





**Portland State University
Graduate School of Education**

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
			
<p>Diversity and inclusiveness—Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards—Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development—Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making—Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

COUN 577: FAMILY THERAPY

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Term: Winter 2013
Location: ED 408
Time: Mondays: 4:00-6:30 p.m.
Office hours: by arrangement

DEPARTMENT POLICY STATEMENT

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm> Failure to do so can result in termination from the program. Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

COURSE DESCRIPTION

This course will provide an overview of the practice of family therapy, particularly related to parent-child relationships. Families will be understood from practical, structural, intergenerational, cultural, developmental, topical, and process perspectives. A foundation in family therapy theory is a prerequisite for this course; the emphasis here will be on application of theory and the development of family therapy skills. Experiential learning (role plays) will occur during class, with participation required from all students.

COURSE OBJECTIVES

1. Increase development of an advanced understanding of family therapy theories and research, with particular emphasis placed on structural and intergenerational models.
2. Increase understanding of similarities and differences between marital and family therapy.
3. Increase ability to apply theory in the formulation of a case conceptualization and treatment plan.
4. Increase awareness of the therapeutic process in working with families.
5. Increase awareness of social and cultural factors that influence families.
6. Increase sense of professional identity and awareness of ethical considerations.
7. Increase effectiveness of family therapy skills, which are transferable to a range of client issues.

MCF CACREP STANDARDS ADDRESSED

FOUNDATIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY

A1. history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy.

A3. ethical and legal considerations specifically related to the practice of marital, couple, and family counseling/therapy (e.g., the ACA and IAMFC Code of Ethics).

A5. the role of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals.

A6. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy.

CONTEXTUAL DIMENSIONS OF MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY

B1. marital, couple, and family life cycle dynamics, healthy family functioning, family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems;

B3. societal trends and treatment issues related to working with diverse family systems (e.g., families in transition, dual-career couples, and blended families).

KNOWLEDGE AND SKILL REQUIREMENTS FOR MARITAL, COUPLE, AND FAMILY COUNSELOR/THERAPISTS

C1. family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems) and with individuals.

C2. interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions.

C3. preventive approaches for working with individuals, couples, families, and other systems such as pre-marital counseling, parenting skills training, and relationship enhancement.

C4. specific problems that impede family functioning, including issues related to socioeconomic disadvantage, discrimination and bias, addictive behaviors, person abuse, and interventions for their resolution.

REQUIRED TEXTBOOKS

Minuchin, S., Nichols, M. & Lee, W. (2007). *Assessing families and couples*. Boston: Pearson.

Hanna, S. M. (2007). *The practice of family therapy*, 4th Ed. Pacific Grove, CA: Brooks/Cole.

ADDITIONAL READING (available as course pack at PSU bookstore)

Johnson, P. (1991). Family empowerment: A model for child and adolescent day treatment programs, *Oregon Counseling Journal*, 13(2), 30-32.

Johnson, P. (2001). Dimensions of functioning in alcoholic and nonalcoholic families. *Journal of Mental Health Counseling*, 23, 127-136.

Johnson, P., & Stone, R. (2009). Parental alcoholism and family functioning: Effects on differentiation levels of young adults. *Alcoholism Treatment Quarterly*, 27, 3-18.

Johnson, P., & Waldo (1998). Integrating Minuchin's boundary continuum and Bowen's differentiation scale: A curvilinear representation. *Contemporary Family Therapy*, 20, 403-413.

*Additional readings may be assigned.

COURSE REQUIREMENTS & EVALUATION CRITERIA

1. Attendance & Participation: Students are expected to attend all classes and to participate actively. Tardiness as well as lack of attendance and/or participation will adversely affect grades. Students can miss up to one class without penalty. After the 1st missed class, the overall point total will be deducted 5 points for every missed class. Participation includes being clients and co-therapists during role plays. Student therapists will be given feedback on their ability to conduct an initial family therapy session dealing with a variety of client issues (addressing student learning outcomes for CACREP standards of "Knowledge and skill requirements for Marital, Couple, and Family Counselor/Therapists," especially Standard C2).

2. Role Play Group Presentation and Structural Map (100 points): Work in small groups to develop an accurate role play of a family that has entered therapy. It may help to choose a family with whom one student in the group has counseled. Make the family come to life in an accurate and balanced way (Not stereotypical or a caricature. The family may be absurd but don't use humor gratuitously). As you learn and practice your roles, think about the family in a complex way: (1) practically ("Love, Limits, & Guidance" [LLG]), (2) structurally, (3) intergenerationally, (4) culturally, (5) developmentally, (6) topically (specific issues), and (7) on a process level (with therapists & others). On the night of the role play, a structural map, a genogram, and an outline of the family across the above seven dimensions must be handed in. For the role play, two student volunteers from class will be co-therapists with your family. During the role play, find a balance of staying true to your roles and being open to change. Students may need to participate in more than 1 role play to assist small groups. The assignment provides a means for assessing student learning outcomes for CACREP standards, especially B1, B3, C1, and C4.

