



**LEWIS & CLARK COLLEGE**  
**GRADUATE SCHOOL OF EDUCATION AND COUNSELING**  
**MCFT 504: FAMILY THERAPY: THEORY AND PRACTICE**  
**FALL 2015**

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When: Fridays Section 1, 9am-12:15pm; Section 2, 1pm- 4pm

Where: TBA

Instructor: Teresa McDowell, Ed.D.

Office Hours: Please call CPSY office for apt (503-768-6060)

E-Mail: [teresamc@lclark.edu](mailto:teresamc@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.

**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 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, Cognitive Behavioral Family Therapy, Experiential, Narrative, and Critical-Social Justice oriented approaches.

**OBJECTIVES:**

As stated in the program mission our student learning outcomes (SLO's) include practicing relational therapy in ways that demonstrate:

1. Integrity, compassion and commitment to working with diverse groups (SLO1);
2. Excellent therapeutic skills with individuals, couples, and families (SLO2); and
3. Dedication to social justice and global citizenship (SLO3).

Specific objectives for this course address these student learning outcomes by helping students:

1. Understand concepts and theories that are foundational to the practice of marriage, couple, and family therapy, as well as trends in the field. (SLO2). (CC 1.1.1; KS 01, 05, 06)
2. Survey the major family therapy models, including major contributors, theoretical assumptions, goals, and intervention strategies/skills of each (SLO2). (CC 1.1.1; KS 01, 05, 06)
3. Recognize strengths and limitations (e.g., cultural deficits) of specific therapy models. (SLO2). CC 4.21)
4. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy (SLO2). (KS 06; CC 4.1.1)
5. Identify those common factors that are connected to effective treatment outcome in MCFT (SLO2).
6. 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 (SLO 1-3). (CC 3.1.1; TS 3.03, 3.06, 3.09)

## **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**

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.

## **TEACHING METHODS**

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

## **REQUIRED TEXTS & 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.

Nichols, M. (2013). *Family Therapy Concepts and Methods* (10<sup>th</sup> edition). Pearson.

You are required to find an article on the effectiveness of family therapy to share with your colleagues during the final class.

Additional readings are as follows and are assigned according to date in the course schedule below. You are responsible to retrieve these articles from Watzik Library. They are available electronically from the library through journal article search engines.

Adams, J. & Maynard, P. (2004). Contextual therapy: Applying the family ledger in couple therapy. *Journal of Couple & Relationship Therapy*, 3(1), 1-12.

Blow, A., Sprenkle, D. & Davis, S. (2007). Is who delivers the treatment more important than the treatment itself? The role of the therapist in common factors. *Journal of Marital and Family Therapy*, 35(3), 298-317.

Butler, M. & Gardner, B. (2003). Adapting enactments to couple reactivity: Five developmental stages. *Journal of Marital & Family Therapy*, 29(3), 311-27.

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.

Dattillio, F. & Nichols, M. (2011) Reunited estranged family members: A cognitive-behavioral-systemic perspective. *The American Journal of Family Therapy*, 39, 88-99.

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.

Hardtke, K., Armstrong, A. & Johnson, S. (2010). Emotionally focused couple therapy: A full-treatment model well-suited to the specific needs of lesbian couples. *Journal of Couple & Relationship Therapy*. 9 (4), 312-326.

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.

