Time & Day: Thursday 5:30-8:45 pm  
Place: SCCC 107  
Instructor: Annabelle Goodwin, M.Ed., Doctoral Candidate  
Office: Rogers Hall/Office Hours: by appointment  
Contact: agoodwin@lclark.edu

CATALOG DESCRIPTION
Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Participants explore the application of course material to their work setting or training track. This course is not clinical in nature and is not designed to train or prepare participants to conduct family therapy.

COURSE DESCRIPTION
This course includes an overview of the foundational concepts and approaches in marriage, couple, and family therapy (MCFT). The course emphasizes history and trends in the field along with contemporary research and debates. Students will apply systems, social constructionist, and critical social thought to work within their chosen professional fields. 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 is emphasized throughout.

COURSE PURPOSE & OBJECTIVES
Students in this course will:
1. Learn the history of marital, couple, and family therapy; the primary professional state, national, and international associations; and the core competencies (as defined by AAMFT) required to practice family therapy (CACREP: II.K.1.a) (NASP 2.8) (COAMFTE PM, KS 02).
2. Understand principles of theory construction and model building and how these influence the extent to which theories and models developed within particular cultural contexts are applicable for clients from contrasting cultural contexts. (NASP 2.8) (COAMFTE: PM)
3. Consider the dynamics of power and social location relative to developing, researching, and applying field knowledge and theory, with attention to how family therapy has the potential to contribute to social inequities and social control. Recognize issues of power and privilege relative to own and clients’ social locations and how these influence therapy, problems and solving problems (CACREP II.K.2.a, II.K.2.c) (NASP 2.5) (COAMFTE PM).
4. Understand concepts and theories that are foundational to the practice of marriage, couple, and family therapy, as well as trends in the field. These include: first and second order cybernetics; patterns of interaction; Bowen’s core systems concepts; Minuchin’s structural approach; MRI
problem formation/principles of brief therapy; feminist critique of general systems theory; social constructionist/post modern paradigm; and critical theory and family therapy (CACREP II.K.5.c, II.K.5.d) (COAMFTE CC 1.1.1, KS 01,05,06).

5. Develop a beginning knowledge of marital, couple, and family life cycle dynamics, healthy family functioning, family structures and development in a multicultural society and world, with particular attention to how systems of power and privilege influence family life (CACREP II.K.2.c) (NASP 2.8) (COAMFTE CC 2.1.1, KS 11, PM).

6. Learn and practice several methods (e.g., sculpting, genograms, structural maps) for assessing family dynamics, family of origin/intergenerational influences, history, and cultural heritage to identify patterns, understand belief systems, and identify strengths/resilience (NASP 2.4) (COAMFTE CC 2.3.8, TS 2.01, 2.03, 2.06, 2.12, 3.12)

7. Gain an understanding of couple and family healthy functioning and life cycle development across cultural contexts, life worlds, and family forms. And apply principles of family and couple life cycle development from culturally and contextually situated perspectives (CACREP: II.K.2.e, II.K.3.a) (NASP 2.4, 2.5) (COAMFTE CC 2.1.1, KS 11).

8. Practice skills in conceptualizing problems systemically, developing therapeutic alliance with multiple members of a system, and interviewing from a relational perspective (e.g., using relational questions, identifying verbal and nonverbal relational patterns, enacting communication between systems members). (CACREP C7) (NASP 2.2) (COAMFTE CC 1.3.6, 4.3.5, TS 1.01).

9a. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy (CACREP C7).

Or if you are in School Psychology

9b. Compare and contrast two models of family therapy and how those theories could be used within school systems and increase home-school collaboration.

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 the learning community in another way. For example, you may be asked to write a brief summary about, and personal reactions to, the required readings and/or provide abstracts from additional related readings for course participants. 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.

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.

**ABSENCES**
Please notify professor. Missing any class time results in an additional class assignment at the discretion of the professor. It is the student’s responsibility to contact the professor 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. Please be prepared to take handwritten notes. If an alternate learning ability requires the use of a laptop please let the instructor know at the beginning of the semester.

