



**MCFT 504-01 & 02 FAMILY THERAPY: THEORY AND PRACTICE
FALL 2019**

Time & Day:	Section 1—Wednesday 9:00-12:15 Section 2—Wednesday 1:00-4:15
Place:	York 117
Instructor:	Wonyoung L. Cho, PhD, LMFT
Office Hours:	Fridays 12:00-1:30
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CATALOG DESCRIPTION

Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy.

Prerequisite: None

Credit: 3 semester units (45 contact hours)

MCFT STUDENT LEARNING OUTCOMES

This course promotes 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 and treatment planning.

COURSE OBJECTIVES

At the end of this course, students are expected to:

1. Understand concepts and theories that are foundational to the practice of marriage, couple, and family therapy, as well as trends in the field.
2. Survey the major family therapy models, including major contributors, theoretical assumptions, goals, and intervention strategies/skills of each.
3. Recognize strengths and limitations (e.g., cultural deficits) of specific therapy models.

4. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy.
5. Identify those common factors that are connected to effective treatment outcome in MCFT.
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.

A note about the nature of this course: This course involves role play. For your learning to be effective, this will require that you take on the experience of the clients and the ways they construct their identities. Other times, you may be asked to bring your own personal experience into the role of client. At such times, students should determine which experience they wish to process. Be aware that when the role plays work well, hidden or “unthickened” stories of self and/or other(s) may emerge.

TEXT/READINGS

Required Books

- McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. New York: NY: Routledge.
- Poplin, M. (2014). *Is Reality Secular?: Testing the Assumptions of Four Global World Views*. Downers Grove, Illinois: InterVarsity Press.
(Available on course reserve and Google Books)
- Sire, J. (2015). *Naming the elephant : Worldview as a concept* (Second ed.). Downers Grove, Illinois: InterVarsity Press.
(Free electronic access through Watzek Library)

Additional Articles, listed by class topic

The articles may be downloaded through the library. Please refer to the course schedule section of this syllabus for full list of readings due.

Class 2: Foundational Concepts of Family Therapy

- 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.
- 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.

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.

Class 3: Naming Worldviews

Carlson, T. D., Kirkpatrick, D., Hecker, L., & Killmer, M. (2002). Religion, Spirituality, and Marriage and Family Therapy: A Study of Family Therapists' Beliefs about the Appropriateness of Addressing Religious and Spiritual Issues in Therapy. *American Journal of Family Therapy*, 30(2), 157-171.
<https://doi-org.library.lcproxy.org/10.1080/019261802753573867>

Class 4: Intergenerational & Contextual Family Therapy

Adams, J. & Maynard, P. (2004). Contextual therapy: Applying the family ledger in couple therapy. *Journal of Couple & Relationship Therapy*, 3(1), 1-12.

Klever, P. (2005). Multigenerational stress and nuclear family functioning. *Contemporary Family Therapy: An International Journal* 27(2), 233-250.

Kosutic, I., Garcia, M., Graves, T., Barnett, F., Hall, J., Haley, E., Rock, J., Bathon, A., & Kaiser, B. (2009). The Critical Genogram: A Tool for Promoting Critical Consciousness. *Journal of Feminist Family Therapy*, 21(3), 151-176.

Class 5: Structural Family Therapy

Butler, M. & Gardner, B. (2003). Adapting enactments to couple reactivity: Five developmental stages. *Journal of Marital & Family Therapy*, 29(3), 311-27.

Kim, J. (2003). Structural Family Therapy and its Implications for the Asian American Family. *The Family Journal: Counseling and Therapy for Couples and Families*, 11(4), 388-392.

Williams, N., Foye, A., & Lewis, F. (2016). Applying Structural Family Therapy in the Changing Context of the Modern African American Single Mother. *Journal of Feminist Family Therapy*, 28(1), 30-47.

Class 6: Brief & Strategic Family Therapy

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.

Szapocznik, J., Schwartz, S., Muir, J., & Brown, C. (2012). Brief Strategic Family Therapy: An Intervention to Reduce Adolescent Risk Behavior. *Couple and Family Psychology: Research and Practice*, 1(2), 134-145.

Class 7: Experiential Family Therapy

Prouty, A. & Protinsky, H. (2002). Feminist-informed Internal Family Systems therapy with couples. *Journal of Couple & Relationship Therapy*, 1(3), 21-36.

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

Class 8: Attachment-based Family Therapy

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.

