



LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 562: ADVANCED FAMILY THERAPY
FALL 2010

When: Mondays, 1:00-4:15 PM

Where: Rogers 219

Instructor: Sebastian Perumbilly, ABD, LMFT

Office Hours: ROGERS HALL 331, Mondays 4:15-8:15 pm

E-Mail: Perumbil@lclark.edu or Sebpmft@yahoo.com
(E-mail is the best way to contact me)

CATALOG DESCRIPTION

Introduction to the practice of systemic family therapy through approaches based on contemporary/emergent models: brief, narrative, meaning/language systems-based, competence-based, and functional family therapy. Conceptual understanding and acquisition of specific treatment skills through training videos and live observations are emphasized. Builds upon CPSY 504 by focusing on the interventive aspects of family therapy through case examples, role play, and, when possible, live observations of actual clinical work at participating mental health sites.

COURSE DESCRIPTION

This course includes an examination of current approaches and trends in the field of Marriage, Couple, and Family Therapy (MCFT) with an emphasis on integrating theory, research, and clinical practice. As the course unfolds during the course of the semester, the participants will study various approaches in the field of MCFT that were surveyed in previous coursework (e.g., CPSY 504), and will be offered opportunities to apply them in simulated clinical settings. Models that will be covered include Structural Family Therapy, Strength Based-Solution Oriented Therapy, Collaborative- Narrative Therapy, and Critical-Social Justice oriented approaches. An emphasis on concepts and techniques that are foundational to family therapy (e.g., patterns of interaction, multiple systems, content v/s. process) will be included along with current trends and debates (e.g., evidence based practice, common factors). A critical contextual understanding of how intersecting identities/ social locations (e.g. race, class, gender, sexual orientation, abilities, nation of origin) and societal/ global systems of privilege and oppression shape family well- being will be emphasized throughout.

COURSE PURPOSE:

This course is intended to help students expand their conceptual frameworks and clinical skills for practicing MCFT. Goals for this course are in keeping with the mission and values of Lewis & Clark College Counseling Psychology Department and the Core

Competencies established by the American Association for MCFT.

By the end of this semester, the students will be able to:

1. Deepen their understanding of the theoretical and empirical foundations, and contemporary conceptual directions and debates in the field of MCFT.
2. Survey the major family therapy models, including major contributors, theoretical assumptions, assessment, treatment planning, and intervention strategies/skills of each.
3. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy.
4. Consider the fit of approaches with specific families, and will be able to consider culturally sensitive approaches, and know the appropriateness of models, modalities, and/or techniques, which are most effective for presenting problems.
5. Recognize strengths and limitations (e.g., cultural deficits) of specific therapy models.
6. Identify those common factors that are connected to effective treatment outcome in MCFT, and to be able to practice them in classroom settings as a preparation for actual clinical settings.
7. Learn to consider the influence of extra-therapeutic relationships and factors, and integrate them into treatment planning.
8. Learn to access, critique and use current family therapy and family studies research to inform clinical practice.
9. Explore the evidence-based practice (EBP) movement in family therapy and become familiar with several well researched models.

COURSE FORMAT:

This course utilizes lectures, readings, class room discussion, self-guided learning and role plays and may occasionally use video tape demonstrations.

READINGS:

Weekly readings will be posted online (MOODLE). These WEEKLY READINGS ARE TO BE COMPLETED FOR THE DAY INDICATED. The participants 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.

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

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings.

This includes being on time, being prepared, and engaging with colleagues as fellow professionals. Becoming a couple & family therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, apply the content of readings, and actively engage in role- playing activities. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to the learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL NEEDS/ ACCOMMODATIONS

Please see me individually at the beginning of the semester if you require any special accommodations as a result of a documented disability.

ABSENCES

Please notify me by sending an e-mail if you have to miss a class. Missing more than two classes may result in failure to complete this course, (any exceptional circumstances may be considered by the instructor).

If you miss a class, you will be asked to make a class presentation. This involves the following:

- ❑ Complete all the required readings assigned for the class that you missed, and choose two extra readings related to the topic from peer reviewed journals.
- ❑ You will make an oral presentation to the entire class for 10 minutes about your findings from the readings. During the presentation, you will make references to all the readings (both the assigned and the ones you chose to read further about).
- ❑ At the end of your presentation, you will answer any questions that the class may have. Finally, before the class disperses that evening, you will turn in a two-page paper to me. This paper will succinctly and clearly state what your findings are in light of your readings and personal reflection.

