

Lewis & Clark
Graduate School of
Education and Counseling



**MCFT 562: Advanced Ecosystemic Relational Therapy
Spring 2022**

Day/Time/Location **Section 1:** Thursdays 1:00pm-4:15pm;
York 107
Section 2: Thursdays 5:30pm-8:45pm;
Corbett Annex 100
Section 3: Fridays 9:00am-12:15pm;
York 107

**Course Instructor
& Contact Info** Dr. Chelsey Torgerson (she/her)
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Sociocultural attunement refers not only to awareness of societal systems, culture, and power, but to a willingness to pay close attention and be responsive to the experience of others.

– McDowell, et al.

COURSE CATALOG DESCRIPTION:

This advanced family therapy theories course integrates neuropsychobiological, ecological, and spiritual aspects of human behavior with challenges that different societal contexts bring into family life. Addresses contemporary relational, experiential, and social constructionist approaches to marriage, couple, and family therapy and explores the intersections of clinical practice and social advocacy.

Prerequisite: MCFT 507

Credit Units: 3 semester units (45 contact hours)

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following MCFT program Student Learning Outcomes:

SLO 1.1: Students recognize the impact of power on individuals, families, and communities.

SLO 1.2: Students recognize the interconnections among biological, psychological, and social systems in people's lived experience.

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

SLO 2.1: Students 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 4.1: Students apply ethical decision-making processes to clinical dilemmas.

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

MCFT 562 COURSE OBJECTIVES

As a result of this class, students will

1. Integrate theory and practice regarding the connections between biology, emotion, relationships, social context, and health.
2. Identify how theories are used to conceptualize key clinical issues and create change.
3. Apply ecosystemic/relational theories to the practice of couple and family therapy within diverse sociocultural contexts.
4. Recognize the practical and ethical implications of various theoretical frameworks in family therapy.
5. Improve skills for case conceptualization and treatment planning using an integrated, ecosystemic perspective
6. Clarify a personal ecosystemic/relational model for clinical practice.

TEXTS/READINGS:

Required Textbooks

- Hanna, S. (2020). *The transparent brain in couple and family therapy*. New York, NY: Routledge. ISBN-13: 978-0367281328
- Laszloffy, T. A., & Twist, M. L.C. (2019). *Eco-informed practice: Family therapy in an age of ecological peril*. New York, NY. AFTA Springer Briefs in Family Therapy. Springer. (available electronically through Watzek Library) ISBN-13: 978-3030149536
- McDowell, T., Knudson-Martin, C., & Bermudez, J. M., (2018). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. New York, NY: Routledge. ISBN-13: 978-1138678217
- McGoldrick, M. (2016). *The genogram casebook*. New York, NY: Norton. ISBN-10: 0393709078

Additional Required Readings (Organized by Topic)

Unless otherwise noted, the following articles may be downloaded through the library. Please refer to the course schedule section of this syllabus for a full list of readings due.

Week 1 – Equity and Third Order Ethics

- McDowell, T., Knudson-Martin, C., Bermudez, J. M. (in press). Socioculturally attuned ethics in family therapy. In K. Brown. *AAMFT Family Therapy Ethics Handbook*. (on Moodle)
- Watson, M., Bacigalupe, G., Daneshpour, M., & Parra-Cardona, R. (2020). COVID-19 interconnectedness: Health inequity, the climate crisis, and collective trauma. *Family Process*, 59, p. 832-846.

