

HD 5744
Special Topics: Internal Family Systems Therapy
Fall 2015
Mondays 3:00- 5:50 PM
Room 221

Instructor: Angela Huebner, Ph.D.
7054 Haycock Road, Room 202G
Falls Church, VA 22043

Office Hours: by appointment

COURSE DESCRIPTION AND OBJECTIVES:

Basic theory and techniques and clinical application of the Internal Family System's (IFS) model of therapy will be presented. This highly experiential course will emphasize mastery of the concepts as well as application of the concepts in exploration of the student's own "internal family system" and working with clients. In this course students will: 1) develop an understanding of the conceptual framework of the IFS model; 2) use this model to explore their own personal internal family system; 3) recognizing which of their parts become triggered with different clients; 4) be able to assess and develop treatment strategies for their clients using the IFS model; and 5) be able to locate this model within the framework of interpersonal neurobiology.

REQUIRED TEXT AND READING LIST:

- Badenoch, B. (2008). Being a brain-wise therapist: A practical guide to interpersonal neurobiology. New York, NY: Norton.*
- Schwartz, R. (2001). Introduction to the Internal Family Systems Model. Oak Park, Ill, Trailheads Publication. available at: <http://www.selfleadership.org> under "IFS Store".*
- Schwartz, R. (1995). Internal Family Systems. Guilford Press.*
- Sweezy, M., Ziskind, E., & Schwartz, R. (2013). Internal Family Systems Therapy: New Dimensions. New York, NY: Routledge.*

RECOMMENDED TEXT:

- Hanson, R., & Mendius, R. (2009) Buddha's brain: The practical neuroscience of happiness, love, and wisdom. Oakland, CA: New Harbinger Publications.*
- Schwartz, R. (2008). You are the one you have been waiting for: Bringing courageous love to intimate relationships. Oak Park, IL: Trailhead Publications. (available in IFS store!)*

REQUIREMENTS:

Your attendance and productive participation in class and online will be important aspects of the learning process. Therefore, you will need to read and be prepared to discuss and/or ask questions about the readings assigned each week. If you cannot attend a class, please notify Dr. Huebner via e-mail.

CLASS ADMINISTRATION:

Attendance: Your attendance and productive participation will be important aspects of the learning process. Therefore, you will need to read and be prepared to discuss and/or ask questions about the readings assigned each week. If you cannot attend a class, please notify Dr. Huebner via e-mail or voice mail.

Reading Before Class. Except for the additional recommended reading, students are expected to read all the material listed on the syllabus for each specific date. Doing the course readings for each class will allow the student to participate in class discussions, ask questions for clarification, learn more from class activities.

Participation in Class. Students are expected to participate in class discussions and on the online forum. This participation will not only show that the student has done the readings but also will stimulate his/her critical thinking.

Confidentiality and Safety. The students, instructor, and guest speakers are required to treat all the personal information disclosed in class with absolute confidentiality and respect. Disagreements are expected and welcome in class discussions but they should not be used to denigrate or discriminate against any class participant. It should be noted that in an effort to provide comprehensive development to the student, confidential information may be shared among program faculty and supervisors.

Honor Code: All students are expected to abide by the Virginia Tech Honor Code. The Code is available for your review at: <http://www.honorsystem.vt.edu/constitution.html>

Plagiarism: Plagiarism involves taking another's ideas or language without crediting them. Of course, we all use other scholar's ideas in our work to build a case or explain the influences leading us to a certain position we are proposing. This is good scholarship. Doing so without giving clear credit, however, is plagiarism. In the same vein, using someone else's language without making clear that it is a direct quote or even a close paraphrase is also plagiarism. The Virginia Tech Honor System provides an excellent resource that I would suggest each of you review carefully to make sure you do not plagiarize – even unwittingly – the work of others: <http://ghs.grads.vt.edu/student/avoiding.html>

Timeliness: Unless you have made prior arrangements with me, your assignment grade will decrease 2 points for each day it is late.

