



**MCFT 504-03 FAMILY THERAPY: THEORY AND PRACTICE  
FALL 2020**

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<b>Time &amp; Day:</b>	Section 3—Tuesday 1:00 PM - 4:15 PM PST
<b>Place:</b>	TBD Online ( <i>Zoom Link will be provided on Moodle</i> )
<b>Instructor:</b>	Wonyoung L. Cho, PhD, LMFT
<b>Office Hours:</b>	<i>by appointment</i>
<b>E-Mail:</b>	<a href="mailto:wonyoungcho@lclark.edu">wonyoungcho@lclark.edu</a>
<b>Office:</b>	Rogers Hall 425

**CATALOG DESCRIPTION**

Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy.

**Prerequisite:** None

**Credit:** 3 semester units (45 contact hours)

**MCFT STUDENT LEARNING OUTCOMES**

This course promotes the following student learning outcomes:

- SLO1.1: Students recognize the impact of power on individuals, families, and communities.
- SLO1.3: Students apply systems/relational theories to clinical case conceptualization and treatment planning.

**COURSE OBJECTIVES**

At the end of this course, students are expected to:

1. Understand concepts and theories that are foundational to the practice of marriage, couple, and family therapy, as well as trends in the field.
2. Survey the major family therapy models, including major contributors, theoretical assumptions, goals, and intervention strategies/skills of each.
3. Recognize strengths and limitations (e.g., cultural deficits) of specific therapy models.
4. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy.
5. Identify those common factors that are connected to effective treatment outcome in MCFT.

6. Consider the fit of approaches with families in social, political and economic context, and know the appropriateness of models, modalities, and/or techniques, which are most effective for presenting problems.

**A note about the nature of this course:** This course involves role play. For your learning to be effective, this will require that you take on the experience of the clients and the ways they construct their identities. Other times, you may be asked to bring your own personal experience into the role of client. At such times, students should determine which experience they wish to process. Be aware that when the role plays work well, hidden or “unthickened” stories of self and/or other(s) may emerge.

### **LEARNING IN THE CONTEXT OF COVID-19**

We find ourselves attempting to come together in an academic and professional capacity for the purpose of learning and developing as a therapist-in-training in an unprecedented time. We are in the midst of a global public health crisis and sociopolitical unrest, and have had both direct and indirect impacts on individuals, families, and communities. Each of us are experiencing individual differences in the various resources and privileges available to us in our unique intersecting identities.

It is crucial that we do our best to approach our learning with grace and understanding for ourselves and of each other in the difficult circumstances we find ourselves in. It is also important that we do not disengage and give up in this challenging context. We must pay attention to how we navigate this unprecedented challenge of our times: pay attention to how you attempt to cope (or don’t), how you attempt to connect (or don’t), and your own processes of change and facing uncertainty. As we continue to learn and grow in our academic and professional capacities, we must be open to working diligently to improve the efficacy of your self-care and nourishment to be available for one another during this difficult time.

The current crisis will continue to challenge, change, and shape the new norms in the sociopolitical, cultural, professional, and personal contexts of our lives. Many things remain uncertain. These are unusual times and we will collectively construct some sense of predictability into the future. As the instructor of this course, I will do my best to alert you to what to expect in this course while also needing to acknowledge at the beginning that we may need to adjust course materials, assignments, and course layout to adjust to the ever-changing circumstances.

This course will include online components to achieve the best possible learning experience while adhering to the public health safety precautions. Despite the apparent flexibility of an online experience, successful learning through this platform has several requirements. As such, you will need to consider the following requirements:

- A computer - PC or Macintosh- with a stable Internet connection. Higher speed Internet connections (cable modem, DSL) are strongly recommended.
- The most current version of the browser Firefox or Chrome.
  - Download Firefox <http://www.mozilla.org/en-US/firefox/new/>

- Download Chrome <https://www.google.com/chrome/browser/desktop/index.html>
- The most current version of Zoom downloaded as an application on your computer
  - Download Zoom <https://zoom.us/download>
  - Sign in with your Lewis & Clark email account
  - For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
- Computer skills - email, surf the Internet, create basic word processor files, use track changes feature in Word, upload and download documents.
- Microsoft Office 2010 or higher (Must include Word and PowerPoint).
- A reliable Lewis & Clark email address (lclark.edu) that will not change from the beginning until the end of the semester.
- A "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working.
- Time. Distance learning courses require as much time as traditional (classroom) instruction. The primary difference is that online instruction allows flexibility.
- Self-motivation. Online students must be "self-starters", and have the ability to work with minimal supervision. Students who procrastinate are rarely successful in distance learning courses.

