



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING CPSY 562-01: ADVANCED FAMILY THERAPY FALL 2009

Meets: Mondays, 1:00-4:15 PM

Where: Rogers 218

Instructor: Sebastian Perumbilly, M. A. (Bioethics), M.A.-MFT, Ph.D. Candidate

Office: Rogers Hall- Office 331

Office hours: Mondays (4:30-6:30 PM)

E-Mail: Perumbil@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 includes an examination of current approaches and trends in the field of Marriage, Couple, and Family Therapy (MCFT) with an emphasis on integrating theory, research, and clinical practice. As the course unfolds during the course of the semester, the participants will study various approaches in the field of MCFT that were surveyed in previous coursework (e.g., CPSY 504), and will be offered opportunities to apply them in simulated clinical settings. 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/s. 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 MCFT. Goals for this course are in keeping with the mission and values of Lewis & Clark College Counseling Psychology Department and the Core

Competencies established by the American Association for MCFT.

By the end of this semester, the 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. Consider the fit of approaches with specific families, and will be able to consider culturally sensitive approaches, 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. Learn to consider the influence of extra-therapeutic relationships and factors, and integrate them into treatment planning.
8. Learn to access, critique and use current family therapy and family studies research to inform clinical practice.
9. Explore the evidence-based practice (EBP) movement in family therapy and become familiar with several well researched models.

COURSE FORMAT:

This course utilizes lectures, readings, class room discussion, self-guided learning (in the form of a term paper) and may occasionally use video tape demonstrations.

REQUIRED TEXT BOOK:

Sexton, T., Weeks, G., & Robbins, M. (2003). *Handbook of family therapy*. New York: Brunner- Routledge.

ADDITIONAL READINGS:

Weekly readings will be posted online (MOODLE). These WEEKLY READINGS ARE TO BE COMPLETED FOR THE DAY INDICATED. The participants 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.

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

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, and engaging with colleagues as fellow professionals. Becoming a couple & 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, apply the content of readings, and actively engage in role- playing activities. 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 the learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

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.

ABSENCES

Please notify me if you have to miss a class. Missing any class time may result in an additional class assignment at the discretion of the instructor. It is the student's responsibility to contact the instructor to discuss the make-up work. Missing more than two classes may result in failure to complete class, (any exceptional circumstances may be considered by the instructor).

CONFIDENTIALITY

Because of the nature of classroom work and group dynamics it is expected that "personal" information shared by students will be kept in confidence. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Students are asked to be

intentional about what they choose to share with other students in the class during classroom-activities.

LAPTOPS AND CELL PHONES

Due to the experiential nature of the class laptops may be used only when designated by the instructor. 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. Laptops and cell phones may of course be used on breaks. Please come prepared to take hand-written notes. If an alternate learning ability requires the use of a laptop please let the instructor know at the beginning of the semester.

ASSIGNMENTS

1. Case scenario (30 points)

As a course participant you will be given a case scenario on September 28th. You will read the case and work on the clinical conceptualization and treatment planning of the case using two assigned theories from the field of MCFT. This case scenario will help you become familiar with the role-playing you will be doing during class, and also in your final video presentation on the DVD format. As you work on the case, you will analyze at least one of the two given theories pertaining to therapeutic strategies, develop a treatment plan for the therapeutic process, and assess issues of gender, race, sexual orientation, social class, culture, and context in therapy. You will bring the case with your clinical analysis and treatment plan to the class, and present it to the class on the assigned date (either on October 26th or on November 2nd) using any creative format for effective presentation. Your presentation will not exceed more than 10 minutes. The focus of this assignment is on conceptualizing clinical intervention using the given theoretical orientations from the field of MCFT, and case presentation in class.

2. Demonstration of Family Therapy Skills (20 points)

Throughout the semester you will be learning skills that apply across models of MCFT. These include *relational questioning, taking a not knowing stance, facilitating/directing conversations, de-escalating conflict*, and so on. On November 30th and December 7th you will have the opportunity to demonstrate your clinical skills and get feedback from your peers and the instructor. You will be randomly given several skills to demonstrate during the role- plays on those dates. Your colleagues will observe and offer you feedback. Your evaluation will be based on your participation in reflective teams during those two classes (11/30 & 12/7). If you miss either of these two classes you **will not** earn the 20 points, and it will affect your final grade. There is no make-up for these classes.

