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**MCFT 504 FAMILY THERAPY: THEORY AND PRACTICE  
FALL 2021**

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<b>Time &amp; Day:</b>	Section 1 — Wednesday 9:00-12:15 PST Section 2 — Wednesday 1:00-4:15 PST Section 3 — Thursday 9:00-12:15 PST
<b>Place:</b>	Section 1 — York 107 Section 2 — York 107 Section 3 — Corbett Annex Room 100 & TBD Online ( <i>Zoom Link will be provided on Moodle</i> )
<b>Instructor:</b>	Wonyoung L. Cho, PhD, LMFT
<b>Office Hours:</b>	Thursday 1:00-4:00 PM PST
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<b>Office:</b>	Rogers Hall 425

**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.

### **DISTANCE LEARNING IN THE CONTEXT OF COVID-19**

Living in a world after the COVID-19 Pandemic will continue to challenge, change, and shape the new norms in the sociopolitical, cultural, professional, and personal contexts of our lives. Many things remain uncertain. These are unusual times and we will do our best to collectively construct some sense of predictability into the future. As the instructor of this course, I will do my best to alert you to what to expect in this course while also needing to acknowledge at the beginning that we may need to adjust course materials, assignments, and course layout to adjust to the ever-changing circumstances.

All students will have the opportunity for on-campus interaction within this course and outside of this course. This course may have an on-campus component to the extent possible. At the same time, there is also a high probability that some of this course may be online in order to maintain the pedagogical quality given the negative impact of masks to certain experiential learning activities in the course. Despite the apparent flexibility of an online experience, successful learning through this platform has several requirements. As such, you will need to consider the following requirements:

- A computer - PC or Macintosh- with a stable Internet connection. Higher speed Internet connections (cable modem, DSL) are strongly recommended.
- The most current version of the browser Firefox or Chrome.
  - Download Firefox <http://www.mozilla.org/en-US/firefox/new/>
  - Download Chrome <https://www.google.com/chrome/browser/desktop/index.html>
- The most current version of Zoom downloaded as an application on your computer
  - Download Zoom <https://zoom.us/download>
  - Sign in with your Lewis & Clark email account
  - For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>

- Computer skills - email, surf the Internet, create basic word processor files, use track changes feature in Word, upload and download documents.
- Microsoft Office 2010 or higher (Must include Word and PowerPoint).
- A reliable Lewis & Clark email address (lclark.edu) that will not change from the beginning until the end of the semester.
- A "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working.
- Time. Distance learning courses require as much time as traditional (in-person classroom) instruction. The primary difference is that online instruction allows some flexibility.
- Self-motivation. Online students must be "self-starters", and have the ability to work with minimal supervision. Students who procrastinate are rarely successful in distance learning courses.

Students are also required to:

- Make use of the online course materials available via Moodle(<https://moodle.lclark.edu/>). You need to log into Moodle and give the system 24 hours for the courses to appear on your dashboard. Access to these materials is available once you have registered for the course.
- Participate in asynchronous online discussions and activities.
- Complete readings and assignments by the due dates indicated on the syllabus.
- Check your Lewis & Clark email (lclark.edu) on a daily basis, and respond to the instructor in a timely manner.

### **LEWIS & CLARK COVID-19 POLICY**

Lewis & Clark as an institution continues to manage and update their policies based on the ever evolving information about the COVID-19 virus and its variants, CDC guidelines, federal and state mandates. Please read and carefully review Lewis & Clark's guidelines at <https://www.lclark.edu/news/covid-19-response/>.

### **TEXT/READINGS**

#### **Required Books**

- Gehart, D. R. (2017). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (Third ed.). Cengage Learning  
*[highly recommended: Cengage Bundle (MindTap 1 Term & Loose-leaf) ISBN-10: 9781337591201]*
- McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. Routledge.

\*Sire, J. (2015). *Naming the elephant : Worldview as a concept* (Second ed.). InterVarsity Press.

[Free electronic access through Watzek Library]

**Articles and Resources, listed by class topic** (*Subject to change as needed*)

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

**Class 1) Attuning to Context of Social Justice in Family Therapy**

Watson, M. F. (2019). Social Justice and Race in the United States: Key Issues and Challenges for Couple and Family Therapy. *Family Process*, 58(1), 23-33.

