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  

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.


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.


**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 discuses 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 25th. 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 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 18th (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.
<table>
<thead>
<tr>
<th>Case Conceptualization Final Paper Rubric</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting issues, access, opportunity as shaped by social locations</td>
<td>Demonstrates some understanding of how issues are shaped by social location (e.g., describes impact of oppression) (2 pts)</td>
<td>Demonstrates integrated understanding of how issues are shaped by social location (i.e. describes impact of oppression and privilege) (4 pts)</td>
<td>Analyzes how dimensions of privilege and oppression shape presenting issues (6 pts)</td>
<td>6</td>
</tr>
<tr>
<td>Power Dynamics</td>
<td>Describes primary power dynamic(s) (2 pts)</td>
<td>Describes power dynamics across family relationships and considers how broader social dynamics influence power within the family (4 pts)</td>
<td>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)</td>
<td>6</td>
</tr>
<tr>
<td>Treatment plan with specific goals for both models 1 &amp; 2</td>
<td>Develops general goals (2 pts)</td>
<td>Develops specific goals with objectives and outcomes (4 pts)</td>
<td>Develops specific goals with objectives that reflect treatment model and clear outcomes. Treatment plan and goals account for power dynamics (6 pts)</td>
<td>6</td>
</tr>
<tr>
<td>Identify key concepts in therapy - Model 1</td>
<td>Identifies models with limited rationale in regards to goodness of fit (2 pts)</td>
<td>Identifies and analyzes models with rationale for goodness of fit (4 pts)</td>
<td>Identifies and analyzes models with rationale for goodness of fit integrating social context/social location (6 pts)</td>
<td>6</td>
</tr>
<tr>
<td>Identify key concepts in therapy - Model 2</td>
<td>Identifies models with limited rationale in regards to goodness of fit (2 pts)</td>
<td>Identifies and analyzes models with rationale for goodness of fit (4 pts)</td>
<td>Identifies and analyzes models with rationale for goodness of fit integrating social context/social location (6 pts)</td>
<td>6</td>
</tr>
<tr>
<td>Interventions - Model 1</td>
<td>Identifies complex interventions (2 pts)</td>
<td>Identifies complex interventions with Rationale (does not address social context) (4 pts)</td>
<td>Identifies complex interventions with rationale explaining goodness of fit and integration of social context/social location (6 pts)</td>
<td>6</td>
</tr>
<tr>
<td>Interventions - Model 2</td>
<td>Identifies complex interventions (2 pts)</td>
<td>Identifies complex interventions with rationale (does not address social context) (4 pts)</td>
<td>Identifies complex interventions with rationale explaining goodness of fit and integration of social context/social location (6 pts)</td>
<td>6</td>
</tr>
<tr>
<td>Model Comparison and Contrast</td>
<td>Compares and contrasts major tenets, goals and interventions within each model (2pts)</td>
<td>Compares and contrasts models on an epistemological level, extending this understanding to comparison and contrast of major tenets, goals and interventions (4 pts)</td>
<td>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)</td>
<td>6</td>
</tr>
<tr>
<td>Common Factors</td>
<td>Identifies common factors and broadly connects to approach (2 pts)</td>
<td>Identifies specific connections between common factors, presenting problems, and therapeutic approach (4 pts)</td>
<td>Power dynamics considered across family relationships with consideration of how broader social dynamics influence power within the family (6 pts)</td>
<td>6</td>
</tr>
</tbody>
</table>
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  
A- = 90-93  
B+ = 88-89
B = 83-87  
B- = 80-82  
C+ = 78-79  
C = 73-77  
C- = 70-72