3. Final Project (50 points)

The final project is based on the same case that you received on September 28th during class. The day you are given the case studies, you will “draw out of the hat” two models of MCFT. Models that will be included are Narrative Therapy, Solution Focused Therapy, Strategic Family Therapy, Structural Family Therapy, Bowenian Family Therapy, Cognitive Behavioral Family Therapy, and Experiential Family Therapy.

The purpose of the final project is to help you achieve the following:

- To prepare you to apply some of the major theories in the field of MCFT;
- To apply common factors that are important across theories;
- To consider contextual factors when conceptualizing a case; and
- To consider how to make decisions about treatment based on available research

Studying in-depth at least a number of the major models will also help you prepare for the national MFT exam.

You will have more than half of the semester to consider how you will apply the models that have been assigned to you to do the case study. Using the assigned theoretical models, you will take the role of the therapist, and videotape the role-play of the therapy session that will last for 30 minutes. You can seek your peers' assistance to play the role of the family that comes for therapy. On December 14th, you will hand in an 8-9- page reaction paper and the videotape to the instructor. In order to put your video on DVD format, you may use the library on campus.

In your paper, you will answer the following questions (**use headings**):

- *How did you conceptualize the case?*
- *Describe in what ways you think you applied the model well, and in what ways you could have done a better job while applying the model?*
- *What are possible future considerations in terms of treatment with this case?*
- *What was it like for you to work on this role-play as a therapist?*
- *What therapeutic strengths did you identify in yourself when you reviewed the video?*
- *What common factors did you identify in your work?*
- *What contextual factors did you address use in your work?*
- *From the video, what skills do you think you should improve, and why?*

NOTE: For this final project, you will be evaluated **ONLY** based on your reaction Paper (not your DVD). Your paper needs to have between 8- 10 references that support your ideas (these may include readings assigned or suggested for the course, or any other relevant journal articles or scholarly paper from the field of Marriage, Couple & Family Therapy), and follow APA 5 or 6 format.

You will be graded on the following:

- Thorough knowledge of the major tenets of the model = 10 points
- Clarity and ability to articulate ideas based on the case example = 10 points
- Consideration of common factors = 10 points
- Ability to tailor treatment to include attention to contextual factors = 10 points
- Identification of what research might be helpful and how to locate it = 10 points

For the purpose of your project, you may consult any introductory level texts used in the field of MCFT, and/ or any of the professional journals listed below.

Professional Journals

- The Journal of Marital and Family Therapy (AAMFT)
- Journal of Counseling and Development
- Family Process
- Journal of Marriage and Family Counseling
- Family Journal: Counseling and Therapy for Couples and Families
- The American Journal of Family Therapy
- Journal of Couple and Relationship Therapy
- The Journal of Family Psychotherapy (the Journal of the International Family Therapy Association)
- The Journal of Family Psychology
- Contemporary Family Therapy
- Journal of Marriage and the Family
- Journal of Orthopsychiatry
- Family Therapy
- Journal of Systemic Therapies
- Journal of Sex and Marital Therapy
- Child and Family Behavior Therapy
- Family Relations
- Family, Systems and Health
- Journal of Feminist Family Therapy
- Journal of Couples Therapy
- Journal of Divorce and Remarriage
- Journal of Family Issues
- American Psychologist
- Social Work
- The Australian and New Zealand Journal of Family Therapy
- Journal of Gay and Lesbian Psychotherapy
- Psychotherapy
- The Family Journal: Counseling and Therapy for Couples and Families

COURSE SCHEDULE

September 14:

INTRODUCTION TO ADVANCED FAMILY THERAPY

Readings:

Thomas, Weeks, & Robbins, (Chapters 1 and 2 from the textbook).

Sutherland, O. (2007). Therapist positioning and power in discursive therapies: A comparative analysis. *Contemporary Family Therapy*, 29, 193- 209.

Lebow, J, & Gurman, A.S. (1995). Research assessing couple and family therapy. *Annual Review of Psychology*, 46, 27-57.

