

**PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION**

Preparing professionals to meet our diverse community's life-long educational needs

COUN 507-002, CRN 40923: Introduction to Internal Family Systems Therapy

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Term: Winter 2011

Location: ED 314

Time: Friday January 20, 2012 5:30pm – 9:30pm

Saturday January 21, 2012 9:00am – 4:00pm

Office hours: N/A

Course Content:

Developed over the past twenty years by family therapy historian and author Richard C. Schwartz, Ph.D., Internal Family Systems therapy offers both a conceptual umbrella under which a wide variety of practices can be grounded, as well as a set of original techniques. With IFS, therapists provide safety and connection to accompany clients on fascinating and healing inner journeys while fostering soul-to-soul connection in couples, families and larger systems. It is a simple yet sophisticated integration of intrapsychic and family systems, and of psychology and spirituality. In bringing the beauty of systems thinking to all levels of human phenomena, IFS reveals remarkable parallels of external systems to the internal world of our selves.

This ten-hour presentation will provide an overview for graduate students of mental health disciplines about the natural state of multiplicity within the personality (“parts”) and how to safely resolve internal conflicts to reduce emotional and psychological symptomology using systems theory, mindfulness skills, and other experiential approaches. The presentation will primarily address working with individual adult clients though applications for working with couples, groups, and children will be covered briefly. Comparisons to other intrapsychic modalities as well as emergent data from neuroscience will be discussed. Specific guidelines will be given for: contracting with clients to work internally, tracking the sequence of internal parts, increasing the client's ability to stay mindfully present within their system of parts, unburdening parts, and helping the therapist stay present with their client's reactive parts. The presentation will be guided by Power Point in addition to experiential exercises.

Course Goals & Objectives:

Through didactic presentation and experiential exercises participants will learn:

- 1) A systemic view of the mind and its natural state of multiplicity.
- 2) Basic IFS concepts: the nature of the Self and the 3-group system of parts.
- 3) To detect polarizations and system imbalances.
- 4) To experience, witness, and unburden parts

Course Syllabi:

This course will be presented with 65 Power Point slides and 5 handouts, in the following sections covering an overview of the model both as a metaframework as well as specific techniques. The case examples/experiential exercises are imbedded within.

Section I

- I. IFS Basic Assumptions of the IFS model
 - Concept of Multiplicity as natural and useful
 - Neuroscience & IFS
- II. IFS Basic Assumptions about Parts
 - Parts as subpersonalities and different ways they're experienced
 - Freud & Other theoretician's view of parts
 - Nature of parts in balance or in extreme states
- III. Encountering the Self
 - The 8 Core Qualities of Self Energy

Section 2.

- I. The Inner Ecology, The Internal System
 - How Parts Become Exiles
- III. Parts that Preventative & Reactive Protectors

- IV. Dynamics of the Internal Family
- V. The Goals of IFS Therapy

Section 3.

- I. Overview of the IFS Approach
- II. The Therapeutic Relationship on Multiple Levels
- III. The Six F's of Getting to know a Part
- IV. Common Protector Fears about Going to Exiled Parts
- V. Six Steps to Healing a Part
- VI. The Therapeutic Relationship in IFS & Common Stuck Points/Parts

DEPARTMENT POLICY STATEMENT:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the Department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Department. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the Department.

If you require special accommodations, due to a disability, during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please notify the instructor at your earliest convenience. The instructor will coordinate with you and the Disability Resource Center to facilitate getting any needed supports