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LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 562: ADVANCED FAMILY THERAPY
FALL 2013

When: Thursdays: Section 1, 9:00am-12:15pm; Section 2, 1pm-4:15pm

Where: York graduate Center, Room 107

Instructor: Teresa McDowell, Ed.D.,

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.
7. Become more proficient in professional writing.

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.

Rambo, A., West, C., Schooley, A, & Boyd, T. (Eds.) (2013). *Family Therapy Review: Contrasting Contemporary Models*. New York, NY:Routledge.

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.
- Blow, A., Sprenkle, D. & Davis, S. (2007). Is who delivers the treatment more important than the treatment itself? The role of the therapist in common factors. *Journal of Marital and Family Therapy*, 35(3), 298-317.
- 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.

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

Thomas, M. (2006). The contributing factors of change in a therapeutic process. *Contemporary Family Therapy* 28, 201-210.

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

Ward, M. Linville, D. & Rosen, K. (2007). Clients' perceptions of therapeutic process: A common factors approach. *Journal of Couple and Relationship Therapy*, 6(3), 25-43.

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 (20 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 models, concepts and techniques to work with this family/couple; (i) a treatment plan with specific goals. See rubric below for evaluation criteria.

APA format.

Papers should be typed APA style with all references appropriately cited, must be edited and checked for correct grammar. The paper must be formatted as a professional journal article with abstract, introduction, etc. This paper is heavily weighted for professional writing skill and format. It is important that if needed you seek assistance for your writing with the instructor early in the semester. You will bring an outline of your paper and a 2-page writing sample to class on October 31st.

Case Conceptualization Final Paper Evaluation Rubric

	Marginal (1pt)	Proficient (2-4 pts)	Accomplished (5-6pts)	Total pts: 70
Social location (intersectionalities)	Description includes information about what these dimensions mean in the client's context	Description discusses how these dimensions impact the client's context	Description discusses how these dimensions impact the client's context and what they mean for client and counselor	5
Presenting issues for therapy;	General description of issues: addresses impact on self and others	Detailed description of issues: addresses impact on self and others and attempts to	Detailed description of issue: addresses impact on self and others and meaning in client's context	5

		address meaning of issues in client's context		
Significant family members and issues impacting the presenting issues in counseling;	General description of family context: identifies issues (strengths and problems) impacting client	Detailed description of family context: identifies and analyzes issues impacting client	Detailed description of family context: identifies and analyzes issues impacting client	5
Current school or occupational context	General description of school or occupational context: identifies sources of strength and problems	Detailed description of school or occupational context: identifies sources of strength and problems; discusses impact on client	Detailed description of school or occupational context: identifies sources of strength and problems; discusses impact on client and counselor	5
Personal, familial and community strengths;	General list of strengths	Specific list of strengths with a discussion about how they might be helpful in the counseling setting	Specific list of strengths with a discussion about how they might be helpful in the counseling setting and outside.	5
Comparison of client's social location with therapist's	Provides some discussion of identified areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention	General discussion of some areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention	Discusses with depth all identified areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention	5
Client's presenting issues and access/opportunity as shaped by his/her social location;	Some understanding of how client's issues are shaped by his social location (i.e. describes impact of oppression)	Integrated understanding of how client's issues are shaped by his social location (i.e. describes impact of oppression and privilege)	Analysis of how client dimensions of privilege and oppression shape the client's presenting issues	6
Treatment plan with specific goals	General goals	Specific goals	Specific goals with objectives	6
Identify key concepts in a therapy model(s)	Identification of model(s) with limited rationale in regards to goodness of fit	Identification and analysis of model(s) with rationale for goodness of fit	Identification and analysis of model(s) with rationale for goodness of fit integrating social context and social location	6
Interventions	Identification of complex interventions	Identification of complex interventions with Rationale (limited to counseling theories and not addressing social context)	Identification of complex interventions with rationale explaining goodness of fit and integration of social context and social location	6
APA Format	Confusing,	Some lack of clarity	Clear, specific, concise,	4

Language	redundant, general	and redundancy	plain	
Professional writing: sentence fluency, punctuation, grammar.	Some run-ons or fragments. Limited variety in sentence structure; some errors in grammar, mechanics, and/or spelling.	Uses simple compound, and complex, sentences; few to no errors in grammar, mechanics, and/or spelling.	Consistent variety of sentence structure throughout; no errors in grammar, mechanics, and/or spelling.	4
Headings	Does not follow APA guidelines for heading organization	Does not follow APA guidelines for heading organization	Follows APA guidelines for heading organization	4
Citations	Does not follow APA guidelines for citations with consistency	Few errors in APA guidelines for all citations	Follows APA guidelines for all citations	4

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.