Disability: If you need any adaptation or assistance because of a disability, or if you have emergency medical information it would be important for me to know, or if there are other ways in which the classroom environment can be made more accommodating please feel free to discuss these issues with me.

GRADING

If you are registered for 1 hour of credit:

Face-to-face class participation – 50 points

- Attend all classes (10 points deducted for each missed class)
- Arrive on time and remain throughout the class (5 points deducted at the discretion of the instructor for late arrivals or early departures)
- **Participate in class discussions and demonstrate that you have done the reading/viewing assignments for each session.**
- Show a willingness to participate in experiential exercises balanced with enough self knowledge and self care to not participate if you feel an exercise will be overwhelming or otherwise too aversive
- **Participate in group project (to be described in class) in which your group picks a DMS-V diagnosis, describes it using IFS and IPN language, and develops an appropriate treatment plan.**

On-line class participation – 50 points

Post reactions or reflection on your experiences in class, reactions to readings, questions, thoughts etc. each week. Respond to others. Because these discussions will help to frame in-class work, your responses must be posted by 0800 on the Tuesday of class (if not sooner).

- Regularly, respectfully, and thoughtfully provide feedback to your classmates on their posts to the on-line forums

If you are registered for 3 hours of credit:

You must complete the above requirements and

- **Your life story: Autobiography of my Parts....** (3-5 page paper) Due DEC 1ST.

Grade	%	Grade	%
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% or less

Interesting Websites and other Readings:

IFS:

Center for Self Leadership:

<http://www.selfleadership.org>

IFS fall conference: PROVIDENCE, RI

<http://www.selfleadership.org/downloads/>

October 29-31, 2015

Pre-Conference Institute: Thursday, October 28, 2015

IPNB

Dan Siegel:

<http://www.drdansiegel.com>

Rick Hanson

<http://www.rickhanson.net>

HD5744: Internal Family Systems Therapy

week	Date	Topics
1	Aug 25	<p>Class Introduction Schwartz, R. (1995). <i>IFST</i>. pp 1-26 (intro & ch 1)</p> <p>Mones, A. & Schwartz, R. (2007). The functional hypothesis: A family systems contribution toward an understanding of the healing process of the common factors. <i>Journal of Psychotherapy Integration</i>, 17, 314-239.</p>
	Sept 1	<p>Interpersonal Neurobiology: Overview Fishbane, M (2007). Wired to connect: Neuroscience, relationships, and therapy, <i>Family Process</i>, 46(3), 395-412.</p> <p>Badenoch, B. (2008) <i>Being a Brain-wise Therapist</i>: ch 1-8; pp1-112</p>
2	Sept 8	<p>IPN Continued Badenoch, B. (2008) <i>Being a Brain-wise Therapist</i>: ch 9 Sounds True Interview: Rick Hanson (71 minutes) J.O.T. (Just One Thing) Suggested: How to Meditate <i>Scholar</i> Badenoch, B. (2008) <i>Being a Brain-wise Therapist</i>: ch 10-15 Hanson & Mendius (2009) <i>Buddha's brain: The practical neuroscience of happiness, love, and wisdom</i>.</p>
3	Sept 15	<p>Internal Family Systems Therapy Schwartz, R. (2001). <i>Introduction to IFS</i>. Oak Park, IL: Trailheads Publications.</p> <p>Schwartz, (1995) <i>IFST</i> Chapter 2-3 pp27-83</p>
4	Sept 22	<p>The Self Schwartz, R. (2004). The larger self. <i>Psychotherapy Networker</i> (May/June).</p> <p>Schwartz, R. (2013). The Therapist-Client Relationship and the Transformative Power of Self. In M. Sweezy & E. Ziskind (Eds.) <i>IFS: Internal Family Systems New Dimensions</i> (pp1-23). New York, NY: Routledge.</p> <p>Schwartz, R. (1999). Releasing the Soul: Psychotherapy as a Spiritual Practice. In F. Walsh (Ed.) <i>Spiritual Resources in Family Therapy</i> (p 223-239), New York: NY: The Guilford Press.</p>

