



**LEWIS & CLARK COLLEGE**

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**GRADUATE SCHOOL OF EDUCATION AND COUNSELING  
CPSY 561: ASSESSMENT AND PREVENTION IN FAMILY THERAPY  
AND COUNSELING  
SPRING, 2009**

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Time & Day: Tuesday 01:00p.m- 04:15p.m  
Location: South Campus Conference Center, Room 101  
Instructor: Tatiana Meléndez, M.A., Ph.D. Candidate  
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Office: Rogers Hall- Office 331/Office hours by appointment

**CATALOG DESCRIPTION**

Examination of the theoretical assumptions, values, and cultural frameworks underlying individual, couple, and family assessment approaches. Specific assessment techniques and tools are discussed, evaluated, and practiced. Preventative interventions such as pre-marital counseling and parenting education are also explored and critiqued from a critical multicultural perspective.

**COURSE DESCRIPTION**

This course includes an overview of marital and family assessment approaches and techniques. This course will focus on theoretical underpinnings and corresponding values and biases. The goal of this course is to ensure a firm grasp of how to assess the family and couple through a deep understanding of contextual and systemic dynamics as well as extensive knowledge of approaches and techniques available.

**LEARNING OBJECTIVES**

Students in this course will:

1. Learn to diagnose and assess client behavioral and relational health problems systemically and contextually. Consider issues and debates relative to systems assessment and individual diagnosis.
2. Comprehend individual, marital, couple, and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
3. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.

4. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
5. Learn to use (e.g., consider when to apply), how to administer and interpret results, how to discuss results with clients, family diagnosis and systems assessment, including individual, marital, couple, and family assessment instruments, understanding the strengths and limitations relative to presenting problems, practice settings, and cultural/social contexts.
6. Learn to assess and manage high risk, crisis, and trauma situations (e.g., suicide prevention, domestic violence safety, disclosure of sexual abuse, disaster response, substance abuse intervention).
7. Learn to routinely consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services), and to elicit a relevant and accurate biopsychosocial history to understand the context of clients' problems.
8. Learn to systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide assessment and treatment planning process.
9. Gain knowledge and skills relative to high risk situations, including evaluating level of risk; managing crises and emergencies; and defusing intense/chaotic situations to enhance the ability to effectively engage in therapy and ensure the safety of all participants.
10. Demonstrate the ability to identify clients' strengths, resilience, and resources.
11. Understand how and when to share research and provide psychoeducation to couples and families (e.g., education on serious mental illness or other disorders; information on sexual functioning; research on parenting and couple relationships).
12. Understand major trends in family prevention (e.g., pre-marital counseling, divorce counseling, parent education, relationship enhancement) and how prevention plays a part in practice with families.

## **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, completing assignments on time, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a family therapist involves looking closely at our values, our 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 worldviews 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, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to 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.

## **ABSENCES**

Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the professor. It is the student's responsibility to contact to professor to discuss the make- up work. Missing more than two classes may result in failure to complete class. ***Note: After missing two classes your grade will be considerably affected regardless of the make-up work you do.***

## **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.

## **SPECIAL ASSISTANCE**

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

## **ASSIGNMENTS**

### **Movie analysis**

You will write a 8-9 page paper about the analysis of a movie. You will do a systemic assessment of the main theme in the movie. The areas that your paper should cover are: a) Description of the family system including contextual variables, b) conclusions about the patterns of family interactions, c) How to assess the patterns of interaction of this family/couple? (models or instruments you would use), d) Recommendations (e.g., family level, public policy), and d) Research that has been done in regard to this issue. **Note:** Provide examples of the movie that illustrate the dimensions you want to assess, and use literature that supports your ideas. **(20 points)**

### **Instrument assessment**

You will be asked to hand in critique of measures used in couple and family therapy on March 31<sup>st</sup>. The purpose of this assignment is that at the end of the semester, you will get familiar with the application of different measurements, and will have a handbook with the most common instruments used in couple and family therapy. At least three days before the paper is due, you **WILL** e-mail your classmate your paper with copy to instructor. **Note:** Failure to do so, it will affect your grade. Length of paper: no more than 15 pages.

