

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.

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for more information, see:

<http://www.lpts.edu/academics/academic-resources/academic-support-center/online-writing-lab/avoiding-gender-bias>

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

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

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u> This course helps student meet <i>Basic Knowledge and Skill</i> criteria for SLOs and MFTCs.	<u>Assessment Signature Assignments</u>
Demonstrate a broad understanding of family assessment methods and tools available for family assessment	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.	Weekly method review and critique paper

	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...	
Demonstrate the ability to use a minimum of three models of family assessment in clinical practice	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	Weekly case review
Demonstrate the ability to use family assessment outcomes to construct clear and meaningful client treatment plans	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	Weekly case review
Demonstrate the ability to organize family assessment in clinical practice with attention to family, therapist and multicultural context	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	Weekly case review Final integration paper
Demonstrates integration of theological and spiritual concerns in assessment and treatment planning	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	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)</p>		
<p>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).</p>		

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 (50%).** 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 (20%).** 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 (30%, 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. 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
 - c. 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*, 3rd 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.

Schedule and Assignments

Date	Class Focus	Assignment
September 15	Introduction to Family Assessment (lecture Ch., 1 & 2 of Thomlison) variety of models, expected outcomes, observation and analytic models. Evidence-based vs Therapy model based.	Thomlison, B. (2016). <i>Family Assessment Handbook</i> . Pp. 37-89. Class discussion.
22	Multicultural Framework for Family Assessment	<p>Sue, D. W. & Sue D. (2013) <i>Counseling the culturally diverse: theory and practice</i>, 6th ed. New York: John Wiley & Sons. 57-87; 209-233.</p> <p>Prepare a two-page multicultural analysis of one family to turn in.</p> <p>Discussion of student presented case. Case presenter:</p>
29	Bowen and Genograms	<p>McGoldrick, M., Gerson, R., & Petri, S. (2008), <i>Genograms: Assessment and Intervention</i>, 3rd ed. New York: W.W. Norton.</p> <p>Penderhughes, E. (2008). "Black genealogy revisited," in McGoldrick, M. and Hardy, K.V. (eds), <i>Revisioning family therapy: race, culture and gender in clinical practice</i>. New York: Guilford.</p> <p>http://swrtc.nmsu.edu/files/2013/10/Cultural-genogram-hardy-laszloffy-1995.pdf</p> <p>http://www.tandfonline.com/doi/pdf/10.1300/J085v15n01_13</p> <p>Schilson, Elizabeth; Braun, Karen; Hudson, Amy. (1993). Use of genograms in family medicine: A family physician/family therapist collaboration. <i>Family Systems Medicine</i>, Vol 11(2), 1993, 201-208.</p> <p><i>Prepare a genogram and analysis of the genogram to turn in.</i></p> <p>Discussion of student presented case. Case Presenter:</p>
October 6	Structural Analysis	<p>http://www.minuchincenter.org/yahoo_site_admin/assets/docs/the_case_family_therapy.65165254.pdf (pp. 227-234 only)</p>

