



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

MCFT 563 Treatment Issues in Family Therapy-Experiential Therapy

Models (1 units)

FALL 2019

Time & Day: September 21, 2019 & October 12, 2019, 9:00am-5:30pm
Location: Corbett Annex room 100
Instructor: Joslyn Armstrong, Ph.D.
Office Location: Rogers hall 325
Office Hours: by appointment only via email.

CATALOG DESCRIPTION

This course addresses the most common experiential therapy models such as Symbolic-Experiential, Satir, Emotionally Focused Therapy (EFT), and Family Internal Systems (IFS). The course will discuss each of their founding principles, relevant concepts, and specific techniques related to treating individuals, couples, and families. Students will learn to critically apply each experiential model to clinical cases and explore self-of-the-therapist as it relates to each model. Focus will be on understanding each model from a systemic and social justice framework.

Prerequisites: none

Credits: 1 semester unit (15 contact hours)

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

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

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

SLO 3.1 Students are able to discern the implications of the sociopolitical context within which research is produced and applied.

SLO 4.1 Students apply ethical decision-making processes to clinical dilemmas.

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

COURSE OBJECTIVES

As a result of this course students will:

1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family. (CC 1.1.1)
2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy. (CC 1.1.2)
3. Know which models, modalities, and/or techniques are most effective for presenting problems. (CC 3.1.1)
4. Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics. (CC 4.5.3)
5. Be able to determine the effectiveness of clinical practice and techniques. (CC 6.4.1)

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family.	SLO 1.3 SLO 4.1	CC 1.1.1	Reflection papers 1 & 2
2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.	SLO 1.3 SLO 4.1 SLO 4.3	CC 1.1.2	Reflection papers 1 & 2
3. Know which models, modalities, and/or techniques are most effective for presenting problems.	SLO 1.3 SLO 4.1 SLO 4.3	CC 3.1.1	Reflection papers 1 & 2
4. Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics.	SLO 1.3 SLO 2.1 SLO 3.1 SLO 4.1 SLO 4.3	CC 4.5.3	Reflection papers 1 & 2

5. Be able to determine the effectiveness of clinical practice and techniques.	SLO 1.3 SLO 2.1 SLO 3.1 SLO 4.1 SLO 4.3	CC 6.4.1	Reflection papers 1 & 2
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REQUIRED TEXTS:

Gehart, D. R. (2017). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (3rd Ed.). Boston, MA: Cengage Learning.

SUPPLEMENTARY TEXTS:

Johnson, S. M. (2019). *Attachment theory in practice: Emotionally focused therapy (EFT) with individuals, couples, and families* (1st Ed). The Guilford Press.

Johnson, S. M. (2004). *The practice of emotionally focused couple therapy: Creating connection* (Basic principles in practice series) (2nd Ed). Routledge.

Napier, A. Y., & Whitaker, C. (2017). *The family crucible: The intense experience of family therapy*. Harper & Row.

Satir, V., Gerber, J., & Banmen, J. (2006). *The satir model: Family therapy and beyond*. Science & Behavior Books. ISBN: 978-0831400781

Schwartz, R. C. (1997). *Internal family systems therapy*. The Guilford Press.

Communication: If you would like to schedule a face-to-face meeting, then please feel free to email me for an appointment. If you send an email to me, you can expect an answer in about 24 hours during the week. Generally, if you email me during the weekend, it is best to assume that I will not respond until Monday morning.

OVERVIEW AND EXPECTATIONS

This course will include a combination of readings, lectures, and hands-on activities—all intended to facilitate understanding of theoretical concepts and techniques as well as extend information from the texts and lectures of each model. Students will be expected to fully engage and actively participate each session learning about each model of therapy.

My Commitment to You:

I am committed to assisting you by creating a safe, respectful and professional learning environment to be able to experience and practice techniques from each model. I encourage you to discuss the course content with me at any time during the semester. **My office is open to you by appointments only.** I also encourage you to offer your feedback throughout the course. I highly value your input.

