



"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 unit)

SPRING 2022

Instructor: **Joslyn Armstrong, Ph.D.**
Office Hours: by appointments via email
Time & Day: April 2nd: Saturday 9:00am-5:30pm
April 3rd: Sunday 9:00am-5:30pm
Location: Lewis & Clark Counseling Center, room **Classroom B & C**
Address: 4445 SW Barbur Blvd., Portland, OR 97239

COURSE DESCRIPTION

This course addresses the most common experiential therapy models such as Symbolic-Experiential, and Satir. 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.

*It is recommended to wear clothing that is less restrictive to class sessions, given your ability. *

Prerequisites: None

Credits: 1 semester unit (15 hours contact)

MCFT STUDENT LEARNING OUTCOMES

SLO 1.3 Students apply systems/relational theories to clinical case conceptualization and treatment planning.

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

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

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	CC 1.1.1	Class participation Experiential Technique video
2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.	SLO 1.3	CC 1.1.2	Class participation Experiential Technique video
3. Know which models, modalities, and/or techniques are most effective for presenting problems.	SLO 1.3 SLO 4.3	CC 3.1.1	Class participation Experiential Technique video
4. Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.	SLO 2.2 SLO 2.2	CC 4.5.3	Class participation Experiential Technique video
5. Be able to determine the effectiveness of clinical practice and techniques.	SLO 2.1 SLO 2.2	CC 6.4.1	Class participation Experiential Technique video

REQUIRED READINGS:

1st Class Session Symbolic-Experiential model:

Connell, G. M., Mitten, T. J., & Whitaker, C. A. (1993). Reshaping family symbols: A

symbolic-experiential perspective. *Journal of Marital & Family Therapy*, 19(3), 243-251. [ILL]

Keith, D. V. (2000). Symbolic Experiential Family Therapy. In Baldwin, M. (Eds.), *The Use of Self in Therapy* (pp. 263-274). New York: Haworth Press. [Provided on Moodle]

Mitten, T. J., & Connell, G. M. (2004). The core variables of symbolic-experiential therapy: A qualitative study. *Journal of Marital & Family Therapy*, 30(4), 467-478.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_67061890

Smith, G. L. (1998). The present state and future of symbolic-experiential family therapy: A post-modern analysis. *Contemporary Family Therapy*, 20(2), 147-161.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_springer_primary_1998_10591_20_2_424345

2nd Class Session Satir Model:

Banmen, J., & Banmen-Maki, K. (2014). What has become of Virginia Satir's therapy model since she left us in 1988? *Journal of Family Psychology*, 25, 117-131.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_crossref_primary_10_1080_08975353_2014_909706

Beaudry, G. (2002). The family reconstruction process and its evolution to date: Virginia Satir's transformational process. *Contemporary Family Therapy*, 24(1), 79-91.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_springer_primary_2002_10591_24_1_367611

[up to page 64] Wretman, C. J. (2015). Saving Satir: Contemporary perspectives on the change process model. *Social Work*, 61(1), 61-68. doi:10.1093/sw/swv056.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_1767626294

2nd Class Session Self-of-Therapist work:

Aponte, H. J., & Kissil, K. (2014). "If I can grapple with this I can truly be of use in the therapy room": Using the therapist's own emotional struggles to facilitate effective therapy.

Journal of Marital & Family Therapy, 40(2), 152-164. doi: 10.1111/jmft.12011.

https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_miscellaneous_1518817636

*ILL means need to Interlibrary loan

SUGGESTED BOOKS:

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

Satir, V. (1983). *Conjoint family therapy* (3rd ed.). Palo Alto, CA: Science and Behavior Books.

Satir, V., & Baldwin, M. (1989). *Satir step-by-step: A guide to creating change in families*. Los Altos: Science & Behavior Books Inc.

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

Schwartz, R. C., & Sweezy, M. (2019). *Internal family systems therapy*. 2nd edition. The Guilford Press.

Whitaker, C. A., & Keith, D. V. (1982). *Symbolic-experiential family therapy*. In J. R. Neill & D. P. Kniskern (Eds.), *From psyche to system: The evolving therapy of Carl Whitaker* (pp. 330-363). New York: Guilford Press.

Whitaker, C. A., & Bumberry, W. M. (1988). *Dancing with the family: A symbolic-experiential approach*. Routledge.

Whitaker, C. (1989). *Midnight musings of a family therapist*. W. W. Norton Company.

SUGGESTED JOURNAL ARTICLES:

Banmen, M. L., & Belous, C. K. (2016). Using symbolic-experiential family therapy to treat adjustment disorder: A case study. *The American Journal of Family Therapy*, 44(5), 285-300. doi: 10.1080/01926187.2016.1231599

Brent, D. A., & Marine, E. (1982). Developmental aspects of the cotherapy relationship. *Journal of Marital & Family Therapy*. 69-75.

