



**LEWIS & CLARK COLLEGE**  
**GRADUATE SCHOOL OF EDUCATION AND COUNSELING**  
**CPSY 590 Family & Couples Therapy**

**SPRING, 2019**

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When: Mondays 5:30-8:30, 2/18/19-3/18/19

Where: TBD

Instructor: Holly Shumway, M.A, NCC, LPC

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Credits: 1

**CATALOG DESCRIPTION** Family & Couples Therapy provides a contextual framework for Family and Couples interventions through a systems psychological perspective. Theories, approaches, and treatment methods are introduced in relation to the transitional stages, socio/cultural contexts, and relational patterns within interpersonal relationships.

**COURSE DESCRIPTION** Family & Couples Therapy covers major therapeutic approaches for working with families and couples including; cognitive, behavioral, structural, and strategic theories; cultural and socio/economic considerations; case conceptualizations, understanding how family subunits, relational boundaries, and attachment styles affect family systems; counseling approaches with families and couples including current and traditional perspectives within various clinical settings.

**CAAHEP STUDENT LEARNING OUTCOMES**

SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
SLO- E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO- G	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
SLO-J	Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the

	assessment and treatment of clients.
SLO-H	Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
SLO-M	M-Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.

<b>CAAHEP Content area</b>	<b>Description</b>	<b>Level of Mastery</b>	<b>Course assessment</b>
a.S.1	Demonstrate how theory informs art therapy assessment and treatment planning	Reinforce	CPSY 590: Final Paper Case Study and Presentation;
h.K.1	Compare and contrast theories of individual and family development across the lifespan, including, but not limited to typical and atypical cognition, personality, human sexuality, moral and creative capacities	Reinforce	CPSY 590: Week 3 reading response;
h.S.2	Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, and physiological	Introduce	CPSY 590: Midterm Project - Genogram;
i.K.7	Understand a systems approach (family, community, political)	Introduce	CPSY 590: Final Project/Paper - Family Therapy Case Study;
k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive-behavioral, systemic)	Reinforce	CPSY 590: Weekly readings and responses;

### **Required Books:**

On reserve: Kerr, C & Hoshino, J. (2007). *Family Art Therapy: foundations of Theory and Practice*, Routledge. (Chapters 1-2)

### **Course text:**

Nichols, M. (2017) *Family Therapy: Concepts and Methods, 11<sup>th</sup> Edition*. Boston, MA: Pearson.

### **Required Article:**

McDowell, T., Knudson-Martin, C & Bermudez, M. (2018). Third order thinking in family therapy: Addressing social justice across family therapy practice. *Family Process*.

## **NONDISCRIMINATION**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

## **DISABILITY SERVICES STATEMENT**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

## **TEACHING METHODS**

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch videos clips, engage in group learning tasks, and participate in role-play demonstrations.

## **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 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**

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.

## CLASS PREPARATION

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. 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.

## COURSE STRUCTURE

The course will include lectures and class discussion, review of videotaped examples of the applications of some couples and family therapy models, the development of a family genogram, and integration of material covered as evidenced by students' responses to couples and family case vignettes. Structured classroom activities will include group interactions.

## ASSIGNMENTS AND COURSE REQUIREMENTS

Because of the skill development nature of this course, it is required that students complete **ALL** assignments to pass this class. All assignments must be turned in at the beginning of class (before class starts) on the day they are due. **Five points** will be deducted for each day an assignment is late.

## EVALUATION AND GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

## ASSIGNMENTS AND EVALUATION

### 1. Attendance and participation in all classes (10 points)

Class participation	Possible points
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	4
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in	1

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) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	2
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.	1
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.	1
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.	1
<b>Total</b>	10

**2. A 2-page Reflection Paper on the movie *Ordinary People* (20 points)**  
**Papers should be written in APA format and include:**

Reflective paper	Possible points
Examine the role family therapy has in managing both the individual and collective family trauma within the system.	4
Exploration of the family subunits including; the spousal, parental, and sibling subunits and their experience(s) of loss.	4
Identify how the complexities of unresolved trauma and loss impacted subsequent mental health issues and family relationships.	4
Papers turned in on time, following instructions	5
Written responses are free of grammatical, spelling or punctuation errors.	3
<b>Total</b>	<b>20</b>

**3. A three-generation Genogram and two-page reflection paper (30 points)**

Working in small groups, students will complete a three-generational family Genogram, assessing the relationships between individuals, couples, and families within your family system assessing patterns of loss and insecure/secure attachment styles. Include this assignment with the final project as part of the

6-8-page requirement.

**The Genogram will include:**

- a. Attachment styles (e.g., secure or insecure, anxious, avoidant, disorganized).
- b. Ideas relative to unification or fragmentation, conflict/cooperation.
- c. Differentiation of boundaries (rigid/diffuse) and parental investment.
- d. Socio-economic, beliefs, values and traditions, ancestral connections
- e. Class/classism, gender/sexism, and cultural identity.

