



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

**MCFT 563-06/CPSY 590-06: Treatment Issues in Family Therapy
Infertility, Assisted Reproductive Technologies, and Adoption**

1 unit

FALL 2017

Instructor: Adam J. Rodriguez, PsyD
Class Day and Time: Wednesday 5:30-8:30pm (3 hours weekly, 15 contact hours)
Class Dates: 6 September 2017 – 4 October 2017
Class Location: tbd
Phone: 503.308.9770
Email (preferred): arodriguez@lclark.edu
Credits: 1

Instructor Biography: I am a licensed psychologist in private practice in Portland, OR. My practice is largely informed by social justice theories and contemporary psychoanalytic theory. I have a specialty in working with individuals who identify as LGBTQ, particularly with people of color, with emphasis on working with power dynamics and identity. I provide consultation and supervision and teach for Oregon Psychoanalytic Center. I was previously a full time faculty member and Director of Clinical Training at Notre Dame de Namur University in Belmont, CA and provided supervision for Queer LifeSpace and the Wright Institute in CA. Additionally, I am especially interested in mentorship programs, the experience of first generation college students, and the experience of people of color as clinicians.

Catalogue Course Description: Application of family systems approach to treatment of families struggling with subfertility issues and alternative family building. This course focuses on the particular challenges of couples and families dealing with subfertility, the use of assisted reproductive technologies (ART), and adoption. Consideration is given to cultural and social factors that influence experience and attitudes. Time is spent on clinical case conceptualization and treatment planning for individuals and families undergoing subfertility treatments, dealing with infertility, considering and undergoing the adoption process, and for families conceived in nontraditional ways. The course integrates a multi-disciplinary approach to the unique challenges these families are experiencing.

****Note: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.***

Required Reading:

Required

1. **Crawshaw, M. & Balen, R. (Eds.) (2010). *Adopting after Infertility*. John Kingsley Publishers: London and Philadelphia.**
2. **Additional Readings as listed below. All readings are available online through the campus library***

*Note: All required articles are available through the campus library. Some of the “Some Additional Readings” articles may not be, and are listed for your interest.

Moodle~ Students will be responsible for reading all articles, linked material, resources and class updates posted on the Moodle site!!

Expected Learning Outcomes

1. Development of familiarity with issues related to infertility and the related psychological effects on families.
2. Development of familiarity with issues related to adoption and the adoption process and other non-traditional methods of the creation of families, including non-heteronormative families.
3. Increased ability to conceptualize and formulate the psychological experience of families facing subfertility, undergoing infertility treatments or adoption.
4. Evaluation and application of psychotherapy techniques and interventions that are relevant for couples and families facing subfertility, undergoing infertility treatments or adoption.
5. Examination of multidisciplinary approaches to the treatment of fertility and adoption.

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.

Attendance:

- Students may miss one class for any reason.
- Any missed classes beyond the single class may require make-up work including any of the following; written work including research and literature review, professional reading with written review, special projects, etc.
- Any planned absences must be discussed with and approved by the course professor at least two weeks in advance of the absence.

- In case of illness or emergency, please notify your instructor as soon as possible.
- More than one absence a semester could result in a failure to complete the class.
- Late to class: More than 20 minutes or chronic lateness may require make-up work at the discretion of the professor.

Academic Integrity: Academic integrity means doing authentic work for this class, work that is your own and is specifically for this class. Plagiarized work or work that has been substantially or completely prepared for other classes does not meet this standard of integrity. This includes copying verbatim or in essence treatment plans and interventions from published books on the subject. Any such materials submitted for this class will not receive credit and their submission will be considered as a possible breach of ethical standards of conduct.

Copyright Policy: Please be mindful of copyright policies. This includes the sharing, reproduction and downloading of professional articles, book chapters and other scholarly materials. These materials must follow Fair Use guidelines and otherwise need copyright permissions, which can be very expensive. While many universities have been violating these policies for years, it is a matter of professional integrity and ethics. Please access your own copy of professional and scholarly works from your computer through your own library account and personal computer. (Rather than posting pdf's for download on Moodle or emailing copies, etc.).

