 (2), 253–268.
- Weakland, J. & Fish, R. (2010). The strategic approach. Journal of Systemic Therapies, Vol. 29, No. 4, 2010, pp. 29–34

Week – 8: Oct 31 UNDERSTANDING AND APPLYING INTERGENERATIONAL MODELS

READINGS:

Baker, J., McHale, J., Strozier, A. & Cecil, D. (2010). Mother-Grandmother coparenting relationships in families with incarcerated mothers: A pilot investigation. *Family*

Process, 49:165–184.

- Roberto-Forman, L. (2008). Transgenerational couple therapy. In A. Gurman (Ed.), Clinical handbook of couple therapy. (pp.196-230). NY, NY: Guildford. Chapter 7.
- Weingarten, K. (2004). Witnessing the effects of political violence in families: Mechanisms of intergenerational transmission and clinical interventions, Journal of Marital and Family Therapy, 30(10), 45-59. DOI: 10.1111/j.1752-0606.2004.tb01221.x

Wiechelt, S. A. (2007). Trauma and substance misuse: Critical considerations in understanding the maelstrom. *Journal of Substance Use and Misuse*, 42(2-3), 527-533.

Week – 9: Nov 7

UNDERSTANDING AND APPLYING COGNITIVE BEHAVIORAL THERAPY

READINGS:

- Dattilio, F.M., & Epstein, N.B. (2003). Cognitive-behavioral couple and family therapy. In T. Sexton, G. Weeks & M. Robbins (Eds.), *Handbook of family therapy* (pp. 147-175). New York: Brunner- Routledge.
- Dattilio, F.M., & Epstein, N.B. (2005). Introduction to the special section: the role of cognitive-behavioral interventions in couple and family therapy. *Journal of Marital and Family Therapy*, *31*, 7-13.

Week – 10: Nov 14

UNDERSTANDING AND APPLYING HUMANISTIC EVIDENCED BASED THERAPY AND ATTACHMENT

READINGS:

- Johnson, S. & Whiffen, V. (2003). *Attachment processes in couple and family therapy*. NY: Guilford. Ch 1 & 6
- Walsh, F. (2009). Human-Animal Bonds II: The role of pets in family systems and therapy, *Family Process*, 48, 481-499.

Case conceptualization draft due

Week – 11: Nov 21

UNDERSTANDING AND APPLYING POSTMODERN APPROACHES: SOLUTION-FOCUSED, NARRATIVE, AND COLLABORATIVE THERAPIES

Case conceptualization draft due

READINGS:

- Denborough, d., Koolmatrie, C., Mununggirritj, D., Dhurrkay. & Yunupingu, M. (2006). Linking stories and initiatives: A narrative approach to working with the skills and knowledge of communities. *International journal of Narrative Therapy and Community Work*, 2, 19-49.
- Falicov, C. (2010). Changing constructions of machismo for Latino men in therapy: "The devil never sleeps," *Family Process*, 49:309–329.
- Weingarten, K (1998). The small and the ordinary: The daily practice of postmodern narrative therapy. *Family Process*, 37 (1), 3-15.
- Weingarten, K (2010). Reasonable hope: Construct, clinical applications and supports. *Family Process*, 49, 5-25.

Week – 12: Nov 28 UNDERSTANDING AND APPLYING INTEGRATIVE APPROACHES

READINGS:

- Gurman, A. (2008). Clinical handbook of couple therapy. NY, NY: Guildford. Chap, 13.
- Miller, L. (2009). Family survivors of homicide: I. Symptoms, syndromes, and reaction patterns. The American Journal of Family Therapy, 37:67–79, DOI: 10.1080/01926180801960625
- Miller, L. (2009). Family survivors of homicide: II. Practical therapeutic strategies. The American Journal of Family Therapy, :85–98–79, DOI: 10.1080/01926180801960633

Week – 13: Dec 5 CASE CONCEPTUALIZATION AND TREATMENT PLANNING

READINGS:

Berman, C. (2010). Case conceptualization and treatment planning: Integrating theory with clinical practice. Thousand Oaks, CA, US: Sage Publications.

Week – 14: Dec 12 FAMILY THERAPY AND FINANCES

READINGS:

Papp, L. M., Cummings, E. M., & Goeke-Morey, M., C. (2009). For richer or poorer: Money as a Topic of Marital Conflict in the Home. *Family Relations*, 58, 91-103.

Solomon, A., Breunlin, D., Panattoni, K., Gustafson, M., Ransburg, D., Ryan, C., Hammerman, T. & Terrien, J. (2011). Don't lock me out: Life-story interviews of family business owners facing succession. Family Process, 50(2), 149-166.

