CEPD 7134, Summer 2013

**CEPD 7134-01D**
Family Therapy: Theory and Practice

<table>
<thead>
<tr>
<th><strong>Semester/Year</strong></th>
<th>Summer/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time/Location</strong></td>
<td>Tuesdays and Thursdays, 6:00—9:00 pm, Ed. Center #3</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td>Julia Whisenhunt, Ph.D., LPC, NCC</td>
</tr>
<tr>
<td><strong>Office Location</strong></td>
<td>Education Annex, Room # 241</td>
</tr>
</tbody>
</table>
| **Office Hours**  | Tuesdays: 2:00-6:00  
                  | Thursdays: 2:00-6:00  
                  | *Please schedule appointments when possible* |
| **Telephone**     | Direct Line: 678-839-6116  
                  | Department Line: 678-839-6554 |
| **Email**         | jwhisenh@westga.edu |
| **Online Support** | D2L Home Page  
                    | [https://westga.view.usg.edu/](https://westga.view.usg.edu/)  
                    | D2L Help & Troubleshooting  
                    | [http://www.westga.edu/~distance/webct1/help](http://www.westga.edu/~distance/webct1/help)  
                    | Ingram Library Services  
                    | [http://westga.edu/~library/info/library.shtml](http://westga.edu/~library/info/library.shtml)  
                    | University Bookstore  
                    | [http://www.bookstore.westga.edu/](http://www.bookstore.westga.edu/) |

**COURSE DESCRIPTION**

This course provides an overview of the nature of family systems relationships and family development. Particular emphasis will be given to the theory and practice of marital and family therapy. Students will examine both theoretical and empirical elements of family counseling which can be applied to marriage and family systems.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based
Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National, state and CACREP standards are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

This course will be delivered approximately 53% online. This requires the online equivalent of 1192.5 minutes of instruction (seat-time) and an additional 2385 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online resources (videos, websites, articles)</td>
<td>292.5 minutes</td>
</tr>
<tr>
<td>Online discussion board posts</td>
<td>500 minutes</td>
</tr>
<tr>
<td>Online research for assignments</td>
<td>400 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

**COURSE OBJECTIVES**

Students will:

1. demonstrate knowledge of various approaches to viewing interaction and therapy with families (Gladding, 2002; Goldenberg & Goldenberg, 2004)  
   *(Knowledgeable; NBPTS 1, 4, 5)*;

2. demonstrate knowledge of the developmental issues affecting marriage and families (Gladding, 2002; Goldenberg & Goldenberg, 2000)  
   *(Knowledgeable, Reflective; NBPTS 1, 4)*;

3. develop and integrate a theoretical framework for assessing marital or family development (Gladding, 2002; Goldenberg & Goldenberg, 2004)  
   *(Knowledgeable; NBPTS 1, 4)*;
4. develop skills in conducting marital and family interviews (Nichols & Schwartz, 2004; Sporakowski, 1995)  
   (Empathetic, Reflective; NBPTS 1, 5);

5. become knowledgeable of common family and marital counseling issues and techniques  
   (Gladding, 2002; Goldenberg & Goldenberg, 2004)  
   (Empathetic, Knowledgeable; NBPTS 1, 4);

6. demonstrate knowledge of a variety of evaluation tools which can aid the therapist in  
   assessment of couples and families (Gladding, 2002; Nichols & Schwartz, 2004)  
   (Knowledgeable; Decision Making; NBPTS 1, 4, 5); and

7. demonstrate knowledge of the professional and ethical issues related to marital and family  
   therapy (Gladding, 2002; Goldenberg & Goldenberg, 2004; Huber, 1999)  
   (Knowledgeable; NBPTS 1, 5).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s)**

**Suggested Text(s)** N/A

**Required Instructional Resource:** Tk20 Subscription  
These are available at the University Bookstore or at  
If you have purchased a subscription previously, DO NOT re-subscribes.  
For more information about this resource, see  
For assistance, email tk20@westga.edu.

**References:**
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignment
1. "Family Therapy" Experiential Group: Students will form "family" groups which will consist of at least four members, not to exceed five members. Over the course of the semester, “families” will meet a total of ten times. During these meetings, one student will play the role of the "family counselor," one student will play the role of the "non-participant observer," and the rest of the group members will play “family” roles. During each "family session," the "family counselor" and "non-participant observer" roles will change, but "family members" identities and roles will not (i.e., some "family members" will be absent each session so they can play either the counselor or observer role).