3. Case-Conceptualization and Treatment Plan Paper (100 points): Each student will type an 8-10 page paper based on a family case from practicum or internship. The paper needs to be double-spaced, have one-inch margins, be paginated, be in size 12 font, and be proofread for spelling and grammar. Students must provide a hard copy to the instructor and cut & paste a copy of the paper into TK20. Technical questions should be directed to tkhelp@pdx.edu. The paper will be graded on (a) appropriate use of theoretical concepts (45 points), (b) application of theory to a case for treatment planning (45 points), and (c) writing clarity (10 points). The assignment provides a means for assessing student learning outcomes for CACREP standards, especially B1, B3, C1, C2, and C4. The paper should include the following headings:

Description of the Family (maintain confidentiality):

- Demographics including relevant cultural variables (age, gender, ethnicity, SES, physical/mental disabilities, sexual orientation, geographic region, & religion)
- Living and marital/partner situation
- Parents' work/educational status
- Number of sessions with you, and number of planned contacts

Presenting Concerns and Treatment Issues:

- Issues as initially defined by the family members (why seeking services now?)
- Other relevant treatment issues (expansion of presenting concerns & additional information)

Relevant History (if available):

- Family history
- Alcohol/substance abuse history
- Physical and/or mental health history (including history of presenting problem)

Client Conceptualization:

- Identify key themes and issues that emerge
- Make sense of the key themes via the seven dimensions: practical (LLG), structural, intergenerational, cultural, developmental, topical, and process
- attach a structural map (and if possible a genogram)

Treatment Goals & Strategies (OUTLINE FORMAT):

- Provide goals based on your conceptualization and the presenting concerns
- Provide strategies you would use to attain goals

Course of Treatment:

- Summary of your work with the family, including interventions utilized (or ones you plan to utilize) to attain goals

Evaluation of Process:

- Critique your work with the family. Your strengths? What needs improvement?

NOTE: Late papers will be deducted 5 points per day.

GRADES

A = 94% - 100%, A- = 90 - 93%, B+ = 87% - 89%, B = 84% - 86%, B- = 80% - 83%, etc.

COURSE SCHEDULE *The course schedule may be modified as needed.

<u>Date</u>	<u>Reading Assignment</u>	<u>Seminar Topic</u>
1/7	Hanna ch 1-2	Course overview; Case conceptualization; Goals/Strategies; The seven dimensions: Love, Limits, & Guidance
1/14	Minuchin ch 1 Hanna Ch 3	The seven dimensions continued

1/21	Johnson (1991) Johnson & Waldo (1998) Hanna ch 4	MLK B-Day: University closed
1/28	Hanna ch 5-6	Stages of therapy; Intake; Initial interview Co-therapist with instructor _____ Instructor provides role play
2/04	Hanna ch 7-8	Subsystem work; Skills: Enactment; Focus; Intensity; Boundaries; Unbalancing Co-therapists _____ Group _____ Co-therapists _____ Group _____
2/11	Minuchin ch 2-3	Parentified and triangulated children Co-therapists _____ Group _____ Co-therapists _____ Group _____
2/18	Minuchin ch 4-6	Stepfamilies; Complementarity Co-therapists _____ Group _____ Co-therapists _____ Group _____
2/25	Minuchin ch 7-9	Psychosomatic families; Parent Education and Skills Training Co-therapists _____ Group _____ Co-therapists _____ Group _____
3/04	Minuchin ch 10	Focused application of genograms; EFCT Co-therapists _____ Group _____ Co-therapists _____ Group _____
3/11	Johnson (2001) Johnson & Stone (2009) Minuchin ch 11	Substance abuse in families Case-Conceptualization Paper Due (hard copy and TK20) Co-therapists _____ Group _____ Co-therapists _____ Group _____
3/18		Wrap up, Return papers; Course evals Co-therapists _____ Group _____

NOTE: In accordance with the Americans with Disabilities Act, the instructor would like to offer reasonable accommodations to qualified students with a disability. This statement in no way asks that students identify themselves as having a disability; however, reasonable accommodations can only be granted when students make their disability known to the instructor through university documentation.