



## CFTD 720: Advanced CFT Theory I

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Schedule: Fall Semester: Wednesday 9- 11:45 a.m.

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Office Hours: Thursdays 10-1pm

Room: zoom 933 7849 1649

Course Description: Due to the unique nature of training during the covid-19 pandemic, has been moved to a virtual platform. This advanced course explores the evolution of classic/modern approaches to couple and family therapy (CFT) theory, emphasizing a critical approach to both their theoretical and clinical application aspects. Students will be required to critically examine the specific theories' stands on power and privilege dynamics, as well as multicultural topics. Self of the therapist issues will be explored throughout the course.

### Program Objectives/Standards/

The PhD in Couple and Family Therapy Program at Adler University has seven Student Learning Outcomes (SLOs). The SLOs are:

- 1. To understand and apply advanced knowledge of systems, modern, and postmodern Couple and Family Therapy theories.**
2. To demonstrate cultural competency with diverse populations in the advanced practice as a Couple and Family Therapist across academic, clinical, research, and supervision settings.
3. To demonstrate knowledge of Adlerian principles that can complement systemic work with couples, families, and individuals.
4. To display advanced application in clinical and supervision skills in the practice of Couple and Family Therapy with specific training in grief, loss, and trauma.
5. To exemplify doctoral-level knowledge, skill, and integration of research in the field of Couple and Family Therapy.
6. To advance sensitivity and knowledge in application of social justice, social responsibility, and oppression with couples and families.
7. To establish a clear professional identity including an ethical consciousness as a Couple and Family Therapy with advanced training in preparation to serve the profession.

This course provides students with specific assignments and activities as described in this syllabus to meet the **SLO 1**; to understand and apply advanced knowledge of systems, modern, and postmodern Couple and Family Therapy theories.

### Required Texts:

Aponte, H. J. (1994). *Bread & spirit: Therapy with the New Poor: Diversity of Race, Culture, and Values*. New York: Norton.

Boszormenyi-Nagy, I. (1984). *Invisible loyalties*. New York: Brunner-Mazel

Hargrave, T. (1994). *Families and forgiveness*. New York: Routledge.

Kerr, M.E., & Bowen, M. (1988). *Family evaluation*. New York: W.W. Norton.

Minuchin, S., Reiter, M.D., & Borda, C. (2014). *The craft of family therapy*. New York: Routledge.

Satir, V. (1991). *The Satir model: family therapy and beyond*. Palo Alto, California: Science & Behavior Books.

Whitaker, C. A., & Bumberry, W.M. (1988). *Dancing with the family*. New York: Taylor and Francis.

Required Readings:

Bavelas, J. B., & Segal, L. (1982). Family systems theory: Background and implications. *Journal of Communication*, 32(3), 99-107.

Beitin, B.K. & Allen, K.R. (2005). A Multilevel Approach to Integrating Social Justice and Family Therapy. *Journal of Systemic Therapies*: Vol. 24, No. 1, pp. 19-34.

Framo, J. L. (2004). Family of Origin as a therapeutic resource for adults in marital and family therapy: You can and should go home again. *Family Process*. (15) 2, 193-210.

Guttman, H. A. (1991). Systems theory, cybernetics, and epistemology. *Handbook of family therapy*, 2, 41-62.

Hardy, K. V. (2018). The Self of the therapist in epistemological context: A multicultural relational perspective. *Journal of Family Psychotherapy*, 29(1), 17-29.

Karam, E. A., Blow, A. J., Sprenkle, D. H., & Davis, S. D. (2015). Strengthening the systemic ties that bind: Integrating common factors into marriage and family therapy curricula. *Journal of Marital and Family Therapy*, 41(2), 136-149.

Knudson-Martin, C., McDowell, T., & Bermudez, J. M. (2017). From Knowing to Doing: Guidelines for Socioculturally Attuned Family Therapy. *Journal of marital and family therapy*.