Confidentiality: It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. The class activities and assignments require utilizing classmates for counseling sessions for the purpose of demonstrating micro skills. Although guidelines, parameters and boundaries are implemented into the topics utilized for the tapings it is expected that anything presented by students during tapings and in class discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

Discomfort During Training: It is normal to experience occasional discomfort as you go through your training program. Learning can be challenging! Receiving feedback from your peers along with your instructor can be difficult at times, too. While this is a normal developmental process, should you have emotional difficulty throughout the course that is consistent and interferes with your participation, the following measures are available to support you:

- 1) Please feel free to contact me as soon as possible to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email, phone and to meet up in person. You can expect fair, direct and open communication from me as your instructor.
- 2) Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or needs.
- 3) You may also work on these concerns in the context of private counseling.

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook and is the point equivalent of that grading scale:

- A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0
(http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)

- ** LATE WORK IS STRONGLY DISCOURAGED and any needs in this area must be discussed directly with your instructor. Assignments turned in late will lose 5 points per day late until submitted unless arranged in advance. It is your responsibility to communicate consistently and clearly with the instructor. **

Assignments and Requirements:

1. Class Participation- 20 points: Daily expectation

You are expected to participate in class activities and discussions. Participation not only adds to the quality of discussions, but also demonstrates that the class is actively engaged in personal and professional development, is completing assigned readings and understanding the material. Active participation is essential and will be evaluated in the following way:

Excellent (18-20pts)- Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating the discussion.

Satisfactory(14-18pts) - Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimal acceptability (11-14pts)- Passive participation including being present, awake, alert, attentive, but not actively involved.

Unsatisfactory (10 pts and below) - Uninvolved including being absent, late, present but not attentive: distracted, not present or making irrelevant contributions that inhibit the progress of the discussion.

2. Final Paper – Literature Review - 100 points

The final paper is an 8-10 page (APA formatted) literature review on a topic of your choice related to the field of infertility, assisted reproductive technologies, or adoption. The task is research the literature related to this topic, summarize and critique it, and provide a brief synthesis with clinical applications. You are free to choose a topic of your interest; however, it must be directly related to the areas described above and should be clinical in nature (vs. medical or other). It is often better to choose a topic with a greater degree of specificity than a broader topic. A broader topic is difficult to cover in this brief of a paper. A brief sample of topics may include: interracial foster adoption, efficacy of peer-led versus clinician-led infertility support groups, role of anxiety and stress in IVF outcomes, differences in psychological wellbeing of adult adopted child from open or closed adoptions, male resistances to fertility treatments, etc.). The paper should be formatted, and will be graded accordingly:

- Introduction (5 points)** – a brief introduction that states the problem and area to be explored. Like any introduction, this section should be brief while clearly state the problem and what makes it important to address.
- Literature Review (40 points)** – A sophisticated literature review captures a broad cross-section of research and is written with a clear organizational flow and outline. Perhaps most important to this endeavor is to create a clear outline by thematic element. It should not read like a paragraph-by-paragraph listing of one study after another. Rather, in organizing a lit review by thematic element, you are creating an outline that directly addresses the main topic by theme and utilizing research to support those themes. See Appendix for more detailed explanation.
- Cross-cultural considerations (20 points)** – Consider a multitude of cultural identities in the context of the topic you are researching. A cross-cultural analysis is generally the most

- efficient when it embraces intersectionality and avoids essentialism, while also being integrated throughout the paper as relevant, rather than as an “add-on” at the end. Consider the ways in which limitations to the existing research may be highlighted across various cultural dimensions.
- d. **Ethical considerations (10 points)** – Are there relevant legal or ethical questions related to the topic. These may be legal and ethical concerns in clinical work, but may also be more broadly philosophically ethical concerns outside the limitations of clinical practice.
 - e. **Synthesis and Conclusion (20 points)** – This section provides a brief and clear synthesis of the preceding material. It is in this section that your clinical voice is most clearly articulated. It should not be simply a repeat of the previously discussed themes, but rather should be your attempt to integrate and synthesize the myriad ideas and to present a compelling statement/analysis. This section should be original and is your opportunity to most significantly offer your perspective, as guided by the provided research, cross cultural consideration, and ethical considerations.
 - f. **APA formatting (5 points)** – The paper should be in APA style and formatting, including attention to all aspects of this formatting, including references and in-text and parenthetical citations, but also including minor details of grammar/usage/syntax and other writing conventions.

