LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

CPSY 504: INTRODUCTION TO FAMILY THERAPY

SUMMER, 2012

Time & Day: Wednesday 5:30 – 9:15 pm
Place: SCCC 115
Instructor: Annabelle Goodwin, Ph.D.
Office: Rogers Hall/ Office Hours: by appointment
Contact: agoodwin@lclark.edu

CATALOG DESCRIPTION
Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Participants explore the application of course material to their work setting or training track. This course is not clinical in nature and is not designed to train or prepare participants to conduct family therapy.

COURSE DESCRIPTION
This course includes an overview of the foundational concepts and approaches in marriage, couple, and family therapy (MCFT). The course emphasizes history and trends in the field along with contemporary research and debates. Students will apply systems, social constructionist, and critical social thought to work within their chosen professional fields. 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 is emphasized throughout.

COURSE PURPOSE & OBJECTIVES
1. Learn the history of marital, couple, and family therapy; the primary professional state, national, and international associations; and the core competencies (as defined by AAMFT) required to practice family therapy.
2. Understand principles of theory construction and model building and how these influence the extent to which theories and models developed within particular cultural contexts are applicable for clients from contrasting cultural contexts.
3. Consider the dynamics of power and social location relative to developing, researching, and applying field knowledge and theory, with attention to how family therapy has the potential to contribute to social inequities and social control. Recognize issues of power and privilege relative to own and clients’ social locations and how these influence therapy, problems and solving problems. (NASP 2.5)
4. Understand concepts and theories that are foundational to the practice of marriage, couple, and family therapy, as well as trends in the field. These include: first and second order cybernetics; patterns of interaction; Bowen’s core systems concepts; Minuchin’s structural approach; MRI problem formation/principles of brief therapy; feminist critique of general systems theory; social constructionist/post modern paradigm; and critical theory and family therapy.
5. Develop a beginning knowledge of marital, couple, and family life cycle dynamics, healthy family functioning, family structures and development in a multicultural society and world, with particular attention to how systems of power and privilege influence family life. (NASP 2.6 and 2.8).

6. Learn and practice several methods (e.g., sculpting, genograms, structural maps) for assessing family dynamics, family of origin/intergenerational influences, history, and cultural heritage to identify patterns, understand belief systems, and identify strengths/resilience.

7. Gain an understanding of couple and family healthy functioning and life cycle development across cultural contexts, life worlds, and family forms. And apply principles of family and couple life cycle development from culturally and contextually situated perspectives.

8. Practice skills in conceptualizing problems systemically, developing therapeutic alliance with multiple members of a system, and interviewing from a relational perspective (e.g., using relational questions, identifying verbal and nonverbal relational patterns, enacting communication between systems members)

9. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy.

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 the learning community in another way. For example, you may be asked to write a brief summary about, and personal reactions to, the required readings and/or provide abstracts from additional related readings for course participants. 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.

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.

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 to 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. Please be prepared to take handwritten notes. If an alternate learning ability requires the use of a laptop please let the instructor know at the beginning of the semester.

ASSIGNMENTS

*I will not accept late assignments without prior agreement*

1) Major Paper
Choose two approaches in family therapy to compare and contrast. You should include at least 5 additional references on each model beyond the course readings. Use headings to answer the following questions:

Model formation: From which social context(s) did each model emerge? How do you think their relative contexts of origin influence their core assumptions? Who were/are the primary contributors? What is the social location of the contributors? What are the implications of social context on family life?

Model mechanics: What are the underlying assumptions about problems and solutions? What are the core concepts of each model? What are the major interventions of each? How are goals set, and what are expected therapeutic outcomes? How has each model evolved over time to its contemporary form? What evidence-based or other types of research has been completed for each model? (at least 3 references)

Compare and contrast the following:

How does each model approach racial, cultural, gender, sexual orientation, class, nation of origin and other differences? Power? Social equity? What are some of the comparative strengths and limitations of each approach?
Discuss how you would apply concepts from each model into your specific setting (schools, non-profit organizations, community mental health settings, etc.)

Note: School psychology students must discuss the application of family therapy models in the school or school consultation context.

