

"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 and Counseling



MCFT 562 Advanced Ecosystemic Relational Therapy Spring 2020

DATE/TIME: Section 1—9:00-12:15 Wednesdays York 121
Section 2—1:00- 4:15 Wednesdays York 121
Section 3—5:30--8:45 Thursdays Corbett Annex 100

INSTRUCTOR: Carmen Knudson-Martin, Ph.D.

OFFICE HOURS Tuesdays 3-4; Wed 4:15-5:15; Thursday 4:15-5:15 (to make appointment call CPSY office—503-768-6060)

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CATALOG DESCRIPTION:

This advanced family therapy theories course integrates neuropsychobiological, ecological, and spiritual aspects of human behavior with challenges that different societal contexts bring into family life. Addresses contemporary relational, experiential, and social constructionist approaches to marriage, couple, and family therapy and explores the intersections of clinical practice and social advocacy.

PREREQUISITE: MCFT 504

UNITS: three

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following MCFT program Student Learning Outcomes:

- SLO 1.1 Students recognize the impact of power on individuals, families, and communities.
- SLO 1.2 Students recognize the interconnections among biological, psychological, and social systems in people's lived experience.
- SLO 1.3 Students apply system/relational theories to clinical case conceptualization.
- SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.
- 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 class, students will

1. Integrate theory and practice regarding the connections between biology, emotion, relationships, social context, and health.
2. Identify how theories are used to conceptualize key clinical issues and create change.
3. Apply ecosystemic/relational theories to the practice of couple and family therapy within diverse sociocultural contexts.
4. Recognize the practical and ethical implications of various theoretical frameworks in family therapy.
5. Improve skills for case conceptualization and treatment planning using an integrated, ecosystemic perspective
6. Clarify a personal ecosystemic/relational model for clinical practice.

TEXTS:

Hanna, S. (2014). *The transparent brain in couple and family therapy*. New York, NY: Routledge.

Laszloffy, T. A., & Twist, M. L.C. (2019). *Eco-informed practice: Family therapy in an age of ecological peril*. New York, NY. AFTA Springer Briefs in Family Therapy. Springer. (available electronically through Watzek Library)

McDowell, T., Knudson-Martin, C., & Bermudez, J. M., (2018). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. New York, NY: Routledge.

McGoldrick, M. (2016). *The genogram casebook*. New York, NY: Norton.

Required Readings

Bateson, G. (1972). *Steps to an ecology of mind: Collected essays in anthropology, psychiatry, evolution, and epistemology* (pp. 283-313 & 496-501). London, UK: Jason Aronson Inc.

Charlés, L. L. (2016). Engaging the humanity in front of you: Family therapy task shifting in the context of armed conflict. In L. Charlés & G. Samarasinghe (2016). *Family therapy in global humanitarian contexts* (pp. 91-102). New York, NY: Springer. (this book is available electronically through Watzek)

Dattilio, Frank M. (2005). The restructuring of family schemas: A cognitive-behavior perspective. *Journal of Marital and Family Therapy*, 31, 15-30.

Dickerson, V. C. (2010). Positioning Oneself Within an Epistemology: Refining Our Thinking About Integrative Approaches. *Family Process* 49, 349-68.

Garcia, M., Košutić, I., & McDowell, T. (2015). Peace on earth/War at home: The role of emotion regulation in social justice work. *Journal of Feminist Family Therapy*, 27, 1-20.

- Magistro, C. A. (2014). Relational dimensions of environmental crisis: Insights from Boszormenyi-Nagy's contextual therapy. *Journal of Systemic Therapies*, 33, 17-28. (to find this one, I first had to go to Ebsco or the Journal)
- McDowell, T., Knudson-Martin, C., Bermudez, J. M. (in press). Socioculturally attuned ethics in family therapy. In K. Brown. *AAMFT Family Therapy Ethics Handbook*.
- Palit, M., & Levin, S., B., (2016). Collaborative therapy with women and children refugees in Houston: Moving toward rehabilitation in the United States after enduring the atrocities of war. In L. Charlés & G. Samarasinghe (2016). *Family therapy in global humanitarian contexts* (pp. 39-50). New York, NY: Springer (this book is available electronically through Watzek)
- St. George, S. & Wulff, D. (2016). Family therapy + social justice + daily practices = Transforming therapy. In S. St. George & D. Wulff (Eds). *Family therapy as socially transformative practice: Practical strategies* (pp. 1-7). New York, NY: Springer. (this book is available electronically through Watzek)
- St. George, S. & Wulff, D. (2016). Community minded family therapy. In S. St. George & D. Wulff (Eds). *Family therapy as socially transformative practice: Practical strategies* (pp. 9-23). New York, NY: Springer. (this book is available electronically through Watzek)
- Sutherland, O., Turner, J., & Dienhart, A (2013). "Responsive persistence Part I: Practices of postmodern therapists." *Journal of Marital and Family Therapy* 39, 470-87.
- Sutherland, O., Dienhart, A. & Turner, J (2013). "Responsive persistence Part II: Practices of postmodern therapists." *Journal of Marital and Family Therapy* 39, 488-501.
- Weingarten, K. (2016). The art of reflection: Turning the strange into the familiar. *Family Process*, 55, 195–210.

