



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 562: ADVANCED FAMILY THERAPY
FALL, 2008**

Time & Day: Tuesday 05:30p.m- 08:45p.m
Location: South Campus Conference Center, Room 107
Instructor: Tatiana Meléndez, M. A., Ph.D Candidate
Office: Rogers Hall- Office 331/ Office hours by appointment

CATALOG DESCRIPTION

Introduction to the practice of systemic therapy. In this survey course, students learn the history, theoretical assumptions, and primary techniques associated with each of the major family therapy models. Students practice using theory to guide interventions through case examples, video, and role-plays.

COURSE DESCRIPTION

This course includes an examination of current approaches and trends in the field of family therapy with an emphasis on integrating theory, research, and practice. Students will be offered the opportunity to study in more depth and better learn to apply approaches to family therapy that were surveyed in previous coursework (e.g., CPSY 504). Models that will be covered include Structural Family Therapy, Strength Based-Solution Oriented Therapy, Collaborative- Narrative Therapy, and Critical- Social Justice oriented approaches. An emphasis on concepts and techniques that are foundational to family therapy (e.g., patterns of interaction, multiple systems, content v. process) will be included along with current trends and debates (e.g., evidence based practice, common factors). A critical contextual understanding of how intersecting identities/ social locations (e.g. race, class, gender, sexual orientation, abilities, nation of origin) and societal/ global systems of privilege and oppression shape family well- being will be emphasized throughout.

COURSE PURPOSE:

This course is intended to help students expand their conceptual frameworks and clinical skills for practicing family therapy. Goals for this course are in keeping with the mission and values of Lewis & Clark College Counseling Psychology Department and the Core Competencies established by the American Association for Marital and Family Therapy. Students in this course will:

1. Deepen their understanding of the theoretical and empirical foundations, and contemporary conceptual directions and debates of the field of marriage, couple and family therapy.
2. Survey the major family therapy models, including major contributors, theoretical assumptions, assessment, treatment planning, and intervention strategies/skills of each.
3. Consider fit of approaches with specific families; consider culturally sensitive approaches, and know which models, modalities, and/or techniques are most effective for presenting problems.
4. Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit.
5. Learn to consider the influence of treatment on extra-therapeutic relationships and integrate into treatment plans.
6. Learn to access, critique and use current family therapy and family studies research to inform clinical practice.
7. Explore the evidence-based movement in family therapy and become familiar with several well researched models (e.g., multisystemic therapy, functional family therapy, emotionally-focused therapy).
8. Learn about and practice skills for integrating common factors in successful therapy, client strengths, and client resilience into practice.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a family therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, apply the content of readings, and actively engage in role- playing activities. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

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.

ABSENCES

Please notify professor. Missing any class time results in an additional class assignment at the discretion of the professor. It is the student's responsibility to contact the professor to discuss the make-up work. Missing more than two classes may result in failure to complete class, (any exceptional circumstances may be considered by the instructor).

CONFIDENTIALITY

Because of the nature of classroom work and group dynamics it is expected that "personal" information shared by students will be kept in confidence. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Students are asked to be intentional about what they choose to share with other students in the class during classroom-activities.

LAPTOPS AND CELL PHONES

Due the experiential nature of the class laptops may be used only when designated by the instructor. 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. Laptops and cell phones may of course be used on breaks. Please come prepared to take hand written notes. If an alternate learning ability requires the use of a laptop please let the instructor know at the beginning of the semester.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

ASSIGNMENTS

Case scenario (30 points)

You will be given a total of 10 case scenarios through the semester. Each case scenario and the format will be posted in Moodle a week before the class. You will read the case scenario and work on the conceptualization of the case. This case scenario will help you become familiar with the role- playing we will be doing during class. You will be able to analyze the theory pertaining to therapeutic strategies, to develop a treatment plan for the

therapeutic process, and to assess issues of gender, race, social class, culture, and context in therapy. You will bring the format with your answers to the class, and the evaluation will be based on your participation during the discussion of the case.

Demonstration of Family Therapy Skills (20 points)

Throughout the semester you will be learning skills that apply across models of family therapy. These include relational questioning, taking a not knowing stance, facilitating/directing conversations, de-escalating conflict, and so on. During the last week of class you will have the opportunity to demonstrate your skills and get feedback from your peers and the instructor. You will be randomly given several skills to demonstrate during a role-play. Your colleagues will observe and offer feedback.

Dates: December 2nd and 9th.

Note: Your evaluation will be based on your participation in reflective teams during the last two classes. If you miss either of the last two classes you **will not** earn the 20 points, and it will affect your final grade. There is no make-up for these classes.

Final Project (50 points)

Students will be given a case study on October 7th during class. To simulate what you will typically be faced with as a therapist, you are not going to discuss the case or application of theories to the case with your colleagues. This will push you to think through for yourself how you might apply the various approaches. The purpose of the final project is to a) prepare you to talk about and apply the major theories in family therapy, b) apply common factors that are important across theories, c) consider contextual factors when conceptualizing a case, and d) consider how to make decisions about treatment based on available research. Studying in-depth at least a number of the major models will also help you prepare for the national MFT exam.