Students are also required to:

- Make use of the online course materials available via Moodle(<https://moodle.lclark.edu/>). You need to log into Moodle and give the system 24 hours for the courses to appear on your dashboard. Access to these materials is available once you have registered for the course.
- Participate in asynchronous online discussions and activities.
- Complete readings and assignments by the due dates indicated on the syllabus.
- Check your Lewis & Clark email (lclark.edu) on a daily basis, and respond to the instructor in a timely manner.

## TEXT/READINGS

### Required Books

Gehart, D. R. (2017). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (Third ed.). Cengage Learning  
**Cengage Bundle (MindTap 1 Term & Loose-leaf) ISBN-10: 9781337591201**

McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. Routledge.

\*Poplin, M. (2014). *Is Reality Secular?: Testing the assumptions of four global world views*. InterVarsity Press. (Available on course reserve and Google Books)

\*Sire, J. (2015). *Naming the elephant : Worldview as a concept* (Second ed.). InterVarsity Press. (Free electronic access through Watzek Library)

### **Additional Articles and Resources, listed by class topic.**

The articles may be downloaded through the library. Please refer to the course schedule section of this syllabus for a full list of readings due.

#### ***Class 2: Theories Context and Overview***

Dancy, T., Edwards, K., Earl Davis, J., Royal, C., & Hill, M. (2018). Historically White Universities and Plantation Politics: Anti-Blackness and Higher Education in the Black Lives Matter Era. *Urban Education*, 53(2), 176-195.

#### ***Class 3: Naming Worldviews***

Carlson, T. D., Kirkpatrick, D., Hecker, L., & Killmer, M. (2002). Religion, Spirituality, and Marriage and Family Therapy: A Study of Family Therapists' Beliefs about the Appropriateness of Addressing Religious and Spiritual Issues in Therapy. *American Journal of Family Therapy*, 30(2), 157–171.  
<https://doi-org.library.lcproxy.org/10.1080/019261802753573867>

#### ***Class 4: Foundational Concepts of Family Therapy***

Blow, A., Sprenkle, D., & Davis, S. (2007). Is who delivers the treatment more important than the treatment itself? The role of the therapist in common factors. *Journal of Marital and Family Therapy*, 35(3), 298-317.

Sexton, T., Ridley, C., & Kleiner, A. (2004). Beyond common factors: Multilevel-process models of therapeutic change in marriage and family therapy. *Journal of Marital and Family Therapy* 30(2), 131-149.

Thomas, M. (2006). The contributing factors of change in a therapeutic process. *Contemporary Family Therapy*, 28, 201-210.

Ward, M., Linville, D., & Rosen, K. (2007). Clients' perceptions of therapeutic process: A common factors approach. *Journal of Couple and Relationship Therapy*, 6(3), 25-43.

#### ***Class 5: Structural Family Therapy***

Butler, M. & Gardner, B. (2003). Adapting enactments to couple reactivity: Five developmental stages. *Journal of Marital & Family Therapy*, 29(3), 311-27.

Williams, N., Foye, A., & Lewis, F. (2016). Applying Structural Family Therapy in the Changing Context of the Modern African American Single Mother. *Journal of Feminist Family Therapy*, 28(1), 30-47.

**Class 6: Intergenerational/Bowenian Family Therapy & Contextual Family Therapy**

- Adams, J. & Maynard, P. (2004). Contextual therapy: Applying the family ledger in couple therapy. *Journal of Couple & Relationship Therapy*, 3(1), 1-12.
- Klever, P. (2005). Multigenerational stress and nuclear family functioning. *Contemporary Family Therapy: An International Journal* 27(2), 233-250.
- Kosutic, I., Garcia, M., Graves, T., Barnett, F., Hall, J., Haley, E., Rock, J., Bathon, A., & Kaiser, B. (2009). The Critical Genogram: A Tool for Promoting Critical Consciousness. *Journal of Feminist Family Therapy*, 21(3), 151-176.

