

University of Northern Colorado
School of Applied Psychology and Counselor Education
(Extended Studies Denver Center at Lowry)
APCE 669 Advanced Methods: Couples and Family Therapy
Fall 2009, December 4th – 6th & 18th – 20th, 2009
Fri 4:05-10pm, Sat 8-5pm
Sun 8-4pm

Instructor: Bryce C. Willson, Ph.D., CACIII, LPC
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Office Hours: TBA, please consult with me

Course Credit: 3 semester hours

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

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 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 videotaped cases.
5. Exploration and demonstration of specific techniques, conceptualization, goals and role of therapist in several models.

Course Objectives:

1. In-depth understanding of two models of family counseling.
2. Sharpen diagnostic skills with families. Learn to observe and assess, and diagnose if applicable.
3. Experience the therapeutic process with couples/families, how to start a session, identification of goals, closure of sessions, decentralization of IP and languaging consistent with model.
4. Identify and practice 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.

CACREP STANDARDS RELATED TO THIS CLASS

- MFT: C. 1. 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;
- MFT: C. 2. Interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions;
- MFT: A. 5. The role of marital, couple and family counselors/therapists in a variety of practice settings and in relation to other helping professionals; and
- MFT: A. 6. The role of racial ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupational, physical and mental status, and equity issues in marital, couple, and family counseling/therapy.
- MFT: B. 3. Societal trends and treatment issues related to working with diverse family systems (e.g., families in transition, dual-career couples, and blended families).

Method of Instruction:

This course is a pre-practicum course in preparation for APCE 694 Practicum in Couple and Family Therapy; as such the course is lecture-experiential, interactive role-playing, video demonstration, and class demonstration. You 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 family room availability) you are to review the session, listen to the feedback and summarize it.

Texts:

Golden, L.B. (2004). *Case Studies in Marriage and Family Therapy*. Columbus, Ohio: Pearson. *Text to be used in role plays. Review at least 2 cases you are ready to propose for role playing, by the first day of class.*

Dattilio, A.E. & Jonsgma, A.E. (2000). *The Family Therapy Treatment Planner*. New York: Wiley. *Text to be used in writing a treatment plan for two role played cases.*

Assignments:

Before the first class, familiarize yourself with your two preferred models of family therapy. Students are required to e-mail the professor their two preferred models at the latest by the second day of class. Models to be included in this class are: Transgenerational/Bowenian, Communication-Validation/Satir, Structural, Solution-Focused, and Narrative/White. Other models may be included after discussion with the instructor. The two written descriptions of the models are due the third day of class. However, all students are encouraged to review the aforementioned models and texts prior to the first day of class. Note: I am flexible, so please, if you have any questions or concerns about any of the course requirements / assignments, contact me to discuss options. NOTE: PLEASE DON'T DROP THE COURSE, BECAUSE IT LOOKS LIKE IT IS GOING TO BE TOO MUCH WORK! ITS BARK IS MUCH WORSE THAN ITS BITE! :-)

Evaluation: Letter grades will be applied using the UNC +/- Grading System will be implemented for this class. For more information on this grading system see the following link: <http://www.unco.edu/regrec/Academic-Records/grades/index.html>

1. **Class attendance;** one unexcused missed class may result in reduction of one letter grade (10%). Be prepared to spend additional time on campus reviewing taped cases, or your sessions. Since this class is on a short, intensive schedule you may want to plan on Friday time or after class for review of role play sessions.
2. **Active participation** on being a therapist, co therapist and family member role-play activities. Giving and receiving feedback is extremely important. Supervision in role-plays will consist of remaining consistent within the goals and process of chosen model (10%). Role plays can become very real; it is your responsibility to discuss anything which felt uncomfortable as a “family member”, therapist and/or supervisee. Actively participate in course discussions. Please be present when class starts and ends (and for all that happens in between). There is a lot to cover. If you think you must miss **any** of this class consider taking it another time. Repeated tardiness or unexcused absences will result in a total course grade reduction of at least one letter grade.
3. Satisfactory completion of **written assignments of two chosen models.** Each model will include conceptualization, goals, stages, techniques, and role of therapist (10%). While APA style is not required, you need to paraphrase and include references. For each model no more than 2 pages, regular font, double spaced. The first model is due the third day of class.
4. **Couple assignment,** guidelines will be discussed in class. Plan on having a volunteer who is part of a couple and is willing to be interviewed and give you feedback on the questions (10%)

5. **SOAP notes** of families treated in role-play situations (10%)
*Note: The SOAP note will be reviewed in class.
6. Completion of **treatment plan** for one of the cases (10%)
*Note: Development of a treatment plan will be reviewed in class.
7. **Summary of feedback** given in class and videotapes and plan how changes will be implemented (10%). This is a short half to one page attached to your SOAP notes of the case in which you received the feedback.
8. Read the following **articles** pertaining to major family therapy theorists, integration of models, gender, ethnicity issues; write a reaction paper for 2 of 3. (10%- guidelines for reaction papers below):
*Note: Due by the second to last day of class.