(10 sessions at 2 points each=20 points); Course Objectives 1, 2, 3, 4, 5, 6, 7.

2. Family Treatment Plan: Following the initial family session, each group will be responsible for developing a family treatment plan (refer to Gehart, 2013). This treatment plan should be comprehensive and should reflect a clear assessment method, specific treatment outcomes, theoretically grounded clinical interventions, and an evaluation method.

(20 points); Course Objectives 1, 2, 3, 5, 6, 7.

3. Family Therapy Progress Notes: For each family therapy experiential group, students will work in their respective groups to write clinical progress notes (refer to Gehart, 2013). These progress notes will be submitted in hard copy form before the end of each class during which a "family therapy" session is held.

(10 progress notes at 2 points each=20 points); Course Objectives 1, 2, 3, 6, 7.

4. Family Therapy Intervention: Working independently, each student will either summarize an existing family therapy intervention or create a new family therapy intervention and present it to the class. The therapeutic intervention must be theoretically grounded and should be presented on the day on which the respective theory is discussed in class. In addition to a short 5-7 minute presentation, students should provide classmates a brief handout describing the intervention. There is also a D2L discussion board through which students can post and share electronic versions of the handout. The family genogram is not an option for this assignment. Students will register for their topics so as to avoid repetitive presentations.

(10 points); Course Objectives 4, 5.

5. Family Genogram: Working independently, each student will create her/his personal family genogram. The student can choose any medium and format. Students are expected to communicate with family members to the degree possible in an effort to make the genogram as thorough as possible (refer to the genogram key provided). Each student may determine who constitutes her/his "family;" this assignment is not limited to family of origin.

(20 points); Course Objectives 1, 2.

6. Discussion Board Participation: Over the course of the semester, there will be ten online discussion boards (DBs). Participation on these boards is required. Students will be asked to thoughtfully respond to questions regarding the assigned reading for each respective DB; this includes responding to peer posts.

(10 at 1 point each=10 points); Course Objectives 1, 2, 3, 5, 6, 7.
### Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Therapy Experiential Group</td>
<td>20</td>
<td>S/U</td>
<td>See courses schedule (10 times)</td>
</tr>
<tr>
<td>Family Treatment Plan</td>
<td>20</td>
<td>Rubric</td>
<td>June 13, 2013</td>
</tr>
<tr>
<td>Family Progress Notes</td>
<td>20</td>
<td>Rubric</td>
<td>See course schedule (10 times)</td>
</tr>
<tr>
<td>Family Therapy Intervention</td>
<td>10</td>
<td>Rubric</td>
<td>See course schedule; present on the day the respective theory is discussed</td>
</tr>
<tr>
<td>Family Genogram</td>
<td>20</td>
<td>Rubric</td>
<td>July 23, 2013</td>
</tr>
<tr>
<td><strong>Discussion Board Participation</strong></td>
<td>10</td>
<td>S/U</td>
<td>See course schedule (10 times)</td>
</tr>
</tbody>
</table>

### Grading Policies:

A=90-100  B=80-89  C=70-79  F=<70

A grade of Incomplete (“I”) can be granted only in cases of non-academic emergency (i.e., illness, death in family, etc.). Prior permission from the instructor is required. Late assignments, if accepted, will be penalized at a rate of half credit.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Confidentiality:** In order for class and lab to be safe places for students to practice skills and for the instructor and/or peer supervisors to demonstrate skills, it is essential that strict confidentiality is upheld. Major exceptions include harm to oneself or others, child or elder abuse, and discussions among peer supervisions and instructor.

**Student Review:** CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason revealed in class (including lab practice) for concern, the instructor will inform the student about the concern and the review procedure. Therefore, another exception to confidentiality is the student review process that will involve informing other CEP faculty members about the concern.