**Class 7: Brief and Strategic Therapy**

- Gardner, B.C., Burr, B.K., & Wiedower, S.E. (2006). Reconceptualizing strategic family therapy insights from a dynamic systems perspective. *Contemporary Family Therapy*, 28, 339-352.
- Szapocznik, J., Schwartz, S., Muir, J., & Brown, C. (2012). Brief Strategic Family Therapy: An Intervention to Reduce Adolescent Risk Behavior. *Couple and Family Psychology: Research and Practice*, 1(2), 134-145.

**Class 8: Experiential Family Therapy**

- Cag, P., & Voltan Acar, N. (2015). A View of the Symbolic-Experiential Family Therapy of Carl Whitaker through Movie Analysis. *Educational Sciences: Theory and Practice*, 15(3), 575-586.
- Lum, W. (2002). The Use of Self of the Therapist. *Contemporary Family Therapy*, 24(1), 181-197.
- Prouty, A. & Protinsky, H. (2002). Feminist-informed Internal Family Systems therapy with couples. *Journal of Couple & Relationship Therapy*, 1(3), 21-36.

**Class 9: Attachment-based Family Therapy**

- Hardtke, K., Armstrong, A. & Johnson, S. (2010). Emotionally focused couple therapy: A full-treatment model well-suited to the specific needs of lesbian couples. *Journal of Couple & Relationship Therapy*, 9(4), 312-326.
- Knudson, C., Huenergardt, D., Lafontant, K., Bishop, L., Schaepper, J., & Wells, M. (2015). Competencies for addressing gender and power in couple therapy: A Socio Emotional approach. *Journal of Marital & Family Therapy*, 41(2) 205-220. DOI: 10.1111/jmft.12068.

**Class 10: Cognitive Behavioral Family Therapy**

- 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.

**Class 11: Solution Focused Family Therapy**

Reiter, M. (2010). Hope and expectancy in solution-focused brief therapy. *Journal of Family Psychotherapy, 21*, 132-148.

Seedall, R. (2009). Enhancing change process in solution-focused brief therapy by utilizing couple enactments. *The American Journal of Family Therapy, 37*, 99-113.

### ***Class 13: Collaborative & Narrative Family Therapy***

Ramirez, N., & Monk, G. (2017). Crossing Borders: Narrative Therapy With Undocumented Mexican Women on a Journey Beyond Abuse and Violence. *Journal of Systemic Therapies, 36*(2), 27-38.

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.

White, M. (1984). Pseudo-Encopresis: From Avalanche to Victory, from Vicious to Virtuous Cycles. *Family Systems Medicine, 2*(2), 150-160.

### ***Class 14: Integrative Family Therapy***

Davis, S. D. & Hsieh, A. L. (2019). What Does it Mean to be a Common Factors Informed Family Therapist? *Family Process, 58*(3), 629-640.

Fraenkel, P. (2009). The Therapeutic Palette: A Guide to Choice Points in Integrative Couple Therapy. *Clinical Social Work Journal, 37*(3), 234-247.

Lebow, J. (2019). Current Issues in the Practice of Integrative Couple and Family Therapy. *Family Process, 58*(3), 610-628.

### ***Class 15: Attuning our practice***

Dickerson, V. (2010). Positioning Oneself Within an Epistemology: Refining Our Thinking About Integrative Approaches. *Family Process, 49*(3), 349-368.

### **Recommended Text**

Esmiol Wilson, E., & Nice, L. (Eds.). (2018). *Socially just religious and spiritual interventions: Ethical uses of therapeutic power (AFTA Springerbriefs in family therapy)*. Springer. doi: 10.1007/978-3-030-01986-0

Gaarder, J., & Møller, P. (1996). *Sophie's world : A novel about the history of philosophy*. Berkley Books.

### ***Structural Family Therapy***

Aponte, H., & Psychotherapy.net. (2014). *A house divided : Structural therapy with a black family*. Kanopy Streaming.

Minuchin, S. (1974). *Families and family therapy*. Harvard College.

Minuchin, S. & Nichols, M. P. (1993). *Family healing: Tales of hope and renewal from family therapy*. Free Press.

Minuchin, S., Reiter, M., & Borda, C. (2014). *The craft of family therapy: Challenging certainties*. Routledge.

### ***Intergenerational (Bowen) Therapy***

Bowen, M. (1978). *Family therapy in clinical practice*. Jason Aronson.

