

University of Northern Colorado
Denver-November 18-20, December 2-4 2016
APCE 669 Advanced Methods: Couples and Family Therapy

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Course Credit: 3 semester hours

Prerequisites: APCE 665-Family Systems, APCE 612 or 712 or can be taken concurrently with 612 or 712

Class Meets: 11/18: 4pm-10pm 11/19: 8pm-5pm 11/20: 8pm-4pm
12/2: 4pm-10pm 12/3: 8pm-5pm 12/4: 8pm-4pm

Course Description: Course expands on family therapy models presented in APCE 665, and includes other significant models. Training activities include diagnosis, assessment, case presentations, enactments, video use and case analysis. (Course description for APCE 665: Study general systems theory of family development and interactions. Structural, communication, analytic, and behavioral approaches to family therapy will be examined, as well as ethics, legal issues, and current research.)

Course Content/Procedures:

1. Study two chosen family systems counseling models (Communications-Human validation, Structural, Transgenerational, Emotionally-Focused, Narrative, Solution-Focused) in depth including theory, goals, process, and techniques.
2. Review evidence based interventions related to models.
3. Case conceptualization/analysis of several family counseling situations.
4. Observe and evaluate several family counseling processes utilizing role-play of families, and video-taped cases.
5. Exploration and demonstration of specific techniques, conceptualization, goals and role of therapist in several models.
6. Become familiar with the application of ethical and legal guidelines for clinical cases.
7. Raise awareness of cultural, religious, ethnic, gender, sexual orientation, bilingualism/multilingualism and family life cycle issues in counseling.
8. Reflect clear understanding of couple's/family's problem.
9. Awareness to address personal/professional growth conceptually and/ or behaviorally.

Course Objectives:

1. In-depth understanding of two models of family and couple's therapy.
2. Sharpen diagnostic skills with families. Learn to observe, assess, and diagnose when applicable.
3. Experience the therapeutic process with couples/families, how to start a session, rapport building, skills in taking charge of direction of interview,

- identification of goals, closure of sessions, decentralization of IP and using the language that's consistent with model .
4. Identify, practice and demonstrate major techniques in each therapeutic model.
 5. Experience role-play in co therapy situations.
 6. Develop treatment plans.
 7. Develop SOAP notes for cases observed/role played and a basic genogram.
 8. Demonstrate ability of conceptualization, identify goals and role of therapist in several models.
 9. Use books and consultation to address of ethical and legal dilemmas in clinical cases.
 10. Address cultural, religious, ethnic, gender, sexual orientation, bilingualism/multilingualism and family life cycle issues in counseling.
 11. Articulate clear understanding of couple's/family's problem.
 12. Show openness to address personal/professional growth conceptually and/or behaviorally.
 13. Become familiar with evidence based interventions in CFT.

CACREP STANDARDS RELATED TO THIS CLASS

- **KNOWLEDGE AND SKILL OUTCOMES:** Upon successful completion of this course students will:
 1. Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals (CACREP MCFC.A.3).
 2. Recognize specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning (CACREP MCFC.C.2).
 3. Use systems theory to conceptualize issues in marriage and family therapy (CACREP MCFC.D.2).
 4. Understand how living in a multicultural society affects couples and families (CACREP MCFC.E.1).
 5. Recognize societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples) (CACREP MCFC.E.2).
 6. Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client (CACREP MCFC.E.4).
 7. Understand the effect of local, state, and national policies, programs, and services on diverse family systems (CACREP MCFC.E.5).
 8. Know principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psycho-educational and personality assessments (CACREP MCFC.G.1).

9. Understand marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society (CACREP MCFC.G.2).
10. Apply skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective (CACREP MCFC.H.1).
11. Know evidenced-based treatments and basic strategies for evaluating counseling outcomes in marriage and family therapy (CACREP MCFC.I.3).

In addition, competence in family therapy methodology; family assessment; treatment and intervention methods; overview of major clinical theories of marital and family therapy such as communications-human validation, structural, transgenerational, narrative, solution focused, emotionally focused and in general systemic.

Method of Instruction:

This course is a pre-practicum course in preparation for APCE 694 Practicum in Couple and Family Therapy or internship for the CFT licensure option; as such the course is experiential, interactive role-playing, video demonstration, and class demonstration. Students will be reviewing the models in depth by reading, viewing of cases, role playing, writing SOAP notes and reaction papers. In the role plays you are asked to role play different family members and rotate on being the therapist/counselor. In the event the role play sessions are videotaped (depends on room availability) you are to review the session, listen to the feedback and summarize it. You might be working with a co-therapist. SOAP notes and treatment plans will be written individually.