For Further Reading

- Almeida, R. V., Dolan-Del Vecchio, K., & Parker, L. (2008). *Transformative family therapy: Just families in a just society*. Boston: Pearson Education.
- Atkinson, B. J. (2005). *Emotional intelligence in couples therapy: Advances from neurobiology and the science of intimate relationships*. New York: W. W. Norton.
- Bateson, G. (2002). *Mind and nature: A necessary unity*. New York, NY: Hampton Press.
- Bergman, O. C., & White, C. (2011). *Bringing systems thinking to life: Expanding the horizons for Bowen family systems theory*. New York, NY: Routledge.
- Cozolino, L. (2016). *Why therapy works: Using our minds to change our brains*. New York: Norton.
- Fishbane, M. D. (2013). *Loving with the brain in mind: Neurobiology & couple therapy*. New York, NY: Guilford.
- Fosha, D., Siegel, D. J., & Solomon, M. F. (2009). *The healing power of emotion: Affective neuroscience, development, and clinical practice*. New York: Norton.
- Johnson, S. (2005). *Emotionally focused couple therapy with trauma survivors*. New York, NY: Guilford.
- Gergen, K. (2015). *An invitation to social construction, 3rd Edition*. Sage Publications.
- Gottman, J. M. (2011). *The science of trust: Emotional attunement for couples*.

- Hargrave, T. D., & Pfitzer, F. (2011) *Restoration therapy: Understanding and guiding healing in marriage and family therapy*
- Jordan, J. (2009). *Relational-cultural therapy*. Washington, DC: American Psychological Association.
- Laszlo, E. (1996). *The systems view of the world: A holistic vision for our time*. Cresskill, NJ/Hampton Press
- Maturana, H. R. & Varela, F. J. (1992). *The tree of knowledge: The biological roots of human understanding*. Boston, MA: Shambhala
- Rosenblatt, P. (1997) *Metaphors of Family Systems Theory: Toward new constructions*. New York, NY: Guilford.
- St. George, S. & Wulff, D. (2016). *Family therapy as socially transformative practice*. New York, NY: Springer
- Tomm, K., St. George, S., Wulff, D., & Strong, T. (2014). *Patterns in interpersonal interactions: Inviting relational understanding for therapeutic change*. New York, NY: Routledge.

COURSE REQUIREMENTS:

1. Participation (20 points).

Students are expected to attend *all* classes and come prepared to engage in shared processing of the readings as they apply to their particular clinical focus and to the MFT field. The CPSY attendance policy is described later in the syllabus.

CLASS PARTICIPATION COMPETENCIES	Possible points	Points demonstrated
Prompt and dependable presence in the class.	6	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	6	
Contributes to ongoing reflection and evaluation of own development of the practical and ethical implications of various ecosystemic relational theories in the practice of MCFT.	6	
Contributes to the reflections of other class members and the group project as a whole.	6	
Helps to create an atmosphere of safety and mutual respect among all class members.	6	
Total	30	

2. Case Observation Log and Theoretical Reflections (80 points). Due March 13

Each student must observe at least 20 hours of marriage, couple, and family therapy conducted at the Lewis & Clark Community Counseling Center. Students must submit a log documenting their clinical observations and complete the following assignments. The most important part of the observation experience is attempting to make sense of what you see through a particular lens (see assignments below). Documentation for each assignment need not be lengthy. One paragraph summary per session is sufficient.