Responsibilities of the Student:

This course will require due diligence on the student's behalf. Student must read assigned books and fully participate in the course. You will be held responsible for knowing any changes made to the class schedule, reading materials, or class assignments that will be in the announcements on Moodle or via email. In order to earn a satisfactory score in this course, the student must complete all assignments with high marks and remain engaged in the in-class format. ***Please remember you do not deserve any score than the one you earn no matter “how much you think you worked really hard” in the course, it is up to you to make your aspirations a reality.*** Remember you are the sole owner of your academic experience; you must take responsibility for everything you do or not do in this course.

COURSE REQUIREMENTS

1. CLASS PARTICIPATION/ATTENDANCE (60 points)

Students are expected to actively participate in class discussion, small group activities, role-plays, and hands-on activities. Because class participation and discussion are essential for your learning, regular attendance is expected for this course. Students are expected to attend class regularly and be on time. Participation is counted as involvement in class and in class assignments. Therefore, it is imperative that you attend class unless otherwise informed by Dr. Armstrong. In the event you are absent, it is your responsibility to bring in documented information that is considered a university-approved absence. If you do not present your documentation on the day you return to class, you will not be allowed to make up any in-class activity---NO EXCEPTIONS. Only the days indicated on the excuse will be accepted as verification of an excused absence. There will be no unexcused absences allowed because of only the two scheduled class meetings. Thus, students are expected to attend class for both sessions. However, there will be a 20% deduction for any unexcused absence after the allotted policy.

Discourteous or disruptive behavior in class is unacceptable and will not be tolerated. This includes, frequent coming and going during class, and/or talking during lecture or while another student has “the floor,” cell phone use, ringing, vibrating, or handling. Other unacceptable behaviors include arriving late or leaving early, except in cases when there is a valid reason for doing so. Being unable to find parking is NOT a valid excuse for being late, so please plan accordingly.

2. REFLECTION PAPERS (40 points-20 points each)

Students are expected to submit two reflection papers on their opinions and experiences of the chosen experiential models for that class session. Students will share their thoughts on each model, on its core beliefs, techniques, and perspectives on change. Additionally, students will use those models to conceptualize a case scenario and use the model's techniques as well. Reflection papers are formatted as single-spaced, 12-inch font, Times New Roman, 5 pages maximum. Rubrics will be available on Moodle as well. There will be a 10% deduction of points every day for late submission.

Reflection papers will be evaluated according to the following criteria:

REFELCTIONS ON EXPERIENTIAL MODELS	Possible points	Points demonstrated
<u>Reflection:</u>		
Reflects on own experience (thoughts, opinions) of integrating model or techniques into clinical practice	5	
Discuss how you could apply model or model techniques to your clinical practice. May discuss self-of-therapist work and how that would look for using the model.	5	
<u>Case study:</u>		
Apply either a model conceptualization of the case OR model techniques (at least 2 techniques used for case) to case scenario	4	
Provide justification of using model techniques and/or model conceptualization	4	
Writing style is clear and concise. No grammar or APA citation errors. No formatting errors. Assignment meets 5 maximum page length requirements.	2	
TOTAL	20	

EVALUATION AND GRADING

Class Participation	60
Reflection Papers	40
Total	100

Final Grading

A = 93-100%	A- = 90-92%
B + = 88-89%	B = 83-87%
B- = 80-82%	C+ = 78-79%
C = 73-77%	C- = 70-72%

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.

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.

SPECIAL ASSISTANCE/ACCOMMODATIONS

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.

CELL PHONES

Cell phones must be silenced, and text messaging is not allowed during class time. If there is an emergency that requires your immediate attention, please exit the class to use your cell.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading), this syllabus is a guide for the course and is subject to change with advance notice throughout the semester.

COURSE ASSIGNMENTS AND EVALUATION

Any changes to the reading schedule will be announced at least 48 hours prior

Reading Abbreviations: **J-** Johnson, 2019; **N-** Napier, & Whitaker, 2017; **SA-** Satir, Gerber, & Banmen, 2006; **SC-** Schwartz, 1997; **A-** Additional Articles

Session	Day	Date	Lecture Review	Readings
1	S	Sept. 21st	Introductions & Syllabus Review Lecture: Satir model; Symbolic-Experiential model; & Self-of-Therapist Work	N SA A
2	S	Oct. 12th	Lecture: EFT model; IFS model Guest Lecture: Internal Family Systems Reflection paper 1 due by 11:30pm	J SC A

3	S	Oct. 26th	Reflection paper 2 due by 11:30pm	
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