		<p>http://sfhelp.org/fam/map.htm</p> <p><i>Prepare a structural map and analysis to turn in.</i></p> <p>Discussion of student presented case. Case Presenter:</p>
13	Communication Theory/Cybernetic Systems Analysis	<p>Jackson, D. D. (1977). The study of the family, in P. Watzlawich & J. Weakland, <i>The interactional view</i>. NY: W.W. Norton. Pp. 2-20.</p> <p>Haley, J. (1977) Toward a theory of pathological systems, in P. Watzlawich & J. Weakland, <i>The interactional view</i>. NY: W.W. Norton. Pp. 21-41.</p> <p>Watzlawick, D. D. and Beavin, J. (1977). Some formal aspects of communication, in in P. Watzlawich & J. Weakland, <i>The interactional view</i>. NY: W.W. Norton. Pp. 56-67.</p> <p>http://homepages.wmich.edu/~weinreic/SWRK350/theoryLearningObject2/ecologicalSystems.html</p> <p><i>Prepare a cybernetic analysis of a client system to turn in.</i></p> <p>Discussion of student presented case. Case Presenter:</p>
20	No Class	
27	Reading and Research	
Nov 3	Behavioral Family Therapy: Functional Analysis	<p>http://state.tn.us/youth/dcsguide/manuals/Documentation%20of%20the%20Family%20Functional%20Assessment%20Process%20..pdf</p> <p>Epstein, N. B., Bishop, C. R. Miller, I. & Keitner, G. (1993). The McMaster model. In Walsh, F. <i>Normal Family Processes</i> 2nd ed. NY: Guilford Press. Pp. 138-159.</p> <p><i>Prepare a functional analysis of a client family system to turn in.</i></p> <p>Discussion of student presented case. Case Presenter:</p>
November 3	Other Empirical Models	<p>Beavers, W. R. & Hampson, R. B. (1993). Measuring family competence. In Walsh, F.</p>

		<p>Normal Family Processes 2nd ed. NY: Guilford Press. Pp. 73-103</p> <p>Olson, D. (1993). Circumplex model of marital and family systems. In Walsh, F. Normal Family Processes 2nd ed. NY: Guilford Press. Pp. 104-137.</p> <p>1. Prepare a rationale for how you would use one of the empirically-based models described in the article.</p> <p>2. Use the SFI (second link above) to evaluate a family. Case Presenter:</p>
10	Object relations	<p>http://supp.apa.org/books/short-term/QORmanual.pdf</p> <p>Sharff, D. & Scharff, J. (1987). <i>Object relations family therapy</i>. Northvale, NJ: Jason Aronson. PP. 1-27; 149-168.</p>
17	Postmodern Models of Assessment (Solution-Focused Brief Therapy)	<p>http://able-differently.org/wp-content/uploads/2012/01/UtilizingSolutions.pdf</p> <p><i>Prepare a Solution-Focused analysis of a client family system to turn in.</i></p> <p>Discussion of student presented case. Case Presenter:</p>
24	Postmodern Models of Assessment: Narrative	<p>http://dulwichcentre.com.au/articles-about-narrative-therapy/collaborative-representation/</p> <p>White, M. and Epston, D. (1990). <i>Narrative means to therapeutic ends</i>. NY: W.W. Norton. Pp. 1-37.</p> <p>Monk, G., Winslade, J., Crocket, K., & Epston, D. (eds), (1997). <i>Narrative Therapy in Practice</i>. NY: Jossey-Bass. 9-31.</p> <p>http://www.somewareinvt.com/vcca/collab_asses_paper.pdf</p> <p><i>Prepare a Narrative analysis of a client family system to turn in.</i></p> <p>Discussion of student presented case. Case Presenter:</p>

December 1	Postmodern Models of Assessment Collaborative Therapy	<p>https://postmoderntherapies.wikispaces.com/Collaborative+language+therapy</p> <p>https://www.youtube.com/watch?v=wZvIn9yHKLc</p> <p>Madsen, W. C. (1999) <i>Collaborative therapy with multi-stressed families</i>. NY: Guilford Press. Pp. 45-84.</p> <p>http://keats.kcl.ac.uk/pluginfile.php/820983/mod_resource/content/0/Andersen,%20T%20-%20The%20Reflecting%20Team%20-%20Dialogue%20and%20Meta-Dialogue%20in%20Clinical%20Work.pdf</p> <p><i>Prepare a Narrative analysis of a client family system to turn in.</i></p> <p>Discussion of student presented case. Case Presenter:</p>
8	Spiritual Assessment of Family Systems	<p>Frame, M. W. <i>Journal of Marital and Family Therapy</i> Volume 26, Issue 2, pages 211–216, April 2000.</p>
18	Final Project Due	