- List of dates and times of all observations
- I. Listening for larger societal discourse. For four sessions, listen for and record possible larger societal context and power issues that might be relevant to the session and reflect upon how they may be shaping meaning underlying what is discussed, whether or not they were discussed or followed up on in session.
- II. Recognizing neuroemotional process. For four sessions, listen for and record the neuroemotional processes that appear likely to be happening during this session. Also consider the social context that gives rise to these emotions and the internal physiological responses clients are likely experiencing.
- III. Recognizing interpersonal systemic patterns. For four sessions, observe and make note of the systemic interactions patterns between people in the session (between partners/family members and/or those that are embedded within client stories/histories, whether or not identified and discussed in session.
- IV. Theoretical Application. For each of six sessions select one systems/relational theoretical framework and watch the session through that lens. Identify what the treatment issues would be from your identified theoretical lens and what the lens would suggest in terms of strategies to create clinical change (this is not necessarily what the therapist you observed did). Over the course of this assignment, at least three different theoretical lenses should be applied.
- V. Theoretical Integration. For each of two sessions, observe with an awareness of your evolving personal ecosystemic relational model to guide clinical practice in ways that promote social justice and cultural equity. Make note of what resonates for you as you move toward selecting a model, and the questions and thoughts about application or integration that arise for you.

Observation Log Book	Possible Points	Points demonstrated
Identified relevance of societal discourses and contexts for four sessions	16	
Recognized neuroemotional processes and sociocultural context that gives rise to them for four sessions.	16	
Recognized interpersonal systemic patterns occurring in each of four sessions or in the stories discussed in session.	16	
Applied one theoretical lens to six sessions, utilizing at least three different theories overall.	24	
Reflected on issues relevant to own evolving ecosystemic relational model to guide clinical practice in ways that promote	8	

social justice and cultural equity. (2 sessions)		
TOTAL	80	

3. Self-of-Therapist Presentation. (30 points)

Students will make a 12-15 minute presentation that captures their evolving professional identity and growth at this point in the program. Students may find it helpful to organize the presentation around a metaphor or image. A useful starting point is the final self-assessment paper from MCFT 511 (first fall). The presentation should address the following:

- a) How your social location influences what you bring to therapy
- b) Theoretical ideas from ecosystemic relational therapy that are most resonant to you
- c) Areas of personal awareness and growth since beginning the program and why they are important to your clinical work.

Self-of-Therapist Presentation	Possible Points	Points demonstrated
Awareness of impact of own social location on clinical practice.	10	
Identification with key theoretical ideas as a foundation for clinical practice.	10	
Reflects on areas of personal awareness and growth since beginning the program and why they are important.	10	
TOTAL	30	

4. Final Ecosystemic Relational Therapy Paper. (60 points) Due 9 AM Friday April 10

In this final paper students will describe a personal ecosystemic/relational model to guide their clinical practice. Development of this paper includes:

- a. Identify one or more family therapy theories as a base to guide your clinical practice. If you are integrating theories, explain *how* you will fit them together and how they reinforce or complement each other.
- b. Drawing on the readings assigned for this class, discuss how your approach addresses the relationships between societal context, biology, emotion, relationships, and health. Be sure to include issues of power and privilege.
- c. Specify how therapy facilitates change in your model.
- d. Include specific examples of how you apply theory to clinical issues,
- e. Address the ethical considerations when applying this model with attention to social justice and cultural democracy.
- f. Response should include 6-7 pages of double-spaced text (not including abstract or references).

This paper will be uploaded on Task Stream as part of program evaluation. An evaluation rubric for the paper is attached at the end of the syllabus.

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/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.

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.

EVALUATION AND GRADING

Participation	30points
Final paper	60 points
Observation Logbook	80 points
Self-of-therapist Presentation	30points
TOTAL	200 points

