LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 562: ADVANCED FAMILY THERAPY
FALL 2011

When: Mondays, 1-4:15 pm.

Where: Rogers Hall, Room 105

Instructor: Pilar Hernández-Wolfe, Ph.D, LMFT

Office Hours: Mondays, 10-12 pm; Wednesdays, 1-5 pm and by appointment

E-Mail: pilarhw@lclark.edu

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 integrates conceptual and practice skills in couple and family therapy by examining current advances in the field. First, common factors and social justice approaches will be examined to provide a foundational and integrative framework. Second, various approaches in the field of MCFT that were surveyed in previous coursework (e.g., CPSY 504), will be studied in depth. It is designed to help students gain a greater ability to understand how these key theoretical approaches and techniques, as well as advanced systemic concepts, can be applied in the actual marriage and family therapy practice. Models that will be covered include Structural, Strength Based-Solution Oriented, Intergenerational, Narrative, and Critical-Social Justice oriented approaches. Students will be exposed to clinical vignettes and case scenarios that demonstrate the application of the theories in couple and family therapy practice.
OBJECTIVES:

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. Integrate and summarize the personal, social, professional and political factors that influence clinical practice and its effects on clients and therapists as assessed in class participation and personal essays.

5. 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.

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.

TEACHING METHODS

A variety of teaching methods will be utilized during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, reflecting team exercises and experiential activities, and lectures. Students will watch videos clips and engage in group learning tasks and role play demonstrations.

READINGS:

Weekly readings are to be completed for the day indicated. Students 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.

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 maybe seen as an absence that requires make-up work.

ASSIGNMENTS AND COURSE REQUIREMENTS
ATTENDANCE POLICY

1. Participation to all classes.

   - Giving attention to the instructor and/or other students when they are making a presentation.
   - Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
   - Demonstrating ability to be open about discussing the impact of your comments on your peers.
   - Coming to class prepared (having read the assignment for the day)
   - Contributing to in-class discussion based on the topics of discussions and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
   - Engaging in group discussions with attention and energy.
   - Asking questions of the instructor and/or other students regarding the material examined in that class.
   - Providing examples to support or challenge the issues talked about in class.
   - Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.
   - Dealing with other students and/or the instructor in a respectful fashion.
   - Active listening. Students will be asked questions related to the course’s readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.

2. Case conceptualization outline (2/3 pages)

   Provide an outline of the final paper with themes for each section required as described in #4 (a bulleted list with short descriptions will suffice).

3. Case conceptualization draft (10-15 pages)

   Overview of case in narrative form; follow each item in #4; provide references; use final case conceptualization rubric as a guide.

4. Case conceptualization paper (18 pages max)
Describe a scenario of a family or a couple including the following elements: (a) client’s intersectionalities: gender, sexual orientation, class, ethnicity, ability and spirituality; (b) presenting issue(s) for therapy; (c) issues impacting the presenting issue in therapy; (d) current school or occupational context; (e) personal, familial and community strengths; (f) compare the clients’ social location with yours and identify the areas that you would need to pay special attention to avoid misusing your privilege, over-identify with your client, or miss relevant dimension in the client’s life; (g) how the clients’ presenting issues and opportunities for change are shaped/influenced by their social location; (h) how you would integrate MCFT concepts and techniques to work with this family/couple; (i) a treatment plan with specific goals (see evaluation rubric).

5. **Reading check in quiz:**

Each student must bring to every class a question to follow up on the readings for the day. One or two of the questions will be used for to test students’ reading of the material.

6. **APA format.**

   All papers should be typed APA style with all references appropriately cited, must be edited and checked for correct grammar. See APA 6 and/or: http://owl.english.purdue.edu/owl/section/2/10/

**EVALUATION AND GRADING**

Because of the skill development nature of this course it is required that students complete all assignments to pass this class.

- Attendance and participation 10 pts
- Case conceptualization outline 10 pts
- Case conceptualization draft 10 pts
- Case conceptualization 40 pts
- Reading check in 30 pts

**FINAL GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
</tbody>
</table>

**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.

DISCLOSURE OF PERSONAL INFORMATION

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). 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.