**Class 2) In search of my theory: Naming the elephant**

Errington, L. (2017). The uncomfortably important place of spirituality in systemic therapy. *Australian and New Zealand Journal of Family Therapy*, 38(1), 168-178.

Holmberg, Å, Jensen, P, & Ulland, D. (2017). To make room or not to make room: Clients' narratives about exclusion and inclusion of spirituality in family therapy Practice. *Australian and New Zealand Journal of Family Therapy*, 38(1), 15-26.

Sire, J. (2015). Camel, kangaroo, and the elephant. In J. Sire, *Naming the Elephant: Worldview as a Concept* (2nd edition) (pp. 15-22). InterVarsity Press.

**Class 3) Foundational Concepts of Family Therapy: Common Factors & EBP**

Blow, A., & Karam, E. (2017). The Therapist's Role in Effective Marriage and Family Therapy Practice: The Case for Evidence Based Therapists. *Administration and Policy in Mental Health and Mental Health Services Research*, 44(5), 716-723.

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.

Kirmayer, L. (2012). Cultural competence and evidence-based practice in mental health: Epistemic communities and the politics of pluralism. *Social Science & Medicine*, 75(2), 249-256.

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 4) Intergenerational/Bowenian Family Therapy**

Klever, P. (2015). Multigenerational Relationships and Nuclear Family Functioning. *The American Journal of Family Therapy*, 43(4), 339-351.

Knudson-Martin, C. (1994). The female voice: Applications to Bowen's family systems theory. *Journal of Marital and Family Therapy*, 20(1), 35-46.

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.

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 and Strategic 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**

Lum, W. (2002). The Use of Self of the Therapist. *Contemporary Family Therapy, 24*(1), 181-197.

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

**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-Martin, 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) Contextual Therapy**

Dutta, D. (2014). “Paribar Ka Palan” (“Watching Over Our Family”): The Application of Contextual Therapy for Indian Immigrant Families. *Journal of Systemic Therapies, 33*(4), 47-61.

Van der Meiden, J., Noordegraaf, M., & Van Ewijk, H. (2019). How Is Contextual Therapy Applied Today? An Analysis of the Practice of Current Contextual Therapists. *Contemporary Family Therapy, 41*(1), 12-23.

**Class 10) 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.

Garanzini, S., Yee, A., Gottman, J., Gottman, J., Cole, C., Preciado, M., & Jasculca, C. (2017). Results of Gottman Method Couples Therapy with Gay and Lesbian Couples. *Journal of Marital and Family Therapy*, 43(4), 674-684.

**Class 11) 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 12) Collaborative & Narrative Family Therapy**

Rajaei, A., & Jensen, J. F. (2020). Empowering Patients in Integrated Behavioral Health-Care Settings: A Narrative Approach to Medical Family Therapy. *The Family Journal*, 28(1), 48-55.

Ramirez, N., & Monk, G. (2017). Crossing Borders: Narrative Therapy With Undocumented Mexican Women on a Journey Beyond Abuse and Violence. *Journal of Systemic Therapies*, 36(2), 27-38.

**Class 13) Integrative Family Therapy**

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

Fraser, J. S., Solovey, A. D., Grove, D, Lee, M. Y., & Greene, G. J. (2012). Integrative Families and Systems Treatment: A Middle Path Toward Integrating Common and Specific Factors in Evidence-Based Family Therapy. *Journal of Marital and Family Therapy*, 38(3), 515-528.

Lebow, J. (2019). Current Issues in the Practice of Integrative Couple and Family Therapy. *Family Process*, 58(3), 610-628.

**Class 14) Integrative Family Therapy**

Dickerson, V. (2010). Positioning Oneself Within an Epistemology: Refining Our Thinking About Integrative Approaches. *Family Process*, 49(3), 349-368.

Reynolds, V. (2012). An Ethical Stance for Justice-Doing in Community Work and Therapy. *Journal of Systemic Therapies*, 31(4), 18-33.

