



**MCFT 504 FAMILY THERAPY: THEORY AND PRACTICE
FALL 2023**

Time & Day: Section 1 — Wednesday 9:00 AM – 12:15 PM PST
Section 2 — Wednesday 1:00 PM – 4:15 PM PST
Section 3 — Wednesday 5:30 PM – 8:45 PM PST

Place: York 107
& TBD Online if needed (*Zoom Link will be provided on Moodle*)

Instructor: Wonyoung L. Cho, PhD, LMFT **E-Mail:** wonyoungcho@lclark.edu
Office Hours: *by appointment* **Office:** 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 WITH-COVID-19

Living in a world after the COVID-19 Pandemic continues to challenge, change, and shape the new norms in the sociopolitical, cultural, professional, and personal contexts of our lives. 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.

This course is expected to be fully in-person and on-campus. 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 and to manage the on-going challenges and unknowns. 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
[*optional*: Cengage Bundle (*MindTap* 1 Term & Loose-leaf) ISBN-10: 9781337591201]

*Sire, J. (2015). *Naming the elephant : Worldview as a concept* (Second ed.). InterVarsity Press.
[*Free electronic access through Watzek Library*]

Required 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. ***A list of readings is also provided on Moodle.***

Other Recommended Texts

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

Metcalf, L. (2019). *Marriage and Family Therapy: A Practice-Oriented Approach*. Springer Publishing 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 and culturally humble approach to social justice**
 - Take care to locate yourself *intersectionally* as you engage (sociocultural, historical, personal and political history of privilege and oppression) and *discern the influence/limits of your own context*
 - Give the other the benefit of doubt, and remember we are all on various points of our journey
 - 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
 - *Seek complexity*
 - Engage the personal, the emotional, and take care to scaffold the self/personhood of the therapist
 - Embrace both/and
 - Take risks
 - Engage differences
 - Imagine alternatives (this is a form of resistance)
 - Active engagement = vulnerability
 - Take responsibility and accountability
 - For your actions (your intent and your impact)
 - 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 the 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 (24 points)

After reading the theory chapter from Gehart (2017) as well as the assigned supplementary articles, 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 8 theory summaries required by the end of the semester, each worth 3 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 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 (16 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.

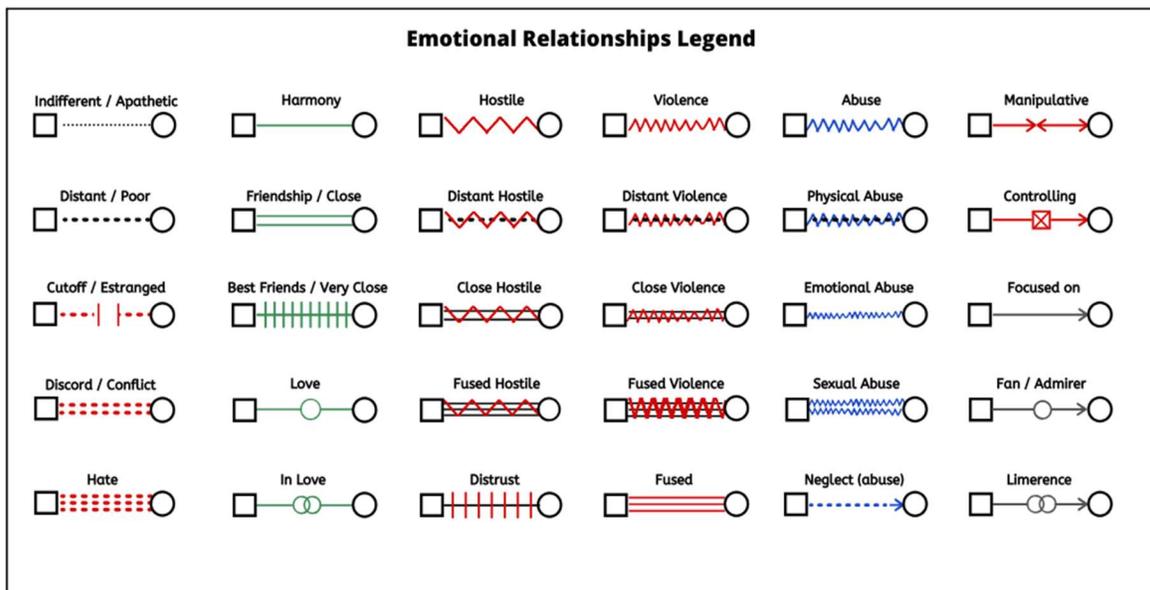
There are two main portions to the Critical Genogram:

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 (1-2 pts)	Accomplished (3-4 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.	4
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.	12



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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.***



VI. Final Case Conceptualization paper (60 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 10, 2023.

The paper should include the following:

1. A short case presentation based on a movie (to be determined in class), with care and attention to sociocultural locations, powers, privileges, and oppression
2. Epistemological overview and summary of two chosen theories of family therapy
3. Case conceptualizations through the lens of the chosen theories
4. Treatment plan in the form of identifying treatment goals through the lens of the chosen theories
5. Key interventions and a short demonstration of application that considers the intersectional location(s) of the clients *as well as your own location that influence application of theory of practice*
6. Compare and contrast of the two chosen theories in terms of epistemological fit and application, as well as application of Common Factors in your evaluation of the chosen theories

