



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

- *Mission Statement, Lewis & Clark College*

MCFT 563 TREATMENT ISSUES IN FAMILY THERAPY
Attachment Theory in Practice
FALL 2023

Time & Day:	Sat, Sept 9, 2023, 9 am – 5:30 pm and Sun, Sept 10, 2023, 9 am – 5:30 pm
Place:	York 101
Instructor:	Diane McLendon, LMFT
Office Hours:	By appointment only. Email to schedule.
E-Mail:	dianes@lclark.edu

CATALOG DESCRIPTION

This course will examine the history of attachment theory, attachment-based family therapy models, and cultural implications and limitations of attachment theory. Class time will also include video review of attachment-based therapy sessions, learning to spot “attachment moments” in session, and role-playing attachment-based interventions.

COURSE DESCRIPTION

This course addresses how attachment theory is integrated into case conceptualization and practice in a clinical setting. Through exploration of different models that integrate attachment theory, students will gain clinical intervention skills aimed at reestablishing attachment security in family systems. Emphasis is on in-class activities to practice identifying attachment behaviors and language, and role plays to practice turning “attachment moments” into clinical interventions in the here-and-now of sessions.

Prerequisite: None

Credit: 1 semester unit (15 contact hours)

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.

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

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

- SLO 1.3 Students will apply systems/relational theories to clinical case conceptualization.
- SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.
- SLO 3.2 Students draw on the research literature relevant to family therapy in case planning.
- 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 attachment theory to conceptualizing individual and familial relational dynamics.
 - b. Identify attachment coping strategies, behaviors, and language.
 - c. Gain a knowledge of therapy models that integrate attachment theory and clinical interventions aimed at alleviating attachment distress and establishing secure attachment.

TEXT/READINGS

Required Chapters and Articles

Available on Moodle or for free from Watzek Library

Keller, H. & Chaudhary, N. (2017). Is mother essential for attachment? Models of care in different cultures. *The Cultural Nature of Attachment: Contextualizing Relationships and Development*, 109-138. Cambridge, MA: The MIT Press.

Knudson-Martin, C. (2012). Attachment in Adult Relationships: A Feminist Perspective. *Journal of Family Theory & Review* 4, 299-305.

Zilberstein, K. (2014). The Use and Limitations of Attachment Theory in Child Psychotherapy. *Psychotherapy, Vol. 51, No. 1*, 93-103.

Recommended Additional Journal Articles

Diamond, G., Russon, J., & Levy, S. (2016). Attachment-Based Family Therapy: A Review of the Empirical Support. *Family Process* 55, 595-610.

Katz, M. & Katz, E. (2022). Reconceptualizing Attachment Theory Through the Lens of Polyamory. *Sexuality & Culture* 26, 792-809.

Linhof, A.Y. & Allan, R. (2019). A Narrative Expansion of Emotionally Focused Therapy with Intercultural Couples. *The Family Journal: Counseling and Therapy for Couples and Families*, Vol. 27(1), 44-49.

Mark, K.P., Vowels, L.M., & Murray, S.H. (2018). The Impact of Attachment Style on Sexual Satisfaction and Sexual Desire in a Sexually Diverse Sample. *Journal of Sex & Marital Therapy*, Vol. 4, No. 5, 450-458.

Recommended Books

Lewis, T., Amini, F., & Lannon, R. (2001). *A General Theory of Love*. Vintage.

Resnick, S. (2012). *The Heart of Desire: Keys to the Pleasure of Love*. Trade Paper Press.

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.	SLO 1.2 SLO 1.3	CC 1.1.1 CC 1.1.2 CC 3.1.1 CC 4.1.1 CC 4.5.3 TS 01.01 TS 01.02	Journal reflections Participation in course discussion and role play— participation rubric
2a. Apply attachment theory to conceptualizing individual and familial relational dynamics.	SLO 4.3	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	Journal reflections Case example
2b. Identify attachment coping strategies, behaviors, and language.	SLO 4.3	CC 1.2.1 CC 1.3.1 CC 2.3.8 CC 4.1.1 CC 4.5.3 TS 01.04 TS 02.06 TS 03.11	Participation in course discussion and activities— participation rubric Case example

2c. Gain a knowledge of therapy models that integrate attachment theory and clinical interventions aimed at alleviating attachment distress and establishing secure attachment.	SLO 1.3	CC 1.3.1 CC 2.3.8 CC 4.3.8 TS 01.04	Journal reflections Case example
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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. Due to the condensed nature of this course, the instructor will determine if makeup work is possible.
- Come to class prepared (having completed the required readings).
- 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, activities, and role plays.
- Engage with other students and/or the instructor in a respectful fashion.