CONFIDENTIALITY

Because of the nature of classroom work and group dynamics it is expected that "personal" information shared by students will be kept in confidence. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Students are asked to be intentional about what they choose to share with other students in the class during classroom-activities.

LAPTOPS AND CELL PHONES

Due to the experiential nature of the class laptops may be used only when designated by the instructor. 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. Laptops and cell phones may of course be used on breaks. Please come prepared to take hand-written notes. If an alternate learning ability requires the use of a laptop please let the instructor know at the beginning of the semester.

ASSIGNMENTS

1. Demonstration of Family Therapy Skills (25 points)

Throughout this semester you will be learning skills that apply across models of MCFT. These include *relational questioning, taking a not-knowing-stance, facilitating/directing conversations, de-escalating conflict*, and so on. In the course of the semester, you will have several opportunities to demonstrate your clinical skills and get feedback from your peers and the instructor. You will be randomly given several skills to demonstrate during the role- plays on those dates.

3. Random written tests in class (25 points): To practice responsibly, it is extremely important that the course participants develop deep knowledge about possibly all theoretical lenses/ approaches in the field of MCFT. In the course of the semester, there will be FIVE random written tests in-class on specific theoretical approaches. Successful completion of *each test* will carry 5% of the total course scores towards the final grade. These tests are aimed at assessing the knowledge-base of the course participants on various theoretical models in the field of MCFT. These test dates will be determined by the instructor, and will not be announced in class. The tests will be administered at the beginning of the session that day. If you miss any of these tests, you will not earn those points, and it will affect your final grade. There is NO make-up for these tests.

3. Case scenario & Final Project (50 points)

On the first day of the semester, several case scenarios will be given in class. Course participants will form a group of two each, and will work on a case scenario for the rest of the semester for their group final project. You will read the case and work on the clinical conceptualization and treatment planning of the chosen case using two assigned theories from the field of MCFT. This case scenario will help you become familiar with the role-playing you will be doing during class, and also in your final video presentation on the DVD format. As you work on the case, you will use the given theories to develop a treatment plan for the therapeutic process. You will also consider and assess issues of

gender, race, sexual orientation, social class, culture, and context in therapy. You will bring the case with your clinical analysis and treatment plan to the class, and present it to the class on the assigned dates using any creative format for effective presentation. Your group presentation will not exceed more than 30 minutes. The focus of this assignment is on conceptualizing clinical intervention using the given theoretical orientations from the field of MCFT, and case presentation in class.

The purpose of the final project is to help you achieve the following:

- To prepare you to clinically apply some of the major theories in the field of MCFT;
- To apply common factors that are important across theories;
- To consider contextual factors when conceptualizing a case; and
- To consider how to make decisions about treatment development based on available research.

Studying in-depth at least a number of the major models will also help you prepare for the national MFT exam.

You will have the entire semester to consider how you will apply those theories/ models that have been assigned to you to do the case study. Using the assigned theoretical models, you will take the role of the therapist, and videotape the role-play of the therapy session that will last for 30 minutes. You can seek your peers' assistance to play the role of the family that comes for therapy. On December 13th, you will hand in a 10 page reaction paper and the videotape to the instructor. In order to put your video on DVD format, you may use the media resources available on Lewis & Clark College campus.

In your paper, you will answer the following questions (**use headings**):

- *How did you conceptualize the case?*
- *Describe in what ways you think you applied the theory/ model well, and in what ways you could have done a better job while applying the model?*
- *What are possible future considerations in terms of treatment with this case?*
- *What was it like for you to work on this role-play as a group of therapists?*
- *What therapeutic strengths did you identify in yourself and in your co-therapist when you reviewed the video?*
- *What common factors did you identify in your group work?*
- *What contextual factors of the client system did you address in your work?*
- *From the video, what skills do you think you should improve, and why?*

NOTE: For this final project, you will be evaluated **ONLY** based on class presentation (maximum of 25 points) and your paper (maximum of 25 points). Your DVD presentation will not be graded directly, but will only be used to understand the context of the case and the paper.

Your paper needs to have between 8- 10 references that support your ideas (these may include readings assigned or suggested for the course, or any other relevant journal

articles or scholarly paper from the field of Marriage, Couple & Family Therapy), and follow APA 5 or 6 format.

