



"We are a community that commits itself to diversity and sustainability as dimensions of a just society" --*Lewis and Clark Mission Statement*

**LEWIS & CLARK GRADUATE SCHOOL OF  
EDUCATION AND COUNSELING**

**MCFT 563-06/CPSY 590-06: Treatment Issues in Family Therapy  
Empowering Clinical Conversations**

**1 unit  
SPRING 2016**

**Time & Day:** 5:30-8:30 pm Tuesdays January 12 - February 9  
**Place:** John R. Howard Hall, Room 202  
**Instructor:** Carmen Knudson-Martin, PhD  
**Office Hours:** Tuesdays 1:00-3:00; Thursdays 4:30-6:30 and by arrangement (please schedule appointments in advance by calling CPYS office, 503-768-6060)  
**E-Mail:** [carmen@lclark.edu](mailto:carmen@lclark.edu)  
**Phone:** 503-768-6092 (office) 909-262-7725 (cell)

**COURSE DESCRIPTION**

This course addresses how principles and techniques from narrative therapy and other collaborative approaches can be used to structure clinical conversations that invite talk about societal discourses and inequities, identify and build on client strengths, and empower clients to work toward change. Emphasis is on small, practical, and doable strategies that can be integrated into any clinical model.

**Prerequisite:** None

**Credit:** 1 semester hour

**MCFT STUDENT LEARNING OUTCOMES**

This course promotes the following student learning outcomes:

SLO 1.3: Students will apply systems/relational theories to clinical case conceptualization.

SLO 2.1: Students will self-reflect on the implications of own and others' social location in clinical practice.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

## **COURSE OBJECTIVES**

The following MCFT 563 course objectives are in keeping with the AAMFT Core Competencies. At the end of this course, students are expected to:

1. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.
2. Apply course content to case conceptualization, treatment planning, and intervention. In this section, these include:
  - Apply social constructionist theory to conceptualizing the relational nature of change.
  - Develop strategies for guiding clinical conversations that help clients overcome oppressive dominant discourses and expand possibilities.
  - Increase ability to manage the power of the therapist in relation to both dominant societal discourses and client agency.

## **TEXT/READINGS**

### **Required Text**

White, M. (2005). *Maps of narrative practice*. New York, NY: Norton

### **Recommended Texts**

Madigan, S. (2011). *Narrative therapy*. Washington DC: American Psychological Association

Freeman, J., Epston, D., & Lobovits, D. (1997). *Playful approaches to serious problems: Narrative therapy with children and their families*. New York, NY: Norton

### **Readings**

Most readings may be accessed through Watzek library. Those marked with an asterisk\* are not yet published and will be emailed by the instructor.

\*Ashbourne, L., Fife, K., Ridley, M., & Gaylor, E. (2016). Supporting the development of novice therapists. In St. George, S. & Wulff, D. (Eds.). *Family therapy as socially transformative practice* (Chapter 4). New York, NY: Springer.

Carey, M., Walther, S., & Russell, S. (2009). The absent but implicit: A map to support therapeutic enquiry. *Family Process*, 48, 319-331.

\*D'Arrigo-Patrick, J., Hoff, C., Knuson-Martin, C., & Tuttle, A. (in review). Navigating critical theory and postmodernism in family therapy.

Dickerson, V. (2013). Patriarchy, power, & privilege: A narrative/poststructural view of work with couples. *Family Process*, 52, 102-114.

Estrella, J., Kuhn, V. P., Freitas, C. J., & Wells, M.A. (2015). Expanding the lens: How SERT therapists develop interventions that address the larger context. In Knudson-Martin, C., Wells, M. A., & Samman, S. K. (Eds.). *Socio-emotional relationship therapy: Bridging*

*emotion, societal context, and couple interaction* (pp. 53-66). New York: Springer. (Book is accessible on-line—then find chapter)

Fishbane, M. & Wells, M.A. (2015). Toward relational empowerment: Interpersonal neurobiology, couples, and the societal context. In Knudson-Martin, C., Wells, M. A., & Samman, S. K. (Eds.). *Socio-emotional relationship therapy: Bridging emotion, societal context, and couple interaction* (pp. 27-40). New York: Springer. (Book is accessible on-line—then find chapter)

Knudson-Martin, C., Wells, M. A., & Samman, S. K., (2015). Engaging power, emotion, and context in couple therapy. In Knudson-Martin, C., Wells, M. A., & Samman, S. K. (Eds.). *Socio-emotional relationship therapy: Bridging emotion, societal context, and couple interaction* (pp. 145-153). New York: Springer. (Book is accessible on-line-then find chapter)

Pandit, M., Kang, Y.J., & ChenFeng, J. L. (2015). SERT therapists' experience of practicing sociocultural attunement. In Knudson-Martin, C., Wells, M. A., & Samman, S. K. (Eds.). *Socio-emotional relationship therapy: Bridging emotion, societal context, and couple interaction* (pp. 67-78). New York: Springer. (Book is accessible on-line-then find chapter)

\*Snyder, L., McIntosh, S., & Gosnell, F., (2016). Learning to speak social justice talk in family therapy. In St. George, S. & Wulff, D. (Eds.). *Family therapy as socially transformative practice* (Chapter 5). New York, NY: Springer

\*St. George, S. & Wulff, D. (2016). Family therapy + social justice + daily practices = transforming therapy. In St. George, S. & Wulff, D. (Eds.). *Family therapy as socially transformative practice* (Chapter 1). New York, NY: Springer.