Week 2 – Ecosystemic Principles

- Bateson, G. (1972). *Steps to an ecology of mind: Collected essays in anthropology, psychiatry, evolution, and epistemology* (pp. 279-313 & 494-505). London, UK: Jason Aronson Inc. (on Moodle)

Week 5 – Integrating Theory, Practice & Advocacy

- Dickerson, V. C. (2010). Positioning Oneself Within an Epistemology: Refining Our Thinking About Integrative Approaches. *Family Process* 49, 349-68.
- Holyoak, D., McPhee, D., Hall, G., & Fife, S. (2020). Micro-level advocacy: A common process in couple and family therapy. *Family Process*, Advanced on-line publication. doi: 10.1111/famp.12620

Week 6 – Expanding Systemic Practice

- Charlés, L. L. (2016). Engaging the humanity in front of you: Family therapy task shifting in the context of armed conflict. In L. Charlés & G. Samarasinghe (2016). *Family therapy in global humanitarian contexts* (pp. 91-102). New York, NY: Springer. ([this book is available electronically through Watzek](#))

- Fraenkel, P. & Cho, W. (2020). Reaching up, down, in, and around: Couple and family coping during the corona virus pandemic. *Family Process*, 59, 825-831.

Week 9 – Socioculturally Attuned Contextual Therapy

- van der Meiden, J., Verduijn, K., Noordegraaf, M., & van Ewijk, H. (2020). Strengthening connectedness in close relationships: A model for applying contextual therapy, *Family Process*, 59, 346–360.
- Magistro, C. A. (2014). Relational dimensions of environmental crisis: Insights from Boszormenyi-Nagy’s contextual therapy. *Journal of Systemic Therapies*, 33, 17-28.

Week 11 – Socioculturally Attuned CBFT and Solution-Focused Therapies

- Dattilio, F. M. (2005). The restructuring of family schemas: A cognitive–behavior perspective. *Journal of Marital and Family Therapy*, 31, 15-30.
- Parker, M., Diamond, R., & Auwood, R. (2020). Exploring exceptions and discovering solutions: A case presentation of autism and the family. *Family Process*, 59, 1891–1902.

Week 12 – Socioculturally Attuned Experiential Therapy

- Garcia, M., Košutić, I., & McDowell, T. (2015). Peace on earth/War at home: The role of emotion regulation in social justice work. *Journal of Feminist Family Therapy*, 27, 1-20.

Week 13 – Socioculturally Attuned Collaborative and Narrative Therapies

- Sutherland, O., Turner, J., & Dienhart, A (2013). "Responsive persistence Part I: Practices of postmodern therapists." *Journal of Marital and Family Therapy* 39, 470-87.
- Sutherland, O., Dienhart, A. & Turner, J (2013). "Responsive persistence Part II: Practices of postmodern therapists." *Journal of Marital and Family Therapy* 39, 488-501.

Week 14 – Self, Mind, & System

- Beaudoin, M. & MacLennan, R. (2020). Mindfulness and embodiment in family therapy: Overview, nuances, and clinical Applications in poststructural practices. *Family Process*, Advanced online publication.
- Sermijn, J., & Loots, G. (2015). The cocreation of crazy patchworks: Becoming rhizomatic in systemic therapy. *Family Process*, 54, 533–544.

Recommendations for Further Reading

- Bateson, G. (2002). *Mind and nature: A necessary unity*. New York, NY: Hampton Press.
- Cozolino, L. (2016). *Why therapy works: Using our minds to change our brains*. New York: Norton.
- Fishbane, M. D. (2013). *Loving with the brain in mind: Neurobiology & couple therapy*. New York, NY: Guilford.
- Fosha, D., Siegel, D. J., & Solomon, M. F. (2009). *The healing power of emotion: Affective neuroscience, development, and clinical practice*. New York: Norton.
- Gergen, K. (2015). *An invitation to social construction, 3rd Edition*. Sage Publications.
- Hargrave, T. D., & Pfitzer, F. (2011) *Restoration therapy: Understanding and guiding healing in marriage and family therapy*
- Jordan, J. (2009). *Relational-cultural therapy*. Washington, DC: American Psychological Association.
- Laszlo, E. (1996). *The systems view of the world: A holistic vision for our time*. Cresskill, NJ/Hampton Press
- Maturana, H. R. & Varela, F. J. (1992). *The tree of knowledge: The biological roots of human understanding*. Boston, MA: Shambhala

- Roenblatt, P. (1997). *Metaphors of Family Systems Theory: Toward new constructions*. New York, NY: Guilford.
- Tomm, K., St. George, S., Wulff, D., & Strong, T. (2014). *Patterns in interpersonal interactions: Inviting relational understanding for therapeutic change*. New York, NY: Routledge.

