



LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 562: ADVANCED FAMILY THERAPY
FALL 2015

When: Wed: Section 1, 8:45am-12:00pm; Thursday Section 2, 8:45am-12:00pm

Where: TBA

Instructor: Teresa McDowell, Ed.D.

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

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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. Builds 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 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 that were surveyed in previous coursework (e.g., CPSY 504), 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, Narrative, and Critical-Social Justice oriented approaches. Students will be exposed to clinical vignettes and case scenarios that demonstrate the application of the theories in couple and family therapy practice.

OBJECTIVES:

Students will be able to:

1. Deepen their understanding of the theoretical and empirical foundations, and contemporary conceptual directions and debates in the field of MCFT.
2. Survey the major family therapy models, including major contributors, theoretical assumptions, assessment, treatment planning, and intervention strategies/skills of each.
3. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy.

4. Integrate and summarize the personal, social, professional and political factors that influence clinical practice and its effects on clients and therapists as assessed in class participation and personal essays.

5. 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.

5. Recognize strengths and limitations (e.g., cultural deficits) of specific therapy models.

6. Identify those common factors that are connected to effective treatment outcome in MCFT, and to be able to practice them in classroom settings as a preparation for actual clinical settings.

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.

Rambo, A., West, C., Schooley, A, & Boyd, T. (Eds.) (2013). Family Therapy Review: Contrasting Contemporary Models. New York, NY:Routledge.

You will also need to read the following three foundational professional trade books:

Minuchin (1974). Families and family therapy.

Walter and Peller (1992). Becoming solution-focused in brief therapy.

White and Epstein (1990). Narrative means to therapeutic ends.

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.

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.

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.

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.

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. **Writing Sample (2 pages) (5 points) DUE IN CLASS OCT 14 /15**

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.

3. **Case conceptualization paper (15 pp. max) (80 Points) DUE IN CLASS DEC 2/3**

Describe a scenario of a family or a couple (1-2 pages) and the presenting problem. Then address the following:

1. The clients’ 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. Apply a model of family therapy to the case. Make sure to identify specific MCFT concepts and techniques you would use to work with this family/couple. Make sure you demonstrate a deep working knowledge of the model you choose;
3. Develop a treatment plan with specific goals that are congruent with your therapeutic model; and
4. Identify how your approach attends to common factors for therapeutic change.

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 model 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.

Case Conceptualization Final Paper Rubric

	Marginal	Proficient	Accomplished	Total pts: 80
Case Description	General description of family context: identifies issues impacting client (2 pts)	Detailed description of family context: identifies and analyzes issues impacting client (4 pts)	Detailed description of family context: identifies and analyzes issues impacting client (6 pts)	6
Presenting issues for therapy	General description of issues: addresses impact on self and others (2 pts)	Detailed description of issues: addresses impact on self and others and attempts to address meaning of issues in client’s context (4 pts)	Detailed description of issue: addresses impact on self and others and meaning in client’s context (6 pts)	6

Clients' presenting issues and access/opportunity as shaped by their social locations	Some understanding of how client's issues are shaped by social location (e.g., describes impact of oppression) (2 pts)	Integrated understanding of how clients' issues are shaped by social location (i.e. describes impact of oppression and privilege) (4 pts)	Analysis of how client dimensions of privilege and oppression shape presenting issues (6 pts)	6
Power Dynamics	Primary power dynamic(s) described (2 pts)	Power dynamics considered across family relationships with consideration of how broader social dynamics influence power within the family (4 pts)	Power dynamics considered across family relationships with consideration of how broader social dynamics influence power within the family. Discussion of power relative to presenting problem included (6 pts)	6
Treatment plan with specific goals	General goals (2 pts)	Specific goals with objectives and outcomes (4 pts)	Specific goals with objectives that reflect treatment model and clear outcomes. Treatment plan and goals account for power dynamics (6 pts)	6
Identify key concepts in a therapy model(s)	Identification of model(s) with limited rationale in regards to goodness of fit (3 pts)	Identification and analysis of model(s) with rationale for goodness of fit (6 pts)	Identification and analysis of model(s) with rationale for goodness of fit integrating social context and social location (9 pts)	9
Interventions	Identification of complex interventions (3 pts)	Identification of complex interventions with Rationale (limited to counseling theories and not addressing social context) (6 pts)	Identification of complex interventions with rationale explaining goodness of fit and integration of social context and social location (9 pts)	9
Common Factors	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
APA Format Language	Confusing, redundant, general (2 pts)	Some lack of clarity and redundancy (4 pts)	Clear, specific, concise, plain (6 pts)	6
Professional writing: sentence fluency, punctuation, grammar.	Some run-ons or fragments. Limited variety in sentence structure; some errors in grammar, mechanics, and/or spelling. (2 pts)	Uses simple compound, and complex, sentences; few to no errors in grammar, mechanics, and/or spelling. (4 pts)	Consistent variety of sentence structure throughout; no errors in grammar, mechanics, and/or spelling. (6 pts)	6
Headings	Does not follow APA guidelines for heading organization	Does not follow APA guidelines for heading organization	Follows APA guidelines for heading organization (3 pts)	3