Garcia, M. & McDowell, T. (2010). Mapping Social Capital: A Critical Contextual Approach For Working With Low-Status Families, Journal of Marital and Family Therapy, 36 (1), 96-107. DOI: 10.1111/j.1752-0606.2009.00186.x

Case conceptualization final paper due

Case Conceptualization Final Paper Rubric

	Marginal (1pt)	Proficient (2 pts)	Accomplished(3-4 pts)	Total pts: 30
Social location (intersectionalities)	Description includes information about what these dimensions mean in the client's context	Description discusses how these dimensions impact the client's context	Description discusses how these dimensions impact the client's context and what they mean for client and counselor	3
Presenting issues for therapy;	General description of issues: addresses impact on self and others	Detailed description of issues: addresses impact on self and others and attempts to address meaning of issues in client's context	Detailed description of issue: addresses impact on self and others and meaning in client's context	3
Significant family members and issues impacting the presenting issues in counseling;	General description of family context: identifies issues (strengths and problems) impacting client	Detailed description of family context: identifies and analyzes issues impacting client	Detailed description of family context: identifies and analyzes issues impacting client	3
Current school or occupational context	General description of school or occupational context: identifies sources of strength and problems	Detailed description of school or occupational context: identifies sources of strength and problems; discusses impact on client	Detailed description of school or occupational context: identifies sources of strength and problems; discusses impact on client and counselor	3
Personal, familial and community strengths;	General list of strengths	Specific list of strengths with a discussion about how they might be helpful	Specific list of strengths with a discussion about how they might be helpful in the counseling	3

		in the counseling	setting and outside.	
Comparison of client's social location with therapist's	Provides some discussion of identified areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention	setting General discussion of some areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention	Discusses with depth all identified areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention	3
Client's presenting issues and access/opportunity as shaped by his/her social location;	Some understanding of how client's issues are shaped by his social location (i.e. describes impact of oppression)	Integrated understanding of how client's issues are shaped by his social location (i.e. describes impact of oppression and privilege)	Analysis of how client dimensions of privilege and oppression shape the client's presenting issues	3
Treatment plan with specific goals	General goals	Specific goals	Specific goals with objectives	3
Identify key concepts in a therapy model(s)	Identification of model(s) with limited rationale in regards to goodness of fit	Identification and analysis of model(s) with rationale for goodness of fit	Identification and analysis of model(s) with rationale for goodness of fit integrating social context and social location	4
Interventions	Identification of complex interventions	Identification of complex interventions with Rationale (limited to counseling theories and not addressing social context)	Identification of complex interventions with rationale explaining goodness of fit and integration of social context and social location	4
APA Format Language	Confusing, redundant, general	Some lack of clarity and redundancy	Clear, specific, concise, plain	2
Professional writing: sentence fluency, punctuation, grammar.	Some run-ons or fragments. Limited variety in sentence structure; some errors in grammar, mechanics, and/or spelling.	Uses simple compound, and complex, sentences; few to no errors in grammar, mechanics, and/or spelling.	Consistent variety of sentence structure throughout; no errors in grammar, mechanics, and/or spelling.	2
Headings	Does not follow APA guidelines for heading organization	Does not follow APA guidelines for heading organization	Follows APA guidelines for heading organization	2
Citations	Does not follow APA guidelines for citations with consistency	Few errors in APA guidelines for all citations	Follows APA guidelines for all citations	2

COURSE OBJECTIVES-MCFT CORE COMPETENCIES EVALUATION SHEET CPSY 566: LEGAL ISSUES IN MARRIAGE AND FAMILY THERAPY

TERM: Fall 2011 Hernandez-Wolfe				INSTRUCTOR:		
Circle		ot met 2=objec	•	rned about the con met 3=objective a	•	
1.	of family thera Know and follo	py (e.g., confide	entiality & release Code of Ethics	ns specifically relates of records in rest, standards of pract.	lational therapy).	
	1	2	3	4		
2.	therapy, includ		ry debates in th	ssues unique to the le field (e.g., diagn movements).		
	1	2	3	4		
3.	3. Understand philosophies and best practices for ethical decision making apply a model of ethical decision making appropriate for clinical work				_	
	1	2	3	4		
4.	of family thera	lating agencies, ar se & neglect, going protection agencie	g to court,			
	1	2	3	4		
5.	its impact on the	ne services prov	ided, the barrie ent members of	navioral health care rs and disparities in varying cultural a vices.	n the system, and	
	1	2	3	4		