MAP OF COURSE OBJECTIVES, SLOs, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcome	AAMFT Core Competencies	AMFRTB Task Statements	Evaluated by
1. Integrate theory and practice regarding the connections between biology, emotion, relationships, social context, and health	SLO 1.1 SLO 1.2	CC 1.2.1 CC 1.2.2 CC 1.3.1 CC 2.1.1 CC 2.1.2 CC 2.2.3 CC 2.2.5 CC 2.3.7	TS 02.08 TS 02.11 TS 03.11 TS 05.09	Clinical Observations I, II, & III Final paper criterion 2
2. Identify how theories are used to conceptualize key clinical issues and create change.	SLO 1.3	CC 1.1.1 CC 1.2.1 CC 2.2.3 CC 4.5.3	TS 01.02	Clinical Observations IV & V Final Paper-Criterion 3
3. Apply systemic/relational theories to the practice of couple and family therapy within diverse sociocultural contexts.	SLO 2.2	CC 1.1.3 CC 1.2.1 CC 2.1.6 CC 2.3.1 CC 4.1.1 CC 4.1.2 CC 4.3.2	TS 01.04 TS 02.06 TS 02.08 TS 03.11	Clinical Observations 1 & V Final Paper-Criterion 5 Self-of therapist presentation
4. Recognize the practical and ethical implications of various theoretical frameworks in family therapy.	SLO 4.1	CC 4.1.2 CC 5.1.4 CC 5.2.2	TS 03.11	Final Paper-Criterion 5
5. Improve skills for case conceptualization and treatment planning using an integrated, systemic perspective	SLO 4.3	CC 3.1.1 CC 3.3.1 CC 4.3.8 CC 4.4.1 CC4.5.3	TS 01.01 TS 02.02 TS 01.04 TS 03.04 TS 03.11	Clinical Observations VI & V Final Paper-criterion 4
6. Clarify a personal systemic/relational model for clinical practice.	SLO 2.1 SLO 2.2	CC 3.4.5 CC 4.3.2 CC 4.4.6	TS 01.05 TS 06.04	Final Paper—total Self-of Therapist Presentation

LEARNING IN THE CONTEXT OF COVID-19

The COVID-19 context continues to evolve with new challenges and changes around every corner. Moreover, the field of mental health care has rapidly changed in the last few years as professionals have continuously tried to meet the short- and long-term needs of individuals, families, and communities. In order to prepare students for this new landscape of mental health care, we must continue to work together in creating academic and professional learning environments that foster ongoing growth and development. This includes building sustainable self-care practices while meeting the demands of being a therapist-in-training.

As Lewis and Clark College Policy allows, this course will include a combination of synchronous and asynchronous remote learning and on-campus interaction with in-person learning (if/when permitted). Per the Lewis and Clark College reopening policy for Spring Term 2022, this course will begin remotely via zoom. If/when in-person classes are permitted by Lewis and Clark, students will receive an email from Lewis and Clark outlining updated guidelines. The course instructor will then notify students of course delivery changes via course announcement.

Since we will be meeting remotely via Zoom in this course, students will need to ensure access to the following:

- A computer - PC or Macintosh- with video capabilities and a stable Internet connection. Higher speed Internet connections (cable modem, DSL *with speed of at least 10 mbps*) are strongly recommended.
- The most current version of Zoom downloaded as an application on your computer
 - Download Zoom <https://zoom.us/download>
 - For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
- Access to quiet, confidential space for the duration of class hours
- 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 in the event their computer or Internet connection is not working.

Students are also required to:

- Make use of the online course materials available via Moodle (<https://moodle.lclark.edu/>). Students need to log into Moodle and give the system 24 hours for the courses to appear on their dashboard. Access to these materials is available once students have registered for the course.
- Check their Lewis & Clark email (lclark.edu) on a daily basis for communication from the instructor and LC CCC, and respond in a timely manner.

