Course Description:
This course is comprised of three parts that are intertwined together under the umbrella of theory development, integration and practice effectiveness. During the first few weeks of the term, we will examine common factors of CFT theories/models in detail as well as self-evaluation/effectiveness. The next few classes, we will examine a model that introduces affect and emotion into relational therapy – Emotionally Focused Therapy. The final part of the class we will take an in-depth look at integration and two attempts to integrate the various schools of couples and family therapy – the Metaframeworks Model developed at the Institute for Juvenile Research in Chicago and the integration of Solution Focused Therapy and Emotionally Focused Therapy.

Course Learning Outcomes:
1. To help students’ understand the importance of and ways to evaluate their own practice.
2. To expand the students’ own awareness of the common factors of successful therapy and how they incorporate these factors into their clinical work.
3. To understand the key components of a sound integration as compared to eclecticism.
4. To become familiar with Metaframeworks as one model for developing an integrated model of family therapy practice.
5. To become familiar with the theory and practice of Emotionally Focused Therapy as one way to integrate affective experience within an interactional approach.
6. To further students’ understanding of their own clinical model of family therapy.

Core Competencies Addressed in this Course:
- Understand systems concepts, theories, and techniques that are foundational to the practice of couples and family therapy.
- Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.
- Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- Establish and maintain appropriate and productive therapeutic alliances with the clients.
- Manage session interactions with individuals, couples, families, and groups.
- Assess each clients’ engagement in the change process.
- Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
- Consider the influence of treatment on extra-therapeutic relationships.
- Apply effective and systemic interviewing techniques and strategies.
- Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit.
- Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
- Reframe problems and recursive interaction patterns.
- Defuse intense and chaotic situations to enhance the safety of all participants.
- Evaluate knowledge of current clinical literature and its application.
Textbooks:
Required:

Course Requirements

Below is a list of assignments that link to the Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

(1) Attendance & Class Participation (SLO1):
Attendance is expected and necessary for you to do well in the class. Students are expected to actively participate in class discussions and reflect/share their thoughts/ideas regarding the assigned reading for the week. Please show respect to the learning community by getting to class on time and actively engaging in class (electronics should be turned off except if there is a need to take electronic notes). You may miss one class during the term without explanation. If you need to miss more than one class, then five points will be deducted.

(2) Common Factors Exercise (SLO3):
We will have a class discussion on the common factors literature and Escape from Babel. Come prepared to discuss the following questions with your classmates by thinking about them beforehand and writing your answers/thoughts in outline format. This discussion will take place during Class #3. You will turn in your outline of answers to me at the end of Class #3. Questions include:
  a) What is your understanding of the common factors associated with effective therapy and the existing common factors literature?
  b) How have you applied your knowledge of the common factors in your work with your clients? How does your model of choice serve as a vehicle through which the common factors can work? Give examples.
  c) Which areas would you like to continue improving upon in terms of how you approach therapy from a common factors framework?
  d) What is your critique of the common factors literature and specifically, Escape from Babel?
  e) Do you think there are any common factors to effective therapy that Escape from Babel or the literature does not address?
  f) What are your ideas for how one could contribute to the common factors literature?
  g) What are some ways you might evaluate your own practice in an ongoing way?

(3) Emotions Role Play & Paper (SLO3, SLO4):
You will be assigned to groups of 3-4 people. Each group member (therapist) will conduct a 15-20 minute therapy session with the rest of the group members (clients). This video clip or digital recording will demonstrate how you might utilize either the EFT model or affect/emotions in general with your pseudo-clients (classmates). If you are very comfortable working with EFT and/or emotions in the room then I urge you to use this role play to challenge yourself with some of the more complicated aspects of EFT. While your classmates will obviously be actors, you should have them role play a client system you have either observed or been a therapist for so that the experience is as real as possible. You will only get out what you put into this activity. A few volunteers might show their therapy session to the rest of the class, if there is time. While you do not need to turn in your video/digital recording segment, you do need to review your work before writing your paper. Please turn in a 2-4 double-spaced page paper (professionally written) describing your conceptualization of the case and why such an approach was useful. Also, address the following questions. Do not forget to use pseudonyms when talking about an actual client system.
  a) What did you find helpful about this approach? What was not helpful?
  b) What role does the therapist take during this approach?
  c) What self of the therapist issues came up for you while taking this approach with your pseudo clients?
  d) How were you taught to deal with emotions by your family of origin? What emotions feel less and more comfortable to you? And how might this influence how you work with emotions in the room?
e) What does it mean to you to regulate emotions? What do you think is healthy emotional expression?

f) How does your culture view emotions and how emotions should be expressed/not expressed?

g) How do you deal with emotions in therapy?

h) How do your methods for dealing with emotions change if you are working with clients from different cultures? Explain.

i) What are some limitations or challenges that you have faced while dealing with affect/emotions in therapy?