5	Sept 29	NO CLASS
6	Oct 6	<p>Parts: Mangers & Firefighters Exploring your own parts</p> <p>Exiles & Burdens Brown, B. (2006). Shame resilience theory: A grounded theory study on women and shame. <i>Families in Society: The Journal of Contemporary Social Services</i>, pp 43-52.</p> <p>Shepard, D., Y Rabinowitz, R. (2013). The power of shame in men who are depressed: implications for counselors. <i>Journal of Counseling and Development</i>, 91, 451-457.</p> <p>Sweezy, M. (2013). Emotional Cannibalism: Shame in Action. In M. Sweezy & E. Ziskind (Eds.) <i>IFS: Internal Family Systems New Dimensions</i> (pp 24-34). New York, NY: Routledge.</p> <p>Schwartz, R. (1992). Rescuing the Exiles, <i>Family Therapy Networker</i>, May/June.</p> <p>Schwartz, R. (1995) <i>IFST</i> Ch 4: <i>Changing the internal system</i>, pp 84-111.</p>
7	Oct 13	<p>Model Flow: Putting it All Together Huebner, A., Anderson, F., & Schwartz, R. (unpublished manuscript). Neuroscience informed Internal Family Systems Therapy.</p> <p>Schwartz, R. (1995) <i>IFST</i> Ch 5 pp.112-132</p>
8	Oct 20	<p>IFS with Couples Schwartz, R. (2010). Creating Self-to-Self Intimacy: Internal Family Systems Therapy with Couples. In A. Gurman's (Ed.) <i>Clinical Casebook of Couple Therapy</i>, (pp.398-375). New York, NY: The Guilford Press.</p> <p>Teleconference: IFS and Couples</p> <p>Herbine-Blank, T. (2013). Self in relationship: An introduction to IFS couple therapy. In M. Sweezy & E. Ziskind (Eds.) <i>IFS: Internal Family Systems New Dimensions</i> (pp55-71). New York, NY: Routledge.</p> <p>Suggested: Schwartz, R. (2008). <i>You are the one you have been waiting for: Bringing courageous love to intimate relationships</i>. Trailhead Publications.</p>

9	Oct 27	<p>IFS & Children</p> <p>Krause, P. (2013). IFS with children and adolescents. In M. Sweezy & E. Ziskind (Eds.) <i>IFS: Internal Family Systems New Dimensions</i> (pp. 35-54). New York, NY: Routledge.</p> <p>Wark, L., Thomas, M., & Peterson, S (2001). Internal family systems therapy for children in family therapy. <i>Journal of Marital and Family Therapy</i>, 27, 189-200.</p>
10	Nov 3	<p>IFS & The Body</p> <p>McConnell, S. (2013). Embodying the Internal Family. In M. Sweezy & E. Ziskind (Eds.) <i>IFS: Internal Family Systems New Dimensions</i> (pp. 90-106). New York, NY: Routledge.</p> <p>Van der Kolk, B. (2014). Chapter 5: Brain Body Connections. In <i>The Body Keeps the Score: Brain, Mind and Body in the Healing of Trauma</i> (74-). Viking Penguin Press.</p> <p>Van der Kolk, B. (2014). Chapter 6: Losing your Body, Losing Your Self. In <i>The Body Keeps the Score: Brain, Mind and Body in the Healing of Trauma</i>. Viking Penguin Press. (87-102)</p> <p>Guest Speaker</p>
12	Nov 10	<p>IFS & Trauma</p> <p>Van der Kolk, B. (2014). Chapter 17: Putting the pieces together: Self Leadership. In <i>The Body Keeps the Score: Brain, Mind and Body in the Healing of Trauma</i>. Viking Penguin Press.</p> <p>Thomas, P. (2005). Dissociation and internal models of protection: Psychotherapy with child abuse survivors. <i>Psychotherapy: Research, Practice, Training</i> (42), 20-36.</p> <p>Anderson, F. (2013). “Who’s taking what?” Connecting neuroscience, psychopharmacology and internal family systems for trauma. In M. Sweezy & E. Ziskind (Eds.) <i>IFS: Internal Family Systems New Dimensions</i> (pp. 107-126). New York, NY: Routledge.</p> <p>Bonus (optional): 2011 Networker Symposium Podcast: <i>Treating the Borderline Client</i> (Richard Schwartz) (note: ~2 hours)</p>