Class Format: Classes are going to be open discussion. Be prepared with the assigned reading for the day. It is helpful if you bring a copy of the reading with you. We will discuss these openly in a seminar-style format. This class will lean heavily on class discussion and the discussion of clinical material.

Tentative Course Calendar
(*dates and content subject to change based on need):

| | DATE | TOPICS | READINGS |
|---|------|---|---|
| 1 | | <u>Introduction to Subfertility and Adoption:</u> <ul style="list-style-type: none"> Nomenclature, processes Understanding the terrain Case Presentation <u>Format:</u> Lecture, group discussion, clinical case presentation, video | - Balasch, J. (2008). Unexplained infertility (pp. 332-338) in Rizk, B.R.M.B., Garcia-Velasco, J.A., & Sallam, H.N. (2008) <i>Infertility and Assisted Reproduction</i> . Cambridge University Press: Cambridge, MS. - Friedler, S. et al. (2011). The effect of medical clowning on pregnancy rates after in vitro fertilization and embryo transfer. <i>American Society for Reproductive Medicine</i> , 95(6), doi: 10.1016/j.fertnstert.2010.12.016 <u>Some additional Readings:</u> - Homan, G.F., Davies, M., & Norman, R. (2013). The impact of lifestyle factors on reproductive performance in the general population and those undergoing infertility treatment: A review. <i>Human Reproduction</i> , 13(3), 209-223. |
| 2 | | <u>Psychological Impacts of Subfertility:</u> <ul style="list-style-type: none"> Experiences of Subfertility on | - Gama, K. & Jakubowska, S. (2014). Relationship between infertility-related stress and emotional distress and marital satisfaction. <i>Journal of Health Psychology</i> , 21(6). |

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| | | <p>Women, Men, and Families;</p> <ul style="list-style-type: none"> • Cultural and Social Factors <p><u>Format:</u> Lecture, group discussion</p> | <p>- Schmidt, L. (2010). Chapter 1: The impact of infertility and treatment on individuals and couples (pp. 15-28) in Crawshaw, M. & Balen, R. (Eds.) <i>Adopting after Infertility</i>. John Kingsley Publishers: London and Philadelphia.</p> <p>- Giuliani, J. (2009). Uncommon misery: Psychoanalytic perspectives on infertility. <i>J Am Psychoanal Assoc</i>, 57, 215-226.</p> <p><u>Some additional Readings:</u></p> <p>- Connolly, K.J., Edelmann, R.J. & Cooke, I.D. (2007). Distress and marital problems associated with infertility. <i>Journal of Reproductive and Infant Psychology</i>, 87(1), 49-57.</p> <p>- Domar, A.D. et al. (1993). The psychological impact of infertility: A comparison with patients with other medical conditions. <i>Journal of Psychosomatic Obstetrics and Gynaecology</i>, 14, 45-52.</p> <p>- Hanna, E. & Gough, B. (2017). Men's accounts of infertility within their intimate partner relationships: An analysis of online forum discussions. <i>Journal of Reproductive and Infant Psychology</i>, 35(2), 150-158.</p> |
| 3 | | <p><u>Alternative Family Planning:</u></p> <ul style="list-style-type: none"> • Adoption (Domestic and International; interracial) • LGBT families <p><u>Format:</u> Lecture, group discussion, film</p> | <p>- Thorn, P. (2010). Chapter 3: The shift from medical treatment to adoption: Exploring family building options (pp. 43-52) in Crawshaw, M. & Balen, R. (Eds.) <i>Adopting after Infertility</i>. John Kingsley Publishers: London and Philadelphia.</p> <p>- Bradley, C. & Hawkins-León, C.G. (2002). The transracial adoption debate: Counseling and Legal Implications, <i>Journal of Counseling & Development</i>, 80(4), 433-440.</p> <p>- Selected excerpts from Ball, C. (2012). <i>The Right to be Parents: LGBT Families and the Transformation of Parenthood</i>. New York University Press: New York, NY.</p> <p><u>Some Additional Readings:</u></p> <p>- Haworth, L. et al. (2010). Infertility and inter-country adoption (pp. 134-150) in Crawshaw, M. & Balen, R. (Eds.) <i>Adopting after Infertility</i>. John Kingsley Publishers: London and Philadelphia.</p> |