COURSE REQUIREMENTS

Course Readings

It is expected that students come to class prepared and ready to discuss the content of the assigned readings. Occasionally, additional readings will be required to help enhance discussion in lecture for various topics. All additional readings can be downloaded through Watzek Library. If readings are not previously listed on the course schedule, an email will be sent notifying students of the availability of these readings.

Participation (30 points)

Students are expected to attend all classes and come prepared to engage in shared processing of course materials. Active, well-informed participation is expected. It is important and expected that students come to class having already read the assigned material. Students must keep up with readings throughout the term. Everyone will be asked to contribute to course discussions, make comments and ask questions throughout, while also remaining respectful. We all have differing opinions, worldviews, and experiences, and I want to remind everyone that our classrooms are places of safety and respect.

Student participation will be evaluated using the following rubric throughout the semester.

Class Participation Expectations	Points Possible	Points Demonstrated
Prompt and dependable presence in the class.	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	

This assignment will be evaluated over the course of the term. Final points will be awarded in Moodle at the end of the semester.

Case Observation Log and Theoretical Reflections (80 points)

Each student will observe at least 12 hours of marriage, couple, and family therapy conducted at the Lewis & Clark Community Counseling Center. Recorded sessions will be available to watch via Zoom at any of the following times:

9:00-12:00 Mondays January 24 – February 21

9:00-12:00 Tuesdays January 25 – February 22

1:00-4:00 Tuesdays January 25 – February 22

Over the course of the first several weeks of the semester, students will engage in conversation during class about what they have observed in the therapy room. At the end of the observation period, students will submit to Moodle a log documenting their clinical observations and complete the following assignments. The most important part of the observation experience is attempting to make sense of what students see through a particular lens. Documentation for each assignment need not be lengthy; **1-2 paragraph summaries per session is sufficient**. Please review the grading rubric on the next page for grading expectations.

The submitted assignment will consist of the following:

- **Observation Log.** List of dates and times of all observations
- **I. Listening for larger societal discourse.** For sessions 1-3, listen for and record possible larger societal context and power issues that might be relevant to the session and reflect upon how they may be shaping meaning underlying what is discussed, whether or not they were discussed or followed up on in session.
- **II. Recognizing neuroemotional process.** For sessions 4-6, listen for and record the neuroemotional processes that appear likely to be happening during this session. Also consider the social context that gives rise to these emotions and the internal physiological responses clients are likely experiencing.
- **III. Recognizing interpersonal systemic patterns.** For sessions 4-6, observe and make note of the systemic interactions patterns between people in the session (between partners/family members and/or those that are embedded within client stories/histories, whether or not identified and discussed in session.
- **IV. Theoretical Application.** For sessions 7-10, select one systems/relational theoretical framework and watch the session through that lens. Identify what the treatment issues would be from your identified theoretical lens and what the lens would suggest in terms of strategies to create clinical change (this is not necessarily what the therapist you observed did). Over the course of the assignment, at least three different theoretical lenses should be applied.
- **V. Theoretical Integration.** For session 11-12, observe with an awareness of your evolving personal ecosystemic relational model to guide clinical practice in ways that promote social justice and cultural equity. Make note of what resonates for you as you move toward selecting a model, and the questions and thoughts about application or integration that arise for you.

Professionalism, Confidentiality and Video Observations:

Due to the nature of this assignment, it is of utmost importance that students report to viewing videos in quiet and confidential space. Students should also utilize ear buds or headphones if attending in a shared living space (even when students are in their own room or private space). The therapy sessions students will be observing are actual therapy sessions with actual clients. Therefore, it is also essential that students do not discuss what is seen or heard in the videos with anyone outside of this course.

This assignment is due on Moodle by Sunday, March 6 at 11:59pm. APA formatting is not required for this assignment; however, appropriate punctuation and grammar are expected.