Required Texts:

- *These two texts to be used in writing a treatment plan for two role played cases.* Dattilio, A.E., Jonsgma, A.E., & Davis, S. D. (2014). *The Family Therapy Treatment Planner, with DSM-5 updates* (2nd ed.). New York: Wiley.
 - O'Leary, D., Heyman, R.E., & Jonsgma, A. E. (2014). *The Couples Psychotherapy Treatment Planner, with DSM-5 updates* (2nd ed.). New York: Wiley.
 - *Text used in 665 is required for this class also or comparable text if you took the class somewhere else, such as listed but not limited to: (you only need to pick one following or choose a comparable option)*
- Goldenberg, I., & Goldenberg, H. (2012). *Family Therapy: An Overview*. (8th ed.). Belmont, CA: Brooks/Cole.
- Gehart, D. R. (2013). *Mastering competencies in family therapy*. (2nd ed.). Belmont, CA: Brooks/Cole.

Evaluation: Letter grade

- A 93% to 100%
- A- 90% to 92%
- B+ 87% to 89%
- B 83% to 86%

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| B- | 80% to 82% |
| C+ | 77% to 79% |
| C | 73% to 76% |
| C- | 70% to 72% |
| D+ | 67% to 69% |
| D | 63% to 66% |
| D- | 60% to 62% |
| F | Below 60% |

Class Expectations: (10%)

Class attendance is really important, one unexcused missed class may result in reduction of one letter grade (10%). Active participation on being a therapist, co-therapist and family member role-play activities. Giving and receiving feedback is extremely important. Professional demeanor is expected in role play cases and all that involves role play clients and situations. Role plays can become very real, it is your responsibility to discuss anything which felt uncomfortable as a “family member”, therapist and/or supervisee or if you need something different during feedback sessions. Actively participate in course discussions. Please be present when class starts and ends (and for all that happens in between). Repeated tardiness or unexcused absences will result in a total course grade reduction of at least one letter grade. Deadlines for materials, this is a two-weekend format class and there are many assignments due within a short time period, so please be aware of giving yourself enough time outside of class to complete them on time. It is your responsibility to keep up with the assignments and complete them in a timely fashion. Grading of written assignments will be based on completion, timeliness, depth-thoughtfulness of responses, accurate grammar, syntax, and spelling. All assignments should be typed, double spaced, and in regular font.

Assignments:

1. Review two models: (10% each)

Before the class begins re-familiarize yourselves with your two preferred models of family therapy to try out or want to be challenged by. Models to be included in this class are: Transgenerational/Bowenian/Family of Origin, Communication-Validation/Satir, Structural, Solution-Focused, Emotional-Focused and Narrative/White. Since 665 is a prerequisite it is expected that students know well the models/theoretical approaches. The first part of the paper MUST include conceptualization, goals, stages, techniques, and role of therapist as a summary of the theory; no more than 3 pages for each model, regular font, and double spaced. Make sure to cite references. In the second part of your paper, also no more than two pages, explain your choice of model including asking yourself: 1) What is appealing to you philosophically/conceptually/practically about the model, 2) What do you find challenging about this model and what do you plan to do to make the best out of the challenge, 3) What do you perceive as the strengths and limitations of the model in general and for you personally. The drafts of these two summaries are due the first day of the

- class (11/20). After reviewing the models in class, the discussion of role plays and case presentation, you need to update/revise them and turn in the final version on Sunday morning of the first weekend of class (11/20).
2. Case presentation and evidence-based intervention (10% each)
For demonstrating minimal competency skills in conceptualizing, understanding presenting problem, specificity of goals with family and/or couple, it is important to show initiative in finding information pertinent to cases: i.e., websites such as ACA's, APA's, AAMFT's and other sources which would be helpful readings to become more effective with your role play case. You will be asked to present your case to class with your co-therapist which will include a genogram, presenting problem and other pertinent information to be explained in class (guideline will be provided). Complete a treatment plan for each of the cases. Pay attention to how it is written. Language needs to be in the model chosen, strengths based and inclusive. Last, please include at least one article for each case which provides empirical support/evidence based research as to the resource for the model and specific issue/focus on the presenting case. The schedule of presentation will be determined by the end of the first Friday of class (11/18). Please turn in a written paper of the Case Conceptualization and the Treatment Plan, also SOAP notes, and the article when you start the case presentation. The two therapists of the case presented should work together for the Case Conceptualization, Treatment Plan, and the article but work separately on their own SOAP notes and Summary of Feedback.
 3. SOAP notes and Summary of Feedback (5% each)
For both role plays, each therapist needs to write their own SOAP note of the sessions which includes basic demographic including ages, gender, names, any ethnic, religious, sexual orientation, and other important information about the family or couple. Summary the feedback you receive in class on DVD (if we can record) and plan how changes will be implemented. This is a short couple of pages attached to your SOAP notes of the case in which you received the feedback. Include reflections on what came easy for you in the case and the whole setup, challenges, plans to overcome, family members or issues which pushed your buttons, where that came from and how you plan to overcome. This is due with your case presentation.
 4. Couple's interview (10%)
Guidelines will be discussed in class and are based on Gottman's work. Plan on having a volunteer couple who is willing to be interviewed and give you feedback on the questions. You will have 20 minutes to present the interview in class to your classmates and please prepare a 2-page summary of the interview and have it turned in to the instructor by the end of your presentation. This presentation is scheduled for the second weekend of this class.
 5. Reflection paper of the readings (20%)

