



**MCFT 563 TREATMENT ISSUES IN FAMILY THERAPY**  
**Play and Playful Family Therapy**  
**SUMMER 2024**

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<b>Time &amp; Day:</b>	Day 1 - August 3rd, 1 PM - 4 PM, <i>online (zoom link provided on Moodle)</i>	
	Day 2 - August 10th, 9AM - 4:30 PM	
	Day 3 - August 11th, 9AM - 4:30 PM	
<b>Place:</b>	York 101	
<b>Instructor:</b>	Wonyoung L. Cho, PhD, LMFT	<b>E-Mail:</b> <a href="mailto:wonyoungcho@lclark.edu">wonyoungcho@lclark.edu</a>
<b>Office Hours:</b>	by appointment	<b>Office:</b> Rogers 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.

**COURSE DESCRIPTION**

This course explores the adaptation and application of play therapy techniques in playful family therapy. Emphasis is on synthesizing the sociocultural location of the therapist, clients, theory of practice, and play therapy, as well as operationalizing play therapy techniques in diverse family therapy contexts.

**Prerequisite:** None

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

**A note about the nature of this course:**

This course will involve role play and clinical application. For your learning to be effective, this will require that you take on the experience of the clients. 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 may emerge. Whether you choose to share or not share your personal and family stories will not have any impact on your grades.

**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. Synthesize the intersectional self of the therapist, sociocultural context of the clients, and theory of practice in play therapy interventions/techniques.
  - b. Increase ability to adapt and apply play therapy techniques to variety of contexts and needs

### **TEXT/READINGS**

#### **Required book**

Gil, E. (2015). *Play in family therapy* (2nd ed.). The Guilford Press. ISBN: 978- 1-4625-1749-7

### **DISTANCE/ON-LINE LEARNING**

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 (in-person classroom) instruction. The primary difference is that online instruction allows some 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.

### 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.

### COURSE SCHEDULE *(May be subject to change)*

	<b>Topics</b>	<b>Readings and Assignments due</b>
<b>Class 1</b> August 3 <i>*online</i>	Orientation: Setting the context for this course	Syllabus Familiarize yourself with the resources made available on Moodle Sign up for presentation slots
<b>Class 2</b> August 10 <i>in person</i>	Play Family Therapy	Bring 1 Board Game or Card Game that you enjoy that is child/adolescent friendly <b><i>Presentations due</i></b>
<b>Class 3</b> August 11 <i>in person</i>	Playful Family Therapy	Bring 1 children's book to class (you can borrow it from someone or bring your own) <b><i>Presentations due</i></b>
<b>Deadline:</b> August 12		<b><i>Reading Journal Assignment due on Moodle 11:59 PM PST</i></b>

**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 (Assignments)</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	Reading Response Journal  Clinical Notes  Using Tech: Demo
2a. Synthesize the intersectional self of the therapist, sociocultural context of the clients, and theory of practice in play therapy interventions/techniques.	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	Participation  Reading Response Journal  Clinical Notes
2b. Increase ability to adapt and apply play therapy techniques to variety of contexts and needs	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	Reading Response Journal  Clinical Notes

## CLASS ASSIGNMENTS

### 1) 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 and/or prep materials).
- 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 make notes.
- Engage in group discussions and role plays.
- 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 points	Points demonstrated
Prompt and dependable presence in the class.	5	
Brought materials required for class activities.	5	
Prepares for class by immersing self in course readings and reflecting on their application to practice.	5	
Engages in course activities with a spirit of openness and curiosity.	5	
Helps to create an atmosphere of safety and mutual respect among all class members.	5	
Demonstrates courage in sharing authentic reflections, responses, and ideas.	5	
TOTAL	30	

**2) Reading Response Journal (30 points).** Due on Moodle, August 12th on 11:59 PM PST.

Throughout the course students are to create a journal that focuses on your personal responses to the following:

1. Share your current attitude on working with children with families in family sessions. Include any reflections you have on the observations made about family therapy and inclusion of children/youth in Chapter One.
2. Share how you identify on the “Continuum of beliefs about play in family therapy” (Fig. 2.1, p. 37), and share your reflections on the observations made about attitudes toward play therapy in Chapter Two.
3. Describe your current relationship with creativity and share your reflections on the interplay of the personal and professional as well as of creativity and competency in clinical practice.
4. As you read through the case examples in Chapters 4 through 11, pay attention to the clinical intentions and implications. Share your observations and reflections on the therapeutic process involving play therapy techniques and interventions, as well as how you might apply these observations in your work.

**Paper format:**

Journal should include assigned readings in the reflections, but should focus on those aspects of particular interest to you. Reflections are your conversation with yourself and do not need to be in the form of an academic paper; however, please use complete sentences and good grammar as appropriate for graduate/professional setting. *Each prompt should be answered in about a single page length, typed (single-spaced) for a total of 4-5 pages.*

**Video format:**

You may also submit your reflections of all prompts via video on Moodle. The video should be about a total of 15-20 minutes.