13	Nov 17	Catch up
	Nov 24	Thanksgiving Break
14	Dec 1	Application: Presentations
15	Dec 8	Presentations & Wrap up

GROUP PROJECT: ALL

(THREE TEAM MEMBERS)

I. CASE DESCRIPTION/OVERVIEW (INCLUDING PRESENTING ISSUE FOR THERAPY)

II. DSM-V DIAGNOSIS

III. IFS CONCEPTUALIZATION

- DESCRIBE THE ISSUE IN TERMS OF IFS LANGUAGE
 - DESCRIBE THE PART(S) (MANAGER, FIREFIGHTER, EXILE) AND HOW THEY SHOW UP FOR THE CLIENT;
 - NOTE THEIR FUNCTIONS (ROLES) AND
 - DESCRIBE THEIR PATTERN OF INTERACTION

IV. IPNB CONCEPTUALIZATION

- DESCRIBE THE ISSUE IN TERMS OF THE NINE LEVELS OF INTEGRATION (PP 33-40-BADENOCH BOOK)
 - IN OTHER WORDS, WHAT ARE YOUR HYPOTHESES ABOUT WHAT LEVELS OF INTEGRATION HAVE BROKEN DOWN?
 - WHAT LEVELS SEEM INTACT?

V. DESCRIBE YOUR TREATMENT PLAN/GOALS IN TERMS OF IFS AND IPNB LANGUAGE--WHAT ARE YOU TRYING TO ACCOMPLISH AND HOW WILL YOU GO ABOUT DOING IT?

PRESENTATION TO BE MADE IN CLASS ON DEC 2nd & 9th

3 CREDIT OPTION: Parts Autobiography

We usually think of our past as something unchanging – the accumulated store of events that have happened to us. On one level, of course, this is true. Clearly, we each were born, went to school, had the chicken pox, learned to drive, and so forth. Making a decision that you were never born, doesn't negate the reality of that event! However, the total accumulation of events in our life doesn't have as much effect on us as we usually assume it does. It doesn't because the amount of data is too great. In order to make sense of our lives, we organize the events of the past into personal narratives or life stories much like a fiction writer constructs the plot of a book – selecting and emphasizing those events that fit the narrative and forgetting or de-emphasizing those that don't. Once we have constructed a life story, we use it to figure out how new events fit into our lives. Does the new event fit the plot of our personal narrative? If so, it is emphasized and acknowledged. If it doesn't fit, we are more likely to view it as an anomaly or random event.

For example, if part of your life narrative is that you are a generally intelligent person who makes sound choices, when you buy a lemon at the car dealership, you'll probably chalk it up to chance, or the car dealer trying to foist a defective product off on you, or just the luck of the draw. If, however, your life story has a plot line that casts you as someone who doesn't take the time to make good decisions, buying a lemon may seem like just more evidence to that effect. "There I go again," you say to yourself. "When am I going to stop being so stupid? If I'd have only read *Consumer Reports*, I would never have bought that car." Thus, life stories tend to take on a life of their own since they skew the way we understand and incorporate new experiences.

Despite their power, few of us ever sit down to examine the narratives we have constructed concerning our lives. Further, I want you to think about this as the stories that your parts tell you and firmly believe. That's what this exercise is designed to help you do.