The day you are given the case studies, you will “draw out of the hat” two models of family therapy. Models that will be included are Narrative therapy, Solution focused therapy, strategic family therapy, structural family therapy, Bowenian family therapy, Cognitive Behavioral Family Therapy and Experiential family therapy. From the two models, you will choose only one of them to do a role-play. You will have almost half of the semester to consider how you will apply the model you chose to the case study, and fifty minutes to do a role-play using the chosen theoretical model. You will videotape the role-play for 50 minutes.

On December 2nd, you will hand in a 8-9- page reaction paper and the videotape. You can go to the library to put your video on DVD format.

In your paper, you will answer the following questions (**use headings**):

How did you conceptualize the case?

Describe in what ways you think you applied the model well, and in what ways you could have done a better job while applying the model?

What are possible future considerations in terms of treatment with this case?

What was it like for you to work on this role-play as a therapist?
What therapeutic strengths did you identify in yourself when you reviewed the video?
What common factors did you identify in your work?
What contextual factors did you address use in your work?
From the video, what skills do you think you should improve, and why?

NOTE: For this final project, students will be evaluated ***ONLY*** based on their reaction paper. Your paper needs to have between 8- 10 references that support your ideas (these may include readings assigned or suggested for the course), and follow APA 5 format.

You will be graded on the following

Thorough knowledge of the major tenets of the model	= 10 points
Clarity and ability to articulate ideas based on the case example	= 10 points
Consideration of common factors	= 10 points
Ability to tailor treatment to include attention to contextual factors	= 10 points
Identification of what research might be helpful and how to locate	= 10 points

For the purpose of your project, you also can read the book you used for CPSY 504, “Family Therapy Concepts and Methods” by Nichols and Schwartz.

GRADING

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

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

TEXT

Sexton, T., Weeks, G., & Robbins, M. (2003). *Handbook of family therapy*. New York: Brunner- Routledge.

COURSE SCHEDULE

WEEK 1 – September 9: INTRODUCTION TO ADVANCED FAMILY THERAPY

Readings:

Thomas, Weeks, & Robbins, Chapters 1 and 2

Sutherland, O. (2007). Therapist positioning and power in discursive therapies: A comparative analysis. *Contemporary Family Therapy, 29*, 193- 209.

Practice skill:

Joining – forming alliances

WEEK 2 – September 16: OVERVIEW OF CULTURE IN FAMILY THERAPY

Readings:

Thomas, Weeks, & Robbins, Chapter 3

Arredondo, P. (2006). Multicultural competencies and family therapy strategies with Latino Families. In R. L. Smith., & E. Montilla, *Counseling and family therapy with Latino populations*. New York, NY: Routledge Taylor & Francis Group.

Practice Skill:

Applying common factors to intercultural counseling

WEEK 3 – September 23: INTERGENERATIONAL MODELS & HISTORICAL LEGACIES

Readings:

Thomas, Weeks, & Robbins, Chapters 4 & 5

Dekoven, M. (2005). Differentiation and dialogue in intergenerational relationships. In J.L. Lebow, *Handbook of clinical family therapy*. Hoboken, NY: John Wiley & Sons, Inc.

Goodrow, K., & Lim, M. (1997). Bowenian theory in application: A case study of a couple intending to marry. *Journal of Family Psychotherapy, 8*, 33- 42.

Practice Skill:

Relational questioning



**WEEK 4 – September 30: STRENGTH, RESILIENCE & SPIRITUALITY
SOLUTION ORIENTED MODEL**

Readings:

Thomas, Weeks, & Robbins, Chapter 6

Alexander, S., Shilts, L., Liscio, M., & Rambo, A. (2008). Return to sender: Letter writing to bring hope to both client and team. *Journal of Systemic Therapies*, 27, 59- 66.

De Castro, S., & Gutterman, J. (2008). Solution- focused therapy for families coping with suicide. *Journal of Marital and Family Therapy*, 34, 93- 106.

Practice Skills:

Strength based interviewing

**WEEK 5 – October 7: THINKING & DOING: COGNITIVE & BEHAVIORAL
APPROACHES**

Readings:

Thomas, Weeks, & Robbins, Chapters 8, & 13

Khodayaridaf, M., Rehm, L., & Khodayaridaf, S. (2007). Psychotherapy in Iran: A case study of cognitive- behavioral family therapy for Mrs. A. *Journal of Clinical Psychology: In Session*, 63, 745- 753.

Schwebel, A. I., & Fine, M. A. (1994). *Cognitive-behavior family therapy: An overview*.

Practice Skill:

Tracking patterns of interaction through interviews & observation

WEEK 6-October 14: STRUCTURAL AND STRATEGIC FAMILY THERAPY

Readings:

Thomas, Weeks, & Robbins, Chapter 9

Soo- Hoo, T. (1999). Brief strategic family therapy with Chinese Americans. *The American Journal of Family Therapy*, 27, 163- 179.