**Diversity:**

The Department of Clinical and Professional Studies values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS faculty member, staff person, or student which discriminates against or is prejudicial toward any person or
group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

**Attendance:** Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Two or more absences and/or tardies will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each subsequent event. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence. No email submissions will be accepted unless otherwise approved by the instructor. Late submissions will be allowed only for valid university business and/or essential medical/dental care.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Test information:** Acceptable performance on exams will require a thorough reading of your textbook, student manual, handouts, additional readings, etc., prior to attending class. Students will be evaluated on all assigned material, including material not discussed in class. Exams may include multiple-choice, true/false, matching, fill-in-the blank, and/or essay questions. Make-up exams will only be granted for approved college business and/or essential medical/dental/emergency care. Make-up exams, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken by other class members. If possible, students should advise the instructor in advance of the absence for the need to schedule a make-up exam.

**Class organization:** This course will be interactive and use a variety of instructional strategies including lecture, discussion, class activities, fieldwork, online work, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.
Student participation: When called upon students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students’ class preparation; their level of understanding of course concepts; enhances group work; develops students’ critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on Course, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. Any non-class-related use of computers is considered unprofessional and is not accepted in this class. If you are found using any electronic devise for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late assignments, if accepted, will be penalized at a rate of half credit.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Changes to The Syllabus: This syllabus is subject to change with notice.
# CLASS OUTLINE (subject to change)

<table>
<thead>
<tr>
<th>Class Date</th>
<th>To Prepare for Class</th>
<th>Class Activities &amp; Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 4</td>
<td>Traditional</td>
<td>&quot;Family Session&quot; #1</td>
<td>Progress Notes #1 due</td>
</tr>
<tr>
<td>June 6</td>
<td>Online asynchronous</td>
<td>Gehart, Chpts. 1, 13, 14</td>
<td>competencies; case conceptualization; clinical assessment</td>
</tr>
<tr>
<td>June 11</td>
<td>Online asynchronous</td>
<td>Gehart, Chpts. 15, 16, 17</td>
<td>treatment planning, evaluating progress, progress notes [see appendices]</td>
</tr>
<tr>
<td>June 13</td>
<td>Traditional</td>
<td>Gehart, Chpt. 4</td>
<td>Systemic and Strategic &quot;Family Session&quot; #2</td>
</tr>
<tr>
<td>June 18</td>
<td>Traditional</td>
<td>Gehart, Chpt. 5</td>
<td>Structural &quot;Family Session&quot; #3</td>
</tr>
<tr>
<td>June 20</td>
<td>Online asynchronous</td>
<td>Gehart, Chpt. 2</td>
<td>ethics</td>
</tr>
<tr>
<td>June 25</td>
<td>Traditional</td>
<td>Gehart, Chpt. 6</td>
<td>Experiential &quot;Family Session&quot; #4</td>
</tr>
<tr>
<td>June 27</td>
<td>Traditional</td>
<td>Gehart, Chpt. 7</td>
<td>Intergenerational and Psychoanalytic &quot;Family Session&quot; #5</td>
</tr>
<tr>
<td>July 2</td>
<td>Traditional</td>
<td>Gehart, Chpt. 8</td>
<td>Cognitive-Behavioral and Mindfulness &quot;Family Session&quot; #6</td>
</tr>
<tr>
<td>July 9</td>
<td>Traditional</td>
<td>Gehart, Chpt. 9</td>
<td>Solution-Based &quot;Family Session&quot; #7</td>
</tr>
<tr>
<td>July 11</td>
<td>Traditional</td>
<td>Gehart, Chpt. 10</td>
<td>Collaborative and Narrative &quot;Family Session&quot; #8</td>
</tr>
<tr>
<td>July 15</td>
<td>Traditional</td>
<td>Gehart, Chpt. 11</td>
<td>Evidence-Based Couples &quot;Family Session&quot; #9</td>
</tr>
<tr>
<td>July 17</td>
<td>Traditional</td>
<td>Gehart, Chpt. 12</td>
<td>Evidence-Based Groups &quot;Family Session&quot; #10</td>
</tr>
<tr>
<td>July 23</td>
<td>Traditional</td>
<td>N/A</td>
<td>reflections, lessons learned</td>
</tr>
<tr>
<td>July 25</td>
<td>Online asynchronous</td>
<td>N/A</td>
<td>Semester Wrap-Up</td>
</tr>
</tbody>
</table>

*Traditional=Please note that classes for which a traditional face-to-face meeting are scheduled will be held from approximately 6:00 until 8:00 pm. Students should complete the online asynchronous portion of the material for each respective class prior to attending the face-to-face meeting. The online material completed prior to each face-to-face meeting is approximately equivalent to 4 online asynchronous meetings.*