You will be graded on the following:

- Thorough knowledge of the major tenets of the model = 10 points
- Clarity and ability to articulate ideas based on the case = 10 points
- Consideration of common factors across models/ theories = 10 points
- Ability to tailor treatment to include attention to contextual factors = 10 points
- Identification of what research might be helpful and how to locate it = 10 points

For the purpose of your project, you may consult any introductory level texts used in the field of MCFT, and/ or any of the professional journals listed below.

Professional Journals

- American Psychologist
- Child and Family Behavior Therapy
- Contemporary Family Therapy
- Family Journal: Counseling and Therapy for Couples and Families
- Family Process
- Family Relations
- Family Therapy
- Family, Systems and Health
- Journal of Counseling and Development
- Journal of Couple and Relationship Therapy
- Journal of Couples Therapy
- Journal of Divorce and Remarriage
- Journal of Family Issues
- Journal of Feminist Family Therapy
- Journal of Gay and Lesbian Psychotherapy
- Journal of Marriage and Family Counseling
- Journal of Marriage and the Family
- Journal of Orthopsychiatry
- Journal of Sex and Marital Therapy
- Journal of Systemic Therapies
- Psychotherapy
- Social Work
- The American Journal of Family Therapy
- The Australian and New Zealand Journal of Family Therapy
- The Family Journal: Counseling and Therapy for Couples and Families
- The Journal of Family Psychology
- The Journal of Family Psychotherapy (the Journal of the International Family Therapy Association)
- The Journal of Marital and Family Therapy (AAMFT)

COURSE SCHEDULE

Week – 1: September 13, 2010

INTRODUCTION & THERAPEUTIC PROCESS

- Introduction
- Syllabus
- Course Overview
- Listening to the story; capturing everyone’s perspective; therapeutic alliance; neutrality and curious position; observation and reflection of relational interaction; tracking interactions; considering external systemic pressures; and noting resilience within the system

Week – 2: September 20

DEVELOPING INTERVENTIONS, TECHNIQUES & THERAPEUTIC CHANGE

- Circular questions, using questions to clarify and expand; using questions to open communication; using questions to break repetitive patterns; investigating problem-solving solutions; enactments; homework tasks
- Hypothesizing and formulating; expanding contexts; talking about difficult topics; working with blaming interactions; building motivation to change; encounter moments and process change.

READINGS:

- Helmeke, K.B. & Sprenkle, D.H. (2000). Clients’ perceptions of pivotal moments in couples therapy: a qualitative study of change in therapy. *Journal of Marital and Family Therapy*, 26, 469-483.
- Northey, W.F. (2002). Characteristics and clinical practices of marriage and family therapists: a national survey. *Journal of Marital and Family Therapy*, 28, 487-494.
- Sutherland, O. (2007). Therapist positioning and power in discursive therapies: A comparative analysis. *Contemporary Family Therapy*, 29, 193- 209.
- Thomas, M.L. (2006). The contributing factors of change in a therapeutic process. *Contemporary Family Therapy*, 28, 201-210.

Week – 3: September 27

UNDERSTANDING AND APPLYING STRUCTURAL & STRATEGIC MODELS

- Structural techniques and practice skills: Joining (through tracking, mimesis, confirmation and accommodation); enactment and intensification; restructuring; unbalancing; reframing
- Strategic techniques and practice skills: assigning ordeals, homework.

READINGS:

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.

Kindsvatter, A., Duba, J.D., & Dean, E.P. (2008). Structural techniques for engaging reluctant parents in counseling. *Family Journal: Counseling and Therapy for Couples and Families, 16, 204-211.*

Vetere, A. (2001). Structural family therapy. *Child Psychology & Psychiatry Review, 6, 133-139.*

Week – 4: October 4

UNDERSTANDING AND APPLYING INTERGENERATIONAL MODELS

- Intergenerational techniques and practice skills: Preparing genograms; process questions; relationship experiments; neutralizing triangles; coaching; I-position

READINGS:

Deveaux, F. (1995). Intergenerational transmission of cultural family patterns. *Family Therapy, 22, 17-23.*

Goodrow, K., & Lim, M. (1997). Bowenian theory in application: A case study of a couple intending to marry. *Journal of Family Psychotherapy, 8, 33- 42.*

Week – 5: October 11

UNDERSTANDING AND APPLYING COGNITIVE BEHAVIORAL THERAPY

READINGS:

Dattilio, F.M., & Epstein, N.B. (2003). Cognitive-behavioral couple and family therapy. In T. Sexton, G. Weeks & M. Robbins (Eds.), *Handbook of family therapy* (pp. 147-175). New York: Brunner- Routledge.