## Recommended Text

- Dancy, T., Edwards, K., Earl Davis, J., Royal, C., & Hill, M. (2018). Historically White Universities and Plantation Politics: Anti-Blackness and Higher Education in the Black Lives Matter Era. *Urban Education, 53*(2), 176-195
- Esmiol Wilson, E., & Nice, L. (Eds.). (2018). *Socially just religious and spiritual interventions: Ethical uses of therapeutic power (AFTA Springerbriefs in family therapy)*. Springer. doi: 10.1007/978-3-030-01986-0
- Gaarder, J., & Møller, P. (1996). *Sophie's world : A novel about the history of philosophy*. Berkley Books.
- polanco, m., Zamani, N., & Kim, C. D. H. (Eds.) (2021). *Bilingualism, Culture, and Social Justice in Family Therapy (AFTA Springerbriefs in family therapy)*. Springer. doi: 10.1007/978-3-030-66036-9
- Watson, M. F., Turner, W. L., & Hines, P. M. (2020). Black Lives Matter: We are in the Same Storm but we are not in the Same Boat. *Family Process, 59*(4), 1362-1373.

## Partial List of Theory Texts

### ***Structural Family Therapy***

- Aponte, H., & Psychotherapy.net. (2014). *A house divided : Structural therapy with a black family*. Kanopy Streaming.
- Minuchin, S. (1974). *Families and family therapy*. Harvard College.
- Minuchin, S. & Nichols, M. P. (1993). *Family healing: Tales of hope and renewal from family therapy*. Free Press.
- Minuchin, S., Reiter, M., & Borda, C. (2014). *The craft of family therapy: Challenging certainties*. Routledge.

### ***Intergenerational (Bowen) Therapy***

- Bowen, M. (1978). *Family therapy in clinical practice*. Jason Aronson.

### ***Contextual Therapy***

- Boszormenyi-Nagy, I., & Krasner, B. R. (1986). *Between give and take: A clinical guide to contextual therapy*. Brunner/Mazel.
- Boszormenyi-Nagy, I., & Spark, G. M. (1973). *Invisible loyalties: Reciprocity in intergenerational family therapy*. Harper & Row (reprinted by Brunner/Mazel, 1984).
- Hargrave, T., & Pfitzer, F. (2003). *The new contextual therapy: Guiding the power of give and take*. Brunner-Routledge.

### ***Experiential Family Therapy***

Herbine-Blank, T., Kerpelman, D. M., & Sweezy, M. (2016). *Intimacy from the inside out: Courage and compassion in couple therapy*. Routledge, Taylor & Francis Group.

Napier, A., & Whitaker, C. A. (2017). *The family crucible: The intense experience of family therapy*. Harper & Row. (Originally printed 1978).

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

Schwartz, R. (2008). *You are the one you've been waiting for : Bringing courageous love to intimate relationships*. Trailheads.

Schwartz, R., & Sweezy, M. (2020). *Internal family systems therapy* (2nd ed.). The Guilford Press.

### ***Attachment-based Family Therapy***

Greenberg, L. S., & Goldman, R. N. (2008). *Emotion-focused couples therapy: The dynamics of emotion, love, and power*. American Psychological Association.

Johnson, S. M. (2002). *Emotionally focused couple therapy with trauma survivors: Strengthening attachment bonds*. Guilford.

Johnson, S. M. (2004). *The practice of emotionally focused couple therapy*, 2nd ed. Brunner-Routledge.

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

Knudson-Martin, C., Wells, M. A., & Samman, S. K. (2015). *Socio-emotional relationship therapy: Bridging emotion, societal context, and couple interaction*. Springer.

### ***Cognitive Behavioral Family Therapy***

Dattilio, F. M. (2010). *Cognitive-behavioral therapy with couples and families: A comprehensive guide for clinicians*. Guilford Press.

### ***Brief Strategic Family Therapy***

Haley, J. (1976). *Problem-solving therapy: New strategies for effective family therapy*. Jossey-Bass.

Mandanes, C. (1981). *Strategic family therapy*. Jossey-Bass.

Mandanes, C. (1984). *Behind the one-way mirror: Advances in the practice of strategic therapy*. Jossey-Bass.

### ***Solution Focused Family Therapy***

de Shazer, S., & Dolan, Y. (2007). *More than miracles: The state of the art of Solution-focused brief therapy*. Hawthorn Press.

