



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 562: ADVANCED FAMILY THERAPY
SPRING, 2007**

Time & Day: Mondays, 1:00 pm-4:15 pm

Instructor: Teresa McDowell, Ed.D.

Office: Rogers Hall/ Office hours TBA

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 family therapy with an emphasis on integrating theory, research, and practice. Students will be offered the opportunity to study in more depth and better learn to apply approaches to family therapy that were surveyed in previous coursework (e.g., CPSY 504). 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. 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 family therapy. Goals for this course are in keeping with the mission and values of the Lewis & Clark College Counseling Psychology Department and the Core Competencies established by the American Association for Marital and Family

Therapy (relevant competencies noted in parentheses below). Students who participate fully in this course will improve their abilities to:

1. Understand systems concepts, theories, and techniques that are foundational to the practice of couple and family therapy (1.1.1; 1.1.2) and to view issues and therapeutic processes systemically (2.4.2)
2. Attend to systems of power and privilege, recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, race, ethnicity, nation of origin, sexual orientation, spirituality/religion) and deliver interventions in ways that are sensitive to clients' needs, goals, and values. (1.2.1; 4.3.2; 4.3.1)
3. Identify clients' strengths, resilience, and resources (2.3.8), facilitate clients developing and integrating solutions to problems (4.3.6), and empower clients and their relational systems to establish effective relationships with each other and larger systems. (4.3.8)
4. Comprehend a variety of individual and systemic therapeutic models and their application (including evidence-based therapies and which models, modalities/techniques are most effective for presenting problems and culturally sensitive) (3.1.1; 4.1.1; 6.1.1), use research to inform practice (6.3.2) and to recognize how different techniques may impact the treatment process. (4.2.1)
5. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes. (4.2.2)
6. Practice from a relational perspective which includes being able to ask relational questions and make reflexive comments in the therapy room (4.3.4), engage multiple family members in the treatment process as appropriate. (4.3.5), and reframe problems and recursive interaction patterns. (4.3.3)
7. Recognize that all theories are socially constructed and situated within socio-political contexts and respect diverse ways of knowing and multiple perspectives. (4.5.1)

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 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, 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.

ASSIGNMENTS

Major Paper

During the first class period, we will establish three groups based on the three major models of family therapy covered in this course (Structural, Narrative, Solution-Focused). Group members will study their approach in more depth, including readings beyond those assigned in the syllabus. Each group member will write an individual paper on the approach covering the following:

From which social context(s) did the model emerge?

Who were/are the primary contributors?

What are the core concepts?

What are the major interventions?

How are goals set, and what are expected therapeutic outcomes?

How has the model evolved over time to its contemporary form?

What evidence-based research has been completed using the model?

How does the model approach racial, cultural, gender, sexual orientation, class, nation of origin and other differences? Power? Social equity? If the model doesn't address these areas, how might you do so using the model?

What are some of the limitations of the approach?

What are your personal reactions? Is this a model you will use? Why or why not?

Papers should be 10-15 pages in length, double spaced, 12pt font, and in APA 5 format.

Thorough consideration of all areas of the paper = 30 points

Clarity and organization of ideas = 10 points

Use of extensive literature = 20 points

Writing and referencing according to APA 5 = 10 points

Total 70 points

Group presentation

Each group will make a 30 minute presentation on what members learned from researching their chosen model. The presentation should offer colleagues an additional learning experience. Presenters are encouraged to design a class activity (e.g., role play, small group task) that demonstrates at least one important model concept = 10 points

Reaction papers

Each student will complete two, 3-4 page reaction papers. One of these papers must be based on a field experience (e.g., visit to the court, an AA meeting, Children's Services), and one must be based on viewing a therapy session (at a practicum site or a tape from the library). Each reaction paper should include 1) a brief description of the setting and/or case, 2) patterns of interaction that you identified during your observation, 3) how you think the social location (e.g., race, class, social position, gender, nation of origin) of those involved shaped the interaction, and 4) a description of your own reactions and biases. Each paper is worth 10 points = 20 points in total.

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.

TEXTS AND MATERIALS

All students will read the articles and texts listed in the course schedule. Each student will also complete additional readings on Solution-Focused Therapy, Structural Therapy, or Narrative Therapy according to group assignment.