### ***Contextual Therapy***

Boszormenyi-Nagy, I., & Krasner, B. R. (1986). *Between give and take: A clinical guide to contextual therapy*. Brunner/Mazel.

Boszormenyi-Nagy, I., & Spark, G. M. (1973). *Invisible loyalties: Reciprocity in intergenerational family therapy*. Harper & Row (reprinted by Brunner/Mazel, 1984).

Hargrave, T., & Pfitzer, F. (2003). *The new contextual therapy: Guiding the power of give and take*. Brunner-Routledge.

### ***Experiential Family Therapy***

Herbine-Blank, T., Kerpelman, D. M., & Sweezy, M. (2016). *Intimacy from the inside out: Courage and compassion in couple therapy*. Routledge, Taylor & Francis Group.

Napier, A., & Whitaker, C. A. (2017). *The family crucible: The intense experience of family therapy*. Harper & Row. (Originally printed 1978).

Satir, V., Gerber, J., & Banmen, J. (2006). *The satir model: Family therapy and beyond*. Science & Behavior Books. ISBN: 978-0831400781.

Schwartz, R. (2008). *You are the one you've been waiting for : Bringing courageous love to intimate relationships*. Trailheads.

Schwartz, R., & Sweezy, M. (2020). *Internal family systems therapy* (2nd ed.). The Guilford Press.

### ***Attachment-based Family Therapy***

Greenberg, L. S., & Goldman, R. N. (2008). *Emotion-focused couples therapy: The dynamics of emotion, love, and power*. American Psychological Association.

Johnson, S. M. (2002). *Emotionally focused couple therapy with trauma survivors: Strengthening attachment bonds*. Guilford.

Johnson, S. M. (2004). *The practice of emotionally focused couple therapy*, 2nd ed. Brunner-Routledge.

Johnson, S. M. (2019). *Attachment theory in practice: Emotionally focused therapy (EFT) with individuals, couples, and families* (1st Ed). The Guilford Press.

Knudson-Martin, C., Wells, M. A., & Samman, S. K. (2015). *Socio-emotional relationship therapy: Bridging emotion, societal context, and couple interaction*. Springer.

### ***Cognitive Behavioral Family Therapy***

Dattilio, F. M. (2010). *Cognitive-behavioral therapy with couples and families: A comprehensive guide for clinicians*. Guilford Press.

### ***Brief Strategic Family Therapy***

Haley, J. (1976). *Problem-solving therapy: New strategies for effective family therapy*. Jossey-Bass.

Mandanes, C. (1981). *Strategic family therapy*. Jossey-Bass.

Mandanes, C. (1984). *Behind the one-way mirror: Advances in the practice of strategic therapy*. Jossey-Bass.

### ***Solution Focused Family Therapy***

de Shazer, S., & Dolan, Y. (2007). *More than miracles: The state of the art of Solution-focused brief therapy*. Hawthorn Press.

Walter, J. & Peller, J. (1992). *Becoming solution-focused in brief therapy*. Brunner/Mazel.

### ***Collaborative Family Therapy***

Anderson, H. (1997). *Conversations, language, and possibilities: A postmodern approach to therapy*. Basic Books.

Friedman, S. (ed.) (1993). *The new language of change: Constructive collaboration in therapy*. Guilford Press.

Madsen, W. (2007). *Collaborative therapy with multi-stressed families* (2nd ed.). Guilford

### ***Narrative Therapy***

Dickerson, V. (2016). *Poststructural and narrative thinking in family therapy (AFTA Springerbriefs in family therapy)*. Springer.

Freedman, J., & Combs, G. (1996). *Narrative therapy : The social construction of preferred realities*. W.W. Norton & Company.

Monk, G., Winslade, J., Crocket, K., Epston, D. (Eds.). (1997) *Narrative Therapy in practice: The archaeology of hope*. Josey-Bass Inc.

Smith, C., & Nylund, D. (1997). *Narrative therapies with children and adolescents*. Guilford Press.

White, M. (2007). *Maps of narrative practice*. W.W. Norton & Company.

White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. W.W. Norton & Company.



## COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

<b>Course Objective</b>	<b>MCFT Student Learning Outcomes</b>	<b>AAMFT Core Competencies &amp; AMFTRB task statements</b>	<b>Evaluated by</b>
1. Understand concepts and theories that are foundational to the practice of marriage, couple, and family therapy, as well as trends in the field.	SLO 1.3	CC 1.1.1 KS 01, 05, 06	Class Participation Theory Summaries
2. Survey the major family therapy models, including major contributors, theoretical assumptions, goals, and intervention strategies/skills of each.	SLO 1.3	CC 1.1.1 KS 01, 05, 06	Class Participation Theory Summaries Final Case Conceptualization Paper
3. Recognize strengths and limitations (e.g., cultural deficits) of specific therapy models.	SLO 1.1 SLO 1.3	CC 4.2.1	Theory Summaries Final Case Conceptualization paper
4. Explore, compare, and contrast in depth the theory and interventions associated with at least two major models of family therapy.	SLO 1.3	CC 4.1.1 KS 06	Final Case Conceptualization Paper
5. Identify those common factors that are connected to effective treatment outcome in MCFT.	SLO 1.3		Theory Summaries Final Case Conceptualization Paper
6. Consider the fit of approaches with families in social, political and economic context, and know the appropriateness of models, modalities, and/or techniques, which are most effective for presenting problems.	SLO 1.1	CC 3.1.1 TS 3.03 TS 3.06 TS 3.09	Class Participation Response Reflection Final Case Conceptualization Paper

## CLASS ASSIGNMENTS

### I. Participation (30 points)

This course emphasizes shared reflection on the personal and professional implications of the assigned readings and the implications of these for the practice of marriage, couple, and family therapy. Toward this end, you are expected to:

- Attend and participate in **all** class meetings. In the event of illness or other emergency, please email the instructor and arrange an alternative in advance of class.
- Come to class prepared (having read the assignments for the day).
- Give attention to the instructor and/or other students when they are speaking.
- Contribute to in-class discussion based on the topics of discussions and assigned readings.
- Participate in small group discussions and role-plays.
- Take a **relational approach to social justice**
  - Learn through mutual dialogue (rather than debate)
    - Share and receive one another's stories
    - Value the uniqueness of each voice
    - Be open to changing your perspective
    - Practice reflective self-awareness
  - Discern the influence/limits of own context
  - Be mindful of impact on others—accountability
  - Clarify values and their source
  - Seek complexity
  - Engage the personal, the emotional
    - Embrace both/and
    - Take risks
  - Engage differences
    - Imagine alternatives (this is a form of resistance)
    - Active engagement = vulnerability
  - Take responsibility
    - For your actions
    - For unearned privilege
    - For being proactive about repair

Your participation in class activities will be evaluated according to the following:

CLASS PARTICIPATION EXPECTATIONS	Possible points	Points demonstrated
Prompt and dependable presence in the class/online meetings.	5	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	5	
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	5	
Engages in course activities with a spirit of openness and curiosity.	5	
Contributes to the reflection of other class members and the group project as a whole.	5	
Helps to create an atmosphere of safety and mutual respect among all class members.	5	
TOTAL	30	

## II. Responsive Reflection: Naming and locating our worldviews (6 points)

Your responses to these questions are meant to prime you for class discussion and critical thinking, rather than value/moral judgements of your answers.

- Provide your own answer questions 1-7 listed on pp. 20-21 of Sire (2015).
- Then answer the following reflective question:
  - *How do your answers to previous set of questions inform, reflect, and/or relate to your desire to become a family therapist?*
  - *How does it shape how you define the role of a family therapist?*

Your Responsive Reflection will be evaluated according to the following:

	Marginal (0-1 pts)	Proficient (2 pts)	Accomplished (3 pts)	
Responses to the 7 questions from the reading	Does not demonstrate engagement with questions; the activity was not completed on time	Demonstrates surface level of engagement with the questions; the answers and reflections are legible but incoherent and difficult to read	Demonstrates thoughtful and complete engagement with questions; The answers and reflections are legible and coherent	3
Reflection to the reflective questions listed above				3

### III. Theory Summaries (30 points)

After reading the theory chapters from McDowell, Knudson-Martin, & Bermudez (2019) and Gehart (2017), summarize your understanding of the theories to prepare for class, as well as for future reference when studying for the licensing exam. These 1-page summaries are *due at the end of each class that the readings are due*. Late submissions will not be accepted. There will be a total of 10 required by the end of the semester, each worth 3 points.

