LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING MCFT
504: FAMILY THERAPY: THEORY AND PRACTICE
FALL 2018

When:   Section 1, Wednesdays 8:30 am-12:15pm
         Section 2, Wednesdays 1pm- 4:45 pm
         Section 3, Fridays 8:30 am-12:15pm
Where:  TBD
Instructor: Teresa McDowell, Ed.D., LMFT
Office Hours: Please call CPSY office for appt (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 long held traditions and current advances in the field. First, general
considerations in the practice of family therapy will be examined to provide a
foundational and integrative framework. Second, various approaches in the field of
MFT will be studied in depth. The course 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 practice of marriage and
family therapy.

STUDENT LEARNING OUTCOMES
Course goals include contributing to the following Student Learning Outcomes:

SLO1.1: Students recognize the impact of power on individuals, families, and
         communities

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

OBJECTIVES:
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. (SLO1.3). (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 (SLO1.3). (CC 1.1.1; KS
3. Recognize strengths and limitations (e.g., cultural deficits) of specific therapy models. (SLO1.1; SLO1.3). CC 4.21
4. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy (SLO1.3). (KS 06; CC 4.1.1)
5. Identify those common factors that are connected to effective treatment outcome in MCFT (SLO1.3).
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 (SLO1.1). (CC 3.1.1; TS 3.03, 3.06, 3.09

NONDISCRIMINATION
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DISABILITY SERVICES STATEMENT
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 (503-768-7192). 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.

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.

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
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.

CLASS PREPARATION
You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. 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.

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.

Text:

In addition to this text and the following readings, you are required to read **one book on each of the two** models you choose to write your paper about. Following are some examples:

Association.


Waldegrave, K. Tamasese, F. Tuhaka, & W. Campbell (Eds.). *Just therapy-A journey* (pp. 63-78). Adelaide, South Australia: Dulwich Centre Publications.


Additional readings are as follows and are assigned according to date in the course schedule below. You are responsible to retrieve these articles from Watzek Library. They are available electronically from the library through journal article search engines.