Texts:

Minuchin, S. (1974). Families and family therapy. Harvard University Press: Boston, MA

Walter, J. & Peller, J. (1992). Becoming solution-focused in brief therapy. Brunner Mazel: Levittown, PA.

White, M. & Epston, D., (1990). Narrative means to therapeutic ends. Dulwich Centre: Adelaide, South Australia.

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 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.

COURSE SCHEDULE

WEEK 1 – JAN 8: INTRODUCTION/FAMILY RESILIENCE

Topics:

- Course design and overview
- Social construction of family therapy theory
- Family strength and resilience
- Becoming a family therapist

Readings:

Walsh, F. (2002). A family resilience framework: Innovative practice applications. *Family Relations: Interdisciplinary Journal of Applied Family Studies*, 51(2) 130-137.

Walsh, F. (2003). A family resilience: A framework for clinical practice. *Family Process*, 42(1), 1-18.

WEEK 2 – JAN 22: EVIDENCE BASED PRACTICE/COMMON CHANGE FACTORS

Topics:

- Therapeutic alliance
- Inspiring hope/expectation for change
- Extra-therapeutic factors
- Fit of models
- Using research to inform practice

Readings:

Patterson, J, Miller, R., Carnes, S. & Wilson, S. (2004). Evidence based practice for marriage and family therapists. *Journal of Marital and Family Therapy*.

Sprenkle, H. & Blow, A. (2004). Common factors and our sacred models, *Journal of Marital and Family Therapy*, 30(2), 113-130.

Sexton, T., Ridley, C., & Kleiner, A. (2004). Beyond change factors: Multilevel-process models of therapeutic change in marriage and family therapy. *Journal of Marital and Family Therapy*, 30(2), 131-149.

Sprenkle, H. & Blow, A. (2004). Common factors are not islands – They work through models: A reponse to Sexton, Ridley, and Kleiner. *Journal of Marital and Family Therapy*, 30(2), 151-157.

Sexton, T. & Ridley, C. (2004). Implications of a moderated common factors approach: Does it move the field forward? *Journal of Marital and Family Therapy*, 30(2), 159-163.

WEEK 3 – JAN 29: SOLUTION/STRENGTH BASED THEORY

Topics:

- Non-normative models
- Patterns of interaction
- Goal setting

Readings:

Walter, J. & Peller, J. (1992). *Becoming solution-focused in brief therapy*. Brunner Mazel: Levittown, PA. Chapters 1-7

WEEK 4 – FEB 6: SOLUTION/STRENGTH BASED INTERVENTIONS

Topics:

- Solution-focused interviewing
- Identifying and amplifying solutions
- Tracking change

Walter, J. & Peller, J. (1992). *Becoming solution-focused in brief therapy*. Brunner Mazel: Levittown, PA. Chapters 8-13

WEEK 5 – FEB 13: SOLUTION/STRENGTH BASED CASE STUDY

Topics:

- Practicing Solution-Focused Therapy

Readings:

Walter, J. & Peller, J. (1992). *Becoming solution-focused in brief therapy*. Brunner Mazel: Levittown, PA. Chapters 14-17

DUE: Either of the two reaction papers

WEEK 6 – FEB 20: STRUCTURAL FAMILY THERAPY THEORY

Topics:

- Structuring therapy
- Deciding who should participate in family therapy
- Joining
- Family Mapping
- Family structure, hierarchy, and subsystems

Readings:

Minuchin, S. (1974). Families and family therapy. Harvard University Press: boston, MA

WEEK 7 – FEB 27: STRUCTURAL FAMILY THERAPY INTERVENTIONS

Topics:

- Enactments
- Raising intensity
- De-escalating conflict
- Restructuring
- Content v. process

Readings:

Minuchin, S. (1974). Families and family therapy. Harvard University Press: boston, MA

WEEK 8 – MAR 5: STRUCTURAL FAMILY THERAPY CASE STUDY

Topics:

- Practicing Structural Family Therapy

Readings:

Minuchin, S. (1974). Families and family therapy. Harvard University Press: boston, MA

WEEK 9 - MAR 12: SOCIAL CONSTRUCTIVIST/NARRATIVE THEORY

Topics:

- Deep listening
- Circular questioning
- Power, dominant discourses, and symptom formation

Readings:

Dallos, R. & Urry, A. (1999). [Abandoning our parents and grandparents: Does social construction mean the end of systemic family therapy?](#) *Journal of Family Therapy*, 21(2), 161-186.