\*St. George, S. & Wulff, D. (2016). Community-minded family therapy. In St. George, S. & Wulff, D. (Eds.). *Family therapy as socially transformative practice* (Chapter 2). New York, NY: Springer

Sutherland, O., Turner, J., & Dienhart, A. (2013). Responsive persistence part I: Therapist influence in postmodern practice. *Journal of Marital and Family Therapy*, 39, 470–487

Weingarten, K. (2010). Reasonable hope: Construct, clinical applications, and supports, *Family Process*, 49, 5–25

## CLASS ASSIGNMENTS

### 1. **Participation** (40 points)

This course emphasizes shared engagement with the assigned readings and clinical competencies. Toward this end, you are expected to:

- Attend and participate in **all** class meetings. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by expanded written reflections on the required readings for the day.
- Come to class prepared (having read the assignments for the day).
- Give attention to the instructor and/or other students when they are speaking or making a presentation. No electronic devices may be used, except to access readings or make notes.
- Engage in group discussions and role plays.
- Deal with other students and/or the instructor in a respectful fashion.

Your participation in class activities will be evaluated according to the following rubric

CLASS PARTICIPATION COMPETENCIES	Possible points	Points demonstrated
Prompt and dependable presence in the class.	10	
Prepares for class by immersing self in course readings and reflecting on their application to practice.	10	
Engages in course activities with a spirit of openness and curiosity.	10	
Helps to create an atmosphere of safety and mutual respect among all class members.	10	
<b>TOTAL</b>	<b>40</b>	

**2) Reflective Journal (60 points).** Hard copy due Feb. 9 at the beginning of class.

Throughout the course students are to create a journal that focuses on your personal responses to the following:

1. Specific practice strategies in the readings that are especially meaningful or inspiring to you and reflections on how they would work to create empowerment.
2. Reflections on experience of applying identified strategies to case examples (i.e., in class role plays/observation, examples in readings, or through creative imagination)
3. Conclusions about how you will apply course concepts to your practice.

**Journal should include all assigned readings in the reflections, but should focus on those aspects of particular interest to you. Integration across readings (rather than just taking them one at a time) is encouraged. Reflections are your conversation with yourself and do not need to be in the form of a paper; however, please use complete sentences and good grammar. They should be typed (single-spaced) and include approximately 2-3 pages for each week.**

Your journal will be evaluated according to the following criteria:

REFELCTIONS ON EMPOWERMENT STRATEGIES	Possible points	Points demonstrated
Identifies specific practice strategies and considers how they work to create empowerment.	10	
Applies identified strategies to case examples.	10	
Reflects upon own experience practicing, observing, or imagining how you might do this work (taking into account awareness of your social location and the client's)	10	
Draws conclusions about how you will apply course concepts to your practice.	10	
Reflections integrate material across readings and represent your thinking as you engage with course concepts.	10	
Writing style is clear.	10	
<b>TOTAL</b>	<b>60</b>	

## **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.

## **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 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 learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

## **SPECIAL ASSISTANCE**

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 instructors as soon as possible. It is the responsibility of the student to make his or her disability and needs known in a timely fashion and to provide appropriate documentation and evaluations to support the accommodations the student requests. Requests for accommodations should be routed through the Student Support Services office in Albany 206. Please review the L&C policy at:

[http://www.lclark.edu/offices/student\\_support\\_services/rights/disability\\_policy/](http://www.lclark.edu/offices/student_support_services/rights/disability_policy/)

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

### **EVALUATION & GRADING**

Participation	40 pts
Journal	60
Total	100 pts

94-100 = A    90-93.5 = A-    88-89.5 = B+  
83-87.5 = B    80-82.5 = B-    78-79 = C+  
73-77.5 = C    70-72 = C-

**COURSE SCHEDULE**

	<b>Topics</b>	<b>Readings and Assignments</b> (all readings from the SERT book)
Class 1 Jan 12	Power, discourse, & Change  Externalizing conversations	White, chap 1 & 6  D'Arrigo-Patrick. Et al., Navigating critical theory St. George & Wulff. Therapy + social justice
Class 2 Jan 19	Linking discourse, context, & emotion  Reauthoring Conversations	White chap 2  Fishbane & Wells. Interpersonal neurobiology Estrella, et al., Expanding the lens Pandit et al., sociocultural attunement
Class 3 Jan 26	Transformative practices  Remembering Conversations	White chap 3  Dickerson, patriarchy & power Ashbourne et al., supporting novice therapists Snyder et al., learning to speak social justice
Class 4 Feb 2	Empowering Witnesses  Definitional Ceremonies	White chap 4  Weingarten. Reasonable Hope St. George & Wulff. Community minded
Class 5 Feb 9	Expanding possibilities  Unique Outcomes	White chap 5  Carey, absent but implicit Sutherland, et al., responsive persistence