



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
AT 542: ADULT DEVELOPMENT AND FAMILY THERAPY**

FALL, 2021

When: Mondays, 1:00 pm – 4:15 pm Sept. 13th - Dec. 13th, 2021

Where: Zoom

Instructor: Justin Rock, LPC

Office hours: By Appointment

Office location: By Appointment

E-Mail: rock@lclark.edu

Phone: 503.310.6217

Credits: 3

CATALOG DESCRIPTION

COURSE DESCRIPTION Adult Development & Family Therapy covers case conceptualization of cognitive, behavioral, affective & social/cultural/familial areas; how trauma and oppression affect adult development, psychopathology and treatment approaches; countertransference and personal bias that might impede professional practice with adults; the application of art therapy counseling approaches with adults and families; this includes developing approaches and interventions that are appropriate in various settings.

CAAHEP STUDENT LEARNING OUTCOMES

| | |
|--------|---|
| SLO-B | Distinguishing among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families. |
| SLO-C | Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture. |
| SLO- E | Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients. |
| SLO-G | Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation |

| | |
|-------|--|
| | when necessary. |
| SLO-H | Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being. |
| SLO-J | Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients. |
| SLO-K | Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession. |
| SLO-L | Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self awareness, promote well-being, and guide professional practice. |
| SLO-N | Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action. |

| CAAHEP Content area | Description | Level of Mastery | Course assessment |
|----------------------------|---|-------------------------|---|
| h.K.2 | Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan | R | Reflection Papers, Final paper, Artwork |
| h.A.1 | Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life | R | Reflection Papers, Final paper, Artwork |
| j.A.3 | Display sensitivity to the prevalence of mental illness and impact on individuals and society | R | Reflection Papers, Final Paper, Artwork |
| n.S.1 | Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination | I | Final Paper, Presentation |

| | | | |
|--------------|--|---|-------------------------------------|
| n.S.2 | Make use of experiential learning activities (e.g., cultural genogram) designed to explore and develop student cultural and social self-awareness including self assessment of attitudes, beliefs, and acculturative experiences | I | Art Paper, Genogram |
| n.S.3 | Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice | I | Final Paper, presentation, Artwork |
| i.K.7 | Understand a systems approach (family, community, political) | I | Genogram, Final Paper, Presentation |

Required Books:

Kerr, C & Hoshino, J. (2007). *Family Art Therapy: foundations of Theory and Practice*, Routledge.

Wadson, H. (2010). *Art Psychotherapy (2nd edition)*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Watkins, M. & Shulman, H. (2008). *Towards psychologies of liberation*. New York, NY: Palgrave MacMillan.

Required Articles:

Bermúdez, J. M., & Bermúdez, S. (2002). Altar-Making with Latino families: A Narrative therapy perspective. *Journal of Family Psychotherapy* 13(3/4), 329-347.
doi:10.1300/J085v13n03_06

Kocutic, I., Garcia, M. et al (2009). The critical genogram: A tool for raising critical consciousness. *Journal of Feminist Family Therapy* (21), 151–176.

Mayfield-Johnson & Butler, J. (2017). Moving from pictures to social action. *New Directions for Adult and Continuing Education*, 154. DOI: 10.1002/ace.20230
<http://content.ebscohost.com/ContentServer.asp?T=P&P=AN&K=123522297&S=R&D=aph&EbscoContent=dGJyMNLe80SepI4zdnyOLCmr1Cep7NSsq4S6%2BWxWXS&ContentCustomer=dGJyMPGvrkiyqrRMuePfgeyx44Dt6fIA>

McDowell, T., Knudson-Martin, C & Bermudez, M. (2018). Third order thinking in family therapy: Addressing social justice across family therapy practice. *Family Process*.

Shalmon, M., McLaughlin, H. & Keebler, J. (2012). The use of art in couples and family

therapy, *Intervention*, 137, 37-46.

http://www.revueintervention.org/sites/default/files/intervention_137_4_the_use_of_art.pdf

NONDISCRIMINATION

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;

Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;

Sexual misconduct: go.lclark.edu/titleIX.

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.