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings due</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11</td>
<td>Introduction &amp; Course review</td>
<td>Nichols, Ch 1</td>
</tr>
<tr>
<td>September 18</td>
<td>Foundational concepts and Basic Techniques in Family Therapy</td>
<td>Nichols, Ch 2-3</td>
</tr>
<tr>
<td>September 25</td>
<td>Common factors</td>
<td>Blow, Sprenkle &amp; Davis (article)</td>
</tr>
<tr>
<td><strong>Critical Genograms Due</strong></td>
<td>Contextual self-of-the-therapist</td>
<td>Kosutic, Garcia (article) Ward, Linville &amp; Rosen (Article) Thomas (article) Sexton, Ridley, &amp; Kleiner (article)</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>October 2</strong></td>
<td>Understanding and applying social justice oriented couple and family therapy</td>
<td>Nichols, Ch 10 Hernandez, Almeida &amp; Dolan Del-Vecchio (article) Knudson-Martin (article) Korin (article) McGeorge, Carlson &amp; Guttormoson (article) Waldergrave (article)</td>
</tr>
<tr>
<td></td>
<td>Principles for socio-culturally attuned family therapy</td>
<td>Nichols, Ch 10 Hernandez, Almeida &amp; Dolan Del-Vecchio (article) Knudson-Martin (article) Korin (article) McGeorge, Carlson &amp; Guttormoson (article) Waldergrave (article)</td>
</tr>
<tr>
<td><strong>October 9</strong></td>
<td>Strategic and MRI couple and family therapy</td>
<td>Nichols, Ch 5 Weakland (article)</td>
</tr>
<tr>
<td><strong>October 16</strong></td>
<td>Structural, couple and family therapy</td>
<td>Nichols, Ch 6 Santiesteban &amp; Mena (article) Butler &amp; Gardner (article) Kindsvatter (article) Navarre (article)</td>
</tr>
<tr>
<td><strong>October 23</strong></td>
<td>Understanding and applying intergenerational couple and family therapy</td>
<td>Nichols, Ch 4 Klever (article); Adams &amp; Maynard (article) Weingarten (article)</td>
</tr>
<tr>
<td><strong>October 30</strong></td>
<td>Understanding and applying humanistic and experiential couple and family therapy</td>
<td>Nichols, Ch 7 Hadkve, et al. (article)</td>
</tr>
<tr>
<td><strong>Writing Sample Due</strong></td>
<td>Understanding and applying humanistic and experiential couple and family therapy</td>
<td>Nichols, Ch 7 Hadkve, et al. (article)</td>
</tr>
<tr>
<td><strong>November 6</strong></td>
<td>Understanding and applying cognitive behavioral couple and family therapy &amp; Psychoeduction</td>
<td>Nichols, Ch 9 Dattillio &amp; Epstein (article) Dattillio &amp; Nichols (article)</td>
</tr>
<tr>
<td><strong>November 13</strong></td>
<td>Psychoanalytic Family Therapy/Object Relations/Internal Family Systems</td>
<td>Nichols, Ch 8 Prouty (article) Sussal (article)</td>
</tr>
<tr>
<td><strong>November 20</strong></td>
<td>Brief, Solution Oriented couple and family therapy</td>
<td>Nichols, Ch 11 Reiter (article); Seedall (article)</td>
</tr>
<tr>
<td><strong>November 27</strong></td>
<td>No Class – Fall Break</td>
<td></td>
</tr>
<tr>
<td><strong>December 4</strong></td>
<td>Social Constructionist Models/Narrative Family Therapy</td>
<td>Nichols, Ch 12 Polanco (article)</td>
</tr>
<tr>
<td>December 11</td>
<td>Saltzburg (article)</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Final Paper Due</td>
<td>Integrative Models</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nichols, Ch 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keeney &amp; Keeney (article)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December 18</th>
<th>Saltzburg (article)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article on Effectiveness of Family Therapy Due</td>
<td>Research on Family Intervention</td>
</tr>
<tr>
<td></td>
<td>Nichols, Ch 14</td>
</tr>
<tr>
<td></td>
<td>Each class participant is to find and bring in one research article on the effectiveness of family therapy to share with the class.</td>
</tr>
</tbody>
</table>