(4) Final Assignment (with or without a partner) (SLO2, SLO3, SLO5):
You have the choice to partner up with someone or individually prepare a professional paper (15-25 pages) on the application of your own integrated model of family therapy to a particular issue in therapy (due no later than Dec. 9th at 3pm). Papers should be typed APA style (6th edition) with all references appropriately cited. The basic foundation of the paper is a thorough, up-to-date literature review discussing the family/relational dynamics associated with the problem from a systemic point of view and how family therapists and/or other mental health professionals have treated this problem historically. Include any empirically validated techniques that have been implemented by CFTs and/or other mental health professionals in working with the issue. Build on this foundation by using Metaframeworks or an integrated approach to therapy that you (or you and your co-author) develop, as it seems most appropriate for addressing this particular issue. In other words, given your knowledge of the problem, what would be your integrated treatment approach for working with clients dealing with the problem? Your integration should make sense given your lit review on empirically validated treatments for the problem as well as your core assumptions about change. Describe the model components, rationale for model use, interventions, role of the therapist, treatment course, etc. If you have clinical experience with this issue, you can include an actual case study or even transcripts of dialogues between therapist and clients for examples. End with a summary or critical review of what was presented and possible limitations of the proposed model. Your paper will be evaluated on:

1. Professional appearance of paper. (APA style, spelling, sentence structure, organization, etc.)
2. Accuracy and thoroughness of your review of literature. Provision of examining the issue through a systemic lens. The literature review should demonstrate an up to date understanding of the issue.
3. Integration of treatment issues and treatment strategies. For example, if you found in your literature review that children who have grown up with a parent struggling with a chronic illness are more likely to have somatic complaints, then what would be the interventions you suggest for dealing with these issues? In other words, tie together your review of the issue and your integrated approach to treatment.
4. Clarity in explanation of your integrated model.

You will need to turn in your topic (handwritten is fine) during class 2. You have the choice to turn in a thorough outline during class 6 and I will return with feedback. It MUST be turned in during class 6, no exceptions.

***I will use the same grading rubric whether the papers are co-authored or single authored. There are pluses and minuses to working with a co-author, which I am happy to discuss with you.

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**Student Engagement Inventory**

<table>
<thead>
<tr>
<th>Education Activity</th>
<th>Hours</th>
<th>Student Engaged</th>
<th>Explanatory Comments (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Attendance</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>50</td>
<td></td>
<td>This will vary depending on student</td>
</tr>
<tr>
<td>Common Factors Assignment</td>
<td>5</td>
<td></td>
<td>This includes both reading and preparing for discussion</td>
</tr>
<tr>
<td>Emotions Assignment</td>
<td>8</td>
<td></td>
<td>This will vary based on coordination time and efficiency of role-play</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25</td>
<td></td>
<td>Includes all preparations, literature review, writing, and editing.</td>
</tr>
</tbody>
</table>

**Total Hours:** 118 hours

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**Course Requirements and Evaluation:**

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Points (total=100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation, Class Discussion, and Attendance</td>
<td>20</td>
</tr>
</tbody>
</table>
2. Common Factors Outline/Discussion  15
3. Emotions Assignment  25
4. Final Paper  40

Course Grading:

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
</tr>
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</table>

Courses receiving C and lower are not accepted for graduate credit, even though they may be computed in the G.P.A.

Late Assignments:
Outside of exceptional circumstances (e.g. medical emergency), any assignment turned in beyond the deadline will be reduced in score by 25% for each day it is late. The final assignment will not be accepted past the due date.

POLICIES

Respect for Diversity
This class embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, and spiritual/religious affiliations. I aim to honor and value diverse ways of learning, knowing, and experiencing. I also hope to create a forum where dialogues can take place that foster individual as well as collective self-awareness and growth. In keeping with our commitment to these values, I ask that everyone partner in a shared responsibility to build inclusion, equity, and respect of diversity. This can only happen if we continue to reflect on how our cultural backgrounds and diverse life experiences influence our work with clients. Thus, while we each bring unique perspectives to our professional work, I expect that as human service professionals, we will strive toward competency in meeting our clients’ diverse needs and respecting all people.