*Based on your reading and knowledge of this particular theory, how would you define the following?*

- The Problem
- The Solution
- How change happens
- Popular interventions and techniques
- The role of the therapist
- The role of the client(s)

These Theory Summaries will be graded on the level of completion:

Marginal (0-1 pts)	Proficient (2 pts)	Accomplished (3 pts)
The answers to the five prompts are incomplete	The answers to the five prompts are complete, but does not demonstrate full levels of thoughtful engagement with theories presented in readings	The answers to the five prompts are complete; demonstrates levels of understanding and engagement with systems of thinking in the theories presented in readings

#### IV. Critical Genogram (6 points)

This exercise offers students the opportunity to practice completing a genogram while gaining awareness of their own family dynamics with sociocultural, political, and historical contexts. Please follow the guidelines in Kosutic, Garcia, et al.'s article and bring a genogram to class on October 9th. You will use this genogram for assignment(s) in MCFT 511.

There are two main portions to the Critical Genogram:

1. Genogram
  - a. Follow the instructions provided in the article along with additional information provided in class to complete a genogram of your own family
  - b. Include at least three generations in your genogram
  - c. Be as detailed, accurate, and complete as possible, and note when you are not able to access certain family information due to family dynamics, history, and secrets
2. Diagrams of systems of privilege and oppression
  - a. You will be provided 3-5 transparencies in class
  - b. Diagram systems of privilege and oppression as it relates to your sociocultural, political and historical location (refer to the instructions in the appendix of the article for inspiration, direction, and examples)
  - c. Be as reflective, honest, and detailed as possible as it is for your own learning and self-of-the-therapist work

The Critical Genogram will be evaluated by the following:

	Marginal (0-1 pts)	Proficient (2 pts)	Accomplished (3 pts)
Genogram	Minimum of three generation not represented; missing relational dynamics, patterns, and key familial information.	Minimum of three generations represented, adequate notations of relational dynamics and familial information, but lacking in presentation (illegible and/or disorganized)	Minimum of three generations represented; clear, legible, and organized. Complete with relational dynamics, notation of important and key information.
Diagram of systems of privilege and oppression	Minimum of three diagrams not represented; missing reflection and assessment of privilege and oppression on the family systems represented on the genogram.	Minimum of three diagram indicating adequate assessment of privilege and oppression, but lacking in levels of self-awareness and reflection; presentation of the diagrams may be illegible and/or disorganized.	Minimum of three diagrams indicating careful and deep reflection on systems of power, privilege, and oppression on the family dynamics represented on the genogram. Legible and easy to understand.

### **V. Outline of a Treatment Plan (8 points)**

You will be given a case scenario in class and tasked to conceptualize the case utilizing two chosen family therapy theory of practice. Your treatment plan will be based on the family and presenting problem described in the scenario, and a part of the Final Case Conceptualization Paper.

### **VI. Final Case Conceptualization paper (80 points)**

You will be given a case scenario in class and tasked to conceptualize the case utilizing two chosen family therapy theory of practice. Your paper will be based on the family and presenting problem described in the scenario.

*You must upload your paper into Task Stream by the end of day (11:59 PM) December 13, 2019.*

Your paper must include all of the following:

1. Discussion of the family's presenting problems and opportunities for change as shaped/influenced by their social location.
  - a. Include power dynamics within the family and how these are influenced by larger systems.
2. Application of two theories of family therapy to the situation, including goals from the perspective of each theory.
  - a. Make sure to identify major theoretical concepts and the specific techniques you would if you were the therapist in the situation described.
  - b. Make sure you demonstrate a deep working knowledge of both theories.
3. A contrast and comparison of your two chosen family therapy theories. Discuss how each of the theories might fit or not fit for the family.
  - a. What would the therapist need to know about the family and need to do to increase the fit and applicability of each theory?
  - b. How might the therapist supplement the perceived gaps in the theoretical framework?
4. Identification of common factors that the therapist should pay attention to for therapeutic change with the family.

Your paper will be evaluated on all areas outlined in the rubric below, including:

- Professional appearance of paper (APA style, spelling, sentence structure, etc.)
- Accuracy and thoroughness of your referencing the literature.
- Completion of all required elements of the paper.
- Integration of social location and context with treatment issues, therapeutic model, goals, and treatment strategies.
- Clarity in explanation of the models you are applying including main concepts, application to case example, goals, and specific interventions.