Papers should be professionally written, 10-15 pages in length, double spaced, 12pt font, organized into sections with appropriate headings, and referenced according to APA 6th Edition guidelines. The Lewis & Clark Writing Center has prepared a brief guide to APA referencing: http://www.lclark.edu/dept/wstudio/objects/apa_style.pdf

Thorough consideration of all areas of the paper = 20 points
Clarity and organization of ideas = 5 points
Use of extensive literature = 20 points
Writing and referencing according to APA 6th Ed. = 5 points
Total 50 points

Contextual Genogram
You will be asked to complete an analysis of your extended and intergenerational family relationships by completing a genogram which includes family relationships, trends across generations, cultural influences (e.g., socio-political, historical events; ethnic group values, beliefs, traditions and experiences; national and regional contexts), and social locations and experiences relative to intersecting identities (e.g., race/racism, class/classism, gender/sexism, sexual orientation/heterosexism & homophobia, immigration/anti-immigration sentiment, abilities/ableism). Specific instructions for completing the assignment will be given in class.

This assignment is worth 20 points

2) Reaction papers
MCFT, Community Mental Health, Addiction Treatment
Each student will complete two, 3-4 page reaction papers.

Reaction #1
New field experience: (e.g., visit to the court, an AA meeting, Children’s Services). This paper should include 1) a brief description of the setting and/or case, 2) patterns of interaction that you identified during your observation 3) how you think the social location (e.g., race, class, social position, gender, nation of origin) of those involved shaped the interaction, and 4) a description of your own reactions and biases.

Reaction #2
Reading summary based on the original writing of one of the founders of family therapy (e.g., Bateson, Bowen, Weakland, Fische, Watzlawick, Haley, Minuchin, Satir). You may read as little as one article or chapter or as much of the theorists work as you would like to. This paper should summarize what you read and include your personal reactions to the ideas presented.

You may turn in either paper first and each is worth 10 points = 20 points in total.
School Psychology
Each student will complete two, 3-4 page reaction papers.

Reaction # 1
*New school-based* field experience: (e.g., IEP). This paper should include 1) a brief description of the setting and/or case, 2) patterns of interaction that you identified during your observation 3) how you think the social location (e.g., race, class, social position, gender, nation of origin) of those involved shaped the interaction, and 4) a description of your own reactions and biases.

Reaction #2
Reading summary. Choose one of the four assigned readings that specifically address school-based treatment to reflect on. This paper should summarize what you read and include your personal reactions to the ideas presented.

You may turn in either paper first and each is worth 10 points = 20 points in total.

Active participation
Each week you may be asked to prepare something for next class that demonstrates your reading understanding such as reading summary, leading a discussion, etc. 10 points total.

Practice and conceptual skills
Each week class participants will focus on a primary concept and/or practice a core relational work skill that can be applied in multiple work contexts.

**GRADING**

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<tr>
<th>Grade</th>
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<td>93-100</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>C-</td>
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“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**

Additional Readings per Course Schedule Below: Most readings can be found full text on-line through the Lewis & Clark library. Methods for obtaining copies of book chapters and other readings not available on-line will be discussed in class.
COURSE SCHEDULE

**WEEK 2 – May 16: Introduction to Family Therapy – Systems Theory II**

Readings:

Nichols Chapters 1 & 4

Conceptual Skills:
Systems theory
First & second order cybernetics
Circular causality
Feedback loops

**Week 3 – May 23: Intergenerational Legacies- Bowen**

Readings:

Nichols & Schwartz, Chapters 5


Practice skills:
Completing a genogram

*Due: Either of two reaction papers*

**Week 4 – May 30: Structural & Strategic Family Therapy**

Readings:

Nichols Chapters 6 & 7

Practice & conceptual skills:
Structural mapping

**WEEK 5 – June 6: Experiential Family Therapy**

**Readings:**

Nichols Chapter 8


Practice skills:
Sculpting

**WEEK 6–June 13: Solution-Focused Family Therapy**

**Readings:**

Nichols Chapter 12


Practice skill:
Finding solutions

**WEEK 7 – June 20: Social Constructionist Paradigm- Narrative Family Therapy**

**Readings:**

Nichols Chapter 13


Practice skills:
 Using letters in therapy
*DUE: Contextual Genogram*

<table>
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<tr>
<th>WEEK 8 - June 27: Cognitive Behavioral Family Therapy</th>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>Nichols Chapter 10</td>
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| WEEK 9 – July 4: NO CLASS! |  |

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<tr>
<th>WEEK 10 – July 11: The Feminist Critique</th>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>Nichols Chapter 11</td>
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<tr>
<td>Conceptual Skill: Recognizing gender as shaping interaction</td>
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<th>WEEK 11 – July 18: Culturally Centered &amp; Critical Family Therapies</th>
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<tr>
<td><strong>Readings:</strong></td>
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Conceptual Skills:
Understanding culture and power as shaping experience

*Due: Either of two reaction papers*

**WEEK 12 – July 25: Common Change Factors**

Readings:


**Debate articles - read in the following order:**


Practice Skill:
Considering multiple points of view

**WEEK 13 – August 1: Family Life Cycle**

Readings:


Conceptual skills:
Recognizing trends and unique pathways for family change over time

**WEEK 14: August 8: Multiple Embedded Systems & Patterns of Interaction**

Readings:


**Due: Final Paper**
• The attached Course Objective Evaluation Sheet will be filled out and turned in at the end of the semester.

COURSE OBJECTIVES-MCFT CORE COMPETENCIES EVALUATION SHEET
Upon Completion of the Lewis & Clark CPSY 504: Introduction to Family Therapy

TERM: ____________________ INSTRUCTOR: ____________________

<table>
<thead>
<tr>
<th>Please rate each item according to how much you learned about the competency listed.</th>
<th>1=objective not met</th>
<th>2= objective somewhat met</th>
<th>3=mostly met</th>
<th>4= objective adequately met</th>
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<tbody>
<tr>
<td>1. Learn the history of marital, couple, and family therapy; the primary professional state, national, and international associations; and the core competencies (as defined by AAMFT) required to practice family therapy (CACREP: II.K.1.a) (NASP 2.8) (COAMFTE PM, KS 02).</td>
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<td>2. Understand principles of theory construction and model building and how these influence the extent to which theories and models developed within particular cultural contexts are applicable for clients from contrasting cultural contexts. (NASP 2.8) (COAMFTE: PM)</td>
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<td>3. Consider the dynamics of power and social location relative to developing, researching, and applying field knowledge and theory, with attention to how family therapy has the potential to contribute to social inequities and social control. Recognize issues of power and privilege relative to own and clients’ social locations and how these influence therapy, problems and solving problems (CACREP II.K.2.a, II.K.2.c) (NASP 2.5) (COAMFTE PM).</td>
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<td>6. Learn and practice several methods (e.g., sculpting, genograms, structural maps) for assessing family dynamics, family of origin/intergenerational influences, history, and cultural heritage to identify patterns, understand belief systems, and identify strengths/resilience (NASP 2.4) (COAMFTE CC 2.3.8, TS 2.01, 2.03, 2.06, 2.12, 3.12)</td>
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<td>7. Gain an understanding of couple and family healthy functioning and life cycle development across cultural contexts, life worlds, and family forms. And apply principles of family and couple life cycle development from culturally and contextually situated perspectives (CACREP: II.K.2.e, II.K.3.a) (NASP 2.4, 2.5) (COAMFTE CC 2.1.1, KS 11).</td>
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<td>8. Practice skills in conceptualizing problems systemically, developing therapeutic alliance with multiple members of a system, and interviewing from a relational perspective (e.g., using relational questions, identifying verbal and nonverbal relational patterns, enacting communication between systems members). (CACREP C7) (NASP 2.2) (COAMFTE CC 1.3.6, 4.3.5, TS 1.01).</td>
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<td>9a. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy (CACREP C7). Or if you are in School Psychology</td>
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9b. Compare and contrast two models of family therapy and how those theories could be used within school systems and increase home-school collaboration.