

## **Family Assessment** PC 3022

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### **Description**

This course will focus on critical, multicultural appropriation of MFT assessment tools and their use in clinical practice with families. Students will learn professional skills to assess family dynamics and develop treatment plans that attend carefully to contextual, theological, spiritual and multicultural factors influencing families and the problems they encounter. Assessment specific to couples is covered in Couples Therapy: Theory and Practice. Assessment specific to Individuals is covered in Psychopathology and Pastoral Diagnosis. All three course rely on systemic understanding of problems-in-context which is central to all three frameworks for assessment. 0 Prerequisite: Completion or near-completion of Practicum I. This class is restricted to MFT students only.

**SEMINARY POLICIES – See Student Handbook for policies on use of inclusive language, citation policy, attendance policy, Academic Honesty, and Special Accommodations. (NOTE FOR COAMFTE: These policies are normally inserted but removed due to space limitations for the self-study.)**

### **Make-Up Work Policy**

*No make up work for unexcused absences will be accepted.* Simply emailing the instructors informing them that you will be absent (for any reason) will **not** count as an excused absence, and therefore will count as an unexcused absence. Unexcused absences will result in a score of “0” for any assignments due on the day of your absence. Acceptable excused absences include death of an immediate family member, an obligatory school function or illness with a doctor’s note. In order for these absences to be **excused**, students must provide documentation of their absence. If you have an excused absence, you will be allowed to make-up assignments that you missed as a result of your absence. Arrangements for make-up assignments are to be coordinated with the instructors.

### **Email Policy**

Emails will be responded to as quickly as possible. However, emails sent on the weekend may not be responded to until Monday. It is highly recommended that you provide sufficient time before an assignment is due for receiving a response to an email asking a question.

## Objectives

<p><b><u>By the end of the semester, students will:</u></b></p>	<p><b><u>Student Learning Outcomes (SLO) &amp; MFT Competencies (MFTC:)</u></b>            This course helps student meet <i>Basic Knowledge and Skill</i> criteria for SLOs and MFTCs.</p>	<p><b><u>Assessment Signature Assignments</u></b></p>
<p>Demonstrate a broad understanding of family assessment methods and tools available for family assessment</p>	<p>SLO 2:... demonstrate a broad knowledge of systemic theory and MFT Treatment models and flexibly apply these to evidence-based practice.            1.1.1: MFTC: Understand systems concepts, theories, and techniques ...foundational to MFT.            1.1.2: Understand theories and techniques of individual, marital, couple, family, and group psychotherapy            2.1.4: comprehend...assessment... appropriate to presenting problem...            2.1.5...Understand current models of assessment...</p>	<p>Weekly method review and critique paper</p>
<p>Demonstrate the ability to use a minimum of three models of family assessment in clinical practice</p>	<p>SLO 1:... able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards.            MFTC: 2.1.4: comprehend... assessment... appropriate to presenting problem...            2.1.5...Understand current models of assessment...            2.1.3-Understand the clinical needs and implications of persons with comorbid disorders            2.3.6...Assess family...using a genogram or other instruments            2.3.8 Identify client's strengths, resilience and resources</p>	<p>Weekly case review</p>
<p>Demonstrate the ability to use family assessment outcomes to construct clear and meaningful client treatment plans</p>	<p>SLO 1:... able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards.            MFTC: 2.2.2...systematically integrate client report, observations...test results...to guide assessment process</p>	<p>Weekly case review</p>
<p>Demonstrate the ability to organize family assessment in clinical practice with attention to family, therapist and multicultural context</p>	<p>SLO 4: able to use a multicultural approach to MFT that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems, client-therapist systems, supervisory systems, and broader social systems.            3.2.1 Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan            4.3.1 Match treatment modalities...to client's needs, goals and values</p>	<p>Weekly case review            Final integration paper</p>
<p>Demonstrates integration of theological and spiritual concerns in assessment and treatment planning</p>	<p>SLO 5:...able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy.            MFTC: 4.5.1 -Respect multiple perspectives</p>	<p>Weekly case review            Final integration paper</p>

**Multicultural Therapy Definition:** Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) "...can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems." Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)

**Evidence-based Practice Definition:** EBP is a "...practice-friendly approach to using research to enhance family therapy" (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).