Walter, J. & Peller, J. (1992). *Becoming solution-focused in brief therapy*. Brunner/Mazel.



### ***Collaborative Family Therapy***

- Anderson, H. (1997). *Conversations, language, and possibilities: A postmodern approach to therapy*. Basic Books.
- Friedman, S. (ed.) (1993). *The new language of change: Constructive collaboration in therapy*. Guilford Press.
- Madsen, W. (2007). *Collaborative therapy with multi-stressed families* (2nd ed.). Guilford

### ***Narrative Therapy***

- Dickerson, V. (2016). *Poststructural and narrative thinking in family therapy (AFTA Springerbriefs in family therapy)*. Springer.
- Freedman, J., & Combs, G. (1996). *Narrative therapy : The social construction of preferred realities*. W.W. Norton & Company.
- Monk, G., Winslade, J., Crocket, K., Epston, D. (Eds.). (1997) *Narrative Therapy in practice: The archaeology of hope*. Josey-Bass Inc.
- Smith, C., & Nylund, D. (1997). *Narrative therapies with children and adolescents*. Guilford Press.
- White, M. (2007). *Maps of narrative practice*. W.W. Norton & Company.
- White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. W.W. Norton & Company.

## 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
Prompt and dependable presence in the class/online meetings.	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 (36 points)

After reading the theory chapters from McDowell, Knudson-Martin, & Bermudez (2019) and Gehart (2017), summarize your understanding of the theories to prepare for class, as well as for future reference when studying for the licensing exam. These summaries are mainly notes for yourself and can be in bullet list or short answer form addressing the prompts below.

These 1-page summaries are *due at the end of each class that the readings are due*. **Late submissions will not be accepted.** There will be a total of 9 out of 10 theory summaries required by the end of the semester, each worth 4 points.

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

- The Problem
- The Solution
- How change happens
- Popular interventions and techniques
- The role of the therapist
- The role of the client(s)
- The underpinning “worldview” (epistemological assumptions, philosophical foundations)

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

Marginal (0-1 pts)	Proficient (2 pts)	Accomplished (3-4 pts)
The answers to the prompts are incomplete	The answers to the prompts are complete, but does not demonstrate full levels of thoughtful engagement with theories presented in readings	The answers to the prompts are complete; demonstrates levels of understanding and engagement with systems of thinking in the theories presented in readings

### IV. Critical Genogram (8 points)

This exercise offers students the opportunity to practice completing a genogram while gaining awareness of their own family dynamics with sociocultural, political, and historical contexts. Please follow the guidelines in Kosutic, Garcia, et al.’s article. You will use this genogram for assignment(s) in MCFT 511.

There are two main portions to the Critical Genogram:

1. Genogram
  - a. Follow the instructions provided in the article along with additional information provided in class to complete a genogram of your own family

- b. Include at least three generations in your genogram
  - c. Be as detailed, accurate, and complete as possible, and note when you are not able to access certain family information due to family dynamics, history, and secrets
2. Diagrams of systems of privilege and oppression
- a. You will be provided 3-5 transparencies in class
  - b. Diagram systems of privilege and oppression as it relates to your sociocultural, political and historical location (refer to the instructions in the appendix of the article for inspiration, direction, and examples)
  - c. Be as reflective, honest, and detailed as possible as it is for your own learning and self-of-the-therapist work

The Critical Genogram will be evaluated by the following:

	Marginal (0 pts)	Proficient (1 pts)	Accomplished (2 pts)	Total available points
Genogram	Minimum of three generation not represented; missing relational dynamics, patterns, and key familial information.	Minimum of three generations represented, adequate notations of relational dynamics and familial information, but lacking in presentation (illegible and/or disorganized)	Minimum of three generations represented; clear, legible, and organized. Complete with relational dynamics, notation of important and key information.	<b>2</b>
	Marginal (0 pts)	Proficient (1 pts)	Accomplished (2 pts)	Total available points
Each of the diagrams of systems of privilege and oppression (3 diagrams)	Missing reflection and assessment of privilege and oppression on the family systems represented on the genogram.	Diagram indicate adequate assessment of privilege and oppression, but lacking in levels of self-awareness and reflection; presentation of the diagrams may be illegible and/or disorganized.	Minimum of three diagrams indicating careful and deep reflection on systems of power, privilege, and oppression on the family dynamics represented on the genogram. Legible and easy to understand.	<b>6</b>

#### **V. Draft of the Final Paper (10 points)**

You will be turning in a draft of the first half of the final paper for accountability and opportunity for feedback. Details will be provided in class. Refer below for details on the final paper.