Laszloffy, T. A., & Davis, S. D. (2018). Nurturing Nature: Exploring Ecological Self-of-the-Therapist Issues. *Journal of marital and family therapy*.

Lum, W. (2002). The use of self of the therapist. *Contemporary Family Therapy*, 24(1), 181-197.

McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). Third-Order Thinking in Family Therapy: Addressing Social Justice Across Family Therapy Practice. *Family process*.

Watzlawick, P., Weakland, J. H., & Fisch, R. (2011). *Change: Principles of problem formation and problem resolution*. WW Norton & Company.

Whitaker, C.A, & Keith. D. V (1981). Symbolic-experiential family therapy. In A. Gurman & D. Kniskern (Eds.), *Handbook of family therapy*, Vol. I (Ch 6). New York: Brunner/Mazel.

Instructional Method: Lecture, discussion, course assignments

Delivery Method: Virtual

**Compliance with Americans with Disabilities Act (ADA):** It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C. Human Rights Code. **If a student with a disability wishes to receive accommodations in order to participate in the courses, programs, or activities offered by the University, the student may request accommodations by**

**contacting** [disabilityoffice@adler.edu](mailto:disabilityoffice@adler.edu). The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.

Catalog & Student Handbook: <https://www.adler.edu/campuses/#chicago> Procedures for documenting your disability and requesting reasonable accommodations will be provided to you.

If a student has already received a list of reasonable accommodations, please present the instructor with this information immediately. All information will be held in strict confidence. If the student does not choose to disclose that she or he has approved accommodations, have Students Affairs contact the professor otherwise the student is taking full responsibility for any related consequences that may occur. Last minute special requests will be subjected to the same late assignment policy indicated in the syllabus. Student Handbook:

<http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>

**Academic Dishonesty/Plagiarism Statement:** Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student *must* be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from the school.

Student Handbook: <https://www.adler.edu/wp-content/uploads/2020/06/Adler-University-Handbook-19-20-.pdf>

**Sexual Harassment & Sexual Violence Policy:** The Adler University Sexual Harassment and Sexual Violence Policy is available at:

<https://connect.adler.edu/student-services/student-affairs/Documents/Adler%20University%20Title%20IX%20Sexual%20Harassment%20Policy%20August%202020.pdf>. This policy addresses how information about sexual violence/sexual misconduct that is shared with any Adler University faculty and staff must be reported to the Title IX Coordinator, Julie Proscia ([jproscia@adler.edu](mailto:jproscia@adler.edu)).

**Class Code of Courtesy and Confidentiality:** Cell phones may not be used during class. Please make sure cell phones are turned off and put away. Meaning they are not to be visible or on the table posing a distraction in the classroom. Those caught sending text messages or surfing the internet during class will lose participation points and/or be asked to leave the lecture period. It is expected that classroom discussions and group interactions remain confidential to facilitate honest communication. Please treat one another respectfully and maintain confidentiality regarding what transpires in class.

Zoom Etiquette and expectations include signing in on-time and ready for class. Have the appropriate technology required for class, such as proper speakers and camera for full participation. Please write your preferred name and pronouns.

#### **Course Requirements:**

1. Attendance. As this is graduate school, all students are expected to attend every class. One absence may be excused but is not guaranteed for extenuating circumstances (i.e. medical issues). Two absences will result in failure of the course. *Absences are still considered unexcused although emailed notification to the professor is required.* An excused absence is an absence accompanied by notification and followed by a doctor's note. The student is expected to handle an absence professionally by notifying the professor. The student is responsible for getting information presented in class from peers and for arranging to complete missed work. Absence may require that the student complete a written assignment distributed by the professor and due the next class. Students who miss an accumulation of 5 hours of class time due to late arrival or tardiness will receive a grade of

“F” (Fail) and must repeat the course. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade at the discretion of the faculty instructor. *Any unexcused absence will prevent a student from receiving an A in the course.*

2. Readings. There are several required texts for this class and various articles; the readings integrate research, practice, and personal reflection. You are expected to have completed the reading assignments in advance and to participate in class discussions and exercises. Be prepared to actively discuss the reading materials assigned. Some readings will be emphasized specifically in class discussions while others are to be read for background information to be used indirectly. If the instructor senses that students are not keeping current with the readings, the instructor will give quizzes, which will be reflected in the participation portion of the student’s grade. The quizzes will be unannounced, and there will be no make-ups.