September 21:

OVERVIEW OF CULTURE IN FAMILY THERAPY

Readings:

Thomas, Weeks, & Robbins, Chapter 3 from the textbook

Constantine, M.G., Juby, H.L., & Liang, J. J-C. (2001). Examining multicultural counseling competence and race-related attitudes among white marital and family therapists. *Journal of Marital and Family Therapy*, 27, 353-362.

McDowell, T., Storm, C.L., & York, C.D. (2007). Multiculturalism in couple and family therapy education: revisiting familiar struggles and facing new complexities. *Journal of Systemic Therapies*, 26, 75-94.

McGoldrick, M., Almeida, R., Preto, N.G., Bibb, A., Sutton, C.E., Hudak, J., et al. (1999). Efforts to incorporate social justice perspectives into a family therapy program. *Journal of Marital and Family Therapy*, 25, 191-209.

Practice skill:

- Joining – forming alliances
- Applying common factors to intercultural counseling

September 28:

OBJECT-RELATIONS AND PSYCHODYNAMIC APPROACHES & INTERGENERATIONAL MODELS IN COUPLE & FAMILY THERAPY

Distribution of case scenario in class.

- *Clinical analysis and treatment plan presentation to the class on October 26th (7 presenters); and November 2nd (7 presenters).*
- *Final EXAM due on December 14th.*

Readings:

Thomas, Weeks, & Robbins, Chapters 4 & 5 from the textbook

- Goodrow, K., & Lim, M. (1997). Bowenian theory in application: A case study of a couple intending to marry. *Journal of Family Psychotherapy*, 8, 33- 42.
- Scharff, J.S., & Scharff, D.E. (1997). Object relations couple therapy. *American Journal of Psychotherapy*, 51, 141-173.

Practice Skills:

- Creating a holding environment
- Taking a not-knowing stance

**October 5:
STRENGTH, RESILIENCE & SPIRITUALITY: SOLUTION
ORIENTED MODEL**

Readings:

Thomas, Weeks, & Robbins, Chapter 6 from the textbook

- Alexander, S., Shilts, L., Liscio, M., & Rambo, A. (2008). Return to sender: Letter writing to bring hope to both client and team. *Journal of Systemic Therapies*, 27, 59- 66.
- De Castro, S., & Gutterman, J. (2008). Solution- focused therapy for families coping with suicide. *Journal of Marital and Family Therapy*, 34, 93- 106.
- Trepper, T.S., Dolan, Y., McCollum, E.E., & Nelson, T. (2006). Steve de shazer and the future of solution-focused therapy. *Journal of Marital and Family Therapy*, 32, 133-139.

Practice Skills:

- Strength-based interviewing

**October 12:
COGNITIVE-BEHAVIORAL APPROACHES**

Readings:

Thomas, Weeks, & Robbins, Chapters 8, & 13 from the textbook

- 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.

**October 19:
STUCTURAL AND STRATEGIC APPROACHES**

Readings:

Thomas, Weeks, & Robbins, Chapter 9 from the textbook

- Kindsvatter, A., Duba, J., & Dean, E. (2008). Structural techniques for engaging reluctant parents in counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 16, 204- 211.
- Santisteban, D.A., Coatsworth, D., Perez-Vidal, A., Mitrani, V., Jean-Gilles, M, & Szapocznik, J. (1997). Brief structural/ strategic family therapy with African American and Hispanic high-risk youth. *Journal of Community Psychology*, 25, 453-471.
- Santisteban, D.A., Suarez-Morales, L., Robbins, M.S., & Szapocznik, J. (2006). Brief strategic family therapy: lessons learned in efficacy research and challenges to blending research and practice. *Family Process*, 45, 259-271.

October 26:

--POSTMODERN, SOCIAL CONSTRUCTIONIST APPROACHES
--Clinical analysis and case presentation (7 presenters)

Readings:

Thomas, Weeks, & Robbins, Chapter 7 from the textbook

- Da Costa, D., Nelson, T., Rudes, J., & Guterman, J. (2007). A narrative approach to body dysmorphic disorder. *Journal of Mental Health Counseling*, 29, 67- 80.
- Carr, A. (1998). Michael White's narrative therapy. *Contemporary Family Therapy*, 20, 485-503.
- Freeman, E., Couchonnal, G. (2006). Narrative and culturally based approaches in practice with families. *Families in Society*, 87(2), 198- 208.
- Nwoye, A. (2006). A narrative approach to child and family therapy in Africa. *Contemporary Family Therapy*, 28, 1- 24.