**ASSIGNMENTS**

**Major Paper**
Choose two major approaches in family therapy to compare and contrast. You should include at least 5 additional references on each model beyond the course readings. Use headings to answer the following questions:

- *Who were/are the primary contributors?*
- *What are the underlying assumptions about problems and solutions?*
- *What are the core concepts of each model?*
- *What are the major interventions of each?*
- *How are goals set, and what are expected therapeutic outcomes?*
- *How has each model evolved over time to its contemporary form?*
- *What evidence-based research has been completed for each model? (at least 3 references)*

Compare and contrast the following:
- From which social context(s) did each model emerge? How do you think their relative contexts of origin influence their core assumptions?
- How does each model approach racial, cultural, gender, sexual orientation, class, nation of origin and other differences? Power? Social equity?
- What are some of the comparative strengths and limitations of each approach?
- What are your personal reactions? Are these models you might use? Why or why not?

Papers should be professionally written, 10-15 pages in length, double spaced, 12pt font, organized into sections with appropriate headings, and referenced according to APA 6th Edition guidelines. The Lewis & Clark Writing Center has prepared a brief guide to APA referencing: http://www.lclark.edu/dept/wstudio/objects/apa_style.pdf

| Thorough consideration of all areas of the paper | 20 points |
| Clarity and organization of ideas | 5 points |
| Use of extensive literature | 20 points |
| Writing and referencing according to APA 5th Ed. | 5 points |
| **Total** | **50 points** |

**Contextual Genogram**
You will be asked to complete an analysis of your extended and intergenerational family relationships by completing a genogram which includes family relationships, trends across generations, cultural influences (e.g., socio-political, historical events; ethnic group values, beliefs, traditions and experiences; national and regional contexts), and social locations and experiences relative to intersecting identities (e.g., race/racism, class/classism, gender/sexism, sexual orientation/heterosexism & homophobia, immigration/anti-immigration sentiment, abilities/ableism). Specific instructions for completing the assignment will be given in class.

This assignment is worth 20 points

**Reaction papers**
Each student will complete two, 3-4 page reaction papers.
One of these papers must be based on a new field experience (e.g., visit to the court, an AA meeting, Children’s Services). This 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.

The other must be based on the original writing of one of the founders of family therapy (e.g., Bateson, Bowen, Weakland, Fische, Watzlawick, Haley, Minuchin, Satir). You may read as little as one article or chapter or as much of the theorists work as you would like to. This paper should summarize what you read and include your personal reactions to the ideas presented.
You may turn in either paper first and each is worth 10 points = 20 points in total.

**Active participation**
Each week you may be asked to prepare something for next class that demonstrates your reading understanding such as reading summary, leading a discussion, etc. 10 points total.

**Practice and conceptual skills**
Each week class participants will focus on a primary concept and/or practice a core relational work skill that can be applied in multiple work contexts.

**GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>93-100 = A</td>
<td>83-87 = B</td>
</tr>
<tr>
<td>90-92 = A-</td>
<td>80-82 = B-</td>
</tr>
<tr>
<td>88-89 = B+</td>
<td>78-79 = C+</td>
</tr>
<tr>
<td>73-77 = C</td>
<td>70-72 = C-</td>
</tr>
</tbody>
</table>

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

**TEXT**

Additional Readings per Course Schedule Below: Most readings can be found full text on-line through the Lewis & Clark library or on moodle. Methods for obtaining copies of book chapters and other readings not available on-line will be discussed in class.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>WEEK 1 – January 14th: Introduction to Family Therapy – Systems Theory I</th>
</tr>
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<tbody>
<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>No assigned readings for this week.</td>
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</table>

**Conceptual Skills:**
Openness and Curiosity

<table>
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<tr>
<th>WEEK 2 – January 21st: Introduction to Family Therapy – Systems Theory II</th>
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</thead>
</table>
Readings:

Nichols & Schwartz, Chapters 1 & 4


Conceptual Skills:
Systems theory
First & second order cybernetics
Circular causality
Feedback loops