188-200 = A	181-187.5 = A-	176-180.5 = B+
166-175.5 = B	160-165.5 = B-	156-159.5 = C+
146-155.5 = C	140-144 = C-	

TENTATIVE COURSE SCHEDULE

Required journal articles may be accessed through the library

Date	Topic	Readings	Assignment/Presenter
Week 1 Jan 8/9	Course Overview Ecosystemic Principles	Bateson (1972) Hernandez-Wolfe (2019, pp 33-44 in Laszloffy & Twist)	Instructor will explain observation process and assignments
Week 2 Jan 15/16	Socioculturally Attuned Ethical Practice CLINIC OBSERVATIONS —no class meeting	McDowell et al (in press). Socioculturally Attuned Ethics	Observation Lens I: Societal context & power
Week 3 Jan 22/23	Interpersonal neurobiology and social transformation	Hanna, chap 2, 3, 4, & 7	
Week 4 Jan 29/30	Socioculturally Attuned Attachment theory	Hanna chap 5 & 6 McDowell et al (2018), chap 7	Observation Lens II: Neuroemotional processes
Week 5 Feb 5/6	Family patterns & context CLINIC OBSERVATIONS —no class meeting	McGoldrick, preface and chap 1-3	
Week 6 Feb 12/13	Socioculturally Attuned Bowen therapy	McDowell et al.(2018) ch 8 McGoldrick chap 5-7	Observation Lens III:
Week 7 Feb 19/20	Eco-Informed & Community Minded Therapy	Laszloffy (2019) pp 7- 31 Charlés (2016) St. George & Wulff (pp1-23)	Observation Lens IV
Week 8 Feb 26/27	Socioculturally Attuned Contextual Therapy	McDowell et al. (2018) chap 9 Magistro (2014)	Self of therapist presentations _____
Week 9 March 4/5	Socioculturally Attuned Structural and Brief Strategic therapies	McDowell et al. (2018) ch 4-5	Self of therapist presentations _____
Week 10 March 11/12	Locating Oneself Epistemologically CLINIC OBSERVATIONS --No class Meeting	Dickerson (2010)	Observation Lens V

Week 11 March 18/19	Socioculturally Attuned Experiential Therapy	McDowell et al. (2018) chap 6 Garcia et al (2105)	Observation Log Book Due Self of therapist presentations _____
SPRING BREAK			
Week 12 April 1/2	Socioculturally Attuned Collaborative and Narrative therapies	McDowell et al, (2018) ch 12-13 Palit (2016) Sutherland (2013, Parts I & II)	Self of therapist presentations _____
Week 13 April 8/9	Sociocultural Attuned CBFT and Solution Focused Therapies	McDowell et al., (2018) ch 10 & 11 Dattilio (2005)	Final Paper Due 9am Friday April 10 Self of therapist presentation _____
Week 14 April 15/16	Advancing toward Ecosystemic Practice	Weingarten (2016)	Self of therapist presentations _____ _____ _____

Final Ecosystemic Relational Therapy Paper (60 points)

	Marginal (0-3 point)	Emerging (4-6 points)	Proficient (7-8 points)	Accomplished (9-10 points)
1. Identifies one or more family therapy theories as a base to guide clinical practice.	Selected family therapy theory(s) not described or inaccurately described.	Selected family therapy theory(s) described, but with inaccuracies and little clarity about implications for practice.	Selected family therapy theory(s) accurately described, but how they work together (if more than one) and implications for practice are not clear.	Selected family therapy theory(s) accurately described; how they work together (if more than one) and implications for practice are clearly identified.
2. Integrates theory and practice regarding connections between biology, emotion, relationships, societal context, and clinical issues.	Addresses each systemic level separately, or does not include all levels; link to clinical issues is not clear.	Begins to consider how systemic levels integrate to affect clinical issues.	Theoretical integration across systemic levels with examples that show connection to clinical issues.	Detailed theoretical integration across systemic levels with well defined examples that show connections to clinical issues.
3. Specifies how therapy facilitates change in selected theoretical model.	How selected theoretical model facilitates change is not explained.	How selected theoretical model facilitates change is somewhat explained.	How selected theoretical model facilitates change is explained.	How selected theoretical model facilitates change is explained at a sophisticated level.
4. Theory is applied to specific clinical issues through case examples.	Case examples are not provided or not appropriate to selected theory.	Limited case examples, or examples only loosely connected to the identified theory.	Case examples are provided and connected to the identified theory.	Case examples are detailed and well illustrate the identified theory.
5. Paper demonstrates practical and ethical integration of family therapy theory, equity, and social location issues.	Suggested approach does not address power, equity, and social location.	Practical and ethical considerations regarding power, equity, and social location issues are superficially addressed.	Practical and ethical considerations regarding power, equity, and social location issues are addressed with some illustrations.	Practical and ethical considerations regarding complexities of power, equity, and social location issues are addressed in detail with clear illustrations.
6. Paper is well organized, clearly and concisely written, follows APA style, and appropriately cites a variety of scholarly sources, including original writings from developers or researchers of the identified models.	Paper not well organized or focused, many APA errors, and limited sources.	Considerable problems with organization or focus, APA style, or sources.	Some problems with organization or focus, APA style, or sources.	Well organized, clear writing, appropriate APA style, and draws on a variety of scholarly sources.