*Submit your draft of the paper into Moodle **by the end of your class day (11:59 PM PST) the first week of November 2021.***

## **VI. Final Case Conceptualization paper (66 points)**

You will be given a case scenario in class and tasked to conceptualize the case utilizing two chosen family therapy theory of practice. 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 PST)  
Sunday, December 12, 2021.***

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.
  - a. Include power dynamics within the family and how these are influenced by larger systems.
2. Application of two theories of family therapy to the situation, including goals from the perspective of each theory.
  - a. Make sure to identify major theoretical concepts and the specific techniques you would if you were the therapist in the situation described.
  - b. Make sure you demonstrate a deep working knowledge of both theories.
3. A contrast and comparison of your two chosen family therapy theories. Discuss how each of the theories might fit or not fit for the family.
  - a. What would the therapist need to know about the family and need to do to increase the fit and applicability of each theory?
  - b. How might the therapist supplement the perceived gaps in the theoretical framework?
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 outlined 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.

*The length of the paper should be 15-18 pages of content, excluding the title page, abstract, references, and appendix. Additional information on paper structure, format, and required portions of the paper will be provided in class. 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:

	<b>Marginal (0-2 pts)</b>	<b>Proficient (3-4 pts)</b>	<b>Accomplished (5-6 pts)</b>	
<b>CL)</b> <b>1.</b> <b>Presenting issues, access, opportunity as shaped by social locations</b>	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
<b>P)</b> <b>2.</b> <b>Power Dynamics</b>	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
<b>3.</b> <b>Treatment plan with specific goals for both models 1 &amp; 2</b>	Develops general goals	Develops specific goals with objectives and outcomes	Develops specific goals with objectives that reflect treatment models and clear outcomes. Treatment plan and goals account for power dynamics	6
<b>4.</b> <b>Identify key concepts in therapy - Model 1</b>	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
<b>5.</b> <b>Identify key concepts in therapy - Model 2</b>	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
<b>6.</b> <b>Interventions -Model 1</b>	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
<b>7.</b> <b>Interventions -Model 2</b>	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



<b>8. Model Comparison and Contrast</b>	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
<b>9. Common Factors</b>	Identifies common factors and broadly connects to chosen approaches	Identifies specific connections between common factors, presenting problems, and therapeutic approach	Identifies and considers connections between common factors, presenting problems, and chosen therapeutic approach; as well as exploration of implications on personal applications (i.e. addressing personal intersectional sociocultural location and its effects)	6
<b>10. APA Format Language &amp; Citations</b>	Confusing, redundant, general; Does not follow APA guidelines for citations with consistency	Some lack of clarity and redundancy; Few errors in APA guidelines for all citations	Clear, specific, concise, plain; Follows APA guidelines for all citations	6
<b>11. Overall Quality and Completion of Paper</b>	Includes most necessary elements at or below minimum level.	Includes all necessary elements adequately to meet expectations.	Exceeds expectations in all or nearly all categories. Well researched with more than adequate citations.	6
<b>Total</b>				<b>66</b>

## EVALUATION & GRADING

I. Participation	30 pts
II. Responsive Reflection	10 pts
III. Theory Summaries	36 pts
IV. Critical Genogram	8 pts
V. Draft of the Final Paper	10 pts
VI. Case Conceptualization Paper	66 pts
<b>TOTAL</b>	<b>160 pts</b>

149-160 = A	144-148 = A-	139-143 = B+	133-138 = B
128-132 = B-	123-127 = C+	117-122 = 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.

### **LATE ASSIGNMENT POLICY**

Assignments should be completed by the dates indicated on the syllabus. Late assignments are strongly discouraged. Assignments turned in late in most instances will receive a deduction of 2 points for each day late, including weekends.

