



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

CPSY 504-01: FAMILY THERAPY: THEORY/PRACTICE FALL 2011

Time & Day: Mondays, 5:30 pm- 8:45 pm

Class Room: ROGERS HALL 219

Instructor: Sebastian Perumbilly, Ph.D., LMFT

Office Hours: ROGERS HALL 424, Mondays 1:00-5:00 pm

CATALOG DESCRIPTION

Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Participants explore the application of course material to their work setting or training track. This course is not clinical in nature and is not designed to train or prepare participants to conduct family therapy.

COURSE DESCRIPTION

This course includes an overview of the foundational concepts and approaches in marriage, couple, and family therapy (MCFT). The course emphasizes history and trends in the field along with contemporary research and debates. Students will apply systems, social constructionist, and critical social thought to work within their chosen professional fields. 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 is emphasized throughout.

COURSE PURPOSE & OBJECTIVES

Participants in this course will:

- Learn the history of marital, couple, and family therapy; the primary professional state, national, and international associations; and the core competencies (as defined by AAMFT) required to practice family therapy (CACREP: II.K.1.a) (NASP 2.8) (COAMFTE PM, KS 02);
- Understand principles of theory construction and model building and how these influence the extent to which theories and models developed within particular cultural contexts are applicable for clients from contrasting cultural contexts. (NASP 2.8) (COAMFTE: PM);
- Consider the dynamics of power and social location relative to developing, researching, and applying field knowledge and theory, with attention to how family therapy has the potential to contribute to social inequities and social control. Recognize issues of power and privilege relative to own and clients' social locations and how these influence therapy, problems and solving problems (CACREP II.K.2.a, II.K.2.c) (NASP 2.5) (COAMFTE PM);

- Understand concepts and theories that are foundational to the practice of marriage, couple, and family therapy, as well as trends in the field. These include: first and second order cybernetics; patterns of interaction; Bowen's core systems concepts; Minuchin's structural approach; MRI problem formation/principles of brief therapy; feminist critique of general systems theory; social constructionist/postmodern paradigm; and critical theory and family therapy (CACREP II.K.5.c,II.K.5.d) (COAMFTE CC 1.1.1, KS 01,05,06);
- Develop a beginning knowledge of marital, couple, and family life cycle dynamics, healthy family functioning, family structures and development in a multicultural society and world, with particular attention to how systems of power and privilege influence family life (CACREP II.K.2.c) (NASP 2.8) (COAMFTE CC 2.1.1, KS 11, PM);
- Learn and practice several methods (e.g., sculpting, genograms, structural maps) for assessing family dynamics, family of origin/intergenerational influences, history, and cultural heritage to identify patterns, understand belief systems, and identify strengths/resilience (NASP 2.4) (COAMFTE CC 2.3.8, TS 2.01, 2.03, 2.06, 2.12, 3.12)
- Gain an understanding of couple and family healthy functioning and life cycle development across cultural contexts, life worlds, and family forms. And apply principles of family and couple life cycle development from culturally and contextually situated perspectives (CACREP: II.K.2.e, II.K.3.a) (NASP 2.4, 2.5) (COAMFTE CC 2.1.1, KS 11).
- Practice skills in conceptualizing problems systemically, developing therapeutic alliance with multiple members of a system, and interviewing from a relational perspective (e.g., using relational questions, identifying verbal and nonverbal relational patterns, enacting communication between systems members). (CACREP C7) (NASP 2.2) (COAMFTE CC 1.3.6, 4.3.5, TS 1.01).
- Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy (CACREP C7). Or if you are in School Psychology, compare and contrast two models of family therapy and how those theories could be used within school systems and increase home-school collaboration.

ASSIGNMENTS

1. Major Paper (Due: December 12)

Choose two *major* approaches in family therapy to compare and contrast. You should include at least 5 additional references on each model beyond the course readings. Use headings to answer the following questions:

- Who were/are the primary contributors?*
- What are the underlying assumptions about problems and solutions?*
- What are the core concepts of each model?*
- What are the major interventions of each?*
- How are goals set, and what are expected therapeutic outcomes?*
- How has each model evolved over time to its contemporary form?*
- What evidence-based research has been completed for each model? (at least 3 references)*

Compare and contrast the following:

- From which social context(s) did each model emerge?*
- How do you think their relative contexts of origin influence their core assumptions?*
- How does each model approach racial, cultural, gender, sexual orientation, class, nation of origin and other differences? Power? Social equity?*
- What are some of the comparative strengths and limitations of each approach?*
- What are your personal reactions? Are these models you might use? Why or why not?*

Papers should be professionally written, 10-15 pages in length, double spaced, 12pt font, organized into sections with appropriate headings, and referenced according to APA 6th Edition guidelines. The Lewis & Clark Writing Center has prepared a brief guide to APA referencing: http://www.lclark.edu/dept/wstudio/objects/apa_style.pdf

- Thorough consideration of all areas of the paper = 20 points
- Clarity and organization of ideas = 5 points
- Use of extensive literature = 20 points
- Writing and referencing according to APA 6th Ed. = 5 points

Maximum score for this assignment: 50 points

2. Contextual Genogram (Due: October 31)

You will be asked to complete an analysis of your extended and intergenerational family relationships by completing a genogram which includes your family relationships, trends across generations, cultural influences (e.g., socio-political, historical events; ethnic group values, beliefs, traditions and experiences; national and regional contexts), and social locations and experiences relative to intersecting identities (e.g., race/racism, class/classism, gender/sexism, sexual orientation/heterosexism & homophobia, immigration/anti-immigration sentiment, abilities/ableism). Specific instructions for completing the assignment will be given in class.

