



LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 562: ADVANCED FAMILY THERAPY
FALL 2012

When: Thursdays: Section 1, 9:15am-12:30pm; Section 2, 1pm-4:15pm

Where: York graduate Center, Room 116

Instructor: Teresa McDowell, Ed.D., LMFT

Office Hours: Tuesdays, 3-6pm

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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.

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

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.

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.

REQUIRED TEXTS & 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.

Patterson, J., Williams, L., Edwards, T., Chamow, L. & Grauf-Grounds, C. (2009). *Essential Skills in Family Therapy*. NY, NY: Guilford.

Sprenkle, D., Davis, S. & Lebow, J. (2009). *Common factors in couple and family therapy*. NY, NY: Guilford.

Additional readings are as follows and are assigned according to date in the course schedule below. You are responsible to retrieve these articles from Watzik Library. They are available electronically from the library through journal article search engines.

- Adams, J. & Maynard, P. (2004). Contextual therapy: Applying the family ledger in couple therapy. *Journal of Couple & Relationship Therapy*, 3(1), 1-12.
- Bernstein, A. (2000). Straight therapists working with gays and lesbians in family Therapy. *Journal of Marital and Family Therapy*, 26(4), 443-454.
- Butler, M. & Gardner, B. (2003). Adapting enactments to couple reactivity: Five developmental stages. *Journal of Marital & Family Therapy*, 29(3), 311-27.
- 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.
- Dattillio, F. & Nichols, M. (2011) Reunited estranged family members: A cognitive-behavioral-systemic perspective. *The American Journal of Family Therapy*, 39, 88–99.
- Falicov, C. (2007). Working with transnational immigrants: Expanding meanings of family, community, and culture. *Family Process*, 46(2), 157-171.
- 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.
- Hardtke, K., Armstrong, A. & Johnson, S. (2010). Emotionally focused couple therapy: A full-treatment model well-suited to the specific needs of lesbian couples. *Journal of Couple & Relationship Therapy*. 9 (4), 312-326.
- Hernández, P., Almeida, R. & Del-Vecchio, K. (2005). Critical consciousness, accountability, and empowerment: key processes for helping families heal. *Family Process*. Vol 44(1), 105-130.
- Hibel, J. & Marcela, P. (2010). Tuning the ear: Listening in Narrative Therapy. *Journal of Systemic Therapist*, 29(1), 51-66.
- Keeney, H. & Keeney, B. (2012). What is systemic about systemic therapy? Therapy models muddle embodied systemic practice. *Journal of Systemic Therapies*, 31(1), 22-37.
- 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.
- Klever, P. (2005). Multigenerational stress and nuclear family functioning. *Contemporary Family Therapy: An International Journal* 27(2), 233-250.
- McGeorge, C., Carlson, T. & Guttormson, H. (2009). The feminist couple therapy scale:

A measure of therapists' ability to promote equality in couple relationships. *Journal of Feminist Family Therapy*, 21, 198-215.

Navarre, S. (1998). Salvador Minuchin's structural family therapy and its application to multicultural family systems. *Issues in Mental Health Nursing*, 19(6), 557-570.

Nelson, R., Mitrani, V. Szapocznik, J. (2009). Applying a family-ecosystemic model to reunite a family separated due to child abuse: A case study. *Contemporary Family Therapy*, 22(2), 125-140.

Polanco, M. (2010). Rethinking narrative therapy: An examination of bilingualism and magical realism. *Journal of Systemic Therapies*, 29(2), 1-14.

Reiter, M. (2010). Hope and expectancy in solution-focused brief therapy. *Journal of Family Psychotherapy*, 21, 132-148.

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.

Santisteban, D. & Mena, M.P.(2009). Culturally Informed and Flexible Family-Based Treatment for Adolescents: A Tailored and Integrative Treatment for Hispanic Youth Family Process, 48 (2), 253–268.

Seedall, R. (2009). Enhancing change process in solution-focused brief therapy by utilizing couple enactments. *The American Journal of Family Therapy*, 37, 99-113.

Waldegrave, C. (2009). Cultural, gender, and socioeconomic contexts in therapeutic and social policy work. *Family Process*, 48(1), 85-101.

Weakland, J. & Fish, R. (2010). The strategic approach. *Journal of Systemic Therapies*, Vol. 29, No. 4, 2010, pp. 29–34

Weingarten, K. (2004). Witnessing the effects of political violence in families: Mechanisms of intergenerational transmission and clinical interventions, *Journal of Marital and Family Therapy*, 30(10), 45-59. DOI: 10.1111/j.1752-0606.2004.tb01221.x

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.

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.

ASSIGNMENTS AND COURSE REQUIREMENTS

1. Attendance and participation in all classes

- Attending all classes and being on time.
- 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 discusses 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.
- Listening actively. 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.