- Kocutic, I., Garcia, M. et al (2009). The critical genogram: A tool for raising critical consciousness. *Journal of Feminist Family Therapy* (21), 151–176.
- Keeney, H. & Keeney, B. (2012). What is systemic about systemic therapy? Therapy models muddle embodied systemic practice. *Journal of Systemic Therapies*, 31(1), 22-37.
- 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.
- Klever, P. (2005). Multigenerational stress and nuclear family functioning. *Contemporary Family Therapy: An International Journal* 27(2), 233-250.
- Knudson-Martin, C. (2013). Why power matters: Creating a foundation of mutual support in couple relationships. *Family Process*, 52(1): 5-18.
- Korin, E. C. (1994). Social inequalities and therapeutic relationships: Applying Freire's ideas to clinical practice. *Journal of Feminist Family Therapy*, 5(3/4): 75-98.
- McGeorge, C., Carlson, T. & Guttormson, H. (2009). The feminist couple therapy scale: A measure of therapists' ability to promote equality in couple relationships. *Journal of Feminist Family Therapy*, 21, 198-215.
- Navarre, S. (1998). Salvador Minuchin's structural family therapy and its application to multicultural family systems. *Issues in Mental Health Nursing*. 19(6), 557-570.
- Polanco, M. (2010). Rethinking narrative therapy: An examination of bilingualism and magical realism. *Journal of Systemic Therapies*, 29(2), 1-14.
- Prouty, A. & Protinsky, H. (2002). Feminist-informed Internal Family Systems therapy with couples. *Journal of Couple & Relationship Therapy*, 1(3), 21-36.
- Reiter, M. (2010). Hope and expectancy in solution-focused brief therapy. *Journal of Family Psychotherapy*, 21, 132-148.
- 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.
- 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.
- Seedall, R. (2009). Enhancing change process in solution-focused brief therapy by utilizing couple enactments. *The American Journal of Family Therapy*, 37, 99-113.
- Sexton, T. Ridley, C. & Kleiner, A. (2004). Beyond common factors: Multilevel-process models of therapeutic change in marriage and family therapy. *Journal of Marital and Family Therapy* 30(2), 131-149.
- Sussal, C. (1992). Object Relations Family Therapy as a model for practice. *Clinical Social Work Journal*, 2(3), 313-321.
- Thomas, M. (2006). The contributing factors of change in a therapeutic process. *Contemporary Family Therapy* 28, 201-210.

Waldegrave, C. (2009). Cultural, gender, and socioeconomic contexts in therapeutic and social policy work. *Family Process*, 48(1), 85-101.

Ward, M. Linville, D. & Rosen, K. (2007). Clients' perceptions of therapeutic process: A common factors approach. *Journal of Couple and Relationship Therapy*, 6(3), 25-43.

Weakland, J. & Fish, R. (2010). The strategic approach. *Journal of Systemic Therapies*, 29 (4), 29–34.

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

### **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 may be seen as an absence that requires make-up work.

### **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.

### **ASSIGNMENTS AND COURSE REQUIREMENTS**

#### **1. Attendance and participation in all classes (5 points)**

- Attending all classes and being on time.
- 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.
- Listening actively. 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.
- Adhering to all Professional Qualities. The form for evaluating Professional Qualities requirements will be distributed in class.

2. **Critical Genogram (8 points)**

**DUE IN CLASS SEPT 25**

This exercise offers students the opportunity to practice completing a genogram while gaining awareness of their own family dynamics with a socio-cultural context. Please follow the guidelines in Kosutic, Garcia, et al.'s article and bring a genogram to class on September 25<sup>th</sup>. You will use this genogram for assignment(s) in MCFT 511: Equity in Family Therapy. Additional information about completing your genogram will be offered in class.

3. **Writing Sample (2 pages) (5 points)**

**DUE IN CLASS OCT 30**

Complete a 2-page writing sample, preferably from the draft of your paper. This sample will be edited with comments to help you improve the quality of your writing prior to turning in your final paper. Structure your sample via APA guidelines, including references in the text and at the end.

4. **Case conceptualization paper (15 pp. max) (80 Points)**

**DUE IN CLASS DEC 11**

You will be given a case scenario in class. Your paper will be based on the family and presenting problem described in the scenario. Your paper must include all of the following:

1. Discussion of the family's presenting problems and opportunities for change as shaped/influenced by their social location. Include power dynamics within the family and how these are influenced by larger systems.
2. Application of two models of family therapy to the situation, including goals from the perspective of each model. Make sure to identify major model concepts and the specific techniques you would use if you were the therapist in the situation described. Make sure you demonstrate a deep working knowledge of both models.
3. A contrast and comparison of your two chosen family therapy models. Discuss how each of the models might fit or not fit for the family. What would the therapist need to know about the family and need to do to increase the fit and applicability of each model?
4. Identification of common factors that the therapist should pay attention to for therapeutic change with the family.