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.*

Week – 6: October 18

**UNDERSTANDING AND APPLYING OBJECT RELATIONS
FAMILY THERAPY & EXPERIENTIAL THERAPIES**

- Object Relations techniques: Interpretation; focusing on strengths; taking life history
- Experiential: paradoxical intention; redefining problematic symptoms; I-statements; sculpting

READINGS:

Scharff, J.S., & Scharff, D.E.(1997). Object relations couple therapy. *American Journal of Psychotherapy*, 51, 141-173.

Whitaker, C.A. (2000). Hypnosis and family depth therapy. *Family Journal: Counseling and Therapy for Couples and Families*, 8, 7-13.

Week – 7: October 25

**UNDERSTANDING AND APPLYING POSTMODERN
APPROACHES: SOLUTION-FOCUSED, NARRATIVE, AND
COLLABORATIVE THERAPIES**

- Solution-Focused techniques: Acknowledging, tracking, linking, asking miracle question; focusing on exceptions; scaling questions; compliments
- Narrative techniques: metaphor of narrative (problem narrative, finding exceptions, moving forward, and recruiting support)
- Collaborative techniques: using democratic style of communication and problem solving; applying the philosophy of caring and empowerment; not-knowing-stance and responsive listening and conversation

READINGS:

Anderson, H. (2003). Postmodern social construction therapies. In T. Sexton, G. Weeks & M. Robbins (Eds.), *Handbook of family therapy* (pp. 125-146). New York: Brunner- Routledge.

Alexander, S., Shilts, L., Liscio, M., & Rambo, A. (2008). Return to sender: Letter writing to bring hope to both client and team. *Journal of Systemic Therapies*, 27, 59- 66.

De Castro, S., & Gutterman, J. (2008). Solution- focused therapy for families coping with suicide. *Journal of Marital and Family Therapy*, 34, 93- 106.

Freeman, E., Couchonnal, G. (2006). Narrative and culturally based approaches in practice with families. *Families in Society*, 87(2), 198- 208.

Nwoye, A. (2006). A narrative approach to child and family therapy in Africa. *Contemporary Family Therapy*, 28, 1- 24.

Week – 8: November 1

UNDERSTANDING AND APPLYING EVIDENCE BASED MODELS

- Emotionally Focused Therapies
- Multisystemic, Functional & Multidimensional Family Therapies

READINGS:

- Efron, D., & Bradley, B. (2007). Emotionally focused therapy (EFT) and emotionally focused family therapy (EFFT): a challenge/ opportunity for systemic and post-systemic therapists. *Journal of Systemic Therapies, 26*, 1-4.
- Simon, G. (2004). An examination of the integrative nature of emotionally focused therapy. *Family Journal: Counseling and Therapy for Couples and Families, 12*, 254-262.

Week – 9: November 8

MEDICAL FAMILY THERAPY & PSYCHOEDUCATIONAL MODELS

READINGS:

- Anderson, R. J., Huff, N.L., & Hodgson, J.L. (2008). Medical family therapy in an inpatient psychiatric setting: a qualitative study. *Family Systems & Health, 26*, 164-180.
- Clark, R.E., Linville, D., & Rosen, K.H. (2009). A national survey of family physicians: perspectives on collaboration with marriage and family therapists. *Journal of Marital and Family Therapy, 35*, 220-230
- Linville, D., Hertlein, K.M., & Prouty-Lyness, A.M. (2007). Medical family therapy: reflecting on the necessity of collaborative healthcare research. *Family, Systems & Health, 25*, 85-97.
- Ruddy, N.B. & McDaniel, S.H. (2003). Medical family therapy. In T. Sexton, G. Weeks & M. Robbins (Eds.), *Handbook of family therapy* (pp. 365-379). New York: Brunner- Routledge.

Week – 10: November 15

UNDERSTANDING AND APPLYING CRITICAL AND JUST THERAPIES

READINGS:

- Beitin, B., & Allen, K. (2005). A multilevel approach to integrating social justice and family therapy. *Journal of Systemic Therapies, 24*, 19- 34.
- Kliman, J. (2005). Many differences, many voices: Toward social justice in Family Therapy. In M. P. Mirkin., K. L. Suyemoto, & B. F. Okun (Eds). *Psychotherapy with women: Exploring diverse contexts and identities*. New York, NY: Guilford Press.

Tamasese, K., & Waldegrave. (1993). Cultural and gender accountability in the "Just therapy" approach. *Journal of Feminist Therapy, 5*, 29- 45.

