



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING CPSY 561-01: MARITAL AND FAMILY ASSESSMENT SPRING, 2008

Time & Day: Thursday 1:00-4:00 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: The following objectives are taken from AAMFT List of Core Competencies (corecompetencies@aamft.org)

Students in this course will:

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. Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
4. Understand the limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups
5. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context).
6. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
7. Apply effective and systemic interviewing techniques and strategies.
8. Administer and interpret results of assessment instruments.

9. 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.
10. Assess biopsychosocioeconomic history and using a genogram and other assessment instruments to identify clients' strengths, resilience, and resources.
11. Elucidate presenting problem from the perspective of each member of the therapeutic system.
12. Communicate diagnostic information so clients understand its relationship to treatment goals and outcomes.
13. Evaluate assessment methods for relevance to clients' needs and therapist-client agreement of therapeutic goals and diagnosis.

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 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.

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

Papers should be professionally written, of 10-15 pages in length, double spaced, 12pt font, organized into sections with appropriate headings, and referenced according to APA 5 guidelines. The Lewis & Clark Writing Center has prepared a brief guide to APA referencing: http://www.lclark.edu/dept/wstudio/objects/apa_style.pdf

Major Paper – Assessment Philosophy

The object of this assignment is for students to develop a clear understanding of their approach to assessment based on their theoretical approach, personal and professional experiences, and values and beliefs. The content of this paper should include a summary of what therapeutic theories drive the assessment philosophy as well as how personal and professional experiences, values and beliefs are reflected in the philosophy. Students will also be asked to discuss the limitations of the philosophy. This paper should speak to issues discussed in class in regards to diversity and its placement within the socio-economic-political environment. This paper should include at least 5 additional references on each model beyond the course readings.

Application of Philosophy

Students will conduct a family interview using the assessment philosophy. Following the interview, students will write a 3-5 page paper on this experience in regards to their philosophical approach (what worked, what didn't, how it will changed based on this experience). This paper should include references to the interview in the form of quotes or description of events occurring during the interview. This paper is worth 20 points.

Contextual Mapping

You will be asked to complete an analysis of your extended and intergenerational family relationships by completing a Critical Genogram and/or Social Capital Mapping. This analysis should be 3-5 pages in length. This paper is worth 20 points.

Critique of Measures

You will be asked to hand in critiques of measures presented in this class. The critique should include any limitations in regards to effectiveness and just assessment of couples and families. Particular attention should be made to issues of diversity. These critiques should be 2 paragraphs in length for each measure. They are worth 10 points.

GRADING

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

“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

- a. Cierpka M. & Sprenkle, D. (2005). *Family Assessment: Integrating Multiple Clinical Perspectives*. Germany: Hogrefe & Huber Publishers.
- b. Sperry, L. (2004). *Assessment of Couples and Families*. New York: Routledge.

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

COURSE SCHEDULE

WEEK 2 – January 15: First things first – Crisis Assessment

Readings:

The Social Work Podcast. *Crisis Intervention and Suicide Assessment: Part 2 - Intervention and Crisis Assessment*. Found at <http://socialworkpodcast.com/2007/02/crisis-intervention-and-suicide.html>.

Wingate, et al. (2004). Empirically Informed Approaches to Topics in Suicide Risk Assessment. *Behav. Sci. Law* 22: 651–665 (2004)

Frierson, Melikian, Wadman. *How to interview depressed patients and tailor treatment. Principles of suicide risk assessment*. Retrived from http://www.postgradmed.com/issues/2002/09_02/frierson4.htm on Jan 2, 2008.

Harvard Management Foundation. *Guidelines for Identification, Assessment, and Treatment Planning for Suicidality*. Retrieved from <http://www.rmhf.harvard.edu/files/documents/suicideAs.pdf>

Softas-Nall & Perry (1998). A solution focused approach to suicide assessment and intervention with Families. *Family Journal*, 6(1).

Bograd, M., & Mederos, F. (1999). Battering and couples therapy: Universal screening and selection of treatment modality. *Journal of Marital and Family Therapy*, 25(3), 291-312.

Gauthier, L. M., & Levendosky, A. A. (1996). Assessment and treatment of couples with abusive male partners: Guidelines for therapists. *Psychotherapy*, 33(3), 403-417.

Greene, K. (2002). The different faces of intimate violence: Implications for assessment and treatment. *Journal of Marital and Family Therapy*, 28(4).

WEEK 3- January 22: Assessment of Sexual Abuse
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Readings:

Dolan, Y. M. (1991). The legacy of abuse (pp. 1- 23). In *Resolving sexual abuse: Solution-focused therapy and Eriksonian Hypnosis for Adult Survivors*. New York: W. W. Norton & Company.