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

09/12/2011-12/12/2011

Week – 1: Sept 12

INTRODUCTION & THERAPEUTIC PROCESS

Introduction and course overview.

Week – 2: Sept 19

COMMON FACTORS

READINGS:

**Week – 3: Sept 26**

**COMMON FACTORS**

**READINGS:**


**Week – 4: Oct 3**

**UNDERSTANDING AND APPLYING SOCIAL JUSTICE ORIENTED COUPLE AND FAMILY THERAPY**

**READINGS:**


**Week – 5: Oct 10**

**UNDERSTANDING AND APPLYING SOCIAL JUSTICE ORIENTED COUPLE AND FAMILY THERAPY**

**READINGS:**


**Week – 6: Oct 17**

**ASSESSMENT AND CASE CONCEPTUALIZATION**

**READINGS:**


*Case conceptualization outline due*

**Week – 7: Oct 24**

**UNDERSTANDING AND APPLYING STRUCTURAL & STRATEGIC MODELS**

**READINGS:**


**Week – 8: Oct 31**

**UNDERSTANDING AND APPLYING INTERGENERATIONAL MODELS**

**READINGS:**


### Week – 9: Nov 7

**UNDERSTANDING AND APPLYING COGNITIVE BEHAVIORAL THERAPY**

**READINGS:**


### Week – 10: Nov 14

**UNDERSTANDING AND APPLYING HUMANISTIC EVIDENCED BASED THERAPY AND ATTACHMENT**

**READINGS:**


*Case conceptualization draft due*

### Week – 11: Nov 21

**UNDERSTANDING AND APPLYING POSTMODERN APPROACHES: SOLUTION-FOCUSED, NARRATIVE, AND COLLABORATIVE THERAPIES**
Case conceptualization draft due

READINGS:


Week – 12: Nov 28
UNDERSTANDING AND APPLYING INTEGRATIVE APPROACHES

READINGS:


Week – 13: Dec 5
CASE CONCEPTUALIZATION AND TREATMENT PLANNING

READINGS:


Week – 14: Dec 12
FAMILY THERAPY AND FINANCES
READINGS:


*Case conceptualization final paper due*

### Case Conceptualization Final Paper Rubric

<table>
<thead>
<tr>
<th></th>
<th>Marginal (1pt)</th>
<th>Proficient (2 pts)</th>
<th>Accomplished (3-4 pts)</th>
<th>Total pts: 30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social location</strong> (intersectionalities)</td>
<td>Description includes information about what these dimensions mean in the client’s context</td>
<td>Description discusses how these dimensions impact the client’s context</td>
<td>Description discusses how these dimensions impact the client’s context and what they mean for client and counselor</td>
<td></td>
</tr>
<tr>
<td><strong>Presenting issues for therapy;</strong></td>
<td>General description of issues: addresses impact on self and others</td>
<td>Detailed description of issues: addresses impact on self and others and attempts to address meaning of issues in client’s context</td>
<td>Detailed description of issue: addresses impact on self and others and meaning in client’s context</td>
<td></td>
</tr>
<tr>
<td><strong>Significant family members and issues impacting the presenting issues in counseling;</strong></td>
<td>General description of family context: identifies issues (strengths and problems) impacting client</td>
<td>Detailed description of family context: identifies and analyzes issues impacting client</td>
<td>Detailed description of family context: identifies and analyzes issues impacting client</td>
<td></td>
</tr>
<tr>
<td><strong>Current school or occupational context</strong></td>
<td>General description of school or occupational context: identifies sources of strength and problems</td>
<td>Detailed description of school or occupational context: identifies sources of strength and problems; discusses impact on client</td>
<td>Detailed description of school or occupational context: identifies sources of strength and problems; discusses impact on client and counselor</td>
<td></td>
</tr>
<tr>
<td><strong>Personal, familial and community strengths;</strong></td>
<td>General list of strengths</td>
<td>Specific list of strengths with a discussion about how they might be helpful</td>
<td>Specific list of strengths with a discussion about how they might be helpful in the counseling</td>
<td></td>
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<tr>
<td></td>
<td>in the counseling setting</td>
<td>setting and outside.</td>
<td>Score</td>
<td></td>
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<td>-----------------------------------------------------------------</td>
<td>---------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Comparison of client’s social location with therapist’s</strong></td>
<td>Provides some discussion of identified areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention</td>
<td>General discussion of some areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention</td>
<td>Discusses with depth all identified areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention</td>
<td>3</td>
</tr>
<tr>
<td><strong>Client’s presenting issues and access/opportunity as shaped by his/her social location;</strong></td>
<td>Some understanding of how client’s issues are shaped by his social location (i.e. describes impact of oppression)</td>
<td>Integrated understanding of how client’s issues are shaped by his social location (i.e. describes impact of oppression and privilege)</td>
<td>Analysis of how client dimensions of privilege and oppression shape the client’s presenting issues</td>
<td>3</td>
</tr>
<tr>
<td><strong>Treatment plan with specific goals</strong></td>
<td>General goals</td>
<td>Specific goals</td>
<td>Specific goals with objectives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Identify key concepts in a therapy model(s)</strong></td>
<td>Identification of model(s) with limited rationale in regards to goodness of fit</td>
<td>Identification and analysis of model(s) with rationale for goodness of fit</td>
<td>Identification and analysis of model(s) with rationale for goodness of fit and integration of social context and social location</td>
<td>4</td>
</tr>
<tr>
<td><strong>Interventions</strong></td>
<td>Identification of complex interventions</td>
<td>Identification of complex interventions with Rationale (limited to counseling theories and not addressing social context)</td>
<td>Identification of complex interventions with rationale explaining goodness of fit and integration of social context and social location</td>
<td>4</td>
</tr>
<tr>
<td><strong>APA Format Language</strong></td>
<td>Confusing, redundant, general</td>
<td>Some lack of clarity and redundancy</td>
<td>Clear, specific, concise, plain</td>
<td>2</td>
</tr>
<tr>
<td><strong>Professional writing: sentence fluency, punctuation, grammar.</strong></td>
<td>Some run-ons or fragments. Limited variety in sentence structure; some errors in grammar, mechanics, and/or spelling.</td>
<td>Uses simple compound, and complex, sentences; few to no errors in grammar, mechanics, and/or spelling.</td>
<td>Consistent variety of sentence structure throughout; no errors in grammar, mechanics, and/or spelling.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Headings</strong></td>
<td>Does not follow APA guidelines for heading organization</td>
<td>Does not follow APA guidelines for heading organization</td>
<td>Follows APA guidelines for heading organization</td>
<td>2</td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>Does not follow APA guidelines for citations with consistency</td>
<td>Few errors in APA guidelines for all citations</td>
<td>Follows APA guidelines for all citations</td>
<td>2</td>
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</table>
COURSE OBJECTIVES-MCFT CORE COMPETENCIES EVALUATION SHEET
CPSY 566: LEGAL ISSUES IN MARRIAGE AND FAMILY THERAPY

TERM: Fall 2011                            INSTRUCTOR: Hernandez-Wolfe

Please rate each item according to how much you learned about the competency listed. Circle: 1=objective not met 2=objective somewhat met 3=objective adequately met 4=objective more than met

1. Understand the ethical and legal considerations specifically related to the practice of family therapy (e.g., confidentiality & release of records in relational therapy). Know and follow the AAMFT Code of Ethics, standards of practice, and state laws and regulations for the practice of MCFT.

   1  2  3  4

2. Understand the implications of professional issues unique to the practice of family therapy, including contemporary debates in the field (e.g., diagnosis and relational therapies, evidence-based & common factors movements).

   1  2  3  4

3. Understand philosophies and best practices for ethical decision making. Learn to apply a model of ethical decision making appropriate for clinical work.

   1  2  3  4

4. Become familiar with family law, family regulating agencies, and actions required of family therapists, (e.g., reporting child abuse & neglect, going to court, responding to subpoenas, working with child protection agencies).

   1  2  3  4

5. Develop a beginning understanding of the behavioral health care delivery system, its impact on the services provided, the barriers and disparities in the system, and how institutional barriers prevent members of varying cultural and class groups from using/benefiting from mental health services.

   1  2  3  4