



**MCFT 563 TREATMENT ISSUES IN FAMILY THERAPY**  
**Examining Stories That Shape Our Practice**  
**FALL 2020**

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<b>Time &amp; Day:</b>	Fridays (9/18; 9/25; 11/13; 11/20; 12/11) 1:00-4:00 PM PST
<b>Place:</b>	Online (Zoom link to be provided on Moodle)
<b>Instructor:</b>	Wonyoung 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**

Applications of family systems approach to treatment of families in crisis and transition. A portion of this course emphasizes clinical case conceptualization and treatment planning.

Everyone is born into narratives--stories that are told by our families, our cultures, our histories. Sometimes these narratives support us, and sometimes they oppress us. We then write our own stories of who we are and how we fit into the world around us, informed by these bigger narratives--sometimes for good, and sometimes for ill. In this seminar, we will examine the narratives that construct of our own personal and professional identities. We will examine how our own historical, cultural, political, and personal identities are constructed, and how these narratives shape our work as therapists. We will engage in the important work of articulating these personal narratives for a more intentional and relationally ethical therapeutic practice.

**Prerequisite:** Successful Completion of MCFT 504

**Credit:** 1 semester unit (15 contact hours)

**MCFT STUDENT LEARNING OUTCOMES**

This course promotes the following student learning outcomes:

SLO 1.3: Students will apply systems/relational theories to clinical case conceptualization.

SLO 2.1: Students will self-reflect on the implications of own and others' social location in clinical practice.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

## **COURSE OBJECTIVES**

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

1. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.
2. Apply course content to case conceptualization, treatment planning, and intervention. In this section, these include:
  - a. Apply social constructionist theory and narrative identity theory to conceptualize the relational nature of change.
  - b. Develop relationally reflexive strategies for guiding clinical conversations that help clients overcome oppressive dominant discourses and expand possibilities.
  - c. Increase ability to manage the power of the therapist in relation to both dominant societal discourses and client agency.

## **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/>.

## **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 is implemented as a completely online course 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.

### **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.

## TEXT/READINGS

### Required Texts

Gee, J. P. (2014). *An introduction to discourse analysis theory and method*. New York, NY: Routledge.

### Required Articles

*These can be found through Watzek Library*

Burnham, J. (2005). Relational reflexivity: a tool for socially constructing therapeutic relationships. In C. Flaskas, B. Mason, & A. Perlesz (Eds.). *The Space Between: Experience, context, and process in the therapeutic relationship* (pp. 1-17). London: Karnac Books. Retrieved from <https://ebookcentral.proquest.com>

Gemignani, M. (2017). Toward a Critical Reflexivity in Qualitative Inquiry: Relational and Posthumanist Reflections on Realism, Researcher's Centrality, and Representationalism in Reflexivity. *Qualitative Psychology*, 4(2), 185-198.

### Recommended Readings

Bhatia, S. (2011). Narrative inquiry as cultural psychology: Meaning-making in a contested global world. *Narrative Inquiry*, 21(2), 345-352. doi: 10/1075/ni.21.2.13bha

Burr, V. (2015). What is social constructionism?. In V. Burr, *Social Constructionism* (3rd ed., pp. 1-30). New York, NY: Routledge

McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22(3), 233-238

McLean, K. C. & Jennings, L. E. (2011). Teens telling tales: How maternal and peer audiences support narrative identity development. *Journal of Adolescence*, 35, 1455-1469. doi: 10.1016/j.adolescence.2011.12.005

### Recommended Resources

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. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.	SLO 1.3	CC 1.1.1 CC 1.1.2 CC 2.2.3 CC 4.1.1 CC 4.5.3 TS 01.01 TS 01.02	Outline of Findings  Final Project: Analysis of Narratives
2a. Apply social constructionist theory and narrative identity theory to conceptualize the relational nature of change.	SLO 1.3	CC 2.2.3 CC 2.1.6 CC 4.1.1 CC 4.5.3 TS 01.01 TS 01.02 TS 02.02 TS 02.30	Final Project: Analysis of Narratives  Participation in the Final Class Discussions
2b. Develop relationally reflexive strategies for guiding clinical conversations that help clients overcome oppressive dominant discourses and expand possibilities.	SLO 2.2 SLO 4.3	CC 1.2.1 CC 1.3.1 CC 2.3.1 CC 2.3.8 CC 4.1.2 CC 4.3.8 TS 01.04 TS 02.06 TS 03.11	Final Project: Analysis of Narratives  Participation in the Final Class Discussions
2c. Increase ability to manage the power of the therapist in relation to both dominant societal discourses and client agency.	SLO 2.1 SLO 4.3	CC 1.3.1 CC 2.3.8 CC 4.3.8 TS 01.04 TS 05.09	Final Project: Analysis of Narratives  Participation in the Final Class Discussions

## CLASS ASSIGNMENTS

### 1) General Participation (30 points)

This course emphasizes shared engagement with the assigned readings and clinical competencies. 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 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 or making a presentation. No electronic devices may be used, except to access readings or notes.
- Engage in group discussions.
- Deal with other students and/or the instructor in a respectful fashion.

