



"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 & COUNSELING

MCFT 563-01: TREATMENT ISSUES IN FAMILY THERAPY: PARENTING AND ATTACHMENT

Time & Day: Tuesdays 5:30-8:30 pm
Place:
Instructor: Carmen Knudson-Martin, PhD
Office Hours: 1-3 Tuesdays; 4:30-6:30 Wednesday (to schedule appointments call the CPYS office)
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Phone: 503-768-6065 (office) 909-262-7725 (cell)

COURSE DESCRIPTION

This class addresses how to work with the bonds between parents and children in family therapy. We will draw on attachment and feminist, socio-contextual theories to understand the reciprocal nature of parent-child relationships. Participants will learn clinical strategies to promote emotionally attuned, collaborative communication as a basis for personal and relational development and consider approaches to parenting from a multicultural perspective.

Prerequisite: None

Credit: 1 semester hour

STUDENT LEARNING OUTCOMES

This course promotes the following MCFT student learning outcomes:

SLO1.2: Students recognize the interconnections among biological, psychological, social systems in people's lived experience.

SLO1.3: Students apply systems/relational theories to clinical case conceptualization

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

COURSE OBJECTIVES

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

1. Examine attachment bonds between parents and children through socio-contextual and feminist perspectives. (CC 1.1.1, 1.1.2, 1.2.1, 2.1.6, 4.1.1, 4.1.2)
2. Apply the Typology of Parent-Child Relational Orientations (TP-CRO) to case assessment and treatment planning.(CC 1.3.1, 2.1.1, 2.3.1, 2.3.6, 4.3.1)

3. Demonstrate clinical strategies to promote emotionally attuned, collaborative parent-child communication.(CC 4.3.2, 4.3.5, 4.4.1, 4.5.3)

TEXT/READINGS

Required Texts

Hughes, D.A., (2011). *Attachment-focused family therapy*. New York: Norton.

Siegel, D., & Hartzell, M. (2014). *Parenting from the inside out: How deeper self-understanding can help you raise children who thrive*, 2nd ed. New York: Tarcher.

Required Readings (unless otherwise noted, readings may be downloaded from the library)

McDowell, T., Knudson-Martin, C., & Bermudez, M (forthcoming). Socioculturally attuned attachment-based family therapy. In *Socioculturally attuned family therapy: Guidelines for equitable theory and practice* (chapter 7). New York, NY: Routledge. (provided by instructor)

Tuttle, A.R., Knudson-Martin, C., & Kim, L. (2012). Parenting as relationship: A framework for assessment and practice. *Family Process*, 51, 73-89.

Kim, L., Tuttle, A., & Knudson-Martin, C. (2014). Toward relationship-directed parenting: An example of North American born second generation Korean-American mothers and their partners. *Family Process*, 53, 55–66

Read at least one of the following

Levy, S. A., Russon, J., & Diamond, G. M. (2016). Attachment-based family therapy for suicidal lesbian, gay, and bisexual adolescents: A case study. *Australian & New Zealand Journal of Family Therapy*, 37, 190-206.

Stavraniopoulos, K. Faller, G., & Furrow, J. L. (2014). Emotionally focused family therapy: Facilitating change within a family system. *Journal of Couple & Relationship Therapy*, 13, 25-43.

Willis, A. B., Haslam, D. R., Bermudez, J. M. (2016). Harnessing the power of play in emotionally focused family therapy with preschool children. *Journal of Marital and Family Therapy*. advanced online publication. DOI: 10.1111/jmft.12160 (find under early view on journal website)

Wittenborn, A. K., Faber, A. J., Harvey, A. M., & Thomas, V. K. (2006). Emotionally focused family therapy and play therapy techniques.

Recommended

Birns, B. (1999). Attachment theory revisited: Challenging conceptual and methodological sacred cows. *Feminism & Psychology*, 9, 10-21.

Bliwise, N. G. (1999). Securing attachment theory's potential. *Feminism & Psychology*, 9, 43-52.

Buchanan, F. (2008). Mother and infant attachment theory and domestic violence: Crossing the

divide. *Australian domestic and family violence clearinghouse*, Stakehouse Paper 5.