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 and watched any assigned videos)
   - Contributing to in-class discussion based on the topics of discussions 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 (10 points) DUE IN CLASS OCTOBER 10/12 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 28th. 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 17/19 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 (15-20 pages) (80 Points) DUE BY CLASS NOV 28/30 You
will be given a case scenario in class. Your paper will be based on the family and presenting
problem described in the scenario. You must upload your paper into Task Stream prior to
coming to class on November 30th. 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.
<table>
<thead>
<tr>
<th>Case Conceptualization Final Paper Rubric</th>
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<tbody>
<tr>
<td>Marginal</td>
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<tr>
<td><strong>Presenting issues, access, opportunity as shaped by social locations</strong></td>
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<tr>
<td><strong>Power Dynamics</strong></td>
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<td><strong>Treatment plan with specific goals for both models 1 &amp; 2</strong></td>
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<tr>
<td><strong>Identify key concepts in therapy - Model 1</strong></td>
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<td><strong>Identify key concepts in therapy - Model 2</strong></td>
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<td><strong>Interventions - Model 1</strong></td>
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<td><strong>Interventions - Model 2</strong></td>
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<tr>
<td><strong>Model Comparison and Contrast</strong></td>
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<td><strong>Common Factors</strong></td>
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<td><strong>APA Format Language</strong></td>
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<td><strong>Professional writing: sentence fluency, punctuation, grammar and headings</strong></td>
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<tr>
<td><strong>Citations</strong></td>
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<tr>
<td>Overall Quality and Completion of Paper</td>
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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 10 pts
Case conceptualization 80 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.
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<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings due</th>
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<tr>
<td>Sections 1&amp;2</td>
<td>Introduction &amp; Course review</td>
<td>Text: Chapter 1</td>
</tr>
<tr>
<td>September 5</td>
<td>Foundational concepts in Family Therapy</td>
<td>Knudson-Martin, 2013 (article)</td>
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<tr>
<td>Section 3</td>
<td>Section 3</td>
<td>September 7</td>
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<td>September 7</td>
<td>Section 3</td>
<td>September 12</td>
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<tr>
<td>Section 3</td>
<td>Foundational concepts in Family Therapy</td>
<td>Text: Chapters 2 &amp; 3</td>
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<tr>
<td>September 14</td>
<td>Common factors</td>
<td>Blow, Sprenkle &amp; Davis (article)</td>
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<td>Core Principles of Socioculturally Attuned Family Therapy</td>
<td>Sexton, Ridley, &amp; Kleiner (article)</td>
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<td>Ward, Linville &amp; Rosen (article)</td>
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<tr>
<td>Sections 1&amp;2</td>
<td>Structural Family Therapy</td>
<td>Text: Chapter 4</td>
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<tr>
<td>September 17</td>
<td>Section 3</td>
<td>Butler &amp; Gardner (article)</td>
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<td>Section 3</td>
<td>Section 3</td>
<td>Navarre (article)</td>
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<tr>
<td>September 21</td>
<td>Watch “A House Divided” with Harry Aponte via Kanopy/library</td>
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<td>Sections 1&amp;2</td>
<td>September 24</td>
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<td>September 24</td>
<td>Strategic and MRI family therapy</td>
<td>Text: Chapter 5</td>
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<tr>
<td>Section 3</td>
<td>Watch “Strategic Couples Therapy with James Coyne” via Kanopy/Library</td>
<td>Gardner, Burr, &amp; Wiedower (article)</td>
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<td>September 26</td>
<td>Section 3</td>
<td>Weakland &amp; Fische (article)</td>
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<td>Section 3</td>
<td>Intergenerational Family Therapy</td>
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<tr>
<td>Sections 1&amp;2</td>
<td>Intergenerational Family Therapy/</td>
<td>Text: Chapter 7</td>
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<td>October 3</td>
<td>Contextual Family Therapy</td>
<td>Adams &amp; Maynard (article)</td>
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<tr>
<td>Section 3</td>
<td>Watch “The Legacy of Unresolved Loss with Monica McGoldrick” via Kanopy/library</td>
<td>Klever (article)</td>
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<td>October 5</td>
<td>Section 3</td>
<td>Intergenerational Family Therapy</td>
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<td></td>
<td>Cognitive Behavioral Family Therapy</td>
<td>Text: Chapter 10</td>
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<tr>
<td>Sections 1&amp;2</td>
<td>The Role of Psychoeduction in the Practice of Family Therapy</td>
<td>Dattilio &amp; Epstein (article)</td>
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<tr>
<td>October 10</td>
<td>Section 3</td>
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<tr>
<td>October 12</td>
<td>Watch “Behavioral Couples Therapy with Richard Stuart” via Kanopy/Library</td>
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<tr>
<td>Critical Genograms Due</td>
<td>Sections 1&amp;2 October 17</td>
<td>Brief Solution Focused Therapy</td>
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<td>Section 3 October 19</td>
<td>Watch “Irreconcilable Differences: A solution-focused approach to marital therapy with Insoo Kim Berg” via Kanopy/library</td>
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<tr>
<td>Writing Sample Due</td>
<td>Sections 1&amp;2 October 24</td>
<td>Collaborative and Narrative Family Therapy</td>
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<td>Section 3 October 26</td>
<td>Watch “Narrative Family Therapy with Stephen Madigan” via Kanopy in the library</td>
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<td></td>
<td>Sections 1&amp;2 October 31</td>
<td>Attachment based Family Therapies</td>
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<td>Section 3 November 2</td>
<td>Watch “Emotionally Focused Therapy in Action with Sue Johnson” Tape 2 of 2 via Kanopy in the library</td>
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<td>Sections 1&amp;2 November 7</td>
<td>Experiential Family Therapies</td>
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<td>Section 3 November 9</td>
<td>Watch “Of Rocks and Flowers: Dealing with the Abuse of Children, with Virginia Satir” via Kanopy in the library</td>
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<td>Sections 1&amp;2 November 14</td>
<td>AAMFT Conference</td>
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<td>Sections 1&amp;2 November 21</td>
<td>No Class – Fall Break</td>
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| Section 3  
| November 23 |
| Sections 1&2  
| November 28 |
| Section 3  
| November 30 |
| **Final Paper Due**  
|  |
| Sections 1&2  
| December 5 |
| Section 3  
| December 7 |

| Integrative Models  
| Applying principles of relational equity in clinical practice |
| Paper Sharing  
| Course Evaluation |
| Text: Chapter 14 |