#### Assignments:

All assignments are intended to engage critical thinking, the application and integration of CFT theory, and Self-of-the-Therapist exploration. All assignments are due on the date they are assigned. Each day late will result in the loss of half a letter grade.

- 1) *Participation-* Active engagement in the learning process is critical for successfully completing the course. In addition to being diligent with course readings I expect informed critique. These critiques will take place in the form of class discussion, in-class presentations, and group activities. You will be involved in soliciting and providing feedback to other members of the class in a professional manner. The focus will be on providing developmentally appropriate, specific, and clinically relevant feedback to class members to facilitate their growth as family therapists. Points will be deducted for lack of engagement. The expectation is that you will be physically, intellectually, and emotionally present; open, participatory, and honest in class interactions.
- 2) *Presentation-* Each student will be assigned a theory to present. You will review the family therapy journals and select 3-5 theoretical articles that you believe to have made a significant contribution to the field. The presentation will focus on examining the process of change according to the theory (using a clinical examples) as well as providing a critique of the model from a social justice lens. This 45 min presentation will be based on the assigned readings as well as the 3-5 articles.
- 3) *Case Conceptualization-* A case conceptualization is a method and process of summarizing seemingly diverse case information into a brief, coherent statement or “map” that elucidates the client’s basic pattern of behavior. The purpose of a well-articulated case conceptualization is to better understand and more effectively treat a client or client-system, namely the couple or a family. In short, a case conceptualization is a clinician’s “theory” of a particular case. A good case conceptualization should effectively link a client’s presenting problem to a treatment plan as well as provide the basis for tailoring treatment to clients’ needs and expectations. Sperry, L. (2005). Case Conceptualization: A Strategy for Incorporating Individual, Couple and Family Dynamics in the Treatment Process. *American Journal Of Family Therapy*, 33(5), 353-364. Students will choose 3 (Not the model chosen for the presentation) of the theories covered during the course and will write a 3 page case conceptualization. Each will be due the week after the model has been covered in class. The case conceptualization must cover the following:
  - a. Presenting Problem
  - b. Therapeutic Hypothesis
  - c. Systemic Assessment
  - d. Dimensions of Culture

- e. Social Justice Issues
- f. Goals of Therapy (treatment goals)
- g. Techniques (how they will be applied & for what purpose)

4) *Publishable Quality Paper*- For this assignment you will work in groups to create a publishable quality paper. Each paper will critically examine a selected family theory through the lens of a selected social justice prism- this must be approved by the professor. (You may work with the professor to continue to revise it for submission to a Journal)

Each submitted paper should have at least three sections:

- 1) Critically evaluate the theoretical assumptions, constructs, and tenants of the theory. Describe theoretical strengths and how it supports revisioning for social justice.
  - 2) Provide clear integration of new socially just strategies to address power, privilege and marginalization and explain a clear pathway for integration.
  - 3) Provide a case vignette that demonstrates application of the strategies provided.
- APA format, 12 pt, times new roman font, double spaced, 13-15 pages.

Evaluation Criteria:

Participation	5%
Presentation	20%
Case Conceptualization (3)	45%
Publishable Manuscript	<u>30%</u>
	100%

Grading: Overall course grade is based on the following scale:

- 94-100% = A
- 90-93% = A-
- 88-89% = B+
- 84-87% = B
- 80-83% = B-
- 73-79% = C
- 70-72% = D
- Below 70% = F