Knudson, C., Huenergardt, D., Lafontant, K., Bishop, L., Schaepper, J., & Wells, M. (2015). Competencies for addressing gender and power in couple therapy: A Socio Emotional approach. *Journal of Marital & Family Therapy*, 41(2) 205-220. DOI: 10.1111/jmft.12068.

Class 9: Cognitive Behavioral Family Therapy

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.

Class 10: Solution Focused Family Therapy

Reiter, M. (2010). Hope and expectancy in solution-focused brief therapy. *Journal of Family Psychotherapy*, 21, 132-148.

Seedall, R. (2009). Enhancing change process in solution-focused brief therapy by utilizing couple enactments. *The American Journal of Family Therapy*, 37, 99-113.

Class 11: Narrative and Collaborative Family Therapy

polanco, m. (2010). Rethinking narrative therapy: An examination of bilingualism and magical realism. *Journal of Systemic Therapies*, 29(2), 1-14.

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.

White, M. (1984). Pseudo-Encopresis: From Avalanche to Victory, from Vicious to Virtuous Cycles. *Family Systems Medicine*, 2(2), 150-160.

Class 12: Integrative Family Therapy

Davis, S. D. & Hsieh, A. L. (2019). What Does it Mean to be a Common Factors Informed Family Therapist? *Family Process*, 58(3), 629-640.

Fraenkel, P. (2009). The Therapeutic Palette: A Guide to Choice Points in Integrative Couple Therapy. *Clinical Social Work Journal*, 37(3), 234-247.

Recommended

Esmiol Wilson, E., & Nice, L. (Eds.). (2018). Socially just religious and spiritual interventions: Ethical uses of therapeutic power. *AFTA Springer Briefs in Family Therapy*. doi: 10.1007/978-3-030-01986-0

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Understand concepts and theories that are foundational to the practice of marriage, couple, and family therapy, as well as trends in the field.	SLO 1.3	CC 1.1.1 KS 01, 05, 06	Class Participation Theory Summaries
2. Survey the major family therapy models, including major contributors, theoretical assumptions, goals, and intervention strategies/skills of each.	SLO 1.3	CC 1.1.1 KS 01, 05, 06	Class Participation Theory Summaries Final Case Conceptualization Paper
3. Recognize strengths and limitations (e.g., cultural deficits) of specific therapy models.	SLO 1.1 SLO 1.3	CC 4.2.1	Theory Summaries Final Case Conceptualization paper
4. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy.	SLO 1.3	CC 4.1.1 KS 06	Final Case Conceptualization Paper

5. Identify those common factors that are connected to effective treatment outcome in MCFT.	SLO 1.3		Theory Summaries Final Case Conceptualization Paper
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.	SLO 1.1	CC 3.1.1 TS 3.03 TS 3.06 TS 3.09	Class Participation Response Reflection Final Case Conceptualization Paper

CLASS ASSIGNMENTS

I. Participation (30 points)

This course emphasizes shared reflection on the personal and professional implications of the assigned readings and the implications of these for the practice of marriage, couple, and family therapy. 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 and arrange an alternative in advance of class.
- Come to class prepared (having read the assignments for the day).
- Give attention to the instructor and/or other students when they are speaking.
- Contribute to in-class discussion based on the topics of discussions and assigned readings.
- Participate in small group discussions and role-plays.
- Take a **relational approach to social justice**
 - Learn through mutual dialogue (rather than debate)
 - Share and receive one another's stories
 - Value the uniqueness of each voice
 - Be open to changing your perspective
 - Practice reflective self-awareness
 - Discern the influence/limits of own context
 - Be mindful of impact on others—accountability

- Clarify values and their source
- Seek complexity
- Engage the personal, the emotional
 - Embrace both/and
 - Take risks
- Engage differences
 - Imagine alternatives (this is a form of resistance)
 - Active engagement = vulnerability
- Take responsibility
 - For your actions
 - For unearned privilege
 - For being proactive about repair

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

CLASS PARTICIPATION EXPECTATIONS	Possible points	Points demonstrated
Prompt and dependable presence in the class.	5	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	5	
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	5	
Engages in course activities with a spirit of openness and curiosity.	5	
Contributes to the reflection of other class members and the group project as a whole.	5	
Helps to create an atmosphere of safety and mutual respect among all class members.	5	
TOTAL	30	

II. Responsive Reflection: Naming and locating our worldviews (10 points)

Your responses to these questions are meant to prime you for class discussion and critical thinking, rather than value/moral judgements of your answers.

