



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING CPSY 561-01: MARITAL AND FAMILY ASSESSMENT SPRING, 2014

Time & Day: Thursday 9:15-12:30 p.m. and 1:00-4:15 p.m.

Instructor: Marisol Garcia

Office: Rogers Hall/ Office hours TBA

CATALOG DESCRIPTION

Examination of the theoretical assumptions, values, and cultural frameworks underlying individual, couple and family assessment approaches. Specific assessment techniques and tools are discussed, evaluated, and practiced. Preventative interventions such as pre-marital counseling and parent education are also explored and critiqued from a critical multicultural perspective.

COURSE DESCRIPTION

This course includes an overview of marital and family assessment approaches and techniques. This course will focus on theoretical underpinnings and corresponding values and biases. The goal of this course is to ensure a firm grasp of how to assess the family and couple through a deep understanding of contextual and systemic dynamics as well as extensive knowledge of approaches and techniques available.

COURSE OBJECTIVES:

1. Understand the current models for assessment of relational functioning.
2. Comprehend individual, couple, and family assessment instruments appropriate to presenting problem, practice setting, and theoretical approach.
3. Understand the limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups
4. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context).
5. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
6. Apply effective and systemic interviewing techniques and strategies.
7. Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
8. Assess bio-psycho-social-economic history and using a genogram and other assessment instruments to identify clients' strengths, resilience, and resources.
9. Elucidate presenting problem from the perspective of each member of the therapeutic system.
10. Communicate diagnostic information so clients understand its relationship to treatment goals and outcomes.
11. Evaluate assessment methods for relevance to clients' needs and therapist-client agreement of therapeutic goals and diagnosis.

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.

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.

ASSIGNMENTS

Case Presentations

40 points

Students will be called on to open discussion regarding case assignments. I will use a cold-call method, which suggests that every student must be prepared to discuss the case in a detailed and thoughtful manner. Instructions and procedures for case presentations will be provided on the second week of class.

Final

30 points

The final for this class will be a case conceptualization exemplifying all the work covered throughout the semester. The same format for case conceptualization used throughout semester will be utilized

Achievement of Goals

30 points

Each student in collaboration with the instructor is expected to list goals for this class. They will determine steps needed for accomplishment of goals.

SUGGESTED READINGS

- Sperry, L. (2004). *Assessment of couples and families: Contemporary and cutting-edge strategies*. New York: Brunner-Routledge.
- Williams, L. (2011). *Essential assessment skills for couple and family therapists*. New York: Guilford Press.
- Walsh, F. (2011). *Normal family processes: Growing diversity and complexity*. New York: Guilford Press.
- Dattilio, F. (2011). *Case studies in couple and family therapy: Systemic and cognitive perspectives*. New York: Guilford Press.

Class 1: Course Overview; Assessment of class

Introduction

Hand out syllabus

Evaluations

Class 2

Readings for next week. Family Process book and articles.

Chapter 1, 2, 3 Essential Assessment Skills

Chapter 1, 2 Assessment of Couples and Families

Influences on Human Behavior

DSM Diagnosis.

Triggers

Mandated clients

Case presentations

Class 4

Clinic forms

Case presentations

Basic skills

Readings: Normal Family Process, chapter 2

Real Session

Class 5

Domestic Violence, Suicide, Substance Use

Case presentations

Basic skills

Readings: Normal Family Process, chapter 2

Real Session

Class 6

Case Presentations

Assessment for eating disorders

Progress notes

24 hour day

Real Session

Class 7

Readings: Normal Family Processes: Ch. 5 & 6

Power Assessment

Presenting Problem on Case Conceptualization

Social Capital Mapping

Case Presentations
Go over triggers
Mock Session
Real Session

Class 8

Case Presentations
Mock Session
POWER ASSESSMENT
Real Session

Class 9

Readings: Normal Family Processes Chapter 19, 20, 21; Assessment of Families Chapter 5
Case Presentations
POWER ASSESSMENT
Real Session

Class 10

Power Interventions
Readings: Normal Family Processes Chapter 19, 20, 21
Leave for next week reading:
Well-Being Assessment

Class 11

Reading: Assessment of Families Chapter 5
Power Interventions
Real Session
Case Conceptualization Points

Class 12

Progress Notes/Intakes
Informing clients about diagnosis
Mock session family
Real session

Class 13

Theories and Assessment
Case Presentations
Real Case Session
Mock Session

Class 14

Theories and Assessment

Case Presentations

Real Case Session

Mock Session

Class 15

Theories and Assessment

Case Presentations

Real Case Session

Mock Session

Class 16

Theories and Assessment

Case Presentations

Real Case Session

Mock Session