Add dimensional qualifiers including patterns of generational transmissions:

- a. Grief and loss
- b. Dominant feelings
- c. Gender trends, projections
- d. Mental health/ physical health
- e. Connections to the natural environment
- f. Emotional expression
- g. Socio/economic factors

<b>Genogram and 2-page reflection paper</b>	<b>Possible points</b>
Identify attachment styles	2
Differentiate boundaries and subunits	3
Display sensitivity to the prevalence of loss and conflict /cooperation within family system and larger environmental variables such as socio-economic factors, family values, traditions, class, gender, and culture	10
Discuss the value of using a Genogram as a method for exploring relational patterns	10
Work indicates investment of time, critical thought and intentionality	5
<b>Total</b>	<b>30</b>

**4. Topic and content suggestion for final Family/Couples Therapy case study (40 points):**

As a group, respond to an actual or fictional couple or family case study where you will have the opportunity to demonstrate your skills at appraising marital and family functioning;

- A. Identify the chief complaint and the identified patient
- B. Create a problem list
- C. Identify interpersonal conflicts
- D. Uncover differing interpersonal perspectives
- E. Apply intervention(s), using a Family and Couple’s therapy approach (es) or model(s) of your choice

The final paper can focus on a fictional family in a movie, book, or television show, a public/historical family, or a family from a real case example.

Please include the two-page Genogram reflection and two paragraphs within your paper illustrating how the approach you have presented is similar or different from your personal therapeutic style.

- A. Your paper must also clearly describe the following about the approach or model:
- B. History
- C. Key theorists and their contributions
- D. Key features of the approach/model
- E. Techniques (to include assessment)
- F. Applications
- G. Critiques

You may choose to comment on the effectiveness of the approach on any various populations including but not limited to: traditional and non-traditional families, single-parent (matrifocal/patrifocal) families, blended families, divorced families, families in which addiction is present, families with medically or mentally fragile individuals, bereaved and grieving families, or families with existent sexual, emotional, or physical abuse.

- Case Study presentation: presentations occur in week 5. Your twenty-minute presentation will be on the Family/Couples therapy approach that you consider to be most aligned with bringing forth resolution to the problem within your family case study. **Prepare a one paged handout summarizing the key points of your approach to share with the class at time of your presentation.** Your presentations will occur during the last week of classes.

Presentation order will be picked by lottery in class week (1)

**Final paper and 20-minute presentation (40 points)**

<b>Final Paper</b>	<b>Possible points</b>
Introduction of the family; case formulation from multi-generational relational patterns explored in the Genogram	<b>5</b>
Description of both the patterns of resiliency, cooperation, secure attachments resourcefulness, wellness and actualization of potential, as well as conflict, fragmentation, insecure attachments, lack of coping capacity and negative socio/economic, cultural, and gender influences inherent in the family system	<b>5</b>
Handout describing the Family & Couple’s approach and interventions including key theorists, features of the approach (es), expected family engagement, objectives, and outcomes	<b>5</b>
Provide sensitivity to the prevalence of grief and loss, mental health issues and impacts on individuals and the family. Discuss interventions why or why they may or may not work due to socio-economic variables, inequities, cultural or familial influences, or lack of access to resources.	<b>5</b>

Presentation is well organized, and information is aligned with findings in the final paper. Group members each contribute to the presentation, the case formulation, and speak to the application and effectiveness/ineffectiveness of applied interventions.	<b>10</b>
Paper is articulate, well organized, written to APA guidelines. Writing is free of grammatical, spelling or punctuation errors.	<b>10</b>
<b>Total</b>	<b>40</b>

## COURSE SCHEDULE

Class Date	Topic	Readings & Assignments Due
Week 1	<p>Course overview</p> <p>Sign up for presentations and groups</p> <p>Overview of concepts in Family and Couples therapy</p> <p>Genogram introduction</p> <p>Discussion McDowell, Knudsen-Martin &amp; Bermudez article</p>	<p>Read McDowell, T., Knudson-Martin, C &amp; Bermudez, M. (2018). Third order thinking in family therapy: Addressing social justice across family therapy practice. <i>Family Process</i>.</p>
Week 2	<p>Bowen Family Systems Therapy, Structural</p>	<p>2-page <i>Ordinary People</i> reflection paper due</p> <p>Read Nichol's pp. 69-87;111-129</p>
Week 3	<p>Experiential, Psychoanalytical, Cognitive Behavioral, and Family Art Therapy</p>	<p>Read Nichol's pp. 131-187</p> <p>Kerr, C &amp; Hoshino, J. (2007). <i>Family Art Therapy: foundations of Theory and Practice</i>, Routledge. (Chapters 1-2)</p>
Week 4	<p>Solution Focused, Family Therapy in the 21<sup>st</sup> Century, Narrative Family Therapy</p>	<p>Read Nichol's pp. 190-255</p>
Week 5	<p>Family Case presentations due</p>	<p>Final group paper and presentations</p>