Citations	(1 pt) Does not follow APA guidelines for citations with consistency (2 pts)	(2 pts) Few errors in APA guidelines for all citations (4 pts)	Follows APA guidelines for all citations (6 pts)	6
Overall Quality and Completion of Paper	Includes most necessary elements at or below minimal level (0 pts)	Includes all necessary elements adequately to meet expectations. (1 point)	Exceeds expectations for all or nearly all categories. Well researched with more than adequate citations (5 pts)	5

4. **Case Consultation (10 points)**

DUE IN CLASS DEC 16/17

Prepare to share your case and consult with colleagues during the final day of class. Complete a Supervision Worksheet found on-line under MCFT Program Forms: <http://graduate.lclark.edu/live/files/15388-supervision-worksheetpdf>

Under the section “Goals for Supervision” list consultation goals for your discussion with your colleagues in class. Leave the final sections, which refer to supervisor input, blank. Bring 6 copies to class. This includes one copy to turn in During small group discussions class participants will hand this information out before working toward listed goals within work groups. All group members will critique and provide feedback.

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
Case conceptualization	80 pts
Case consultation	10 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

Class	Topic	Readings due
<i>September 9/10</i>	Introduction & Course review	
<i>September 16/17</i>	Common factors	Thomas (article) Sexton, T., Ridley, C.

	<p>Concepts & Skills: Identifying extra-therapeutic considerations; Working across models; Use of self</p>	<p>& Kleiner (article) Blow, Sprenkle & Davis (article) Ward, Linville & Rosen (Article)</p>
<i>September 23/24</i>	<p>Becoming a family therapist: From knowing to doing</p> <p>Concepts & Skills: Self-of-the-therapist; second order cybernetics; isomorphism</p>	<p>Text, Section I, pgs 1-38; Section IV, pp. 241-268.</p>
<i>September 30/October 1</i>	<p>Understanding and applying social justice oriented couple and family therapy</p> <p>Concepts & Skills: Intersectionality; influence of social context on family power imbalances; promoting equality in therapy</p>	<p>Hernandez, Almeida & Dolan Del-Vecchio (article) Knudson-Martin (article) Korin (article) McGeorge, Carlson & Guttormoson (article) Waldergrave (article)</p>
<i>October 7/8</i>	<p>Structural and strategic couple and family therapy: Theory</p> <p>Concepts & Skills: Counterintuitive thinking, power dynamics in therapy, circular questioning</p>	<p>Text, Section II-C, pp. 81-118</p> <p>Minuchin (1974). Families and family therapy.</p> <p>Weakland (article) Santiesteban & Mena (article) Butler & Gardner (article)</p>
<i>October 14/15</i> Writing Sample Due	<p>Structural, strategic approaches: Application</p> <p>Concepts & Skills: Enactments; in session and between session change; raising intensity</p>	<p>Minuchin (1974). Families and family therapy.</p>
<i>October 21/22</i>	<p>Understanding and applying intergenerational couple and family therapy</p> <p>Concepts & Skills: Thinking intergenerationally across models; engaging multiple generations in therapy</p>	<p>Text, Section II-B, pp. 63-80.</p> <p>Klever (article); Adams & Maynard (article) Weingarten (article)</p>
<i>October 28/29</i>	<p>Understanding and applying humanistic and experiential couple and family therapy</p> <p>Concepts & Skills: Integrating emotion across models; presence of the therapist</p>	<p>Text, Section II-A, pp. 39-62; Section III, pp. 207-240.</p> <p>Hadtke, et al. (article)</p>
<i>November 4/5</i>	<p>Understanding and applying cognitive behavioral couple and family therapy & Psychoeducation</p>	<p>Text, Section II-H,</p>

	Concepts & Skills: patterns of interaction; working with parents and children	pp 199-202 Dattillio & Epstein (article) Dattillio & Nichols (article)
<i>November 11/12</i>	Understanding Brief Therapy Models and Solution Oriented couple and family therapy: Theory	Text, Section II-D, pp. 119-146. Walter and Peller (1992). Becoming solution-focused in brief therapy. Reiter (article); Seedall (article)
<i>November 18/20</i>	Solution Oriented couple and family therapy: Application Concepts & Skills: Presuppositional questioning; discovering and amplifying solutions; taking a strength based perspective	Walter and Peller (1992). Becoming solution-focused in brief therapy.
<i>November 26/27</i>	No Class – Fall Break	
<i>December 2/3</i>	Understanding Social Constructionist Models	Text, Section II-E, pp. 147-166; Section II-F, pp. 167-186. Saltzburg (article) White and Epstein (1990). Narrative means to therapeutic ends.
<i>December 9/10</i> Final Paper Due	Narrative family therapy: Application Concepts & Skills: Co-construction of family narratives; collective re-storying; using reflective teams	White and Epstein (1990). Narrative means to therapeutic ends.
<i>December 16/17</i> Case Consultation Form and Presentation Due	Integrative Models Case Consultation Concepts & Skills: Articulating theoretical & treatment frameworks; seeking and offering “peer” consultation	Text, Section II-G, pp. 187-198. Keeney & Keeney (article)