Loeb, Tamra Burns; Williams, John K.; Carmona, Jennifer Vargas (2002). Child sexual abuse: Associations with the sexual functioning of adolescents and adults. *Annual Review of Sex Research*, Vol 13, pp. 307-345.

Anderson, K. (2006). Surviving Incest: The art of resistance. *Families in Society*, 87(3).

O'Farrell, T. & Fals-Stewart, W. (2003). Alcohol Abuse. *Journal of Marital and Family Therapy*, 29(1).

WEEK 4 – January 29: Who is the client? What is the problem? The importance of getting it right.

Cigonali, J. (1984). Social conflict perspective on work with involuntary clients. *Social Work*, Vol 29(5).

Harris, R, Aldea, M., Kirkley, D. (2006). A motivational interviewing and common factors approach to working with alcohol use and abuse in college students. *Professional Psychology: Research and Practice*, 37(6).

Wade, A. (1997). Small acts of living: everyday resistance to violence and other forms of oppression. *Contemporary Family Therapy*, 19(1).

Anderson, 2006. Surviving Incest The Art of Resistance. *Families in Society: The Journal of Contemporary Social Services*.

WEEK 5 – February 5: Framework for Assessment

Readings:

Cierpka & Sprenkle , Chapter 2, 3, 5, 11.

Sperry, Chapter 2. Models and Issues in Couple and Family Assessment

The Social Work Podcast. [Bio-psychosocial-Spiritual \(BPSS\) Assessment and Mental Status Exam \(MSE\)](http://socialworkpodcast.com/search?q=assessment) accessed at <http://socialworkpodcast.com/search?q=assessment>

Becker, K. (2001). Individual Personality Dynamics in Family Assessment and Counseling: A Case Study. *The Family Journal*, 9(1).

Walsh, F. (2003). Clinical Views of Family Normality, Health, and Dysfunction from *Normal Family Processes*. New York: The Guilford Press.

WEEK 6: February 12: Couple Assessment
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Readings:

Cierpka & Sprenkle, Chapter 4

Gottman, J. (1999). Myths and Mistakes of Marital Therapy in *The Marriage Clinic*. New York: WW Norton & Company.

Gottman, J. (1999). The Assessment of Marriage in *The Marriage Clinic*. New York: WW Norton & Company.

Weeks, G. Odell, M. Methven, S. (2005). Inadequate Assessments and Mismatched or Mistimed Interventions in *If Only I had Known. Avoiding Common Mistakes in Couples Therapy*. New York: W.W. Norton & Company.

Worthington, et al. (1995). Can Couples Assessment and Feedback Improve Relationships? Assessment as a Brief Relationship Enrichment Procedure. *Journal of Counseling Psychology*, 42(4).

Beck, B. & Crawford, A. (2000). The couple assessment summary. *American journal of psychotherapy*, Vol. 54, No. 1.

Foster, M., Jurkovic, G.J., Ferdinand, L., & Meadows, L. A. (2002). The impact of the genogram on couples: A manualized approach. *The Family Journal: Counseling and Therapy for Couples and Families*, 10, 34-40.

[Long-Term Adjustment of Infertile Couples Following Unsuccessful Medical Intervention.](#)

Daniluk, Judith C.; Tench, Elizabeth; *Journal of Counseling & Development*, Vol 85(1).

WEEK 7: February 19: Couple Assessment Continued
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Readings:

ZMET Process. Retrieved from <http://www.olsonzaltman.com/> on 1/3/08.

Olson & Olson (2000). PREPARE/ENRICH PROGRAM retrieved from [http://www.prepare-enrich.com/files/About_Us/PREPARE_Overview\(1\).pdf](http://www.prepare-enrich.com/files/About_Us/PREPARE_Overview(1).pdf) on 1/3/08.

Measures

Sperry, Chapter 5 & 7

Gottman, J. (1999). Appendix A in *The Marriage Clinic*. New York: W.W. Norton & Company.