COURSE STRUCTURE

Discussion of assigned reading (30 min, Lecture)/Small group discussion (10-20 min);
Triptych, Left Page/Activity: Create an art piece in response to lecture (30 min);
Break (10 min) 2nd assigned reading (30 min, Lecture)/ Small group discussion (10-20 min);
Triptych, Right Page/Activity: Create an art piece in response to lecture (30 min);
Large group presentation of your insights and understanding of the continuum.

ASSIGNMENTS AND COURSE REQUIREMENTS

Because of the skill development nature of this course, it is required that students complete **ALL** assignments to pass this class. All assignments must be turned in at the beginning of class (before class starts) on the day they are due. **Five points** will be deducted for each day an assignment is late.

EVALUATION AND 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% | |

ASSIGNMENTS AND EVALUATION

1. Attendance and participation in all classes (10 points)

| Class participation | Possible points |
|--|-----------------|
| Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation. | 4 |

| | |
|---|----|
| 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. | 1 |
| Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class. | 2 |
| Contributing to in-class discussion based on the topics of discusses 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. | 1 |
| 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. | 1 |
| 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. | 1 |
| Total | 10 |

2. Reading reflection & summary (20 points)

Each week the student is expected to write a summary of the readings and post to Moodle prior to each class.

Papers should be written in APA format and include:

Article/Text: Citation of the journal article (APA Style)

Paragraph 1-2:

Introduce the topic of the article by summarizing the issue or problem discussed in the article.

How the research was conducted?

Data/Results

Conclusions/Applications

Final Paragraph: Personal response to the article: How does this apply to the course?

3 Questions that I want to explore:

| Reflective papers | Possible points |
|--|-----------------|
| Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan | 3 |

| | |
|--|--------------------|
| Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life | 3 |
| Display sensitivity to the prevalence of mental illness and impact on individuals and society | 3 |
| Papers turned in on time, following instructions | 10 (1 pt per week) |
| Written responses are free of grammatical, spelling or punctuation errors. | 1 |
| Total | 20 |

3. Art response book (20 points)

Throughout this course you will be working on assembling and creating a triptych book in response to the content of the readings, discussions and topics explored in this semester. In week 1 you will create the cover, each week you will be provided in class with time to create response art as it applies to the topic. The structure of the course will allow you to reflect on one idea on the left side, a different idea on the right side and your chosen theoretical approach or key learning to be represented in the center of the page. Your artwork should be integrated into your final paper to illustrate your understanding of the concepts in this course. In week 12 you will make the back cover and in weeks 13 & 14 you will present the book and your key learning(s) back to the class.

| | ART WORK | Possible points |
|--------------|--|------------------------|
| h.K.2 | Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan | 2 |
| h.A.1 | Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life | 2 |
| j.A.3 | Display sensitivity to the prevalence of mental illness and impact on individuals and society | 2 |
| d.A.1 | Demonstrate belief in the value of using art-making as a method for exploring personal symbolic language | 2 |
| | Work conveys investment of time, critical thought and reflexivity | 2 |
| | Total | 10 |

4. Visual Arts Socio-education Project (20 points)

Working in small groups, students will do the following:

- A) Identify a social issue that affects one or more populations of adults/families (e.g., homelessness, war trauma, racism, sexism, classism, cisgenderism, homophobia, heteronormativity, migration, abilities issues) that you would like to know more about.
- B) Paper: Write a brief literature review covering mental health and/or counseling issues related to your topic. Include a minimum of five references. The paper should be three to four pages and in APA style. (10 points)
- C) Presentation: Chose a visual arts-based approach to socio-education that can be used to raise critical consciousness among your colleagues, members of the community and/or future clients with whom you may work. You may choose photography (or photo voice), a movie clip, or other visual representation to draw attention to the issue you are exploring. This representation will serve as catalyst for asking critical questions to raise social awareness. For example, your group might use a clip of *The Little Mermaid* trading her voice for legs. After showing the clip, you would ask those watching to answer questions such as “What did you notice about gender in this clip?”, “Why do you think Ursula is portrayed as a large woman of color?” “What do you notice about the relationship between Ariel and the prince?” As participants answer, follow up with more critical questions using Paulo Freire’s method of dialogue, reflection and action. If you use photo voice, each person in your group might take photos that depict aspects of the issue you are concerned with. Your group would then come up with a number of consciousness raising questions to ask participants when you present your photos. Again, as participants answer, follow-up with critical questions. (10 points)

5. Critical Genogram (15 points)

Complete a three-generation critical genogram on the student’s family of origin. The genogram should include names, birth dates, illnesses and so forth for respective family members. Additionally, the genogram should chart family characteristics including, but not limited to, substance abuse, mental illness, physical illness, religious/spiritual beliefs, culture and types of employment (e.g. business, teaching). This exercise offers you the opportunity to practice completing a genogram while gaining awareness of your own family dynamics within socio-cultural context. Please follow the guidelines in Kosutic, Garcia, et al.’s article. Symbols and a description of how to complete a genogram will be offered in class.