## Method

This class will focus on developing assessment skills through substantial use of case studies (written and oral presentation), reading, and class discussion of specific MFT and multicultural assessment methods.

## Assignments

- 1. Weekly case review.** Each student will turn in a two to three page assessment summary and preliminary treatment plan for one client family seen in his or her practicum using the model discussed and presented in the **previous** class. See rubric for guidance. **Required: This paper is to be turned in on paper during the class in which it is due, accompanied by a paper copy of the rubric for Assignment 1.**
- 2. Case presentation.** Each week one student (or two, if co-therapists) will present a case from her or his practicum assignment for discussion of practical application of the assigned assessment model. Therapists presenting should be sure to protect confidentiality through pseudonyms. See rubric for details and assessment criteria.
- 3. Final integration paper** (due last day of finals). In this 5-7 page paper, students will describe their philosophy and practice of family assessment. See rubric for assessment details. **Submit this assignment on CAMS.** The paper must include:
  - A brief critical discussion that describes and justifies the choice of one or more models of assessment preferred by the student therapist for her or his practice context;
  - Description of how selected assessment models relate to preferred models of treatment; and
  - A description of how he or she attends on a regular basis to multicultural (including socioeconomic, gender, race, sexual orientation, etc.), spiritual, theological and broader contextual family concerns in assessment and treatment planning.

## Required Texts

McGoldrick, M., Gerson, R., & Petri, S. (2008), *Genograms: Assessment and Intervention*, 3<sup>rd</sup> ed. New York: W.W. Norton.

Journal articles and book chapters as described below.

## **Grading**

### **Summary of Grading**

100% Total

### **Grading Scale and Philosophy**

A	96.6-100
A-	93.6-96.5
B+	90.6-93.5
B	87.6-90.5
C	85.6-87.5
C+	83.6-85.5
C	81.6-83.5
C-	79.6-81.5
D	70.6-79.5
F	Below 70.6

Individuals admitted to graduate study are expected to perform consistently and well in academic work. This is translated into grades in the following way:

1. Basic mastery of the body of knowledge at a level expected in graduate study will earn scores in the B to B+ range.
2. Grades of A- are granted for work which demonstrates
  - basic mastery of the body of knowledge, and
  - independent thought about the subject matter.
3. Grades of A are granted for work which demonstrates
  - mastery of the required body of knowledge,
  - independent thought about the subject matter, and
  - creative/integrative use of the material, exceptional writing which integrates the material into a student's own system of thought, and/or exceptionally well done or articulate research.
4. Scores C and below do not meet the standard expected for graduate level academic work.

## Comprehensive Rubric

**Assessment Rubric:** (Note to COAMFTE: The SIE rubric is used for all classroom case studies. See SIE rubric at bookmark in self-study.)

### **Assignment 1: Weekly Case Review**

Each student will turn in a two to three page assessment summary and preliminary treatment plan for one client family seen in his or her practicum using the model discussed and presented in the **previous** class. See rubric for guidance.

**Required: This paper is to be turned in on paper during the class in which it is due, accompanied by a paper copy of the rubric for Assignment 1.**

**IDENTIFY THE MODEL YOU ARE USING:** \_\_\_\_\_

### **Assignment 3: Integration Paper**

In this 5-7 page paper, students will describe their philosophy and practice of family assessment. See rubric for assessment details. **Submit this assignment on CAMS.** The paper must include:

- a. A brief critical discussion that describes and justifies the choice of one or more models of assessment preferred by the student therapist for her or his practice context;
- b. Description of how selected assessment models relate to preferred models of treatment; and

A description of how he or she attends on a regular basis to multicultural (including socioeconomic, gender, race, sexual orientation, etc.), spiritual, theological and broader contextual family concerns in assessment and treatment planning.