**Week 3 – January 28th: Intergenerational Legacies- BOWEN**

Readings:

Nichols & Schwartz, Chapters 5


Practice skills:
Completing a genogram

**WEEK 4 – February 4th: Structural Family Therapy**

Readings:

Nichols & Schwartz, Chapters 2, 3, & 7

Practice & conceptual skills:
Sculpting
De-escalating conflict
Mapping systems

*DUE: Either of the two reaction papers*

**WEEK 5 – February 11th: The Feminist Critique**

Readings:

Nichols & Schwartz: Chapter 11


Marital and Family Therapy, 26(2).


Conceptual Skill:
Recognizing gender as shaping interaction

| WEEK 6 – February 18th: Solution-focused Family Therapy |
| Readings: |
| Nichols & Schwartz, Chapter 12 |

Practice skill:
Finding strengths-discovering hope

| WEEK 7 – February 25th: Experiential Family Therapy |
| Readings: |
| Nichols & Schwartz, Chapters 8 |

Practice skills:
Sculpting
De-escalating conflict

| WEEK 8 – March 4th: Basic Techniques, Ethics & Structure of Family Therapy: STRATEGIC |
| Readings: |
| Nichols & Schwartz, Chapters 6 |

| WEEK 9 – March 11th: Social Constructionist Paradigm- NARRATIVE |
| Readings: |


**WEEK 10 – March 18th: Culturally Centered & Critical Family Therapies**

**Readings:**


Conceptual Skills:
Understanding culture and power as shaping experience

**DUE: CONTEXTUAL GENOGRAM**

**WEEK 11- March 22nd-28th: SPRING BREAK!**

**WEEK 12 – April 1st: Common Change Factors**

**Readings:**


**Debate articles - read in the following order:**


Practice Skill:
Considering multiple points of view

**WEEK 13: April 8th: Family Life Cycle**

Readings:


Conceptual skills:
Recognizing trends and unique pathways for family change over time

*DUE: Either of the two reaction papers*

**WEEK 14 – April 15th: Multiple Embedded Systems & Patterns of Interaction**

Readings:


Practice skills:
Social Network Mapping

**WEEK 15 – April 22nd: Integrating Family Theory: Comparing and Evaluating**
Approaches to Family Therapy

Readings:

Nichols & Schwartz, Chapters 15 & 16

DUE: Major paper

- The attached Course Objective Evaluation Sheet must be filled out and turned in at the end of the semester.
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Family Therapy: Theory/Practice

Course Name

<table>
<thead>
<tr>
<th>Course Number</th>
<th>CPSY 504</th>
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<tbody>
<tr>
<td>Term</td>
<td>GS 2010</td>
</tr>
<tr>
<td>Department</td>
<td>Counseling Psychology</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Annabelle Goodwin</td>
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Guiding Principles/Standards Addressed in Course:

| Guiding Principles/Standards |  |
### Learning and Living Environments
Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.

### Disciplinary Knowledge
Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.

### Professional Practice
Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

### Connection to Community
Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.

### Professional and Technological Resources
Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.

### Assessment
Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.

### Research and Reflection
Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.

### Leadership and Collaboration
Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.

### Professional Life
Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).

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**Authorization Levels:**
This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

<table>
<thead>
<tr>
<th>Authorization Level</th>
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<tbody>
<tr>
<td>Early Childhood</td>
<td>Pre-Kindergarten-4th Grade in a preprimary school, a primary school, or an elementary school.</td>
</tr>
<tr>
<td>Elementary</td>
<td>3rd-8th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.</td>
</tr>
<tr>
<td>Middle Level</td>
<td>5th-9th Grades in an elementary, middle, or junior high school, or high school.</td>
</tr>
<tr>
<td>High School</td>
<td>9th-12th Grades in Subject/Dept. Assign. in a High School.</td>
</tr>
</tbody>
</table>

*R = Readings and In-class Discussions  *P = Practicum

**Student Performance:**
Student performance criteria appear on page(s) _______ of this syllabus (student performance includes goals, evidence, and levels of performance).