Read the following article and book chapters. It is recommended that the more you have read before class begins the better prepared you will be. Students are expected to have an outline and major highlights written for each of the materials. In addition to the highlights and outline, a reflection on what was meaningful in what you read, why and what do you think will be useful from this material in their training and future career. No more than 3 pages per article or book chapter. These are due on the Saturday of the second weekend (12/3).

*****A manual has been prepared along with the readings below which will be emailed to you at the beginning of November as 4 PDFs. Print the manual and bring to class or have in your laptop.**

- Gottman, J. (1999). *The Marriage Clinic*. Norton: New York, NY. Chapter 4 (*The assessment of marriage*) and various checklists to be used with the Couple project that are included in the manual.
- Odell, M. & Cambell, C.E. (1998). *The practical practice of marriage and family therapy*. New York: The Haworth Press. Chapters 4 and 5 address the integration of systemic and traditional client assessment intakes.
- Softas-Nall, B, Baldo, T. & Jackson, S. (1997). Facilitating the transition from individual sessions to systemic family sessions: Issues of supervision and training. *The Family Journal: Counseling and Psychotherapy for Couples and Families*. 5, 3, 257-262. Article addresses the transition trainees go through working with individuals and then with more than one person in the room.
- Young & Long (1998). *Counseling and Therapy for Couples*. Addresses the use of genograms in couple assessment.

6. Reflection papers for videos (5% each)

Choose a total of 2 videos viewed in class and write a reflection paper to each of them. Preferably choose the two models you are focusing on during class but not limited to. Notes of the case can be made in class. Each of the reflection papers should be between 2-4 pages. These are due at the last day of the class (12/4). The reflection paper should include:

- Summary of session: a) Name which model was followed, who was the Master therapist, whether it was a series of sessions or a one first and only session. b) Who was present in the family sessions, gender, ages or other identifying information of family members. c) Who is the IP (if there is one) and presenting symptoms/issues/problems of the IP. d) What was said and done during the session/s. Themes, insights, and underlying issues. e) Techniques used in what context (decentralizing IP, joining, sculpting etc). f) Common factors used in session.

- Answering listed questions:
 - ✓ What important points did you learn about working with families/couples by reading/viewing this case?
 - ✓ What issues/strategies/principles did you find yourself having resistance to or what approaches made you feel uncomfortable or pushed your buttons?
 - ✓ What was most beneficial to you as a therapist about the model presented? What tools or perspectives did you find helpful and might use in your own work?
 - ✓ If you were to do something differently what would you do?
 - ✓ Any other questions, reactions, thoughts or feelings about the therapy in the case/video?
 - ✓ In what ways was the therapist consistent with their theoretical orientation?
7. Portfolio (include a note of self-evaluation)
 Save all your materials and prepare a final portfolio (folder) with all the assignments listed above and all other written materials, meet with the instructor for a final feedback session. A checklist will be provided on the last Saturday of the class (12/3) for you to ensure you have all of them ready. Bring along a note on self-evaluation (1 page) of major learning points working with couples and families and a list of 3 major strengths and areas of growth.

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.

Disability Access Center: Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact the Disability Support Services at 970-351-2289 to certify documentation of disability and to ensure accommodations are implemented in a timely fashion.

Electronic Devices: All cell phones and pagers are to be turned off during class time. No text messaging during class. If a student has a particular need (is on-call for work or has children at home) he or she is expected to notify the instructor prior to the beginning of class so that accommodations can be made. Computers are welcomed as long as students are using them only for note taking, no surfing the web or e-mailing will be allowed. Due to numerous student complaints, any student found misusing his or her computer will be asked to shut it down.

Please bring either a hard copy or an electronic copy of this syllabus to class the first time we meet.