Observation Log Book Grading Rubric	Marginal	Emerging	Proficient
Identified relevance of societal discourses and contexts for three sessions 16	0 Observation dates/times missing; reflections lacking detail.	12 Reflections include general therapy observations, but lack clarity about societal discourses and contexts.	16 Reflections include strong evidence of societal discourses and contexts.
Recognized neuroemotional processes and sociocultural context that gives rise to them for three sessions.	0 Observation dates/times missing; reflections lacking detail.	12 Reflections include general therapy observations, but lack clarity about neuroemotional processes and sociocultural context	16 Reflections include strong evidence of neuroemotional processes and sociocultural context
Recognized interpersonal systemic patterns occurring in each of three sessions or in the stories discussed in session.	0 Observation dates/times missing; reflections lacking detail.	12 Reflections include general therapy observations, but lack clarity about interpersonal systemic patterns.	16 Reflections include strong evidence of interpersonal systemic patterns
Applied one theoretical lens to four sessions, utilizing at least three different theories overall.	0 Observation dates/times missing; reflections lacking detail.	18 Reflections include general therapy observations, but lack clarity about theory application	24 Reflections include strong evidence of theory application
Reflected on issues relevant to own evolving ecosystemic relational model to guide clinical practice in ways that promote social justice and cultural equity for two sessions.	0 Observation dates/times missing; reflections lacking detail.	8 Reflections include general therapy observations, but lack clarity about their own evolving ecosystemic relational model to guide clinical practice in ways that promote social justice and cultural equity	8 Reflections include strong evidence of their own evolving ecosystemic relational model to guide clinical practice in ways that promote social justice and cultural equity
Total	80		

Self of the Therapist Presentation (30 points)

Students will create a 12-15 minute presentation that captures their evolving professional identity and growth at this point in the program. Students may find it helpful to organize the presentation around a metaphor or image. The presentation should address the following:

- How your social location influences what you bring to therapy
- Theoretical ideas from ecosystemic relational therapy that are most resonant to you, and why/how
- Areas of personal awareness and growth since beginning the program and why they are important to your clinical work

This assignment will be presented during selected class meeting times. Students will select presentation dates during the first day of class. Presentations will start during week 9 and will continue through the remaining weeks of the semester. See course schedule for details.

Self of the Therapist Grading Rubric	Points Possible	Points Demonstrated
Awareness of impact of own social location on clinical practice.	10	
Identification with key theoretical ideas as a foundation for clinical practice, how/why.	10	
Reflects on areas of personal awareness and growth since beginning the program and why they are important.	10	
Total	30	

Final Ecosystemic Relational Therapy Paper (60 points)

In a 7-10 page, double-spaced, paper, students will describe a personal ecosystemic/relational model to guide their clinical practice. Development of this paper includes:

- Introduction
- Self as Therapist (no more than 1 page)
 - Identify and describe your multiple intersecting identities (that include experiences of oppression and privilege).
 - How do these intersecting identities influence who you are, your beliefs about change, your therapeutic approach, and your beliefs about therapy and the process of seeking therapeutic services or asking for help.
- Theory of Change
 - Identify one or more family therapy theories as a base to guide your clinical practice. If you are integrating theories, explain *how* you will fit them together and how they reinforce or complement each other.
 - Drawing on the readings assigned for this class, discuss how your approach addresses the relationships between societal context, biology, emotion, relationships, and health. Be sure to include issues of power and privilege.
 - Specify how therapy facilitates change in your model.
 - Include specific examples of how you apply theory to clinical issues.
- Ethical Considerations
 - Address the ethical considerations when applying this model with attention to social justice and cultural democracy.
- Conclusion

Students should be including literature in their theory assignment. Appropriate literature includes textbooks, research articles, and theoretical articles. Finding original sources is best writing practices.