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:

	Marginal (0-2 pts)	Proficient (3-4 pts)	Accomplished (5-6 pts)	
CL) 1. Presenting issues, access, opportunity as shaped by social locations	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	
P) 2. Power Dynamics	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 dynamics of power relative to presenting problem	
3. Theory of Practice 1	Does not demonstrate good understanding of the worldview and the theory of practice; does not demonstrate good application to the clinical case. Missing key ideas and values of the theory.	Does not explicitly demonstrate the linking of the worldview to the theory of practice; and/or does not attend to the matters of power, privilege, and matters of sociocultural diversity	Identifies and demonstrates understanding of the chosen theory's worldview ; key ideas, values, and understanding of family dynamics and relational health; applies the theory to chosen case with attention to power, privilege, and matters of sociocultural diversity	
4. Treatment Plan and Interventions - Theory of Practice 1	Develops general goals; demonstrates minimal understanding of interventions and lacking in demonstration of intervention application	Develops specific goals with objectives and outcomes related to the theory of practice and its worldview; lacking in demonstration of application	Develops specific goals with objectives that reflect treatment models and clear outcomes. Treatment plan and goals account for power dynamics; demonstrates clinical application of interventions considering dynamics of sociocultural diversity, power, and privilege	
5. Theory of Practice 2	Does not demonstrate good understanding of the worldview and the theory of practice; does not demonstrate good application to the clinical case. Missing key ideas and values of the theory.	Does not explicitly demonstrate the linking of the worldview to the theory of practice; and/or does not attend to the matters of power, privilege, and matters of sociocultural diversity	Identifies and demonstrates understanding of the chosen theory's worldview ; key ideas, values, and understanding of family dynamics and relational health; applies the theory to chosen case with attention to power, privilege, and matters of sociocultural diversity	

6. Treatment Plan and Interventions – Theory of Practice 2	Develops general goals; demonstrates minimal understanding of interventions and lacking in demonstration of intervention application	Develops specific goals with objectives and outcomes related to the theory of practice and its worldview; lacking in demonstration of application	Develops specific goals with objectives that reflect treatment models and clear outcomes. Treatment plan and goals account for power dynamics; demonstrates clinical application of interventions considering dynamics of sociocultural diversity, power, and privilege	
7. Model Comparison and Contrast	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	
8. Common Factors & Self of the Therapist reflections	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)	
9. APA Format Language & Citations	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	
10. Overall Quality and Completion of Paper	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.	
Total Out of 60				

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.

EVALUATION & GRADING

I. Participation			30 pts
II. Responsive Reflection			10 pts
III. Theory Summaries			24 pts
IV. Critical Genogram			16 pts
V. Draft of the Final Paper			10 pts
VI. Case Conceptualization Paper			60 pts
		TOTAL	150 pts
139-150 = A	134-138 = A-	130-134 = B+	125-129 = B
120-124 = B-	112-119 = C+	109-116 = C	105-108 = 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.

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 maybe 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/).

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.

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

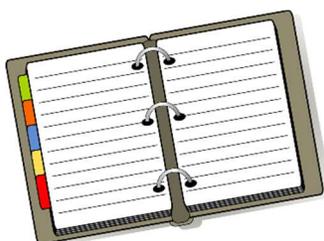
Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – 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
9/6	Course Overview & Orientation Attuning to Context of Social Justice in Family Therapy	Syllabus <i>Listed readings (see readings list on Moodle)</i>	
9/13	In search of my theory and my language: Naming the Elephant <i>*Guest</i>	<i>Listed readings (see readings list on Moodle)</i>	Responsive Reflection
9/20	Intergenerational / Bowen Family Therapy	<i>Listed readings (see readings list on Moodle)</i>	Theory Summary #1
9/27	Contextual Family Therapy	<i>Listed readings (see readings list on Moodle)</i>	Theory Summary #2

10/4	(Brief &) Strategic Therapy	<i>Listed readings (see readings list on Moodle)</i>	Theory Summary #3
10/11	Structural Family Therapy <i>*Guest</i>	<i>Listed readings (see readings list on Moodle)</i>	Theory Summary #4
10/18	Attachment Based Family Therapy	<i>Listed readings (see readings list on Moodle)</i>	Theory Summary #5
10/25	Experiential Family Therapy <i>*Guest</i>	<i>Listed readings (see readings list on Moodle)</i>	Theory Summary #6 Critical Genogram
11/1	Cognitive Behavioral Family Therapy <i>*Guest</i>	<i>Listed readings (see readings list on Moodle)</i>	Theory Summary #7 Final Paper Draft
11/8	Solution Focused	<i>Listed readings (see readings list on Moodle)</i>	Theory Summary #8
11/15	Collaborative Therapy Narrative Therapy	<i>Listed readings (see readings list on Moodle)</i>	Theory Summary #9 (Narrative)
11/22	<i>fall break - no class</i>		
11/29	Common Factors of Family Therapy	<i>Listed readings (see readings list on Moodle)</i>	
12/6	Integrative Family Therapy <i>*Guest</i>	<i>Listed readings (see readings list on Moodle)</i>	Final Paper due on Taskstream end of day, Sunday, December 11
12/13	Attuning our practice with flexibility and reflexivity	<i>Listed readings (see readings list on Moodle)</i>	