Davis, S., & Butler, M. (2004). Enacting relationships in marriage and family therapy: A conceptual and operational definition of enactment. *Journal of Marital and Family Therapy*, 30, 319- 333.

Kindsvatter, A., Duba, J., & Dean, E. (2008). Structural techniques for engaging reluctant parents in counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 16, 204- 211.

Nichols, M., & Fellenberg, S. (2000). Effective use of enactments in family therapy: A discovery- oriented process study. *Journal of Marital and Family Therapy*, 26, 143- 152.

Optional:

Minuchin, S., Nichols, M., & Lee, W. Y. (2007). A four step- model for assessing families and couples. In *Assessing families and couples: from symptom to system*. MA: Allyn & Bacon.

Practice Skill:

Directing interaction in session
Facilitating Enactments
De-escalating conflict

WEEK 7 -October 21: POSTMODERN, SOCIAL CONSTRUCTIONIST APPROACHES

Readings:

Thomas, Weeks, & Robbins, Chapter 7

Da Costa, D., Nelson, T., Rudes, J., & Guterman, J. (2007). A narrative approach to body dysmorphic disorder. *Journal of Mental Health Counseling*, 29, 67- 80.

Freeman, E., Couchonnal, G. (2006). Narrative and culturally based approaches in practice with families. *Families in Society*, 87(2), 198- 208.

Nwoye, A. (2006). A narrative approach to child and family therapy in Africa. *Contemporary Family Therapy*, 28, 1- 24.

Practice skills:

Taking a not-knowing stance

WEEK 8 – October 28: RACE, CLASS & GENDER IN FAMILY THERAPY

Readings:

Comas- Diaz, L. (2005). Becoming a multicultural psychotherapist: The confluence of culture, ethnicity, and gender. *Journal of Clinical Psychology*, 61, 973- 981.

Pedersen, P., Crethar, H., & Carlson, J. (2008). *Inclusive cultural empathy: Making relationships central in counseling and psychotherapy*. Washington, DC: American Psychological Association.

Chapter 8: Integral skills: Hearing our culture teachers through empathy (pp. 155-179).

Chapter 9: Integral skills: Microskills for inclusive cultural empathy (pp. 181-198).

Practice skills:

Talking about race and racism in therapy

Challenging internalized classism and racism

WEEK 9 – November 4: EVIDENCE BASED PRACTICES: YOUTH, FAMILIES & COUPLES

Readings:

Thomas, Weeks, & Robbins, Chapters 11, 12, 14 & 15

Practice skills:

Using research to guide practice

Practice as research

WEEK 10 – November 11: PSYCHOEDUCATION IN FAMILY THERAPY

Thomas, Weeks, & Robbins, Chapters 20

Readings:

McFarlane, W. (2005). Psychoeducational multifamily groups for families with persons with severe mental illness.

Practice skills:

Accessing social location and power in the therapeutic process

Humility in intercultural counseling

WEEK 11 – November 18: LGBTQ FAMILIES: THERAPEUTIC CONSIDERATIONS

Readings:

Beeler, J. & DiProva, V. (1999). Family adjustment following disclosure of homosexuality by a member: Themes discerned in narrative accounts. *Journal of Marital and Family Therapy*, 25(4), 443-459.

- Bernstein, A. (2000). Straight therapists working with gays and lesbians in family Therapy. *Journal of Marital and Family Therapy*, 26(4), 443-454.
- Negy, C. & McKinney, C. (2006). Application of feminist therapy: Promoting resiliency among lesbian and gay families. *Journal of Feminist Family Therapy*, 18(1/2), 67-83.
- Saltzburg, S. (2007). Narrative therapy pathways for re-authoring with parents of adolescents coming out as lesbian, gay, and bisexual. *Contemporary Family Therapy*, 29, 57- 69.
- Treyger,S., Ehlers, N., Zajicek., L., & Trepper, T. (2008). Helping spouses cope with partners coming out: A solution – focused approach. *The American Journal of Family Therapy*, 36, 30- 47.

Practice skill:

Talking about sexual orientation in therapy
Challenging homophobia and heterosexism

November 25: CRITICAL AND JUST THERAPIES

Readings:

- Beitin, B., & Allen, K. (2005). A multilevel approach to integrating social justice and family therapy. *Journal of Systemic Therapies*, 24, 19- 34.
- Kliman,J. (2005). Many differences, many voices: Toward social justice in Family Therapy. In M. P. Mirkin., K. L. Suyemoto, & B. F. Okun (Eds). *Psychotherapy with women: Exploring diverse contexts and identities*. New York, NY: Guildford Press.
- Tamasese, K., & Waldegrave. (1993). Cultural and gender accountability in the “Just therapy” approach. *Journal of Feminist Therapy*, 5, 29- 45.

Practice skill:

Engaging in conversations to raise social awareness in therapy

WEEK 12 – December 2: DEMONSTRATION OF SKILLS

DUE: Major paper

WEEK 13 – December 9: DEMONSTRATION OF SKILLS