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

CLASS PARTICIPATION COMPETENCIES	Possible points	Points demonstrated
Prompt and dependable presence in the class, including engaging in course activities with a spirit of openness and curiosity.	10	
Prepares for class by immersing self in course readings and reflecting on their application to practice.	10	
Helps to create an atmosphere of safety and mutual respect among all class members.	10	
TOTAL	30	

2) Reflective Journal (30 points) Upload your journal to Moodle by Sunday, September 17, 2023, at 11:59 pm.

Integrating the required readings, class lectures, and class discussions and activities, please answer the following questions:

1. Which attachment-based model(s) and/or interventions are you most drawn to and why?
2. How can attachment principles be applied outside of a WEIRD-M (white, educated, industrialized, rich, democratic, monogamous) environment (i.e. polyamory, alloparenting)?
3. How will you apply course concepts into your practice as a therapist?

Each response should be no longer than 1 page in length, 12-point font, Times New Roman, double-spaced (entire journal not to exceed 3 pages). This is not a formal academic paper, but rather your own reflections as you have synthesized the material; however, please use complete sentences and appropriate grammar.

Your journal will be evaluated according to the following criteria:

REFLECTIVE JOURNAL COMPETENCIES	Possible points	Points demonstrated
Demonstrates reading and reflection of course material.	10	
Shows integration of material into clinical practice.	10	
Writing style is clear and coherent.	10	
TOTAL	30	

3) Case Example (40 points) Upload your case example to Moodle by Sunday, September 17, 2023, at 11:59 p.m.

Select one of the two case vignettes and associated clips, and answer the following:

- 1) In the clip, how do you conceptualize what you see happening attachment-wise? Consider potential attachment bonds and why their attachment systems may be triggered.
- 2) How is each person coping with their attachment distress? Include attachment behaviors, attachment language, and attachment strategies that you notice.
- 3) What attachment-based model(s) and interventions might you use with this family and why?

- 4) Pick two places in the clip (from two different people), and write how you might respond as a therapist in that moment. Write what words you'll actually use as the therapist, like a script. Please indicate in your paper what the person said prior to your response as a therapist.

Case Vignette #1 Kiara and Parents (Outer Banks)

Kiara is a 16-year-old biracial cis-het teenage female who lives in Outer Banks, North Carolina. Her family is of higher SES. Kiara hangs out with “pogues,” which refers to the poorer people of Outer Banks. Her father was a pogue before marrying her mother, and Kiara’s parents look down on pogues and their lifestyle.

Clip: <https://www.youtube.com/watch?v=aGscRbSDdEo>

Case Vignette #2 Coop and Patience (All American)

Coop and Patience are 19-year-old Black queer cis women who are in a monogamous relationship with one another. Patience (the one in the t-shirt) is an aspiring musician. Coop (the one in the jacket) was a musician, but she was shot and had to give it up.

Clip: https://www.youtube.com/watch?v=yRgy0Mn_pMg

Your case example should be no longer than 4 pages in length, 12-point font, Times New Roman, double-spaced. Please organize it as follows:

Case Vignette (fill in number and title)

- 1) **Attachment Conceptualization**
- 2) **Attachment Coping Strategies, Behaviors, and Language**
- 3) **Therapy Model and Interventions**
- 4) **Script:**
 Client 1 says: “__.” Therapist response: “__.”
 Client 2 says: “__.” Therapist response: “__.”

Your case example will be evaluated according to the following criteria:

CASE EXAMPLE COMPETENCIES	Possible points	Points demonstrated
Demonstrates conceptualization of attachment.	10	
Identifies attachment behaviors, languages, and strategies.	10	
Shows application of attachment-based models and interventions to case example.	10	

Creates therapist script to respond to attachment moments in session.	10	
TOTAL	40	

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 have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email access@lclark.edu with any additional questions or concerns.

LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL 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

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.

EVALUATION & GRADING*

Attendance & Participation	30 pts
Journal	30 pts
Case Example	40 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-	

*For each day an assignment is late, a 10 percent reduction in grade will be applied.

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

COURSE SCHEDULE

	Topics	Readings and Assignments
Class 1 Sept 9	Attachment history, strategies, behaviors, and language	Keller, H. & Chaudhary, N. Knudson-Martin, C.
Class 2 Sept 10	Attachment-based family therapy models (Role plays)	Zilberstein, K.
Sept 17 By 11:59 p.m.		Reflective Journals and Case Examples due!