



LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 504: INTRODUCTION TO FAMILY THERAPY
FALL, 2013

Time & Day: Mondays, 1-4:15 pm
Place: York Graduate Center 116
Instructor: Amy Kipp, M.Ed.
Office: Rogers Hall/ Office Hours: by appointment
Contact: akipp@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.

10. Develop understanding of Systems Theory and Communication Theory as they relate to MCFT through active knowledge and application of vocabulary and key concepts using practical examples.

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. You may use your computer to take notes or for specified class assignments. 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? How do you think the social location of the contributors impacted the model formation?

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, nonprofit 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. Please contact Lewis & Clark Writing Center for APA assistance.

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

2) 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**.

3) 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. Both should be written in APA format.

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. Both should be written in APA format.

Active participation/Attendance:

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. In class work will be included in participation points. **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

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

Required:

Gehart, D. (2013). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (2nd ed.). Belmont, CA: Brooks/Cole.

Luepnitz, D. A. (1988). *The family interpreted*. New York: Basic Books.

Watzlawick, P., Beavin, J. & Jackson, D. (1967). *Pragmatics of human communication: A study of interactional patterns, pathologies, and paradoxes*. New York: W.W. Norton & Company.

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.

Optional:

McGoldrick, M., Gerson, R. & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed). New York: Norton.

COURSE SCHEDULE

Week 1 – September 9: Introduction and History of MCFT

Conceptual Skills:
Systems theory

Week 2 – September 16: Competency in Family Therapy

Readings:
Gehart Chapter 1
Luepnitz Chapters 1 & 10

In class group assignment: When, where, who, how: Mapping of FT authors.

Week 3 – September 23: General System Theory

Readings:
Gehart Chapters 3 & 4
Pragmatics Chapter 4
Luepnitz Chapter 11

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

***Due: Either of two reaction papers**

Week 4 – September 30: Communication Theory

Readings:
Pragmatics Chapters 1,2,3 & 5

Week 5 – October 7: Integrating Systems & Communication Theory into Practice

Readings:

Gehart Chapter 14

Pragmatics Chapter 7

Week 6 – October 14: Intergenerational-McGoldrick, Bowen

Readings:

Gehart Chapter 7

Luepnitz Chapter 3

Foster, M., Jurkovic, G.J., Ferdinand, L., & Meadows, L. A. (2002). The impact of the genogram on couples: A manualized approach. *The Family Journal: Counseling and Therapy for Couples and Families*, 10, 34-40.

Alvarez, H.K. (2008). Applying family systems therapy in schools. In R. Christner, R. Mennuti (Eds.) *School-based mental health: A practitioner's guide to comparative practices* (pp. 251-271). Hoboken, NJ: Routledge.

Christner, R. W., Mennuti, R. B., & Whitaker, J. S. (2008). An overview of school-based mental health practice: From systems service to crisis intervention. In R. Christner, R. Mennuti (Eds.) *School-based mental health: A practitioner's guide to comparative practices* (pp. 251-271). Hoboken, NJ: Routledge.

Knudson-Martin, C., & Mahoney, A. (2005). Moving beyond gender: Processes that create relationship equity. *Journal of Marital and Family Therapy*, 31(2), 235-46.

Practice skills: Completing a genogram

***Due: Either of two reaction papers**

Week 7 – October 21: Structural Family Therapy

Readings:

Gehart Chapter 5

Luepnitz Chapter 5

Santisteban, D.A. & Maite, P.M. (2009). Culturally informed and flexible family-based treatment for adolescents: A tailored and integrative treatment for Hispanic youth, *Family Process*, 48, 253-268.

Practice & conceptual skills: Structural mapping

WEEK 8 – October 28: Experiential Family Therapy

Readings:

Gehart Chapter 6

Luepnitz Chapter 4 & 8

Vatcher, C.A. & Bogo, M. (2001). The feminist/emotionally focused therapy practice model: An integrated approach for couple therapy. *Journal of Marital and Family Therapy*, 27, 69-83.

Practice skills: Sculpting

WEEK 9 – November 4: Solution-Oriented Family Therapy

Readings:

Gehart Chapter 9

Burwell, R., & Chen, Ch. P. (2006). Applying the principles and techniques of solution focused therapy to career counseling. *Counseling Psychology Quarterly*, 19(2), 189- 203.

Dorries, D. B. & Foster, V. A. (2001). Family counselors as School Consultants: Where are the solutions? *The Family Journal*, 9, 391-397.

Kelly, M. S. & Bluestone-Miller, R. (2009). Working on what works (WOWW): Coaching teachers to do more of what's working. *Children & Schools*, 31, 35-38.

Practice skill: Finding solutions

WEEK 10 – November 11: Narrative Family Therapy

Readings:

Gehart Chapter 10

Shalif, Y. (2005). Creating Care-Full listening conversations between members of conflicting groups in Israel: Narrative means to transformative listening. *Journal of Systemic Therapies*, 24(1), 35-52.

Keeling, M., & Nielson, R. (2005). Indian women's experience of a narrative intervention using art and writing. *Contemporary Family Therapy*, 27(3), 435-452.

Practice skills: Using letters in therapy

***Due: Contextual Genogram**

WEEK 11 – November 18: Cognitive Behavioral Family Therapy

Readings:

Gehart Chapter 8

Christner, R., Mennuti, R. & Pearson, L. (2008). Cognitive behavioral therapy in school settings. In R. Christner, R. Mennuti (Eds.) *School-based mental health: A practitioner's guide to comparative practices* (pp. 181-200). Hoboken, NJ: Routledge.

WEEK 12 – November 25: Decolonial Family Therapy: Just Therapy and CCM

Readings:

Akinyela, M. (2005). Testimony of hope: African centered praxis for therapeutic ends. *Journal of Systemic Therapies*, 24(1), 5-18.

Boyes-Watson, C. (2005). Seeds of change: Using peacemaking circles to build a village for every child. *Child Welfare Journal*, 84(2), 191-208.

Hernandez, P., Almeida, R., & Dolan-Del Vecchino, K. (2005). Critical consciousness, accountability & empowerment: Key processes for helping families heal. *Family Process*, 44, 105-115.

Waldegrave, C. (2005). "Just therapy" with families on low income. *Child Welfare League of America*, March/April, 265-276.

Conceptual Skills:

Understanding culture and power as shaping experience

WEEK 13 – December 2: Putting It All Together

Readings:

TBD

Conceptual Skills:

Systemic analysis using skills learned throughout the term.

WEEK 14 – December 9: Review

Due: Final Paper

- The attached Course Objective Evaluation Sheet will be filled out and turned in at the end of the semester.