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.

9. Write a total of **5 reaction papers** to video cases viewed in class or outside of class (20%). Make sure there is at least one of each of your chosen models.
*Note: Due by the second to last day of class.

Reaction paper guidelines

1. Summary of session: If a particular model was followed who was the Master therapist or writer and their model. Who was present, gender, ages or other identifying information of family members. Who is the IP (if there is one) and presenting symptoms/issues/problems. What was said and done during the session. Themes, insights, and techniques (decentralizing IP, joining, sculpting etc).
2. What important points did you learn about working with families/couples by reading/viewing this case?
3. What issues/strategies/principles did you find yourself having resistance to or what approaches made you feel uncomfortable or pushed your buttons?

4. What was most beneficial to you as a therapist about the model presented? What tools or perspectives did you find helpful & might use in your own work?
5. If you were to do something differently what would you do?
6. Any other questions, reactions, thoughts or feelings about the therapy in the case/video?

By the end of the last day of class, have a prepared **electronic** file with all your assignments for me to tabulate (Note: this can be e-mailed to me or turned in on computer disk / thumb-drive). It is your responsibility to keep up with the assignments and completing them in a timely fashion. Grading of written assignments will be based on completion, timeliness, depth-thoughtfulness of responses, accurate grammar, syntax, spelling, typed, double spaced, and regular font.

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 Statement: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such 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 print this syllabus and bring to class the first time we meet.

Keep all syllabi for POSSIBLE FUTURE licensure purposes.

ADDITIONAL ARTICLES OF INTEREST:

Minuchin, S. (1999). Retelling, reimagining, and researching: a continuing conversation. *Journal of Marital and Family Therapy*, 25(1), 9-14.

Minuchin, S. (1998). Where is the family in narrative family therapy? *Journal of Marital and Family Therapy*, 24(4), 397-403.

White, M. (2002). Workshop Notes. Published on www.dulwichcentre.com.au on August 23rd, 2002.

Epston, D. (1999). Co-research, the making of an alternative knowledge. *Chapter 16 in 'Narrative Therapy & Community Work: A Conference Collection'* Dulwich Centre Publications.

White, M. (1995). Reflecting teams as definitional ceremony. *Chapter 7 in 'Re-authoring Lives: Interviews and Essays.'* Adelaide: Dulwich Centre Publications.

White, M. (2000). Reflecting teamwork as definitional ceremony revisited. *Chapter 4 from: White, M. 2000: 'Reflections on Narrative Practice: Essays and Interviews.'* Adelaide: Dulwich Centre Publications.

Tentative schedule (this will vary according to the individualized plans depending on chosen models). This is an intensive 2 week class, therefore it is expected you will be prepared having reviewed and summarized the 2 chosen models. It is expected you have learned about them in APCE 665.

1st week

Friday:

*Summaries of two chosen models due

Overview of family systems, evidence based interventions and CFT.

Discussion of models and class chosen ones: Structural, human validation, narrative, solution focused, and multigenerational.

Case with Monica McGoldrick: Family in the process of loss and grief

Overview of multigenerational model

Group work on models

Review of Human validation model

Case with Virginia Satir: Blended family with troubled boy or Family in the process of growth

Saturday:

Review of Structural model

Case with Aponte: A divided house

Role plays

*Recommended: Soap notes and role play treatment plan due for Friday's role play

*Recommended: Reaction paper due for case from previous day

Sunday:

Review of Narrative model

*Recommended: Reaction paper due for case from previous day

Case with Michael White: Couple in search of rekindling

Role plays

*Recommended: Soap notes and role play treatment plan due for Saturday's role play

*Recommended: Case study (Softas et al) reaction paper due

2nd week

Friday:

Review of solution focused model

Role plays

*Recommended: Reaction paper due for case from previous day

*Recommended: Couple assignment due

*Recommended: Soap notes and role play treatment plan due for last Sunday's role play

The rest TBA