- Adhering to all Professional Qualities. The form for evaluating Professional Qualities requirements will be distributed in class.

2. **Case conceptualization paper (18 pages max)**

Describe a scenario of a family or a couple including the following elements: (a) 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.

Your paper will be evaluated on:

- Professional appearance of paper. (APA style, spelling, sentence structure, etc.)
- Accuracy and thoroughness of your referencing the literature.
- Integration of social location and context with treatment issues and treatment strategies. It is suggested that you tie together your review of the issue, your analysis of context and social location and your integrated approach to treatment.
- Clarity in explanation of your integrated model.

3. **Case conceptualization paper sharing**

Prepare to share your case conceptualization paper with colleagues during the final day of class. Write a brief overview of the family, family problem and treatment plan to share in class (make 10 copies). During small group discussions class participants will hand this information out before discussing the concepts and techniques they would use with the family. All group members will critique and provide feedback.

4. **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.

5. **APA format.**

Papers should be typed APA style with all references appropriately cited, must be edited and checked for correct grammar. Papers with more than three editing issues will be returned (i.e. incorrect grammar and syntax, incomplete sentences). They have to be turned in within two days and ½ a grade will be taken off the final grade. Delays will result in further penalties.

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	20 pts
Case conceptualization	50 pts
Sharing case conceptualization	10 pts
Reading check in	20 pts

FINAL GRADING

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

COURSE OUTLINE

Class	Topic	Readings due	Assignment due
September 6	Introduction Course review		
September 13	Social context; common factors. Concepts & Skills: Identifying extra-therapeutic considerations	Sprenkle, Davis & Lebow Ch 1, 2 & 3	Questions from readings
September 20	Social context; common factors Concepts & Skills: Working across models; Use of self	Sprenkle, Davis & Lebow Ch 4, 5, 8, 9	Questions from readings
September 27	Becoming a family therapist: From knowing to doing Concepts & Skills: Self-of-the-therapist; second order cybernetics; isomorphism	Patterson, et. al, Ch 1, 2 & 3; Bernstein (article)	Questions from readings
October 4	Understanding and applying social justice oriented couple and family therapy Concepts & Skills: Intersectionality; influence of social context on family power imbalances; promoting equality in therapy	Hernandez, Almeida & Dolan Del-Vecchio (article); McGeorge, Carlson & Guttormoson (article); Waldergrave (article);	Questions from readings
October 11	Assessment and case conceptualization Concepts & Skills: Joining, structuring, viewing problems systemically, planning therapy	Patterson, et. al, Ch 4, 5 &6; Falicov (article);	Questions from readings
October 18	Understanding and applying structural and strategic couple and family therapy Concepts & Skills: Counterintuitive thinking, power dynamics in therapy, circular questioning	Navarre (article); Weakland (article)	Paper outline due Questions from readings

October 25	Structural, strategic approaches: Application Concepts & Skills: Enactments; in session and between session change; raising intensity	Nelson, Mitrani et al (article); Santiesteban & Mena (article); Butler & Gardner (article); Kindsvatter, Duba, & Dean (article)	Discussion of case conceptualization assignment Questions from readings
November 1	Understanding and applying intergenerational couple and family therapy Concepts & Skills: Thinking intergenerationally across models; engaging multiple generations in therapy	Klever (article); Adams & Maynard (article); Weingarten (article)	
November 8	Understanding and applying cognitive behavioral couple and family therapy Concepts & Skills: patterns of interaction; working with parents and children	Dattillio & Epstein (article); Dattillio & Nichols (article)	Discussion of case conceptualization assignment Questions from readings
November 15	Understanding and applying humanistic couple and family therapy (EFT & PET-C) Concepts & Skills: Integrating emotion across models; presence of the therapist	Hadtke, et al. (article); Patterson et al, Ch. 8 Additional materials in class	Questions from readings
November 22	Fall break		
November 29	Understanding and applying Solution Oriented couple and family therapy Concepts & Skills: Presuppositional questioning; discovering and amplifying solutions; taking a strength based perspective	Reiter (article); Seedall (article) Additional materials in class	Discussion of case conceptualization assignment Questions from readings
December 6	Understanding and applying Narrative family therapy Concepts & Skills: Co-construction of family narratives; collective re-storying; using reflective teams	Hibel & Marcela (article); Polanco (article); Saltzburg (article)	Questions from readings
December 13	Sharing of Case Conceptualization Papers Concepts & Skills: Articulating theoretical & treatment frameworks; seeking and offering “peer” consultation	Patterson, et al. Ch 10, 11 & 12 Keeney & Keeney (article)	Final paper due Questions from readings