Maximum score for this assignment: 20 points

3. Reaction Papers (Due: November 21)

You will write two reactions papers based on the *original writing* of two of the *founders* of marriage and family therapy (e.g., Bateson, Bowen, Weakland, Fische, Watzlawick, Haley, Minuchin, Satir). You may read as little as one article or chapter or as much of the theorists work as you would like to. This paper should summarize what you read and include your personal reactions to the ideas presented.

You may turn in papers and each is worth 10 points

Maximum score for this assignment: 20 points

Professional Conduct and Active Participation in Class

Each week you may be asked to prepare something for the following week's class that demonstrates your reading and understanding such as reading summary, leading a discussion, etc.

Maximum score: 10 points.

Practice and conceptual skills

Each week class participants will focus on a primary concept and/or discuss and practice a core relational work skill that can be applied in multiple work contexts.

TEXT

Nichols, M.P. & Schwartz, R. C. (2010). *Family therapy: concepts and methods (9th ed)*. Boston: Allyn & Bacon.

Additional weekly readings are posted on your MOODLE account.

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.

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, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/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, and apply the content of readings. 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 learning community in another way. If you must be absent or late, please email the instructor at least several hours prior to class.

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.

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 the instructor. This paper will succinctly and clearly state what your findings are in light of your readings and personal reflection. Failure to turn in your paper the same day of your presentation will negatively affect your course grade.

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.

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.

WEEKLY TOPICS AND READINGS

WEEK-1: September 12

Course Introduction

Course Completion Requirements

Systems Theory

WEEK-2: September 19

Evolution, fundamental Concepts and techniques of Family Therapy

Psychoanalytic Models

READINGS:

Nichols, Chapters 1, 4 & 3.

Nichols, Chapter 9

- Classical psychoanalytic theory
- Psychoanalysis and family dynamics
- Object relations theory
- Object relations therapy

WEEK-3: September 26

Experiential Models

- Symbolic experiential family therapy (Whitaker)
- Human validation process model (Satir)
- Emotionally focused couple therapy (Greenber and Susan Johnson)

READINGS:

Greenberg, L.S., & Warwar, S. H. (2006). Homework in an emotion- focused approach experiential therapy. *Journal of Psychotherapy Integration, 16*, 178- 200.

Leitner, L. M. (2007). Theory, technique, and person: Technical integration in experiential constructivist in psychotherapy. *Journal of Psychotherapy Integration, 17*, 33- 49.

Nichols, Chapter 8

WEEK-4: October 3

Trans-generational Models

- Bowen's Family Theory
- Contextual Therapy (Nagy)

READINGS:

Foster, M., Jurkovic, G.J., Ferdinand, L., & Meadows, L. A. (2002). The impact of the genogram on couples: A manualized approach. *The Family Journal: Counseling and Therapy for Couples and Families, 10*, 34-40.

Nichols, Chapter 5

Practice skills:

- Completing a genogram

WEEK-5: October 10

Structural Model

READINGS:

Nichols, Chapter 7

- Structural family therapy (Minuchin)

WEEK-6: October 17

Strategic Models

READINGS:

Nichols, Chapter 6

WEEK-7: October 24

Milan Systemic Models

Exercise:

Case Consultation

WEEK-8: October 31

Cognitive-Behavioral Models

READINGS:

Nichols, Chapter 10

- Behavioral Couple Therapy
- Functional family therapy

DUE: CONTEXTUAL GENOGRAM

WEEK-9: November 7

Postmodern Social Construction Therapies-I

- Solution-Focused Therapy
- Narrative Therapy
- Collaborative Therapy

READINGS:

Burwell, R., & Chen, Ch. P. (2006). Applying the principles and techniques of solution focused therapy to career counseling. *Counseling Psychology Quarterly*, 19(2),189- 203.

Nichols, Chapters 12 & 13

Walsh, F. (2002). A family resilience framework: Innovative practice applications. *Family Relations*, 51, 130-137.

Practice skill:

Finding strengths-discovering hope

WEEK-10: November 14

Postmodern Social Construction Therapies-II

- Solution-Focused Therapy
- Narrative Therapy
- Collaborative Therapy

READINGS:

Keeling, M., & Nielson, R. (2005). Indian women's experience of a narrative intervention using art and writing. *Contemporary Family Therapy*, 27(3), 435-452.

Nichols, Chapters 12 & 13

Shalif, Y. (2005). Creating Care-Full listening conversations between members of conflicting groups in Israel: Narrative means to transformative listening. *Journal of Systemic Therapies*, 24(1), 35-52.

WEEK-11: November 21

Psychoeducation and Enrichment in Family Therapy

- Families and mental disorders
- Medical family therapy
- Short-term educational programs: relationship enhancement programs; marriage preparation programs; marital enrichment programs; stepfamily preparation programs

***DUE: Reaction Papers**

WEEK-12: November 28

Integrative Approaches and comparative analysis

READINGS:

Nichols, Chapters 14&15

WEEK-13: December 5

Family Life Cycle

Readings:

Carter, B., & McGoldrick, M. (2005). Overview: of family cycle, individual, family, and social perspectives in *The Expanded family life cycle: Individual, Family and Social Perspectives*. Chapter 1.

Falicov, C. (2005). Emotional transnationalism and family identities. *Family Process*, 44, 399-406.

Conceptual skills:

Recognizing trends and unique pathways for family change over time

Common Change Factors

Readings:

Fraser, B. (2002). The common factors that connect all approaches to family therapy. *ANZJFT*, 24(4), 225-227.

WEEK-14: December 12

Family Therapy in the 21st century & Family Therapy Research
Becoming a Family Therapist

READINGS:

Nichols, Chapters 11 & 16

COURSE REVIEW

COURSE EVALUATION

FINAL PAPER DUE