*The paper should be written in APA formatting, using appropriate headings and subheadings, APA citations, title page, reference page, and appropriate font type and size. The 7-10 page requirement does not include title page or references. **This assignment is due on *Taskstream by Sunday, April 17th at 11:59pm.** A rubric can be found at the end of this syllabus. *This assignment is uploaded to Taskstream as part of program evaluation.*

LATE ASSIGNMENT POLICY

Late assignments will not be accepted without prior consent of the instructor. **Each day that an assignment is turned in late, 10% per day will be deducted.** This means that for an assignment that is worth 100 points, 10 points per day will be deducted from the final grade. Additionally, if an assignment is due by 11:59pm, the late assignment policy goes into effect as soon as the clock turns to 12:00am. Given that we all carry on lives outside of graduate school, should an emergency, or unforeseen situation arise that will prevent students from completing an assignment on time, please contact the course instructor immediately. It will be up to my discretion to offer extensions on assignments. In a case of an extension, if the assignment is not turned in by the new deadline given to students, points will be deducted from the assignment. Each extension given by me will be handled on a case-by-case basis.

COURSE REQUIREMENTS

Activity	Point Value
Participation	30 points
Observation Log Book	80 points
Self-of-the-Therapist Presentation	30 points
Final Ecosystemic Relational Therapy Paper	60 points
Final Grade	200 points

GRADING SCALE

The assignment of final course grades will follow the grading scale below.

188-200 = A	181-187.5 = A-	176-180.5 = B+	166-175.5 = B
160-165.5 = B-	156-159.5 = C+	146-155.5 = C	140-144 = C-

CTSP 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.

DISABILITY SERVICES STATEMENT

If you require academic accommodations please contact the Office of Student Accessibility in Albany Quadrangle (503-768-7192 or 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.

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. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

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

DISCLOSURE OF PERSONAL INFORMATION THROUGH COURSEWORK

Each student should decide for themselves 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.

APA FORMATTING

All written assignments are to be computer-generated and are expected to be completed using correct grammar, spelling, and sentence structure, and in APA format. To receive all possible points for assignments, they must be typed, double-spaced, with 1” margins, Times New Roman, 12 point font, and in APA style. (For further information or review on APA format, please check out a 7th edition manual at your local library or see <http://owl.english.purdue.edu/owl/resource/560/01/>.) Points will be deducted when a student does not follow these guidelines.

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.

FACULTY EMAIL POLICY

If students have any questions or concerns throughout the course, the best way to reach the course instructor is via email. Please allow up to 24 hours for a response. For emails received during the weekend, please allow extra time for a response. Many assignments are due on Sunday evening. It is up to students to be reaching out earlier in the week to make sure any questions are answered. It is prohibited to discuss grades via email. If students have a question about a grade, please visit during office hours or schedule a time to meet with me to discuss grades in person.

STUDENT EMAIL POLICY

A cornerstone of being a graduate student in a clinical training program is professionalization into the field of Marriage and Family Therapy. As such, it is expected that students in this course check their Lewis and Clark email AND course announcements on Moodle each day.

LEWIS & CLARK COVID-19 POLICY

Please read and carefully review Lewis & Clark's guidelines for COVID-19 at <https://www.lclark.edu/news/covid-19-response/>

Course Schedule:

**Every effort has been made to finalize this course syllabus; however, this is a working document and as the instructor of the course, I reserve the right to make any changes as necessary throughout the term. Any changes will be notified to the class via Moodle.

