



**LEWIS & CLARK COLLEGE**

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**GRADUATE SCHOOL OF EDUCATION AND COUNSELING  
CPSY 562: ADVANCED FAMILY THERAPY  
FALL, 2007**

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Time & Day: Tuesday 05:30p.m- 08:45p.m  
Location: John R. Howard Hall, Room 132  
Instructor: Tatiana Meléndez, M. A., Doctoral Candidate  
Office: Rogers Hall/ Office hours TBA

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. Build 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 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.



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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, and apply the content of readings. 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.

### 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

#### **Bloggng**

Each week you will be asked to answer a question in Moodle. You are encouraged to use your own ideas and the readings for that week to support your answer. 10 points.

#### **Oral Exam**

You will sign up for a time during the last two weeks of the course to meet with the instructor to complete an oral exam. The purpose of the exam 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.

You will be given a case scenario and will “draw out of a hat” a major model of family therapy that you studied about in this course. Specific models will be announced in class, and are likely to include: narrative therapy, solution oriented therapy, strategic family therapy, structural family therapy, Bowen’s systemic therapy, the cultural context model, and experiential therapy. You will be given 20 minutes to prepare to discuss the case example and apply the chosen model. You will be graded on the following

Thorough knowledge of the major tenets of the model	= 30 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 the exam, you also can read the book you used for CPSY 504, “Family Therapy Concepts and Methods” by Nichols and Schwartz.



## **Demonstration of Family Therapy Skills**

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. Satisfactory participation and demonstration of the assigned skills will count as 20 points.

## 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.

## TEXTS

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

McGoldrick, M. (1998). *Re- visioning family therapy: Race, culture, and gender in clinical practice*. New York: Guildford Press.

## COURSE SCHEDULE

### **WEEK 1 – September 6: INTRODUCTION TO ADVANCED FAMILY THERAPY**

#### Readings:

Thomas, Weeks, & Robbins, Chapters 1 and 2

#### Practice skill:

Joining – forming alliances

### **WEEK 2 – September 13: OVERVIEW OF CULTURE IN FAMILY THERAPY**

#### Readings:

Thomas, Weeks, & Robbins, Chapter 3  
McGoldrick, Chapters 1-3



Practice Skill:

Applying common factors to intercultural counseling

**WEEK 3 – September 20: INTERGENERATIONAL MODELS & HISTORICAL LEGACIES**

Readings:

Thomas, Weeks, & Robbins, Chapters 4 & 5  
McGoldrick, Part IV: Cultural Legacies

Practice Skill:

Relational questioning

**WEEK 4 – September 27:  
STRENGTH, RESILIENCE & SPIRITUALITY  
SOLUTION ORIENTED MODELS**

Readings:

Thomas, Weeks, & Robbins, Chapter 6  
McGoldrick, Chapters 5, 6 & 26

Practice Skills:

Strength based interviewing

**WEEK 5 – October 3:  
THINKING & DOING: COGNITIVE & BEHAVIORAL APPROACHES  
THE ROLE OF PSYCHOEDUCATION IN FAMILY THERAPY**

Readings:

Thomas, Weeks, & Robbins, Chapters 8, 13 & 20

Practice Skill:

Tracking patterns of interaction through interviews & observation

**WEEK 6-October 11: STUCTURAL AND STRATEGIC FAMILY THERAPY**

Readings:

Thomas, Weeks, & Robbins, Chapter 9

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.



Navarre, S. E. (1998). Salvador Minuchin's structural family therapy and its application to multicultural family systems. *Issues in Mental Health Nursing, 19*, 557- 570.

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

Practice Skill:

Directing interaction in session

Facilitating Enactments

De-escalating conflict

<b>WEEK 7 -October 18: POSTMODERN, SOCIAL CONSTRUCTIONIST APPROACHES</b>
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Readings:

Thomas, Weeks, & Robbins, Chapter 7

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

Neimeyer, R. A. (1993). An appraisal of constructivist psychotherapies. *Journal of Consulting and Clinical Psychology, 61*, 221- 234.

Rober, P., van Eesbeek, D., & Elliot, R. (2006). Talking about violence: A micro-analysis of narrative processes in family therapy session. *Journal of Marital and Family Therapy, 32*, 313- 328.

Practice skills:

Taking a not-knowing stance

<b>WEEK 8 – October 25: RACE, CLASS &amp; GENDER IN FAMILY THERAPY</b>
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Readings:

McGoldrick, Chapters 4, 7, 9, 11, 12, 13

Practice skills:

Talking about race and racism in therapy

Challenging internalized classism and racism

**WEEK 9 – November 1: 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 8: CULTURALLY INFORMED THERAPY**

Readings:

McGoldrick, Chapters 19, 20, 21, 22, 25, 28

Practice skills:

Assessing social location and power in the therapeutic process

Humility in intercultural counseling

**WEEK 11 – November 15: LGBTQ FAMILIES: THERAPEUTIC CONSIDERATIONS**

Readings:

McGoldrick, Chapter 24

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.

Practice skill:

Talking about sexual orientation in therapy

Challenging homophobia and heterosexism

**November 22: Fall Break**

**WEEK 12 - November 29: CRITICAL AND JUST THERAPIES**

Readings:

McGoldrick, Chapters 30 & 31

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.

McDowell, T. (2005). Practicing with a critical multicultural lens. *Journal of Systemic Therapies*, 24(1), 1-4.

Silverstein, R., Buxbaum, L., Knudson- Martin, C., & Huenergardt, D. (2006). What does it mean to be relational? Framework for assessment and practice. *Family Process*, 45, 391- 405.

Practice skill:

Engaging in conversations to raise social awareness in therapy

**WEEK 13 – December 6: DEMONSTRATION OF SKILLS**

**Due: Major paper**

**WEEK 14 – December 13: ORAL EXAMS**

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\*\* The attached Course Objective Evaluation Sheet must be filled out and turned in at the end of the semester.







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