### **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 must be met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### **LEWIS & CLARK GSEC STUDENT HANDBOOK & POLICIES**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. The full student handbook can be found here ([https://graduate.lclark.edu/student\\_life/handbook/college\\_policies/](https://graduate.lclark.edu/student_life/handbook/college_policies/)).

This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](https://graduate.lclark.edu/gsec-nondiscrimination/);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](https://graduate.lclark.edu/gsec-conduct/);
- Sexual misconduct: [go.lclark.edu/titleIX](https://graduate.lclark.edu/titleIX/).

If you have any questions regarding these policies, please speak to your instructor for clarification.

### **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.

### COMMUNICATION POLICY

Most e-mails will be answered within 48-hours, with the exception of weekends. You should work proactively to make sure any concerns and questions are given enough time for a response.

### 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.

### COURSE SCHEDULE

*(Subject to change as needed)*

	Topic	Readings due	Assignment due
9/8 9/9	Course Overview & Orientation  Attuning to Context of Social Justice in Family Therapy	Syllabus  Gehart, 2017, <i>Chapter 1 &amp; 3</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapter 1-3</i>  Watson, 2019	
9/15 9/16	In search of my theory and my language: Naming the Elephant	Errington, 2017  Holmberg, Jensen, & Ulland, 2017  Sire, 2015. <i>Chapter 1</i>	Responsive Reflection
9/22 9/23	Foundations of Family Therapy: Common Factors & Evidence Based Practices	Gehart, 2017, <i>Chapter 2-3</i>  Blow & Karam, 2017  Sexton, Ridley, & Kleiner, 2004  Kirmayer, 2012  Ward, Linville & Rosen, 2007	

9/29 9/30	Intergenerational / Bowen Family Therapy	Gehart, 2017, <i>Chapter 7</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapter 8</i>  Klever, 2005  Knudson-Martin, 1994  Kosutic et al., 2009	Theory Summary #1
10/6 10/7	Structural Family Therapy  *Guest	Gehart, 2017, <i>Chapter 5</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapters 4</i>  Butler & Gaardner, 2003  Williams, Foye, & Lewis, 2016	Theory Summary #2
10/13 10/14	Brief & Strategic Therapy	Gehart, 2017, <i>Chapter 4</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapters 5</i>  Gardner, Burr, & Wiedower, 2006  Szapocznik et al., 2012	Theory Summary #3  Critical Genogram
10/20 10/21	Experiential Family Therapy  *Guest	Gehart, 2017, <i>Chapter 6</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapter 6</i>  Lum, 2002  <del>Prouty &amp; Protinsky, 2002</del>	Theory Summary #4
10/27 10/28	Attachment Based Family Therapy	Gehart, 2017, <i>Chapter 6</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapters 7</i>  Hardtke, Armstrong, & Johnson, 2010  Knudson et al., 2015	Theory Summary #5
11/3 11/4	Contextual Family Therapy	McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapters 9</i>  Dutta, 2014  Van der Meiden, Noordegraaf, & Van Ewijk, 2019	Theory Summary #6  Final Paper Draft

11/10 11/11	Cognitive Behavioral Family Therapy & Gottman Couples Therapy	Gehart, 2017, <i>Chapter 8</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapter 10</i>  Garanzini et al., 2017  Dattilio & Epstein, 2005	Theory Summary #7
11/17 11/18	Solution Focused Therapy	Gehart, 2017, <i>Chapter 9</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapters 11</i>  Reiter, 2010  Seedall, 2009	Theory Summary #8
11/24 11/25	<i>fall break - no class</i>		
12/1 12/2	Collaborative Therapy  Narrative Therapy	Gehart, 2017, <i>Chapter 10</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapters 12 &amp; 13</i>  Rajaei & Jensen, 2020  Ramirez & Monk, 2017	Theory Summary #9
12/8 12/9	Integrative Family Therapy	McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapter 14</i>  Fraenkel, 2009  Fraser, Solovey, Grove, Lee, & Greene, 2012  Lebow, 2019	Theory Summary #10
12/15 12/16	Attuning our practice with flexibility and reflexivity	Dickerson, 2010  Reynolds, 2012	Final Paper due on Taskstream <b>end of day, Sunday, December 12</b>