Weekly Dates	Textbook, Supplemental Readings, and Assignment Due Date Reminders (all due dates are in Pacific Time)
Week 1	
Jan. 10 – Jan. 16	Topic: Course Overview; Equity and Third-order Ethics
	Course Readings: <ul style="list-style-type: none"> • McDowell et al. (in press). Socioculturally attuned ethics in family therapy • Watson et al. (2020). COVID-19 interconnectedness: Health inequity, the climate crisis, and collective trauma.
	Assignments Due:
Week 2	
Jan. 17 – Jan. 23	Topics: Ecosystemic Principles
	Course Readings: <ul style="list-style-type: none"> • Bateson (1972). <i>Steps to an ecology of mind: Collected essays in anthropology, psychiatry, evolution, and epistemology</i> • Laszloffy & Twist (2019). – pp. 33-44 (Hernandez-Wolfe chapter)
	Assignments Due:
Week 3	
Jan. 24 – Jan 30 *Class will end early to accommodate video observations	Topics: Interpersonal Neurobiology
	Course Readings: <ul style="list-style-type: none"> • Hanna (2020) – Ch. 2, 3, 4, & 5
	Assignments Due: Come prepared to discuss Observational Lens I – Societal Context & Power in class
Week 4	
Jan. 31 – Feb. 6. *Class will end early to accommodate video observations	Topics: Family Patterns & Context
	Course Readings: <ul style="list-style-type: none"> • McGoldrick (2016) – Preface & Ch. 1, 2, & 3
	Assignments Due: Come prepared to discuss Observational Lens II – Neuroemotional Processes in class
Week 5	
Feb. 7 – Feb. 13 *Class will end early to accommodate video observations	Topics: Integrating Theory, Practice, & Advocacy
	Course Readings: <ul style="list-style-type: none"> • Hanna (2020) – Ch. 7 • Dickerson (2010). Positioning Oneself Within an Epistemology: Refining Our Thinking About Integrative Approaches. • Holyoak et al. (2020). Micro-level advocacy: A common process in couple and family therapy.
	Assignments Due: Come prepared to discuss Observational Lens III – Interpersonal Processes in class

Week 6	
Feb. 14 – Feb. 20	<p>Topics: Expanding Systemic Practice</p> <p>Course Readings:</p> <ul style="list-style-type: none"> • Laszloffy (2019) – Pp. 7-31 • Charles (2016). Engaging the humanity in front of you: Family therapy task shifting in the context of armed conflict. • Fraenkel & Cho (2020). Reaching up, down, in, and around: Couple and family coping during the corona virus pandemic <p>Assignments Due: Come prepared to discuss Observational Lens IV – Theory Application in class</p>
Week 7	
Feb. 21 – Feb. 27	<p>Topics: Socioculturally Attuned Attachment</p> <p>Course Readings:</p> <ul style="list-style-type: none"> • McDowell et al. (2018) – Ch. 7 <p>Assignments Due: Come prepared to discuss Observational Lens V – Theory Integration in class</p>
Week 8	
Feb. 28 – Mar. 6	<p>Topics: Socioculturally Attuned Bowen Therapy</p> <p>Course Readings:</p> <ul style="list-style-type: none"> • McDowell et al. (2018) – Ch. 8 • McGoldrick (2016). – Ch. 5, 6, & 7 <p>Assignments Due: Observation Log Book due on Moodle by Sunday, March 6 at 11:59pm</p>
Week 9	
Mar. 7 – Mar. 13	<p>Topics: Socioculturally Attuned Contextual Therapy</p> <p>Course Readings:</p> <ul style="list-style-type: none"> • McDowell et al. (2018) – Ch. 9 • van der Meiden et al. (2020). Strengthening connectedness in close relationships: A model for applying contextual therapy • Magistro (2014). Relational dimensions of environmental crisis: Insights from Boszormenyi-Nagy’s contextual therapy <p>Assignments Due: Self of the therapist presentation: _____ Self of the therapist presentation: _____ Self of the therapist presentation: _____</p>
Week 10	
Mar. 14 – Mar. 20	<p>Topics: Socioculturally Attuned Structural and Brief Strategic Therapies</p> <p>Course Readings:</p> <ul style="list-style-type: none"> • McDowell et al. (2018) – Ch. 4 & 5 <p>Assignments Due: Self of the therapist presentation: _____ Self of the therapist presentation: _____ Self of the therapist presentation: _____</p>
<p>Spring Break Mar. 21 – Mar. 27</p>	

Week 11	
Mar. 28 – Apr. 3 Asynchronous class to accommodate video observations	Topics: Socioculturally Attuned CBFT and Solution-Focused Therapies
	Course Readings: <ul style="list-style-type: none"> • McDowell et al. (2018) – Ch. 10 & 11 • Dattilio (2005). The restructuring of family schemas: A cognitive–behavior perspective. • Parker et al (2015). Exploring exceptions and discovering solutions: A case presentation of autism and the family.
	Assignments:
Week 12	
Apr. 4 – Apr. 10	Topics: Socioculturally Attuned Experiential Therapy
	Course Readings: <ul style="list-style-type: none"> • McDowell et al. (2018) – Ch. 6 • Garcia et al. (2015). Peace on earth/War at home: The role of emotion regulation in social justice work.
	Assignments Due: Self of the therapist presentation: _____ Self of the therapist presentation: _____ Self of the therapist presentation: _____
Week 13	
Apr. 11 – Apr. 17	Topics: Socioculturally Attuned Collaborative and Narrative Therapies
	Course Readings: <ul style="list-style-type: none"> • McDowell et al. (2018) – Ch. 12 & 13 • Sutherland (2013) Responsive persistence Part I • Sutherland (2013) Responsive persistence Part II
	Assignments Due: Self of the therapist presentation: _____ Self of the therapist presentation: _____ Self of the therapist presentation: _____ Final Ecosystemic Relational Therapy Paper due on Taskstream by Sunday, April 17 at 11:59pm
Week 14	
Apr. 18 – Apr. 24	Topics: Self, Mind, & System
	Course Readings: <ul style="list-style-type: none"> • Sermijn & Loots (2015). The cocreation of crazy patchworks: Becoming rhizomatic in systemic therapy. • Beaudoin & MacLennan (2020). Mindfulness and embodiment in family therapy: Overview, nuances, and clinical Applications in poststructural practices
	Assignments Due: Self of the therapist presentation: _____ Self of the therapist presentation: _____ Self of the therapist presentation: _____

Grading Rubric for Final Ecosystemic Relational Therapy Paper				
	Marginal 0-3 points	Emerging 4-6 points	Proficient 7-8 points	Accomplished 9-10 points
1. Identifies one or more family therapy theories as a base to guide clinical practice.	Selected family therapy theory(s) not described or inaccurately described.	Selected family therapy theory(s) described, but with inaccuracies and little clarity about implications for practice.	Selected family therapy theory(s) accurately described, but how they work together (if more than one) and implications for practice are not clear.	Selected family therapy theory(s) accurately described; how they work together (if more than one) and implications for practice are clearly identified.
2. Integrates theory and practice regarding connections between biology, emotion, relationships, societal context, and clinical issues.	Addresses each systemic level separately, or does not include all levels; link to clinical issues is not clear.	Begins to consider how systemic levels integrate to affect clinical issues.	Theoretical integration across systemic levels with examples that show connection to clinical issues.	Detailed theoretical integration across systemic levels with well defined examples that show connections to clinical issues.
3. Specifies how therapy facilitates change in selected theoretical model.	How selected theoretical model facilitates change is not explained.	How selected theoretical model facilitates change is somewhat explained.	How selected theoretical model facilitates change is explained.	How selected theoretical model facilitates change is explained at a sophisticated level.
4. Theory is applied to specific clinical issues through case examples.	Case examples are not provided or not appropriate to selected theory.	Limited case examples, or examples only loosely connected to the identified theory.	Case examples are provided and connected to the identified theory.	Case examples are detailed and well illustrate the identified theory.
5. Paper demonstrates practical and ethical integration of family therapy theory, equity, and social location issues.	Suggested approach does not address power, equity, and social location.	Practical and ethical considerations regarding power, equity, and social location issues are superficially addressed.	Practical and ethical considerations regarding power, equity, and social location issues are addressed with some illustrations.	Practical and ethical considerations regarding complexities of power, equity, and social location issues are addressed in detail with clear illustrations.
6. Paper is well organized, clearly and concisely written, follows APA style, and appropriately cites a variety of scholarly sources, including original writings from developers or researchers of the identified models.	Paper not well organized or focused, many APA errors, and limited sources.	Considerable problems with organization or focus, APA style, or sources.	Some problems with organization or focus, APA style, or sources.	Well organized, clear writing, appropriate APA style, and draws on a variety of scholarly sources.