- Bagarozzi, D.A. (1997). Marital intimacy needs questionnaire. *American Journal of Family Therapy*, v25 n3 p285-90.
- Hudson, W. Harrison, D. & Crosscup, P. (1981). A short form scale to measure sexual discord in dyadic relationships. *The Journal of Sex Research*.
- Stanley, S.M., & Markman, H.J. (1992). Assessing commitment in personal relationships. *Journal of Marriage and the Family*, 54, 595-608.
- Spanier, G.B. (1976). Measuring dyadic adjustment: New scales for assessing the quality of marriage and similar dyads. *Journal of Marriage and the Family*, 38, 15-28.
- Weiss, R. & Cerreto, M. (1980). The Marital Status Inventory: Development of a measure of dissolution potential. *American Journal of Family Therapy*, 8, 80-85.
- Bowman, M. (1990). Coping efforts and marital satisfaction: Measuring marital coping and its correlates. *Journal of Marriage and the Family*, 52, 463-474.
- Locke & Wallace (1959). Short marital adjustment and prediction test: Their reliability and validity. *Marriage and Family Living*, 21, 251-255.
- Spanier, G. (1976). Measuring dyadic adjustment: New scales for assessing the quality of marriage and similar dyads. *Journal of Marriage and the Family*, 38, 15-30.
- Kayser, K. (1993). Marital Disatisfaction Scale in *When Love Dies: The Process of Marital Disaffection*. New York: The Guilford Press.
- Straus, M. , Hamby, S., McCoy, S., & Sugarman, D. (1996). The revised Conflict Tactic Scale. *Journal of Family Issues*. Vol. 17 No. 3. 316.

DUE: CRITIQUES

WEEK 8– February 26: Assessment of multiple embedded systems – The Genogram and more...

Readings:

1. Garcia & McDowell (in press). The mapping of social capital. *Journal of Marital and Family Therapy*.
2. Sprenkle, Chapter 7, 8, 9

WEEK 9 – March 4: Family Assessment - Observation

Readings:

McPhatter, A. R. (1991). Assessment revisited: A comprehensive approach to understanding family dynamics. *Families in Society*, 72, 11–21.

Floyd, F. J., Weinand, J. W., & Cimmarusti, R. A. (1989). Clinical family assessments: Applying structured measurement procedures in treatment settings. *Journal of Marital and Family Therapy*, 15, 271–288.

Sperry, Chapter 3

Cierpka & Sprenkle, Chapter 3

Epstein, N., Baldwin, L., & Bishop, S. (1983). The McMaster family assessment device. *Journal of Marital and Family Therapy*, 9, 171–180.

Carlson, J., Sperry, L., Lewis, J. (2005). Case Conceptualization in *Family Therapy Techniques*. New York: Routledge.

Walsh, F. (2003). The Circumplex Model, The Beavers System Model, The McMaster Model in *Normal Family Processes*, pp. 514-581.

DUE: CONTEXTUAL MAPPING PAPER

WEEK 10 – March 11: Family Assessment - Interviewing
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Readings:

Kaslow, F. W., & Friedman, J. (1977). Utilization of family photos and movies in family therapy. *Journal of Marriage and Family Counseling*, 3, 19–25.

Duhl, F. J. (1981). The use of the chronological chart in general systems family therapy. *Journal of Marital and Family Therapy*, 7, 361–373.

Constantine, L. (1978). Family Sculpture and Relationship Mapping Techniques. *Journal of Marriage and Family Counseling*.

Cierpka & Sprenkle, Chapter 13

Main, M. Adult attachment interview protocol. Retrieved from http://www.psychology.sunysb.edu/attachment/measures/content/aai_interview.pdf on 1/3/08.

WEEK 11 – March 18: Family Assessment – Self Report

Readings:

Sperry, Chapter 8

WEEK 12 - March 25: Spring Break

Week 13: April 1: Theoretical Relevance: Bowen, Strategic, Structural, Experiential

Readings:

Carlson, J., Sperry, L., Lewis, J. (2005). Theories of Family Therapy in *Family Therapy Techniques*. New York: Routledge.

Carlson, J., Sperry, L., Lewis, J. (2005). Tailoring Treatment in *Family Therapy Techniques*. New York: Routledge.

Week 14: April 8: Theoretical Relevance: Solution Focused, Narrative, Feminist

Readings:

Berg, I.K. (1996). Solution building conversations. Conconstructing a sense of competence with clients. *Families in Society*, 77, 376-391.

Berg, I.K. (n.d.). Hot tips. Retrieved from http://www.brief-therapy.org/insoo_hot_tips.htm on 1/3/08 on 1/3/08.

WEEK 15 – April 15: Issues and Challenges in Assessment

Readings:

Aarons, G., McDonald, E., Connelly, C., Newton, R. (2007). Assessment of Family Functioning in Caucasian and Hispanic Americans: Reliability, Validity, and Factor Structure of the Family Assessment Device. *Family Process*, 46: 557-569.

Congress, E. (1994). The Use of Culturagrams to Assess And Empower Culturally Diverse Families. *Families in Society*, 46.

Tanyi, R. A. (2006). Spirituality and Family Nursing: Spiritual Assessment and interventions for families. *Issues and Innovations in Nursing Practice*.

Hodge, D. (2005). Spiritual assessment in marital and family therapy: a methodological framework for selecting from among six qualitative assessment tools. *Journal of Marital and Family Therapy*, 31 (4).

Due: Major paper