Practice skills:

- Taking a not-knowing stance

November 2:

RACE, CLASS & GENDER IN FAMILY THERAPY
--Clinical analysis and case presentation (7 presenters)

Readings: Chapters 8 & 9 from the textbook

- Chapter 8: Integral skills: Hearing our culture teachers through empathy (pp. 155-179).
 - Chapter 9: Integral skills: Microskills for inclusive cultural empathy (pp. 181-198).
- Comas- Diaz, L. (2005). Becoming a multicultural psychotherapist: The confluence of culture, ethnicity, and gender. *Journal of Clinical Psychology*, 61, 973- 981.

Practice skills:

- Talking about race and racism in therapy
- Challenging internalized classism and racism

November 9:

EVIDENCE BASED PRACTICES: YOUTH, FAMILIES & COUPLES

Readings:

Thomas, Weeks, & Robbins, Chapters 11, 12, 14 & 15 from the textbook

Ramey, H.L., & Grubb, S. (2009). Modernism, postmodernism, and (evidence based) practice. *Contemporary Family Therapy, 31*, 75-86.

Practice skills:

- Using research to guide practice

November 16:

MEDICAL FAMILY THERAPY & PSYCHOEDUCATIONAL MODELS

Readings:

Thomas, Weeks, & Robbins, Chapters 20 from the textbook

Anderson, R. J., Huff, N.L., & Hodgson, J.L. (2008). Medical family therapy in an inpatient psychiatric setting: a qualitative study. *Family Systems & Health, 26*, 164-180.

Clark, R.E., Linville, D., & Rosen, K.H. (2009). A national survey of family physicians: perspectives on collaboration with marriage and family therapists. *Journal of Marital and Family Therapy, 35*, 220-230

Kulhara, P., Chakrabarti, S., Avasthi, A., Sharma, A., & Sharma, S. (2009). Psychoeducational intervention for caregivers of Indian patients with schizophrenia: a randomized controlled study. *Acta Psychiatrica Scandinavica, 119*, 472-483.

Linville, D., Hertlein, K.M., & Prouty-Lyness, A.M. (2007). Medical family therapy: reflecting on the necessity of collaborative healthcare research. *Family, Systems & Health, 25*, 85-97.

Practice skills:

November 23:

LGBTQI-FAMILIES: THERAPEUTIC CONSIDERATIONS

Readings:

Beeler, J. & DiProva, V. (1999). Family adjustment following disclosure of homosexuality by a member: Themes discerned in narrative accounts. *Journal of Marital and Family Therapy, 25*, 443-459.

- Bernstein, A. (2000). Straight therapists working with gays and lesbians in family Therapy. *Journal of Marital and Family Therapy*, 26, 443-454.
- Negy, C. & McKinney, C. (2006). Application of feminist therapy: Promoting resiliency among lesbian and gay families. *Journal of Feminist Family Therapy*, 18, 67-83.
- 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.
- Treyger,S., Ehlers, N., Zajicek., L., & Trepper, T. (2008). Helping spouses cope with partners coming out: A solution – focused approach. *The American Journal of Family Therapy*, 36, 30- 47.

Practice skill:

- Talking about sexual orientation in therapy
- Challenging homophobia and heterosexism

November 30:

**--CRITICAL AND JUST THERAPIES
-- DEMONSTRATION OF THERAPY SKILLS**

Readings:

- Beitin, B., & Allen, K. (2005). A multilevel approach to integrating social justice and family therapy. *Journal of Systemic Therapies*, 24, 19- 34.
- Tamasese, K., & Waldegrave. (1993). Cultural and gender accountability in the “Just therapy” approach. *Journal of Feminist Therapy*, 5, 29- 45.

Practice skill:

- Engaging in conversations to raise social awareness in therapy

December 7:

DEMONSTRATION OF THERAPY SKILLS (contd.)

December 14:

Final Exam (Paper & DVD) Due

- **You can bring the final exam to my office(ROGERS HALL–331)
NOT later than 3:00PM**

** The attached Course Objective Evaluation Sheet must be filled out and turned in at the end of the semester.