****Keep all syllabi for POSSIBLE FUTURE licensure purposes.**

Schedule:

11/18:

- ✓ First draft of reviews of 2 models due
- ✓ Review of models, decisions which models class will focus on
- ✓ Review of basic skills for family counseling and common factors
- ✓ Organize the schedule for role plays, case presentation and couple's interview presentation
- ✓ Prepare for the role plays (SOAP notes, Informed Consent, Counseling rooms)

11/19:

- ✓ Case notes in family counseling
- ✓ Treatment planning for cases
- ✓ Begin role plays
- ✓ Review your sessions, work on SOAP notes, Treatment Plan and Summary of Feedback

11/20:

- ✓ Finalized reviews of 2 models due
- ✓ Case presentations
- ✓ View video tapes of Master therapists
- ✓ Meet with instructor for mid-class evaluation (bring self-reflection: 3 strengths and 3 challenging areas)

12/2:

- ✓ Couple's interview presentation
- ✓ View video tapes of Master therapists

12/3:

- ✓ Article reaction papers due
- ✓ Discussion of articles
- ✓ Continuation of role plays
- ✓ Review your sessions, work on SOAP notes, Treatment Plan and Summary of Feedback

12/4:

- ✓ Video reflection papers due
- ✓ Case presentations
- ✓ Feedback on case notes and treatment planning
- ✓ Review of portfolios and final evaluation (bring self-reflection: 3 strengths and 3 challenging areas)

Supplemental readings pertaining to integrative models, gender and ethnicity issues.

- Softas-Nall, B. and Baldo, T. (2000). Dialogues within a Greek family: Multicultural stories of a couple revisited. *The Family Journal: Counseling and Therapy for Couples and Families*, 8(4), 396-398.
- Softas-Nall, B., Baldo, T. and Tiedemann, T. (1999). Gender based solution-focused genogram case: He and she across the generations. *The Family Journal: Counseling and Therapy for Couples and Families*, 7(2), 177-180.
- Softas-Nall, B. and Francis, P. (1998). A solution-focused approach to a family with a suicidal member. *The Family Journal: Counseling and Therapy for Couples and Families*, 6(3), 227-230.

Other 669 Supplementary readings

- Campbell, C. E. & O'Dell, M. (1998). *The practical practice of marriage and family therapy: Things my training supervisor never told me*. The Haworth Press, New York.
- Carter, B. & McGoldrick, M. (2005). *The Expanded life Cycle: Individual, family, and social perspectives*. Allyn & Bacon, A Pearson Education Company, Boston, MA.
- Doherty, W. J. (2001). *Take back your marriage: Sticking together in a world that pulls us apart*. The Guildford Press, New York.
- Gottman, J. S. (Ed.) (2004). *The marriage clinic: Casebook*. W.W. Norton & Company, New York.
- Huber, C. H. (1994). *Ethical, legal, and professional issues in the practice of marriage and family therapy*. Macmillan College Publishing Company, New York.
- Johnson, S. M. (2005). *Emotionally focused couple therapy with trauma survivors: Strengthening attachment bonds*. Guildford Press, New York, NY.
- Lane, D. K. (2006). *The legal guide for practicing psychotherapy in Colorado*. Bradford Publishing Company, Denver, CO.

- McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention*. W.W. Norton & Company, New York.
- Minuchin, S. & Fishman, H. C. (1981). *Family therapy techniques*. Harvard University Press, Cambridge, MA.
- Minuchin, S., Nichols, M. P., & Lee, W. Y. (2006). *Assessing families and couples: From symptom to system*. Macmillan College Publishing Company, New York.
- Morgan, A. (1999). *Once upon a time: Narrative therapy with children and their families*. Dulwich Centre Publication, Adelaide, South Australia.
- Morgan, A. (2000). *What is narrative therapy: An easy-to-read introduction*. Dulwich Centre Publication, Adelaide, South Australia.
- Satir, V. (1991). *Conjoint family therapy: A guide to therapy and technique*. Science and Behavior Books, Inc., Palo Alto, CA.
- Satir, V., & Baldwin, M. (1983). *Satir step by step: A guide to creating change in families*. Science and Behavior Books, Inc., Palo Alto, CA.
- Satir, V., Banmen, J., Gerber, J., & Gomori, M. (1991). *The Satir model: Family therapy and beyond*. Science and Behavior Books, Inc., Palo Alto, CA.
- Selekman, M. D. (2002). *Solution-focused therapy with children: Harnessing family strengths for systemic change*. Guilford Press, New York, NY.
- Sperry, L., Carlson, J., & Peluso, P. R. (2005). *Couples therapy: Integrating theory and technique*. Love Publishing Company, Denver, CO.
- Walsh, W. M. & McGraw, J. A. (2002). *Essentials of family therapy: A structured summary of nine approaches*. Love Publishing Company, Denver, CO.
- White, M. (1995). *Re-authoring lives: Interviews and essays*. Dulwich Centre Publications, Adelaide, South Australia.
- Woody, J. D. & Woody, R. H. (2001). *Ethics in marriage and family therapy*. The American Association for Marriage and Family Therapy, Alexandria, VA.
- Worden, M. (1999). *Family therapy basics*. Brooks/Cole Publishing Company, Pacific Grove, CA.