*The length of the paper should be 15-18 pages of content, excluding the title page, abstract, references, and appendix. Additional information on paper structure, format, and required portions of the paper will be provided in class.*

Papers should be typed APA style with all references appropriately cited. They must be edited and checked for correct grammar. This paper is heavily weighted for professional writing skills and format. It is important that if needed you seek assistance for your writing with the instructor early in the semester.

The Final paper will be graded on the following:

	Marginal (0-2 pts)	Proficient (4 pts)	Accomplished (8 pts)	
<b>CL)</b> <b>1.</b> <b>Presenting issues, access, opportunity as shaped by social locations</b>	Demonstrates some understanding of how issues are shaped by social location (e.g., describes the impact of oppression)	Demonstrates integrated understanding of how issues are shaped by social location (i.e. describes the impact of oppression and privilege)	Analyzes how dimensions of privilege and oppression shape presenting issues	8
<b>P)</b> <b>2.</b> <b>Power Dynamics</b>	Describes primary power dynamic(s)	Describes power dynamics across family relationships and considers how broader social dynamics influence power within the family	Describes power dynamics across family relationships and considers how broader social dynamics influence power within the family.  Discusses power relative to presenting problem	8
<b>3.</b> <b>Treatment plan with specific goals for both models 1 &amp; 2</b>	Develops general goals	Develops specific goals with objectives and outcomes	Develops specific goals with objectives that reflect treatment model and clear outcomes. Treatment plan and goals account for power dynamics	8
<b>4.</b> <b>Identify key concepts in therapy - Model 1</b>	Identifies models with limited rationale in regards to goodness of fit	Identifies and analyzes models with rationale for goodness of fit	Identifies and analyzes models with rationale for goodness of fit integrating social context/ social location	8
<b>5.</b> <b>Identify key concepts in therapy - Model 2</b>	Identifies models with limited rationale in regards to goodness of fit	Identifies and analyzes models with rationale for goodness of fit	Identifies and analyzes models with rationale for goodness of fit integrating social context/social location	8
<b>6.</b> <b>Interventions -Model 1</b>	Identifies complex interventions	Identifies complex interventions with Rationale (does not address social context)	Identifies complex interventions with rationale explaining goodness of fit and integration of social context/social location	8

<b>7. Interventions -Model 2</b>	Identifies complex interventions	Identifies complex interventions with rationale (does not address social context)	Identifies complex interventions with rationale explaining goodness of fit and integration of social context/social location	8
<b>8. Model Comparison and Contrast</b>	Compares and contrasts major tenets, goals and interventions within each model	Compares and contrasts models on an epistemological level, extending this understanding to comparison and contrast of major tenets, goals and interventions	Compares and contrasts models on an epistemological level that considers the impact of societal systems and social equity, extending this understanding to comparison and contrast of major tenets, goals and interventions	8
<b>9. Common Factors</b>	Identifies common factors and broadly connects to approach	Identifies specific connections between common factors, presenting problems, and therapeutic approach	Power dynamics considered across family relationships with consideration of how broader social dynamics influence power within the family	8
<b>10-a. APA Format Language</b>	Confusing, redundant, general	Some lack of clarity and redundancy	Clear, specific, concise, plain	8
<b>10-b. Professional writing: sentence fluency, punctuation, grammar and headings</b>	Some run-ons or fragments. Limited variety in sentence structure; some errors in grammar, mechanics, and/or spelling. Does not follow APA guidelines for heading organization	Uses simple, compound, and complex sentences; few to no errors in grammar, mechanics, and/or spelling. Does not follow APA guidelines for heading organization	Consistent variety of sentence structure throughout; no errors in grammar, mechanics, and/or spelling. Follows APA guidelines for heading organization	
<b>10-c. Citations</b>	Does not follow APA guidelines for citations with consistency	Few errors in APA guidelines for all citations	Follows APA guidelines for all citations	
<b>11. Overall Quality and Completion of Paper</b>	Includes most necessary elements at or below minimal level.	Includes all necessary elements adequately to meet expectations.	Exceeds expectations in all or nearly all categories. Well researched with more than adequate citations.	



### **LATE ASSIGNMENT POLICY**

Assignments should be completed by the dates indicated on the syllabus. Late assignments are strongly discouraged. Assignments turned in late in most instances will receive a deduction of 2 points for each day late, including weekends.