## CLASS SCHEDULE

CLASS	DATE	TOPIC	READINGS
1.	Sept. 2	History & Systems Theory	Bavelas, J. B., & Segal, L. (1982). Family systems theory: Background and implications. <i>Journal of Communication</i> , 32(3), 99-107.  Karam, E. A., Blow, A. J., Sprenkle, D. H., & Davis, S. D. (2015). Strengthening the systemic ties that bind: Integrating common factors into marriage and

			family therapy curricula. <i>Journal of Marital and Family Therapy</i> , 41(2), 136-149.
2.	Sept. 9	Self of The Therapist	<p>Lum, W. (2002). The use of self of the therapist. <i>Contemporary Family Therapy</i>, 24(1), 181-197.</p> <p>Hardy, K. V. (2018). The Self of the therapist in epistemological context: A multicultural relational perspective. <i>Journal of Family Psychotherapy</i>, 29(1), 17-29.</p> <p>Laszloffy, T. A., &amp; Davis, S. D. (2018). Nurturing Nature: Exploring Ecological Self-of-the-Therapist Issues. <i>Journal of marital and family therapy</i>.</p>
3.	Sept. 16	Applying Social Justice to CFT Theory	<p>Beitin, B.K. &amp; Allen, K.R. (2005). A Multilevel Approach to Integrating Social Justice and Family Therapy. <i>Journal of Systemic Therapies: Vol. 24, No. 1</i>, pp. 19-34.</p> <p>McDowell, T., Knudson-Martin, C., &amp; Bermudez, J. M. (2018). Third-Order Thinking in Family Therapy: Addressing Social Justice Across Family Therapy Practice. <i>Family process</i>.</p> <p>Esmiol, E. E., Knudson-Martin, C., &amp; Delgado, S. (2012). Developing a contextual consciousness: Learning to address gender, societal power, and culture in clinical practice. <i>Journal of marital and family therapy</i>, 38(4), 573-588.</p> <p>Knudson-Martin, C., McDowell, T., &amp; Bermudez, J. M. (2017). From Knowing to Doing: Guidelines for Socioculturally Attuned Family Therapy. <i>Journal of marital and family therapy</i>.</p>
4.	Sept. 23	Bowen Family Systems Theory	<p>Kerr: Family Evaluation ch: 1-6</p> <p><b>Presentation:</b></p>
5.	Sept. 30	Bowen Family Systems Theory	<p>Kerr: Family Evaluation ch: 7-10</p> <p>Framo, J. L. (2004). Family of Origin as a therapeutic resource for adults in marital and family therapy: You can and should go home again. <i>Family Process</i>. (15) 2, 193-210.</p>

6.	Oct. 7	Publishable Manuscript	<i>Asynchronous assignment</i>  <i>Detailed Manuscript Outline due</i>
7.	Oct. 14	Symbolic Experiential Therapy	Bumberry: Dancing with the Family ch. 1-5 <b>Presentation:</b>
8.	Oct. 21	Symbolic Experiential Therapy	Bumberry: Dancing with the Family ch. 6-10  Whitaker, C.A, & Keith. D. V (1981). Symbolic-experiential family therapy. In A. Gurman & D. Kniskern (Eds.), <i>Handbook of family therapy</i> , Vol. I (Ch 6). New York: Brunner/Mazel.
9.	Oct. 28	Contextual Therapy	Boszormenyi-Nagy: Invisible Loyalties ch: 1-6, 8-10, 13  <b>Presentation:</b>
10.	Nov. 4	Contextual Therapy	Hargrave: Families and Forgiveness section 1, ch. 6 & 10
11.	Nov. 11	Experiential- HVPM	Satir: The Satir Model ch. 2-5  <b>Presentation:</b>
12.	Nov. 18	Experiential- HVPM	Satir: The Satir Model ch. 6-8, 10, 11
13.	Nov. 25	Structural Family Therapy	Minuchin (1974) Families & Family Therapy  <b>Presentation:</b>
14.	Dec. 2	Structural Family Therapy	Aponte- Bread & Spirit
15.	Dec. 9	Publishable Manuscript	<i>Final Draft due</i>

\*This is a tentative schedule and subject to change according to student and/or course needs.