Ethical Standards of Practice
Each MFT student is expected to maintain the highest ethical standards of clinical practice, including strict adherence to the maintenance of client confidentiality. Specifically, students agree to the following:

- Familiarity with and behavior in accordance with the AAMFT Code of Ethics at all times.
- Maintaining client confidentiality by never disclosing client names, identifying information, or discussing cases outside of the observation or supervision areas.
- Removing oneself from any involvement (observation of sessions, team participation, any inquiry about treatment or progress, etc.) in a case in which the student knows one or more of the clients.
- Maintaining a professional and respectful manner when observing or interacting with clients.

Disclosure of Personal Information
The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have established policies for informing applicants and students regarding disclosure of their personal information (COAMFTE Standard 140.02, 2003). With this standard in mind, I would like to highlight that in this course personal disclosures may occur. Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential and remain only in the classroom unless an exception to confidentiality applies.

The AAMFT Code of Ethics states in standard 4.7 (2001) that Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. With this in mind, the program would like to highlight that clinical supervisors who share responsibility for supervisees will share relevant information without a written waiver in an effort to provide a quality standard of supervision, maintain coherent training throughout the program, and ensure client care.

Documented Disability
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability
must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

**Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://www.uoregon.edu/~conduct/). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Academic Honesty**

Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website: "Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:
1. One quotes another person's actual words or replicates all or part of another's product;
2. One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. One borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

(http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu. Outside the College, you can contact:

- **UO Bias Response Team**: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- **Conflict Resolution Services**: 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabidGrievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

**Inclement Weather Policy**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses
Cell Phones & Laptops
Due to the fact that cell phones (e.g., text messaging, internet surfing) are disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced and text messaging and cell phone internet access is not allowed during class. If you have an exceptional circumstance (e.g., ill family member), and need to be on standby for a possible cell phone call, please let me know and set your cell to vibrate and exit the classroom if you receive a call. If an alternate learning ability requires the use of a laptop, please contact me on the first day of class about this. Additionally, if you use a laptop to take notes during class, please seek the permission of those around you. Typing notes during class can be very disruptive for people sitting near you – be sure that those around you are not distracted by your note taking. Computer laptop internet surfing and/or chatting is prohibited during class.
<table>
<thead>
<tr>
<th>CLASS#</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS #1</td>
<td>Introduction to class Review syllabus Practice effectiveness</td>
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<tr>
<td>CLASS #2</td>
<td>Common Factors Evaluating your own practice</td>
<td>• Escape from Babel (pgs. 1-121)</td>
<td></td>
</tr>
<tr>
<td>CLASS #3</td>
<td>Common Factors Evidence based literature</td>
<td>• Escape from Babel (pgs. 122-214)</td>
<td>Common Factors Exercise Due Final Paper Topic Due</td>
</tr>
<tr>
<td>CLASS #4</td>
<td>Emotion and Attachment in Human Relationships</td>
<td>• © Johnson, Makinen, &amp; Millikin (2001) Attachment injuries in couples relationships... • © Dankoski (2001) Pulling at the heartstrings... • © Sherry, Lyddon, &amp; Henson (2007) Adult Attachment and Developmental Personality Styles • CHs. 1-3 Creating connection</td>
<td></td>
</tr>
<tr>
<td>CLASS #5</td>
<td>Emotionally Focused Therapy</td>
<td>• CHs. 4-8 Creating connection • © Makinen &amp; Johnson (2006). Resolving attachment injuries...</td>
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<tr>
<td>CLASS #6</td>
<td>Emotionally Focused Therapy</td>
<td>• CHs. 9-11 Creating connection</td>
<td>Final Paper Outline Due</td>
</tr>
<tr>
<td>CLASS #8</td>
<td>The Metaframeworks Approach</td>
<td>• CHs. 1-6 Metaframeworks</td>
<td></td>
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<tr>
<td>CLASS #9</td>
<td>More Metaframeworks Discussion of Final Papers</td>
<td>• CHs. 7-11 Metaframeworks</td>
<td></td>
</tr>
<tr>
<td>CLASS #10</td>
<td>Internal Family Systems</td>
<td></td>
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</tr>
<tr>
<td>FINALS WEEK</td>
<td></td>
<td></td>
<td>Final Paper due by 3pm. Turn into Tiffany’s HEDCO mailbox on the 2nd floor (NOT THE CFT).</td>
</tr>
</tbody>
</table>

**Guest Speakers:** Anita Cowling & Annelise Heitman

***The contents of this syllabus may be altered as deemed appropriate by the instructor throughout the course. You will be notified of any changes.
University of Oregon CFT Educational Outcomes

Student Learning Outcomes: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Faculty Outcomes: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

Program Outcomes: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.