### **EVALUATION & GRADING**

I. Participation			30 pts
II. Responsive Reflection			6 pts
III. Theory Summaries			30 pts
IV. Critical Genogram			6 pts
V. Outline of treatment plan			8 pts
VI. Case Conceptualization Paper			80 pts
		TOTAL	160 pts
153-149 = A	144-148 = A-	137-141 = B+	132-136 = B
127-131 = B-	122-126 = C+	117-121 = C	112-116 = C-

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

### **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 must be met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

### **LEWIS & CLARK GSEC STUDENT HANDBOOK & POLICIES**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. The full student handbook can be found here ([https://graduate.lclark.edu/student\\_life/handbook/college\\_policies/](https://graduate.lclark.edu/student_life/handbook/college_policies/)).

This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](https://graduate.lclark.edu/gsec-nondiscrimination/);

- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

### **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.

### **DISABILITY SERVICES STATEMENT**

If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or [access@lclark.edu](mailto:access@lclark.edu)). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

### **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.

### **COMMUNICATION POLICY**

Most e-mails will be answered within 48-hours, with the exception of weekends. You should work proactively and look ahead to make sure any concerns and questions are given enough time for a response.

### **LEWIS & CLARK COVID-19 POLICY**

Please read and carefully review Lewis & Clark's guidelines for reopening at <https://www.lclark.edu/news/2020-plans/health-and-safety/>.

**COURSE SCHEDULE***Subject to change as needed*

	<b>Topic</b>	<b>Readings due</b>	<b>Assignment due</b>
9/8 9/9	Course Overview & Orientation  <i>Adjusting to learning in Covid-19 contexts</i>  <i>*online</i>	Syllabus  <ul style="list-style-type: none"> <li>● <i>Moodle</i></li> <li>● <i>MindTap</i></li> <li>● <i>Zoom</i></li> </ul>	
9/15 9/16	Socioculturally-attuning Our Theory and Practice	Dancy et al., 2018  Gehart, 2017, <i>Chapter 1</i>  McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapter 1-3</i>	
9/22 9/23	The Worldview of Family Therapy: “Naming the Elephant”	Carlson, Kirkpatrick, Hecker, & Killmer, 2002  Poplin, 2014. <i>Part 1</i>  Sire, 2015. <i>Chapter 1</i>	Responsive Reflection
9/29 9/30	Basics of Family Therapy	Gehart, 2017, <i>Chapter 2-3</i>  Blow, Sprenkle, & Davis, 2007  Sexton, Ridley, & Kleiner, 2004  Thomas, 2006  Ward, Linville & Rosen, 2007	
10/6 10/7	Structural Family Therapy  Visit from: Frankie DiFerdinando, Problem Gambling Services Program  <i>*online</i>	Gehart, 2017, <i>Chapter 5</i>  McDowell, Knudson-Martin, & Bermudez, 2018. <i>Chapter 4</i>  Butler & Gaardner, 2003  Williams, Foye, & Lewis, 2016	Theory Summary #1



11/10 11/11	Cognitive Behavioral Family Therapy  <i>*online</i>	Gehart, 2017, <i>Chapter 8</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapter 10</i>  Dattilio & Epstein, 2005	Theory Summary #7  Outline due
11/17 11/18	Solution Focused Therapy  <i>*online</i>	Gehart, 2017, <i>Chapter 9</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapters 11</i>  Reiter, 2010  Seedall, 2009	Theory Summary #8
11/24 11/25	<i>fall break - no class</i>		
12/1 12/2	Collaborative Therapy  Narrative Therapy  <i>*online</i>	Gehart, 2017, <i>Chapter 10</i>  McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapters 12 &amp; 13</i>  Ramirez & Monk, 2017  Saltzburg, 2007  White, 1984	Theory Summary #9  Theory Summary #10
12/8 12/9	Integrative Family Therapy  <i>*online</i>	McDowell, Knudson-Martin, & Bermudez, 2018, <i>Chapter 14</i>  Davis & Hsieh, 2019  Fraenkel, 2009  Lebow, 2019	Theory Summary #11  Case Conceptualization Paper due on Taskstream <b>Sunday, December 13</b>
12/15 12/16	Attuning our practice with flexibility and reflexivity <i>*online</i>	Dickerson, 2010	