For your presentation, you will bring a case study for the class (no longer than one page), and explain how the measurement is applied in this particular case. **(30 points)**

### **Final project: Assessment in action**

You will make up a case study, and tape a role-play for an assessment session. You will video- tape the role-play for 50 minutes. On April 21st, you will hand in your paper and the video on DVD format. **(50 points)**

**NOTE:** For this final project, you will be evaluated based on your performance as a therapist, and based on your paper.

Papers should be professionally written, double spaced pages, 12 pt font, organized into sections with appropriate headings, and referenced according to APA 5 guidelines. The Lewis and Clark Writing Center has prepared a brief guide to APA referencing: [http://www.lclark.edu/dept/wstudio/objects/apa\\_style.pdf](http://www.lclark.edu/dept/wstudio/objects/apa_style.pdf)

Number of pages: To be discussed in class.

This paper will be graded for thorough consideration of all areas of the paper, clarity and organization of ideas, use of extensive literature, critical thinking, and writing and referencing according to APA 5.

### GRADING

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

### TEXTS

Cierpka, M., Thomas, V., & Sprenkle, D. (2005). *Family assessment: Integrating multiple clinical perspective*. Cambridge, MA: Hogrefe.

Sperry, L. (2004). *Assessment of couples and families: Contemporary and cutting- edge strategies*. New York, NY: Brunner- Routledge.

## **COURSE SCHEDULE**

### **WEEK 1 – January 13: Introduction to assessment**

#### **What is the problem: The importance of getting right**

#### Readings:

Cierpka, Thomas, & Sprenkle, Chapter 1, 2, 4

### **WEEK 2 – January 20: Who is the client?**

#### **How to return the results/feedback from assessment?**

#### Readings:

Cierpka, Thomas, & Sprenkle, Chapter 3, 5, 6, 11

### **WEEK 3 – January 27: Getting ready for assessment: Practicum internship**

#### Readings:

Brucker, P.N., Faulkner, R. A., Baptist, J., Grames, H., Guliseh, L., & Walsh, S. (2005). Medical family therapy of Doctoral- level marriage and family therapy students. *The American Journal of Family Therapy, 33*, 131- 146.

Gawinski, B., Edwards, T., & Speice, J. (1999). A family therapy internship in a multidisciplinary healthcare setting: Trainee's and supervisor's reflection. *Journal of Marital and Family Therapy, 25*, 469- 484.

Hamel, D., & Laraway, B. (2004). A family therapy internship in an agency setting. *The Family Journal: Counseling and Therapy for Couples and Families, 12*, 47- 52.

Ladany, N., O'Brien, K., Hill, C., Melincoff, D., Knox, S., & Petersen, D. (1997). Sexual attraction toward clients, use of supervision and prior training: A qualitative study of predoctoral psychology interns. *Journal of Counseling Psychology, 44*, 413- 424.

## **WEEK 4- February 3: Family assessment**

### Readings:

Sperry, Chapter 8: Child and Family assessment: Strategies and inventories

Beavers, W. R., & Hampson, R. B. (2003). Measuring family competence. In F. Walsh, *Normal family process: growing diversity and complexity* (pp. 549- 580). New York, NY: The Guildford Press.

Epstein, N. B., Ryan, C. E., Bishop, D. S., Miller, I. W., & Keitner, G. I. (2003). The McMaster Model: A view of healthy family functioning. In F. Walsh, *Normal family process: growing diversity and complexity* (pp. 581- 607). New York, NY: The Guildford Press.

Olson, D. H.; & Gorall, D. M. (2003). Circumplex model of marital and family systems. In F. Walsh, *Normal family process: growing diversity and complexity* (pp. 514- 548). New York, NY: The Guildford Press.

## **WEEK 5 – February 10: Parenting styles and Sibling abuse**

### Readings:

Cierpka, Thomas, & Sprenkle, Chapter 10

Caffaro, J. V., & Conn- Caffaro, A. (1998). *Sibling abuse trauma: Assessment and intervention strategies for children, families, and adults*. Binghamton, NY: The Haworth Press, Inc.