Cag, P., & Acar, N. V. (2015). A view of symbolic-experiential family therapy of Carl Whitaker through movie analysis. *Educational Science Theory & Practice*, 15(3), 575-586. doi:10.12738/estp.2015.3.2477.

Carlson, M. W., Oed, M. M., & Bermudez, M. J. (2017). Satir's communication stances and pursue-withdraw cycles: An enhanced emotionally focused therapy framework of couple interaction. *Journal of Couple & Relationship Therapy*, 16(3), 253-270.

Hsieh, A. L. (2015). Internal family systems: A parts party intervention. *Journal of Family Psychotherapy*, 26(1), 31-35. doi:10.1080/08975353.2015.1002740.

Maxey, V. A. (2021). The intersectional growth model: The Satir growth model informed by

intersectional feminism. *Contemporary Family Therapy*, 43, 54-68. doi:
10.1007/s10591-020-09553-7.

Lum, W. (2002). The use of self of the therapist. *Contemporary Family Therapy*, 24(1), 181-197.

Smith, G. (1998). The present state and future of symbolic-experiential family therapy: A post-modern analysis. *Contemporary Family Therapy*, 20(2), 147-161.

COVID POLICY

Please read and carefully review LC's guidelines for reopening at

<https://www.lclark.edu/news/2020-plans/health-and-safety>

In the event of Dr. Armstrong contracting COVID-19: If Dr. Armstrong were to exhibit symptoms of the Coronavirus, then class will resume in an online format, where she limits her physical interactions with students. In the event of Dr. Armstrong's death due to Coronavirus, all direction and teaching of the course will be at the discretion of Dr. Kim (Program Director) and the MCFT faculty.

OVERVIEW AND EXPECTATIONS

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 48 hours during the week. Generally, if you email me during the weekend, it is best to assume that I will not respond until Tuesday morning.

My Commitment to You:

I am committed to assisting you by creating a safe, respectful and professional learning environment to be able to learn critical course material over the semester. I encourage you to discuss the course content with me any time during the semester. **My office hours 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 chapters and review all supplemental material provided on Moodle, or via email. You will be held responsible for knowing any changes made to the class schedule, weekly 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 and readings, and remain engaged in the virtual classroom format. 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 ASSIGNMENTS AND EVALUATION

This class will emphasize learning by doing. Students will actively engage in reading family therapy-related research, reflect on the process of abuse, abuse cycle and the context, and consider implications for clinical practice. Your course grade will be based the following assessments.

1. CLASS PARTICIPATION (30 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 larger class discussion and clinical role-plays or enactments. Therefore, it is imperative that you attend class unless otherwise informed by Dr. Armstrong. All assigned readings must be completed in advance of the class in which they are to be discussed. Every student is responsible for coming to class prepared to participate in a meaningful discussion and in-class activities. Thus, students are expected to read all required readings and actively participate in class discussions and in-class activities.

2. EXPERIENTIAL THERAPY TECHNIQUE VIDEO (70 points)

Students will create and record an Experiential therapy session. Students will have 1 individual client. They will record themselves practicing/guiding the client through an Experiential therapy technique from either the Symbolic-Experiential or Satir Growth models. They will submit a recorded 10-minute video clip (no more than 350MB, mp4 format) showcasing their use of at least one Experiential technique from either model. This **video-taped Experiential therapy interaction** will demonstrate their understanding and practice of an Experiential model technique. Written critique papers are formatted as double-spaced, 12-inch font, Arial/Calibri/Times New Roman/Sans Serif, 5 pages maximum, and Microsoft Word format *only*. Rubrics will be available on Moodle and a separate document as well. There will be a 10% deduction of points every day for late submission.

EVALUATION AND GRADING

Class Participation	30
Student Facilitator Group	70
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.

Late papers and assignments: Any assignments turned in late (without previous permission) will automatically receive a 10% reduction in grade for every day late.

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.

DISABILITY SERVICES STATEMENT

- Option 1: 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 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.
- Option 2: If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself/themselves 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.

LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL 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. 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.

CELL PHONES

Cell phones must be silenced/remain off, and text messaging is not allowed during class time. If there is an emergency that requires your immediate attention, please mute your video to take the call.

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 STRUCTURE AND SCHEDULE

Any changes to the reading schedule will be announced at least 24 hours prior

Session	Day	Date	Lecture Review	Readings
1	Sat.	Apr. 2nd	Introductions & Syllabus Review Lecture: Symbolic-Experiential model	On Moodle
2	Sun.	Apr. 3rd	Lecture: Satir Growth model & Self-of-the-Therapist work	On Moodle
3	Tues.	Apr. 19th	Assignment: Experiential Therapy Technique video due by 11:30pm on Moodle	

Class Structure (subject to change):

9:15am-12:00pm: Learn logistics of Experiential model

1:15pm-3:00pm: Recap and do Experiential model techniques & interventions/ Self-of-therapist work lecture & discussion

3:00pm-5:30pm: Clinical Role-plays, class participation & discussion