Your journal will be evaluated according to the following criteria:

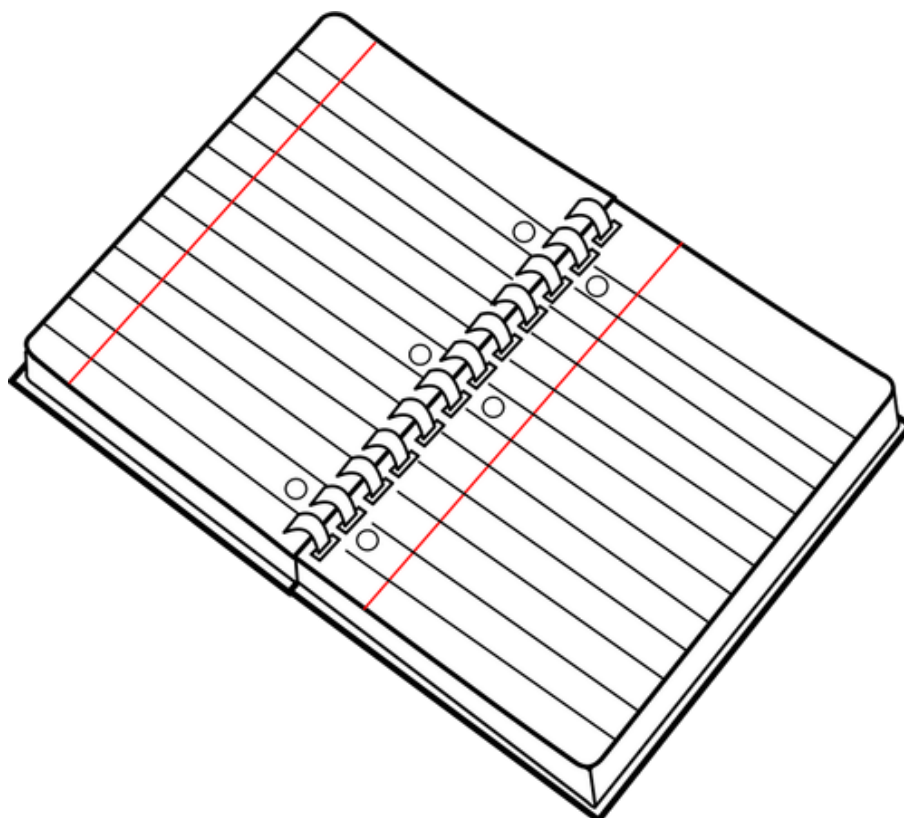
	Possible points
Reflects upon own experience practicing, observing, or imagining how you might do this work (taking into account awareness of your social location and the client’s).	3 for each prompt Total 12
Reflections integrate material across readings and represent your thinking as you engage with course concepts.	3 for each prompt Total 12
Communication (in either writing or video) is succinct and clear, and within the requested length.	6
<b>TOTAL</b>	<b>30</b>

**4) In-class assignment: Clinical Notes (20 points).**

In class, we will be engaging in role plays that demonstrate how various types of play and playful creativity could be used in family therapy. After each activity, you will be prompted to craft a clinical documentation (session notes) of what transpired during the activity *resulting in three session notes*.

These notes will be checked during class for the following:

	Possible points
Completion of each section of notes with a clear thread of clinical judgment, intentions, and follow through in each section of the note(s).	5 pts for each note Total 15
Artful integration of clinical and client-friendly language, as well as legal and ethical considerations in clinical documentation. Writing style is professional, succinct, and clear.	5
TOTAL	20



#### 4) Using Technology: Demonstration (20 points).

Students will choose a mental health app to learn and explore (for smartphone and/or tablet), and put together a 10-minute demonstration on its design, use, and therapeutic/clinical application. The demonstration should include the following components.

1. How the app/program is designed and how it works
  - a. Issues of equity and accessibility
  - b. Purpose of the app
  - c. How it should be used & short demonstration
2. Therapeutic/clinical application
  - a. Specific clientele that the app would be ideal for (age, developmental phase, abilities)
  - b. Specific mental health issues the app is ideal for
  - c. Strengths and limitations of the app

The presentation will be graded on the following criteria:

USING TECHNOLOGY: PRESENTATION	Possible points	Points demonstrated
Evidence of depth in exploration and consideration of <b>how the application is designed and works</b>	5	
Evidence of depth in exploration and consideration of <b>therapeutic/clinical application</b>	10	
Kept to the time limit (10 minutes of content, 5 minutes for questions and discussions)	5	
<b>TOTAL</b>	<b>20</b>	

#### EVALUATION & GRADING

Participation	30 pts
Reading Journal	30 pts
Clinical Notes	20 pts
Using Technology Demonstration	20 pts
<b>Total</b>	<b>100 pts</b>

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.



### **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.

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

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

### **DISCLOSURE OF PERSONAL INFORMATION**

Each student should decide for him/her/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.

### **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](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.

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

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