Practice skill: Engaging in conversations to raise social awareness in therapy

Week – 11: November 22

DEALING WITH COMMON CHALLENGES IN MCFT

- Resistance; getting-stuck; conflicts; strong emotions; secrets and half-truths; absences; disruptive behaviors of children, etc

CLASS PRESENTATIONS

Week – 12: November 29

SELF OF THE THERAPIST

- Congruence – the use of self; therapeutic presence; therapeutic style; use of disclosure; cultural competency; wounded healer and human suffering

Kral, R., & Hines, M. (1999). A survey study on developmental stages in achieving a competent sense of self as a family therapist. *Family Journal: Counseling and Therapy for Couples and Families, 7*, 102-111.

CLASS PRESENTATIONS

Week – 13: December 6

CULTURE, RACE, CLASS & GENDER IN MCFT

READINGS:

Weinstein, D.F. (2004). Culture at work: Family therapy and the culture concept in post-world war II America. *Journal of the History of Behavioral Sciences, 40*, 23-46.

Comas- Diaz, L. (2005). Becoming a multicultural psychotherapist: The confluence of culture, ethnicity, and gender. *Journal of Clinical Psychology, 61*, 973- 981.

Pedersen, P., Crethar, H., & Carlson, J. (2008). *Inclusive cultural empathy: Making relationships central in counseling and psychotherapy*. Washington, DC: American Psychological Association.

Practice skills:

- Talking about race and racism in therapy
- Challenging internalized classism and racism

CLASS PRESENTATIONS

Week – 14: December 13

LGBTQ FAMILIES: THERAPEUTIC CONSIDERATIONS

READINGS:

- Beeler, J. & DiProva, V. (1999). Family adjustment following disclosure of homosexuality by a member: Themes discerned in narrative accounts. *Journal of Marital and Family Therapy*, 25(4), 443-459.
- Bernstein, A. (2000). Straight therapists working with gays and lesbians in family Therapy. *Journal of Marital and Family Therapy*, 26(4), 443-454.
- Negy, C. & McKinney, C. (2006). Application of feminist therapy: Promoting resiliency among lesbian and gay families. *Journal of Feminist Family Therapy*, 18(1/2), 67-83.
- Saltzburg, S. (2007). Narrative therapy pathways for re-authoring with parents of adolescents coming out as lesbian, gay, and bisexual. *Contemporary Family Therapy*, 29, 57- 69.
- Treyger, S., Ehlers, N., Zajicek, L., & Trepper, T. (2008). Helping spouses cope with partners coming out: A solution – focused approach. *The American Journal of Family Therapy*, 36, 30- 47.

COURSE REVIEW & EVALUATION

** The attached Course Objective Evaluation Sheet must be filled out and turned in at the end of the semester.

COURSE OBJECTIVES-MCFT CORE COMPETENCIES EVALUATION SHEET

Upon Completion of Lewis & Clark CPSY 562: Advanced Family Therapy

TERM: Fall 2009

INSTRUCTOR: Sebastian

Perumbilly

Please rate each item according to how much you learned about the competency through your work in this class. Circle: 1=objective not met 2=objective somewhat met 3=objective adequately met

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|---|---|---|---|
| 1. Deepen their understanding of the theoretical and empirical foundations, and contemporary conceptual directions and debates of the field of marriage, couple and family therapy. | 1 | 2 | 3 |
| 2. Survey the major family therapy models, including major contributors, theoretical assumptions, assessment, treatment planning, and intervention strategies/skills of each. | 1 | 2 | 3 |
| 3. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy. | 1 | 2 | 3 |
| 4. Consider fit of approaches with specific families; consider culturally sensitive approaches, and know which models, modalities, and/or techniques are most effective for presenting problems. | 1 | 2 | 3 |
| 5. Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit. | 1 | 2 | 3 |
| 6. Learn to consider the influence of treatment on extra-therapeutic relationships and integrate into treatment plans. | 1 | 2 | 3 |
| 7. Learn to access, critique and use current family therapy and family studies research to inform clinical practice. | 1 | 2 | 3 |
| 8. Explore the evidence-based movement in family therapy and become familiar with several well researched models (e.g., multisystemic therapy, functional family therapy, emotionally-focused therapy). | 1 | 2 | 3 |
| 9. Learn about and practice skills for integrating common factors in successful therapy, client strengths, and client resilience into practice. | 1 | 2 | 3 |

COMMENTS/SUGGESTIONS:

