

Lewis & Clark
Graduate School of
Education and Counseling



“We are a community that commits itself to diversity and sustainability as dimensions of a just society”

- *Mission Statement, Lewis & Clark College*

**MCFT 563-12 Existential-Humanistic Family Therapy
Summer 2023**

Time & Day:	Place:	Mondays 9:00 am - 12:00 pm, 5/8/23 - 6/12/23
Instructor:		Justin Rock, LPC
Location:		York Graduate Center, Room 101
Office Hours:		By arrangement (please email the instructor)
E-Mail:		rock@lclark.edu
Phone:		503-310-6217 (cell)

CATALOG DESCRIPTION

Theoretical foundations and applications of existential-humanistic therapy. A deep understanding of the systemic foundations of e-h therapy. Topics include issues of relatedness and anxiety, A portion of this course emphasizes clinical case conceptualization and treatment planning.

Prerequisite: None

Credit: 1 semester hour (15 contact hours)

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

SLO 1.1 Students recognize the impact that their theoretical framework will have on individuals, families, and communities.

SLO 1.2 Students apply E-H systemic theory to therapeutic relationships in order to facilitate third-order change.

SLO 2.1 Students self-reflect on the implications of their own and others' social location.

SLO 2.2 Students' understanding of E-H theory as a grounding to bring one's attention and actions to social justice and cultural democracy.

SLO 3.1: Students are able to discern the implications of the sociopolitical context within which research is produced and applied in clinical work.

SLO 4.1 Students apply E-H Theory in their ethical decision-making processes to clinical dilemmas.

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

COURSE OBJECTIVES

The following objectives are in keeping with the AAMFT Core Competencies. At the end of this course, students are expected to:

1. Expand competencies concerning understanding and applying E-H Therapy.
2. Recognize and explore issues of privilege situating to the role of the therapist based on their therapeutic theory.
3. Develop an understanding of the diversity of family phenomenologies and how to engage phenomenologically with familial diversity.
4. Develop fluency in utilizing phenomenological methodology therapeutically in professional systems, family systems, and as an emerging professional, ally, and advocate.
5. Practice utilizing the phenomenological method with other family therapy theories and integrating theories for engaging families and institutions with cultural empathy.

TEXT/READINGS

Required Book

Robles, Y. A. M. (2017). *Existential Therapy: Relational Theory and Practice for a Post-Cartesian World*. LIGHTNING SOURCE Incorporated.

van Deurzen, E., & Adams, M. (2016). *Skills in Existential Counselling & Psychotherapy*. SAGE.

CLASS ASSIGNMENTS

1. **Participation** (60 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. Missed classes will be made up by the student making up all in-class work that was covered and by coordinating with the instructor to determine any additional work that may be necessary to make up experiential work completed in class.
- Come to class prepared (having read the assignment for the day) and contribute to in-class discussion/activities based on the topics of discussion and the assigned readings.
- Respectfully engage with other students and/or the instructor in a spirit of openness and curiosity.

Rubric for Participation

Attendance: 20 pts

Prepared for Class: Completed readings, punctuality, reflection paper complete, 10 pts

Engagement in Class: 30 pts

2. **Final Project** (40 points)

For the final project, you will engage in a self-defined *process-project* focused on your personal growth and development as a therapist. This *process-project* might include exploring, engaging, and experiencing your values, beliefs, and assumptions. The intention of the *process-project* is to hopefully increase your capacity for empathy, presence, and authenticity in *being-in-the-world-with-other*.

Rubric for Final Project:

Project is Authentic - 40 pts*

**Authenticity as defined by the Existential-Humanistic theoretical framework which will be covered in the first week of class.*

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

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.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of the readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to the learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

DISABILITY SERVICES STATEMENT

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

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 may be seen as an absence that requires make-up work.

EVALUATION & GRADING

Participation	40 pts
Final Project	160 pts
Total	200 pts

94%-100% = A
83%-87.5% = B
73%-77.5% = C

90%-93.5% = A
80%-82.5% = B
70%-72% = C-

88%-89.5% = B+
78%-79% = C+

COURSE SCHEDULE

	Topics	Readings & Assignments
Class 1 May 8th	The Framework and the Therapist	SiEC - Ch 1, 2 ET - pp 161-167 Articles on Moodle FILM: Watch Mindwalk (1980) - it is on youtube for free
Class 2 May 15th	Phenomenology, Working Phenomenologically, and Being Phenomenological	SiEC - Ch 3 & Ch 4 ET - pp 168 - 215 Articles on Moodle
Class 3 May 22nd	Situatedness, Thrownness, Being-in-the-World, and the I (I-Thou).	ET - pp 318 - 341 Articles on Moodle
No Class May 29th	Memorial Day	NO CLASS
Class 4 June 5th	From Theory to Practice and Therapeutic Process	SiEC - Ch 5, 6, & 7 EIP - pp 204 - 233 Articles on Moodle
Class 5 June 12th	<i>Being-a-Therapist</i>	SiEC - Ch 8 ET - pp 343 - 356 Articles on Moodle

SiEC - Skills in Existential Counselling & Psychotherapy by Emmy van Deurzen & Martin Adams

ET - Existential Therapy by Yaqui Andrés Martínez Robles