White, M. & Epston, D., (1990). Narrative means to therapuetic ends. Dulwish Centre: Adelaide, South Australia. Chapter 1.

Due: Second Reaction Paper

WEEK 10 - MAR 19: SOCIAL CONSTRUCTIVIST/NARRATIVE INTERVENTIONS

Topics:

- Externalizing problems
- Mapping the influence of problems
- Overcoming problems

Readings:

White, M. & Epston, D., (1990). Narrative means to therapeutic ends. Dulwich Centre: Adelaide, South Australia. Chapter 2.

MARCH 26: SPRING BREAK

WEEK 11 – APRIL 2: SOCIAL CONSTRUCTIVIST/NARRATIVE CASE STUDY

Topics:

- Reflective teams
- Practicing Narrative Therapy

Readings:

White, M. & Epston, D., (1990). Narrative means to therapeutic ends. Dulwich Centre: Adelaide, South Australia. Chapter 3-4.

WEEK 12 – APRIL 9: CRITICAL AND JUST THERAPIES

Topics:

- Culturally centered family therapy
- Critical Conversations
- Multiple imbedded systems

Readings:

Akinyela, M. (2005). Testimony of Hope: African Centered Praxis for Therapeutic ends. *Journal of Systemic Therapies*, 24(1), 5-18.

Beitin, B. & Allen, K. (2005). A multilevel approach to integrating social justice and family therapy, *Journal of Systemic Therapies* 24(1), 19-34.

Korin, E. C. (1994). Social inequalities and therapeutic relationships: Applying Freire's ideas to clinical practice. *Journal of Feminist Family Therapy* 5(3/4), 75-98.

Knudson-Martin, C. & Mahoney, A. (2005). Moving beyond gender: Processes that create relationship equity. *Journal of Marital and Family Therapy*, 31(2), 235-46.

McDowell, T. (2005). Practicing with a critical multicultural lens. *Journal of Systemic Therapies*, 24(1), 1-4.

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

Waldegrave, C., & Kiwi, T. (1994). Some central ideas in the “Just Therapy” approach. *The Family Journal: Counseling and Therapy for Couples and Families*, 2(2), 94-103.

WEEK 13 – APRIL 16: CONTEXT, POWER, AND PRIVILEGE

Topics:

- Therapists’ role as agents of social change and/or social control
- Global citizenship and family therapy
- Contextual self of the therapist

Hardy, K. (2001). Healing the world in fifty-minute intervals: A response to “Family therapy saves the planet”. *Journal of Marital and Family Therapy* 27(1), 19-22.

Johnson, S. (2001). Family therapy saves the planet: Messianic tendencies in the family systems literature. *Journal of Marital and Family Therapy* 27(1), 3-11.

Johnson, S. (2001). Saving the planet – or ourselves? *Journal of Marital and Family Therapy* 27(1), 3-11.

McGoldrick, M. (2001). Response to “Family therapy saves the planet”. *Journal of Marital and Family Therapy* 29(1), 17-18.

McIntosh, P. (1988) White privilege: Unpacking the invisible knapsack.
<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html>

Sluzki, C. (2001). All those in favor of saving the planet, please raise your hand: A comment about “family therapy saves the planet” *Journal of Marital and Family Therapy* 27(1),

WEEK 14 – APRIL 23: PAPER PRESENTATIONS & WRAP UP

Topics:

- Group presentations
- Course evaluation

Due: Major paper

COURSE RELATED WEB SITES

AAMFT Core Competencies:

http://www.aamft.org/resources/MFT_Core_Competencies/CC_Intro_NM.asp

Information on the MFT national exam: <http://www.amfrb.org/exam.cfm>

Multicultural Counseling Competence Self Assessment:

http://www.globalconnection.org/MCC_S_A.pdf#search='multicultural%20counseling%20competencies'

International Human Rights: <http://www.ohchr.org/english/law/index.htm>

Radpsych network: <http://www.radpsynet.org/>

Convention on elimination of discrimination against women:

<http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>

Convention on the rights of the child: <http://www.ohchr.org/english/law/crc.htm>

UN Study Guide on Families: <http://www.hrea.org/learn/guides/family.html>

International Family Therapy Association: <http://www.ifta-familytherapy.org/home.html>

Public Conversations Project: <http://www.publicconversations.org/pcp/index.asp>