Begin by taking a few quiet moments to think back over your life. Imagine that you are going to write your autobiography. What would the major "chunks" of your life be – the chunks that would be chapters in your autobiography? You should try to come up with 3 to 8 chapters for your life story. For most of us, the chapters of our lives will fall on a sequential or developmental time line – Growing Up on a Farm, Moving to the City, High School Hell, etc. However, there are other ways to define life chapters. You might construct a chapter for each important area of your life – Work, Family, Education, Spirit. Or you might think of the important themes in your life – Passions, Successes, Disappointments. It's important that you choose an organization that fits you.

After you've figured out what the chapters of your life are, give each a title. Then begin to fill them in outline-style. The idea here is not to write a complete autobiography but to look at

what parts may have developed during that chapter and what influence you have taken from each chapter. In each chapter outline, include the following:

1. Who are the important characters – the significant people in your life in this chapter of your story?
2. What parts developed at that time?
3. What are some of the most important memories you have from this part of your life?
4. Was there a particular turning point in this chapter, a time when you underwent a significant change in your understanding of yourself? If so, describe it. (You may not have recognized this event or experience as a turning point at the time. It may be only in retrospect that you recognized it.)
5. What strengths did you realize you had during this chapter of your life? (what parts emerged as being helpful?)
6. What weaknesses did you discover? (what parts weren't so helpful—but developed in order to help you survive or succeed?)
7. Can you sum up your life experience in this chapter of your life with a sentence or phrase? Someone who moves from a small town to a large university as a freshman might sum up that experience as, "Lost in the Big World."
8. Which parts are still around today? Are they still serving appropriate functions in your current internal system and external reality?

Do this for each of the chapters. Now, let your outline sit for a day or two and then consider the following questions:

1. As you think back over your life, try to come up with an imaginary person who is different from anyone in your autobiography. Come up with someone you'd like in the story of your life who wasn't there. Who is that person? How would he or she have made a difference in your story? How would this missing person's presence have affected your life story?

If you're having a problem making up a person, choose a real person in your life you don't usually think of, or who had a marginal influence on you. Imagine that that person had been more central to your life. How does the inclusion of that additional person in your autobiography change your life story? What happens if YOU go back as yourself to be that person you needed?

2. Choose the most important turning point you identified in your life. Imagine that it had happened in a different way than it did. Imagine, for instance, that your father hadn't died when you were ten, that you had gone away to college instead of staying home and going to the local school, or that you hadn't married your high school sweetheart. What positive results would have come from this difference? What negative results? Do you see any evidence of any of the positive results in your life today? Any evidence of the negative results? Repeat this exercise for other turning points if you wish.

3. Again, look back over the outline of the chapters of your life. What will the next chapter be? Who will be the main characters? What opportunities might you find? What obstacles will there be? What strengths might you discover in that chapter? What weaknesses might you have to face?
4. Finally, imagine that all the constraints of reality (money, family responsibilities, health, and so forth) will be lifted from you in the next chapter of your life and you can fashion that chapter any way you wish. How would you shape that chapter under those circumstances? Who would be the main characters? Remembering that even good fortune brings a down side, what opportunities would you find? What obstacles would have to be overcome? What strengths might you discover in that chapter? What weaknesses would you choose to face?

Now, think carefully about that vision of the next chapter of your life. What glimpses of it can you see in your life already, even if in a small way? What could you do to increase the influence of those parts of your life?

Assignment: I do not want you to turn in your life chapters. The process is better if you can be as honest as you want in constructing your narrative and not worry about what anyone else would think of it. However, it is important to reflect on and consolidate what you experienced and learned as a result of doing this exercise. **So, you will turn in a brief (3 – 5 pages) reaction paper, describing the process of doing this exercise for you and what you learned from doing it. You may share whatever you want about any revelations you had – e.g. “I really am a dope after all” – but I am mostly interested in how you experienced this view of your life and your parts.**

DUE DEC 1ST