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, readings, participation	20 pts
Case conceptualization	70 pts
Sharing case conceptualization	10 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 5	Introduction Course review		
September 12	Social context; common factors. Concepts & Skills: Identifying extra-therapeutic considerations	Thomas (article) Sexton, T., Ridley, C. & Kleiner (article)	Readings
September 19	Social context; common factors Concepts & Skills: Working across models; Use of self	Blow, Sprenkle & Davis (article) Ward, Linville & Rosen (Article)	Readings
September 26	Becoming a family therapist: From knowing to doing Concepts & Skills: Self-of-the-therapist; second order cybernetics; isomorphism	Text, Section I, pgs 1-38; Section IV, pp. 241-268. Bernstein (article)	Readings
October 3	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) Falicov (article)	Readings
October 10	Understanding and applying structural and strategic couple and family therapy Concepts & Skills: Counterintuitive thinking, power dynamics in therapy, circular questioning	Text, Section II-C, pp. 81-118 Navarre (article) Weakland (article)	Readings
October 17	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 Readings
October 24	Understanding and applying intergenerational couple and family therapy Concepts & Skills: Thinking intergenerationally across models; engaging multiple generations in	Text, Section II-B, pp. 63-80. Klever (article) Adams & Maynard (article)	

	therapy	Weingarten (article)	
October 31	<p>Professional writing in the practice of family therapy</p> <p>Communicating with courts, physicians, and other professionals</p> <p>We will use some of this class time to work on both your paper ideas and content as well as reviewing your writing sample. Goals include ensuring you write well in your daily work as a professional family therapist and that you gain proficiency in getting your ideas across should you decide to publish in the future.</p>	<p>http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf</p> <p>http://www.regent.edu/admin/stusrv/writingcenter/files/APA%206th%20Edition%20Quickview.pdf</p> <p>http://my.ilstu.edu/~jhkahn/APAsample.pdf</p> <p>Additional resources you find on-line</p>	<p>Paper outline and 2 page writing sample due</p> <p>On-line readings</p>
November 7	<p>Understanding and applying cognitive behavioral couple and family therapy & Psychoeducation</p> <p>Concepts & Skills: patterns of interaction; working with parents and children</p>	<p>Text, Section II-H, pp 199-202</p> <p>Dattillio & Epstein (article)</p> <p>Dattillio & Nichols (article)</p>	Readings
November 14	<p>Understanding and applying humanistic and experiential couple and family therapy</p> <p>Concepts & Skills: Integrating emotion across models; presence of the therapist</p>	<p>Text, Section II-A, pp. 39-62; Section III, pp. 207-240.</p> <p>Hadtke, et al. (article)</p> <p>Additional materials in class</p>	Readings
November 21	<p>Understanding and applying Brief Therapy Models and Solution Oriented couple and family therapy</p> <p>Concepts & Skills: Presuppositional questioning; discovering and amplifying solutions; taking a strength based perspective</p>	<p>Text, Section II-D, pp. 119-146</p> <p>Reiter (article)</p> <p>Seedall (article)</p> <p>Additional materials in class</p>	<p>Discussion of case conceptualization assignment</p> <p>Readings</p>
November 28	Fall Break		
December 5	<p>Understanding and applying Narrative family therapy/Collaborative Models</p> <p>Concepts & Skills: Co-construction of family narratives; collective re-storying; using reflective teams</p>	<p>Text, Section II-E, pp. 147-166; Section II-F, pp. 167-186</p> <p>Hibel & Marcela (article)</p> <p>Polanco (article)</p> <p>Saltzburg (article)</p>	Readings

<p>December 12</p>	<p>Integrative Models</p> <p>Sharing of Case Conceptualization Papers</p> <p>Concepts & Skills: Articulating theoretical & treatment frameworks; seeking and offering “peer” consultation</p>	<p>Text, Section II-G, pp. 187-198.</p> <p>Keeney & Keeney (article)</p>	<p>Readings</p> <p>Final paper due</p> <p>Case Conceptualization Sharing</p> <p>Course evaluation</p>
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