6. Final paper (15 points)

Using your reading summaries and your personal responses, please write a paper (2000-2500) that summarizes:

- What you have learned?
- What are the approaches you learn towards and why?
- What do you need to learn more about?
- What do you need to get there?

Integrate the artwork (as figures) you created in the course into the paper and pull summaries from work written throughout the course to illustrate your comprehensive understanding of the course material.

| Final Paper | Possible points |
|---|------------------------|
| Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan | 2 |
| Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life | 2 |
| Display sensitivity to the prevalence of mental illness and impact on individuals and society | 2 |
| Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination | 2 |
| Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice | 2 |
| Paper is articulate, well organized, written to APA guidelines. Writing is free of grammatical, spelling or punctuation errors. | 5 |
| Total | 15 |

COURSE SCHEDULE

| Class Date | Topic | Readings & Assignments Due |
|-------------------|--|---------------------------------------|
| Week 1 | Course overview Sign up for presentations Experiential | Wadson Part 1pp.1-23 |

| | | |
|--------|--|--|
| | Create front book cover | |
| Week 2 | Principles & practices | Read and Summarize Wadeson Part 1 pp.1-80 and Watkins & Shulman Part 1 Summary 1 due to Moodle |
| Week 3 | Trauma Case presentation- Art Findings | Read and Summarize Wadeson Part II and Watkins & Shulman pp. 105-130 Summary 2 due to Moodle |
| Week 4 | Mood disorders | Read and Summarize Wadeson Part III and Watkins & Shulman pp. 49-79. Summary 3 due to Moodle |
| Week 5 | Medical & Mental Health conditions | Read and Summarize Wadeson Part IV and Watkins & Shulman pp. 81-101. Summary 4 due to Moodle |
| Week 6 | Socio cultural constructs | Read and Summarize Wadeson pp.351-396 and Watkins & Shulman pp.131-157. Summary 5 due to Moodle |
| Week 7 | Case presentation Domains of Functioning Practices | Read and Summarize Wadeson pp. 397-434 and Watkins & Shulman pp. 232-264. Summary 6 due to Moodle |
| Week 8 | Case presentation Treatment Planning Practices | Read and Summarize Wadeson pp. 435-476 and Watkins & Shulman pp. 207-225 pp. Summary 7 due to Moodle |
| Week 9 | Visual Arts Socio-education Project presentations Foundational Concepts in Family Therapy | Kocutic, I., Garcia, M. et al (2009).The critical genogram: A tool for raising critical consciousness. <i>Journal of Feminist Family Therapy</i> (21), 151–176. McDowell, T., Knudson-Martin, C & Bermudez, M. (2018). Third order thinking in family therapy: Addressing social justice across family therapy practice. <i>Family Process</i> . Summary 8 due to Moodle |

| | | |
|---------|--|--|
| | | Read and summarize Kerr, C & Hoshino, J. (2007), Ch. 1 & 2 |
| Week 10 | Overview of Select Family Therapy Models | Summary 9 due to Moodle Read and summarize Kerr, C & Hoshino, J. (2007), Ch. 4, 5, 6 & 9 |
| Week 11 | Using Art in Family Therapy Practice | Bermúdez, J. M., & Bermúdez, S. (2002). Altar-Making with Latino families: A Narrative therapy perspective. <i>Journal of Family Psychotherapy</i> 13(3/4), 329-347. doi:10.1300/J085v13n03_06 Kwiatkowska, H. (1978) Family Therapy & Evaluation through Art Genogram Due Summary 10 due to Moodle |
| Week 12 | Create book back cover | Final Papers due |
| Week 13 | | Final Presentations |
| Week 14 | Course evaluation & presentations | Final Presentations |