- Provide your own answer questions 1-7 listed on pp. 20-21 of Sire (2015).
- Then answer the following reflective question:
 - *How do your answers to previous set of questions inform, reflect, and/or relate to your desire to become a family therapist?*
 - *How does it shape how you define the role of a family therapist?*

Your Responsive Reflection will be evaluated according to the following:

	Marginal (0-1 pts)	Proficient (2-3 pts)	Accomplished (4-5 pts)	
Responses to the 7 questions from the reading	Does not demonstrate engagement with questions; the activity was not completed on time	Demonstrates surface level of engagement with the questions; the answers and reflections are legible but incoherent and difficult to read	Demonstrates thoughtful and complete engagement with questions; The answers and reflections are legible and coherent	5
Reflection to the reflective questions listed above				5

III. Theory Summaries (30 points)

After reading the theory chapters from McDowell, Knudson-Martin, & Bermudez (2019), summarize your understanding of the theories to prepare for class, as well as for future reference when studying for the licensing exam. These 1-page summaries are *due at the end of each class that the readings are due*. There will be a total of 10 required by the end of the semester, each worth 3 points.

Based on your reading and knowledge of this particular theory, how would you define the following?

- The Problem
- The Solution
- How change happens
- The role of the therapist
- The role of the client(s)

These Theory Summaries will be graded on the level of completion:

Marginal (0-1 pts)	Proficient (2 pts)	Accomplished (3 pts)
The answers to the five prompts are incomplete	The answers to the five prompts are complete, but does not demonstrate full levels of thoughtful engagement with theories presented in readings	The answers to the five prompts are complete; demonstrates levels of understanding and engagement with systems of thinking in the theories presented in readings

IV. Critical Genogram (10 points)

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 October 9th. You will use this genogram for assignment(s) in MCFT 511: Equity in Family Therapy. Additional information about completing your genogram as well as the rubric for evaluation will be offered in class.

V. Final Case Conceptualization paper (80 points)

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 by the end of day (11:59 PM) December 13, 2019.*

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 use 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 skills and format. It is important that if needed you seek assistance for your writing with the instructor early in the semester.

The Final paper will be graded on the following:

	Marginal (0-2 pts)	Proficient (4 pts)	Accomplished (6 pts)	
CL) 1. Presenting issues, access, opportunity as shaped by social locations	Demonstrates some understanding of how issues are shaped by social location (e.g., describes the impact of oppression)	Demonstrates integrated understanding of how issues are shaped by social location (i.e. describes the impact of oppression and privilege)	Analyzes how dimensions of privilege and oppression shape presenting issues	6
PJ) 2. Power Dynamics	Describes primary power dynamic(s)	Describes power dynamics across family relationships and considers how broader social dynamics influence power within the family	Describes power dynamics across family relationships and considers how broader social dynamics influence power within the family. Discusses power relative to presenting problem	6
3. Treatment plan with specific goals for both models 1 & 2	Develops general goals	Develops specific goals with objectives and outcomes	Develops specific goals with objectives that reflect treatment model and clear outcomes. Treatment plan and goals account for power dynamics	6
4. Identify key concepts in therapy - Model 1	Identifies models with limited rationale in regards to goodness of fit	Identifies and analyzes models with rationale for goodness of fit	Identifies and analyzes models with rationale for goodness of fit integrating social context/ social location	6

5. Identify key concepts in therapy - Model 2	Identifies models with limited rationale in regards to goodness of fit	Identifies and analyzes models with rationale for goodness of fit	Identifies and analyzes models with rationale for goodness of fit integrating social context/social location	6
6. Interventions -Model 1	Identifies complex interventions	Identifies complex interventions with Rationale (does not address social context)	Identifies complex interventions with rationale explaining goodness of fit and integration of social context/social location	6
7. Interventions -Model 2	Identifies complex interventions	Identifies complex interventions with rationale (does not address social context)	Identifies complex interventions with rationale explaining goodness of fit and integration of social context/social location	6
8. Model Comparison and Contrast	Compares and contrasts major tenets, goals and interventions within each model	Compares and contrasts models on an epistemological level, extending this understanding to comparison and contrast of major tenets, goals and interventions	Compares and contrasts models on an epistemological level that considers the impact of societal systems and social equity, extending this understanding to comparison and contrast of major tenets, goals and interventions	6
9. Common Factors	Identifies common factors and broadly connects to approach	Identifies specific connections between common factors, presenting problems, and therapeutic approach	Power dynamics considered across family relationships with consideration of how broader social dynamics influence power within the family	6
10-a. APA Format Language	Confusing, redundant, general	Some lack of clarity and redundancy	Clear, specific, concise, plain	6
10-b. Professional writing: sentence fluency, punctuation, grammar and headings	Some run-ons or fragments. Limited variety in sentence structure; some errors in grammar, mechanics, and/or spelling. Does not follow APA guidelines for heading organization	Uses simple, compound, and complex sentences; few to no errors in grammar, mechanics, and/or spelling. Does not follow APA guidelines for heading organization	Consistent variety of sentence structure throughout; no errors in grammar, mechanics, and/or spelling. Follows APA guidelines for heading organization	6