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| 4 | | <p><u>Clinical Case Conceptualization</u></p> <p><u>Multidisciplinary Approaches and Referrals</u></p> <p><u>Format:</u> group discussion of article vignettes, presentation</p> | <p>- Abbasi, A (2011). "Where do the Ova go?" An analytic exploration of the fantasies regarding infertility. <i>Psychoanalytic Inquiry</i>, 31, 366-379.</p> <p>- Apfel, R.J. & Keylor, R.G. (2002) Psychoanalysis and infertility: Myths and reality. <i>International Journal of Psychoanalysis</i>, 83, 85-104.</p> <p><u>Some Additional Readings</u></p> <p>- Savitz-Smith, J. (2003). Couples undergoing infertility treatment: Implications for counselors. <i>The Family Journal: Counseling and Therapy for Couples and Families</i>, 11(4), 383-387.</p> |
| 5 | | <p><u>Treatment Considerations and Treatment Planning with non-traditional families</u></p> <p><u>Ethical Questions in ART</u></p> <ul style="list-style-type: none"> • Reductions • Anonymous Donors • Secrecy Among Family Members • Genetic Testing <p><u>Format:</u> lecture, clinical vignettes, group discussion</p> | <p>- Dubinsky, K. (2008). The fantasy of the global cabbage patch, <i>Feminist Theory</i>, 9(3), 339-345.</p> <p>- Eunpu, D.L. (1995). The impact of infertility and treatment guidelines for couples therapy. <i>The American Journal of Family Therapy</i>, 23(2), 115-128.</p> <p>- Evans, M.I. & Britt, D.W. (2011) Medical, ethical, and legal aspects of fetal reduction (pp. 121-130) in Schenker, J.G. (2011) <i>Ethical dilemmas in Assisted Reproductive Technologies</i>.</p> |

APPENDIX A

LITERATURE REVIEW

A poorly executed literature review reads without flow or organization and comes across like a paragraph-by-paragraph brief description of study by study. These often have paragraphs that start with something like “In a study by ...” with the subsequent paragraph starting in a similar style. A strong literature review extracts the main thematic elements from the paper’s thesis or research question, then provides a clear organization and flow, and utilizes research to support those ideas. The research is described and critiqued within this outline in ways appropriate to the context.

For example, for a paper that is reviewing the roles of anxiety and stress in IVF treatments the overall outline may look like this:

- I. Introduction
 - a. Statement of problem
 - b. Anxiety defined
 - c. Stress defined
 - d. Brief statement describing outline of paper: (e.g. “This paper will first review research on anxiety in IVF outcomes, then examine research on the role of stress in IVF outcomes with consideration of cross-cultural and ethical elements as appropriate. It will conclude with a synthesis of the research and provide suggestions for improving anxiety and stress related symptoms while improving IVF outcomes and patient wellbeing.”)
- II. Literature review
 - a. Anxiety
 - i. This section would include a wealth of different research related to types of anxiety and its effects on IVF while also taking cross-cultural considerations into account.
 - b. Stress
 - i. This section would include a wealth of different research related to types of a stress and its effects on IVF while also taking cross-cultural considerations into account.
- III. Ethical considerations
- IV. Synthesis and conclusion
 - a. In this section you would first bring the literature from above together in a couple of coherent paragraphs. It need not be lengthy, but should be clear and concise.
 - b. You could then continue to a description of some recommendations to resolve the issue (assuming the literature indicates a negative association between anxiety, stress and IVF outcomes). It may include psychotherapy and alternative treatments (e.g. acupuncture, yoga, meditation, low-impact exercise, massage, etc.)
 - c. Suggestions for future research – what gaps in the literature did you find that could use further research.
 - d. Conclusion – bring everything together in a brief and strong statement.