Your paper will be evaluated on all areas in the rubric below, including:

- Professional appearance of paper (APA style, spelling, sentence structure, etc.)
- Accuracy and thoroughness of your referencing the literature.
- Completion of all required elements of the paper.
- Integration of social location and context with treatment issues, therapeutic model, goals, and treatment strategies.
- Clarity in explanation of the models you are applying including main concepts, application to case example, goals, and specific interventions.

Papers should be typed APA style with all references appropriately cited. They must be edited and checked for correct grammar. This paper is heavily weighted for professional writing skill and format. It is important that if needed you seek assistance for your writing with the instructor early in the semester.

5. Find an **article on the effectiveness of family therapy** to share in class on **Dec 18<sup>th</sup> (2 points)**. You will need to be prepared to talk with your colleagues about the article and to bring a copy of the article to turn in to the course instructor.

**Case Conceptualization Final Paper Rubric**

	Marginal	Proficient	Accomplished	Pts
<b>Presenting issues, access, opportunity as shaped by social locations</b>	Demonstrates some understanding of how issues are shaped by social location (e.g., describes impact of oppression) (2 pts)	Demonstrates integrated understanding of how issues are shaped by social location (i.e. describes impact of oppression and privilege) (4 pts)	Analyzes how dimensions of privilege and oppression shape presenting issues (6 pts)	6
<b>Power Dynamics</b>	Describes primary power dynamic(s) (2 pts)	Describes power dynamics across family relationships and considers how broader social dynamics influence power within the family (4 pts)	Describes power dynamics across family relationships and considers how broader social dynamics influence power within the family. Discusses power relative to presenting problem (6 pts)	6
<b>Treatment plan with specific goals for both models 1 &amp; 2</b>	Develops general goals (2 pts)	Develops specific goals with objectives and outcomes (4 pts)	Develops specific goals with objectives that reflect treatment model and clear outcomes. Treatment plan and goals account for power dynamics (6 pts)	6
<b>Identify key concepts in therapy - Model 1</b>	Identifies models with limited rationale in regards to goodness of fit (2 pts)	Identifies and analyzes models with rationale for goodness of fit (4 pts)	Identifies and analyzes models with rationale for goodness of fit integrating social context/ social location (6 pts)	6
<b>Identify key concepts in therapy - Model 2</b>	Identifies models with limited rationale in regards to goodness of fit (2 pts)	Identifies and analyzes models with rationale for goodness of fit (4 pts)	Identifies and analyzes models with rationale for goodness of fit integrating social context/social location (6 pts)	6
<b>Interventions -Model 1</b>	Identifies complex interventions (2 pts)	Identifies complex interventions with Rationale (does not address social context) (4 pts)	Identifies complex interventions with rationale explaining goodness of fit and integration of social context/social location (6 pts)	6
<b>Interventions -Model 2</b>	Identifies complex interventions (2 pts)	Identifies complex interventions with rationale (does not address social context) (4 pts)	Identifies complex interventions with rationale explaining goodness of fit and integration of social context/social location (6 pts)	6
<b>Model Comparison and Contrast</b>	Compares and contrasts major tenets, goals and interventions within each model (2pts)	Compares and contrasts models on an epistemological level, extending this understanding to comparison and contrast of major tenets, goals and interventions (4 pts)	Compares and contrasts models on an epistemological level that considers impact of societal systems and social equity, extending this understanding to comparison and contrast of major tenets, goals and interventions (6 pts)	6
<b>Common Factors</b>	Identifies common factors and broadly connects to approach (2 pts)	Identifies specific connections between common factors, presenting problems, and therapeutic approach (4 pts)	Power dynamics considered across family relationships with consideration of how broader social dynamics influence power within the family (6 pts)	6