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

CLASS PARTICIPATION COMPETENCIES	Possible pts
Prompt and dependable presence in the class.	10
Engages in course activities with a spirit of openness and curiosity.	10
Helps to create an atmosphere of safety and mutual respect among all class members.	10
<b>TOTAL</b>	<b>30</b>

### 2) Outline of Findings (10 points) due in Moodle, November 13th.

An outline in the form of annotated bullet point list of your preliminary findings is due at your one-on-one appointment to be scheduled with the instructor of the seminar. This is to encourage you to be prepared for in-class activities, and to make the best use of your time with the instructor for drafting the Final Project.

The outline of findings will be graded for completion, level of thoughtfulness, and reflexivity.

Full Credit (10)	Half-Credit (5)	No Credit (0)
The bullet point list is complete, annotated with thoughts and analysis. Demonstrates thoughtfulness and timely preparation for the appointment and the Final Project.	The bullet point is incomplete (i.e. is not annotated, or is lacking in content and thoughtfulness); the outline does not demonstrate thoughtful analysis and reflexive work required for the Final Project. The student is not prepared for the appointment.	Outline is not completed and submitted on time; appointment was not made or missed without pre-arranged accommodations or communication with the instructor.

### 3) Participation in the Narrative Interview and Reflecting Teams (30 points)

The few sessions of the seminar will involve narrative interviews and reflecting team activities on experience of going through the seminar and doing the final project. Discussion topics may include the findings of the analysis on your reflective writings, your personal and professional experiences while conducting the analysis through the semester, and your identity as a professional as well as an individual. Instructions will be provided separately for this activity.

These discussions require some honest and in-depth conversations, as well as self-reflections on our narratives, identities, and how it impacts and shapes another person's experience as well as our own. In order for these conversations to achieve our learning goals, it requires each member of the group to be curious and brave, and participate respectfully towards all others in the group. It is also understood that the conversations that happen during these discussions should be kept confidential (see the last page of the syllabus).

Your participation in these discussions will be evaluated as follows:

<b>Component</b>	<b>Full Credit (10)</b>	<b>Half Credit (5)</b>	<b>No credit (0)</b>
<i>Conduct</i>	Student shows respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same.	Student shows respect for members of the class and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to his/her ideas or maintaining respectful attitude when challenging others' ideas.	Student shows little respect for the class or the process as evidenced by speech and manner. Sometimes resorts to personal attacks when in disagreement with others.
<i>Ownership / Leadership</i>	Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion.
<i>Listening</i>	Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made by someone earlier that are pertinent.	Usually listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants.	Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.

**4) Final Project: Analysis of Narratives** (30 points) Due in Moodle, December 13th.

There are two main questions to answer through your 7-10 page qualitative analysis is as follows:

- *What does your chosen piece of writing imply and/or indicate about the stories you have internalized as your narrative identity?*
- *And how might the narratives influence your professional identity development and/or your therapeutic work with your clients?*

**A note about writing:** All written submissions for this course should be typed in 12-point size, Times New Roman font, and double-spaced. The ability to express yourself and think critically through writing is important to your professional development. Please proofread your writing and be coherent with your writing style.

Suggested Write up Structure:

1. **Introduction:**  
Answer the main prompts of the paper as clearly as possible by introducing your narrative identity reflected by the piece of writing you have selected, and why.
2. **Naming the Internalized Narratives:**  
Introduce the one or two narrative(s) you have discovered through Critical Discourse Analysis of your own reflective writings, and discuss how/what it implies or indicates about your own narrative identity and worldview. Provide 2-3 examples from your reflective writing (“data”) to support your claims.
3. **Exploration of the Internalized Narrative:**  
Summarize the narrative identity that is indicated by your analysis. Reflect on how some of the narratives highlighted in your findings might influence your identity as a professional and how it might affect your clinical judgment, case conceptualizations, and therapeutic work (e.g. possible philosophical/cultural blindspots, therapeutic/clinical strengths, bias, and values influencing therapeutic work).
4. **Reflection and Next Steps:**  
Reflect on next steps: What is it like to identify some of these narratives you carry in your worldview? Does your findings align with the identity (professional or personal) you would like to grow and cultivate? Are there any parts that you would like to change?