- \* Assessment of sibling abuse (Chapter 6).
- Sibling Abuse Interview (SAI) [It will help you understand chapter 3]

## **WEEK 6 – February 17: Couples assessment**

### Readings:

Sperry, Chapter 3: Qualitative strategies in couple and family assessment  
Chapter 7: Couples assessment: Strategies and inventories

Chevret, M., Jaudinot, E., Sullivan, K., Marrel, A., & Solesse, A. (2004). Quality of sexual life and satisfaction in female partners of men with ED: Psychometric validation of the Index of sexual life (ISL) questionnaire. *Journal of Sex and Marital Therapy, 30*, 141- 155.

Mumford, D. J., & Weeks, G. R. (2003). The money genogram. *Journal of Family Psychotherapy, 14*(3), 33- 44.

### **DUE: Movie analysis**

## **WEEK 7 – February 24: Assessing and managing crisis I: Suicide and Homicide**

### Readings:

Softas- Nall, & Perry. (1998). A solution focused approach to suicide assessment and intervention with families. *Family Journal, 6*(1)

Yufit, R. I. (2005). Assessing the vital balance in evaluating suicidal potential. In R. I. Yufit., & D. Lester (Eds), *Assessment, treatment, and prevention of suicidal behavior*. Hoboken, NJ: John Wiley & Sons, Inc.

## **WEEK 8– March 3: Assessing and managing crisis II: Child Abuse**

### Readings:

Sperry, Chapter 10: Child abuse and family assessment

Gil, E. (2006). *Helping abused and traumatized children: Integrating directive and nondirective approaches*. New York, NY: The Guildford Press.

- Chapter 2: guidelines for integrative assessment

## **WEEK 9 –March 10: Assessing and managing crisis III: Domestic violence**

### Readings:

Dutton, D. G. (2006). *Rethinking domestic violence*. UBC Press  
\* Chapter 13: Risk assessment

Greene, K. (2002). The different faces of intimate violence: Implications for assessment

and treatment. *Journal of Marital and Family Therapy*, 28 (4), 455- 466

Bograd, M., & Mederos, F. (1999). Battering and couples therapy: Universal screening and selection of treatment modality. *Journal of Marital and Family Therapy*, 25(3), 291- 312

Gauthier, L.M., & Levendosky, A.A. (1996). Assessment and treatment of couples with abusive male partners: Guidelines for therapists. *Psychotherapy*, 33 (3), 403- 417.

### **WEEK 10 – March 17: Addiction assessment**

#### Readings:

Juhnke, G. A., & Hagedorn, B. (2008). *Counseling addicted families: An integrated assessment and treatment model*. New York, NY: Taylor and Francis Group, LLC.

\* Family addictions assessment (Chapter 3)

### **WEEK 11 – March 24: SPRING BREAK**

### **WEEK 12 – March 31: Measurement critiques (I)**

**DUE: Measurement critique paper  
Presentations (I)**

### **WEEK 13 – April 7: Assessment of multiple embedded systems**

#### Readings:

Almeida, R., Dolan- Del Vecchio, K., & Parker, L. (2008). *Transformative family therapy: Just families in a just society*. Boston, MA: Pearson Education.

- Chapter 8: Special issues: Domestic violence and substance abuse.

Kosutic, I., Garcia, M. (2009). Critical genogram

Meléndez, T., McDowell, T. (2008). Race, class, gender, and migration: Family therapy with a Peruvian couple. *Journal of Systemic Therapies*, 27, 30- 43.

**WEEK 14 – April 14: Measurement critiques (II)**

**Presentations (II)**

**WEEK 15 – April 21: Prevention programs in family therapy  
Home- based family therapy**

Readings:

Lindblad- Goldberg, M., Morrison, M., & Stern, L. (1998).

- Chapter 4: Key elements in home-based Practice

**DUE: Assessment project**