<b>APA Format Language</b>	Confusing, redundant, general (2 pts)	Some lack of clarity and redundancy (4 pts)	Clear, specific, concise, plain (6 pts)	6
<b>Professional writing: sentence fluency, punctuation, grammar and headings</b>	Some run-ons or fragments. Limited variety in sentence structure; some errors in grammar, mechanics, and/or spelling. Does not follow APA guidelines for heading organization (2 pts)	Uses simple compound, and complex, sentences; few to no errors in grammar, mechanics, and/or spelling. Does not follow APA guidelines for heading organization (4 pts)	Consistent variety of sentence structure throughout; no errors in grammar, mechanics, and/or spelling. Follows APA guidelines for heading organization (6 pts)	6
<b>Citations</b>	Does not follow APA guidelines for citations with consistency (2 pts)	Few errors in APA guidelines for all citations (4 pts)	Follows APA guidelines for all citations (6 pts)	6
<b>Overall Quality and Completion of Paper</b>	Includes most necessary elements at or below minimal level. (0 pts)	Includes all necessary elements adequately to meet expectations. (4 point)	Exceeds expectations in all or nearly all categories. Well researched with more than adequate citations. (8 pts)	8

### **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, readings, participation	5 pts
Writing sample	5 pts
Critical genogram	8 pts
Case conceptualization	80 pts
Effectiveness article	2 pts

### **FINAL GRADING**

A = 94-100	B = 83-87	C = 73-77
A- = 90-93	B- = 80-82	C- = 70-72
B+ = 88-89	C+ = 78-79	

**NOTE: All assignments must be turned in at the beginning, before class starts on the day they are due. Five points will be deducted for each day an assignment is late.**

### **COURSE OUTLINE**

<b>Class</b>	<b>Topic</b>	<b>Readings due</b>
<i>September 11</i>	Introduction & Course review	Nichols, Ch 1
<i>September 18</i>	Foundational concepts and Basic Techniques in Family Therapy	Nichols, Ch 2-3
<i>September 25</i>	Common factors	Blow, Sprenkle & Davis (article)

<b>Critical Genograms Due</b>	Contextual self-of-the-therapist	Kosutic, Garcia (article) Ward, Linville & Rosen (Article) Thomas (article) Sexton, Ridley, & Kleiner (article)
<i>October 2</i>	Understanding and applying social justice oriented couple and family therapy  Principles for socio-culturally attuned family therapy	Nichols, Ch 10  Hernandez, Almeida & Dolan Del-Vecchio (article) Knudson-Martin (article) Korin (article) McGeorge, Carlson & Guttormson (article) Waldergrave (article)
<i>October 9</i>	Strategic and MRI couple and family therapy	Nichols, Ch 5  Weakland (article)
<i>October 16</i>	Structural, couple and family therapy	Nichols, Ch 6  Santiesteban & Mena (article) Butler & Gardner (article) Kindsvatter (article) Navarre (article)
<i>October 23</i>	Understanding and applying intergenerational couple and family therapy	Nichols, Ch 4  Klever (article); Adams & Maynard (article) Weingarten (article)
<i>October 30</i> <b>Writing Sample Due</b>	Understanding and applying humanistic and experiential couple and family therapy	Nichols, Ch 7  Hadtko, et al. (article)
<i>November 6</i>	Understanding and applying cognitive behavioral couple and family therapy & Psychoeducation	Nichols, Ch 9  Dattillio & Epstein (article) Dattillio & Nichols (article)
<i>November 13</i>	Pschoanalytic Family Therapy/Object Relations/Internal Family Systems	Nichols, Ch 8  Prouty (article) Sussal (article)
<i>November 20</i>	Brief, Solution Oriented couple and family therapy	Nichols, Ch 11  Reiter (article); Seedall (article)
<i>November 27</i>	No Class – Fall Break	
<i>December 4</i>	Social Constructionist Models/Narrative Family Therapy	Nichols, Ch 12  Polanco (article)



		Saltzburg (article)
<i>December 11</i> <b>Final Paper Due</b>	Integrative Models	Nichols, Ch 13  Keeney & Keeney (article)
<i>December 18</i> <b>Article on Effectiveness of Family Therapy Due</b>	Research on Family Intervention	Nichols, Ch 14  Each class participant is to find and bring in one research article on the effectiveness of family therapy to share with the class.