The final project will be evaluated according to the following criteria:

	<b>Full Credit</b>	<b>Partial Credit</b>	<b>No Credit</b>
<b>Critical Discourse Analysis</b>	<b>(10-8 points)</b> Overall thesis/themes are well-presented and argued, supported with in-depth exploration and analysis using qualitative research methods, as well as examples and specific details.	<b>(7-4 points)</b> Overall thesis/themes are presented and somewhat supported; ideas are not fully explored, lacking details and examples.	<b>(3-0 points)</b> Thesis and themes are hard to identify and understand; ideas are unoriginal and superficial.
<b>Exploration of Narratives</b>	<b>(10-8 points)</b> Demonstrates reflexivity and thoughtfulness in exploring the internalized narratives, how it might influence the professional identity, clinical judgment, case conceptualizations, and therapeutic work.	<b>(7-4 points)</b> Superficially covers narratives and how it may influence the self-of-the therapist, clinical judgement, and/or therapeutic work.	<b>(3-0 points)</b> Does not link narratives to self of the therapist, professional identity, and/or aspects of therapeutic work; Does not demonstrate an understanding of how self of the therapist influence therapeutic treatment issues.
<b>Reflections and Next Steps</b>	<b>(5-4 points)</b> Shows careful thought and deep reflection, with consideration to the audience of the paper.	<b>(3-2 points)</b> Displays some thought and meaning-making. Discussions and class content are somewhat incorporated or referred, but not fully explored.	<b>(1-0 points)</b> Personal reflections are short, superficial, and lack thoughtful reflections. Discussions and class content are not incorporated.
<b>Organization and Writing Style</b>	<b>(5-4 points)</b> The writing should be well organized and easy to follow; information is relevant and presented in a logical order; and the purpose of writing is very clear, and there is strong evidence of attention to audience.	<b>(3-2 points)</b> The writing shows some order but difficult to follow; information and content is fragmented and not cohesive.	<b>(1-0 points)</b> The writing is difficult to follow, lacking organization and intentionality in presentation.

**EVALUATION & GRADING**

General Participation				30 pts
Outline of findings				10 pts
Narrative Interviews				30 pts
Final Project				30 pts
Total				100 pts
94-100 = A	90-93.5 = A-	88-89.5 = B+	83-87.5 = B	
80-82.5 = B-	78-79 = C+	73-77.5 = C	70-72 = 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.

**COURSE SCHEDULE**

*Subject to change as needed*

	<b>Topics</b>	<b>Readings and Assignments</b>
Class 1 Sept 18	Introductions and Orientation to the seminar	Gee, J. P. (2014). Chapter 1 (pp. 1-15)
Class 2 Sept 25	Using Qualitative Inquiry and Critical Discourse Analysis to grow Therapist's Reflexivity	Gee, J. P. (2014). Chapters 2-3 (pp. 16-43) <b>Due: Signed Agreement, Piece of personal writing for analysis</b>
Class 3 Nov 13	Progress Review, Narrative Interview & Reflection Teams	Reference: Gee, J. P. (2014) <b>Due: Outline of Findings</b>
Class 4 Nov 20	Progress Review, Narrative Interview & Reflection Teams	
Class 5 Dec 11	Narrative Theory into Narrative Practice: Self work and its implications	<b>Due: Analysis of Narratives</b>

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

### **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.

### **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.

### **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](https://graduate.lclark.edu/gsec-conduct/);
- Sexual misconduct: [go.lclark.edu/titleIX](https://graduate.lclark.edu/titleIX).

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

## Group Discussion Agreement

Group Discussions in this class may require some honest and in-depth conversations, as well as self-reflections on our narratives, identities, and how it impacts and shapes another person's experience as well as our own. In order for these conversations to achieve our learning goals, it requires each member of the group to be curious and brave, and participate respectfully towards all others in the group.

With such personal and vulnerable conversations, there is a high probability that some personal experiences and informations are shared in these group discussions. It should be understood that these informations should be kept confidential: what is shared and discussed in group discussion should stay in group without explicit permission from the group members.

Furthermore, it should be understood that each member of the class should participate as they feel safe and comfortable, and that each member is responsible for creating the safety of the group; as the purpose of this activity is to experientially learn how to engage and connect with diverse members of our community respectfully and face our own assumptions and bias with bravery.

**Please sign below and detach to turn into instructor:**

I, \_\_\_\_\_, have read and understand the Group Discussion Agreement for MCFT 563, including the expectations of confidentiality. I agree to adhere to the guidelines outlined in the Group Discussion Agreement.

Signature \_\_\_\_\_

Date \_\_\_\_\_