10-c. Citations	Does not follow APA guidelines for citations with consistency	Few errors in APA guidelines for all citations	Follows APA guidelines for all citations	6
11. Overall Quality and Completion of Paper	Includes most necessary elements at or below minimal level. (0-2 pts)	Includes all necessary elements adequately to meet expectations. (4 pts)	Exceeds expectations in all or nearly all categories. Well researched with more than adequate citations. (6-8 pts)	8

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.

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 for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

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.

EVALUATION & GRADING

I. Participation	30 pts
II. Responsive Reflection	10 pts
III. Theory Summaries	30 pts
IV. Critical Genogram	10 pts
V. Case Conceptualization Paper	80 pts
TOTAL	160 pts

153-149 = A	144-148 = A-	137-141 = B+	132-136 = B
127-131 = B-	122-126 = C+	117-121 = C	112-116 = C-

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

COURSE SCHEDULE

Subject to change as needed

	Topic	Readings due	Assignment/ Activity due
9/4	Course Overview & Orientation “Socioculturally-attuning Our Theory and Practice”	Syllabus McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapter 1</i>	
9/11	Basics of Family Therapy	McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapters 2 & 3</i> Blow, Sprenkle, & Davis, 2007 Sexton, Ridley, & Kleiner, 2004 Thomas, 2006 Ward, Linville & Rosen, 2007	

9/18	<i>The Worldview of Family Therapy: "Naming the Elephant"</i>	Sire, 2015. <i>Chapter 1</i> Poplin, 2014. <i>Part 1</i> Carlson, Kirkpatrick, Hecker, & Killmer, 2002	Responsive Reflection
9/25	Intergenerational & Contextual Family Therapy	McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapters 8 & 9</i> Adams & Maynard, 2004 Klever, 2005 Kosutic et al., 2009	Theory Summary #1 & #2
10/2	Structural Family Therapy	McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapter 4</i> Butler & Gardner, 2003 Kim, 2003 Williams, Foye, & Lewis, 2016	Theory Summary #3
10/9	Brief & Strategic Family Therapy	McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapter 5</i> Gardner, Burr, & Wiedower, 2006 Szapocznik, Schwartz, Muir, & Brown, 2012	Theory Summary #4 Critical Genogram due
10/16	Experiential Family Therapy	McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapter 6</i> Prouty & Protinsky, 2002 Weingarten, 2004	Theory Summary #5
10/23	Attachment Based Family Therapy	McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapters 7</i> Hardtke, Armstrong, & Johnson, 2010	Theory Summary #6

		Knudson et al., 2015	
10/30	Cognitive Behavioral Family Therapy	McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapter 10</i> Dattilio & Epstein, 2005	Theory Summary #7
11/6	Solution Focused Therapy	McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapter 11</i> Reiter, 2010 Seedall, 2009	Theory Summary #8
11/13	Collaborative & Narrative Therapy	McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapters 12 & 13</i> polanco, 2010 Saltzburg, 2007 White, 1984	Theory Summary #9 & #10
11/20	Integrative Family Therapy	McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapter 14</i> Davis & Hsieh, 2019 Fraenkel, 2009	Theory Summary #11
11/27	<i>fall break - no class</i>		
12/4	<i>Dating Theories and Matching Worldviews: Finding my theory of practice</i>		
12/11	<i>How Theories Intersect with Practice: Flexibility & Reflexivity</i>		
			Case Conceptualization Paper due on Taskstream Friday, December 13