Franzblau, S. H. (1999). Historicizing attachment theory: Binding the ties that bind. *Feminism & Psychology, 9*, 22-31

Minuchin, P. (2002). Cross-cultural perspectives: Implications for attachment theory and family therapy. *Family Process, 41*, 546-550

Rothman, F., Rosen, K., Ujiiie, T., & Uchida, N. (2002). Family systems theory, attachment theory, and culture. *Family Process, 41*, 328-350.

CLASS ASSIGNMENTS

1. **Participation** (20 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 written reflections on the required readings for the day.
- Come to class prepared (having read the assignment 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.
- Contribute 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.
- 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 class activities with a spirit of openness and curiosity	10	
Helps to create an atmosphere of safety and mutual respect among all class members.	10	
TOTAL	40	

2. TP-CRO Assessment and Application (due Oct 4)

A. Using the RAG-Parent-Child version (Tuttle, et al., 2012) as a guide, interview a parent (or parents) whose context for parenting is different than yours. Use this as an opportunity to engage the parent(s) based on curiosity about their context and how they view parenting.

B. Use the TP-CRO to assess the parenting orientation of the person(s) you interviewed.

C. Based on your TP-CRO assessment above, suggest issues to consider when applying attachment-focused family therapy with a family like this. Include pertinent gender and other social justice issues and your thoughts about them. (Since you are likely interviewing a parent not currently in therapy, feel free to imagine what kinds of issues a similar family could face at some time).

D. Write a 3-4 page (double-spaced) summary that includes each of the following

MULTICULTURAL PARENT-CHILD RELATIONSHIP ASSESSMENT & APPLICATION COMPETENCIES	Possible points	Points demonstrated
Uses the RAG, parent-child version to identify assumptions about parent-child relationships	10	
Locates the parent or approach on the TP-CRO with examples	10	
Addresses how an attachment theorist would approach case assessment and treatment planning if a similar family presented for therapy.	10	
Integrates an attachment and social justice perspective in case assessment and application.	10	
TOTAL	40	

NOTE: Protect the confidentiality of the person you interviewed. (Change names and other identifying information)

3. Socio-contextual Reflection. (20 points) Due September 20.

Read **one** of the suggested journal articles on attachment-based/emotionally focused family therapy with children or adolescents. Drawing on the McDowell et al chapter, your own thoughts, and any other sources, write a 2-3 page (double-spaced) reflection on the described approach from a socioculturally attuned perspective. Be prepared to share your thoughts and dialogue about them in class. Your contribution will be evaluated according to the criteria on the following page:

SOCIO-CONTEXUAL REFLECTION ON APPLICATION OF ATTACHMENT THEORY	Possible points	Points demonstrated
Identifies how this attachment-based approach is designed to create change. (Be sure to state which article you are responding to).	5	
Identifies potential strengths of this approach with rationale for your perspective.	5	
Identifies relevant social justice issues (most likely not addressed in the article).	5	
Suggests possible ways a therapist might incorporate a socioculturally attuned, social just approach into this model. (for example, with the author's case example or suggested strategies)	5	
TOTAL	20	

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/

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
TP-CRO Assessment and Application	40 pts
Sociocontextual Critique of Attachment Theory	<u>20 pts</u>
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

	Topics	Readings	Assignment/ Activity due
Week 1 Sept 6	Parenting in Sociocultural context Using the TP-CRO Overview of Attachment theory	Tuttle et al Kim et al McDowell et al	Consider how you would answer the questions from the RAG in your own orientation to parenting.
Week 2 Sept 13	Parenting from an Attachment perspective <ul style="list-style-type: none"> • Intersubjectivity 	Siegel & Hartzell (intro-chap 5) Hughes chapter 2	View sample therapy session
Week 3 Sept 20	Socio-contextual perspectives on attachment-based family therapy <ul style="list-style-type: none"> • Affective-Reflective Dialogue 	Hughes chapter 3	Socio-Contextual Reflection paper due—be prepared to discuss
Week 4 Sept 27	Practicing attachment-focused family therapy <ul style="list-style-type: none"> • Affect regulation • PACE attributes • Sequential process 	Hughes chap 4-5	Bring Hughes text to class
Week 5 Oct 4	Practicing attachment-focused family therapy <ul style="list-style-type: none"> • Relationship repair 	Hughes chap 6	TP-CRO assessment & application due—be prepared to share in class