

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
PCP 658 Marriage and Family Therapy II:
Assessment and Treatment Planning

James M. Harris III, Ph.D. (cand.), LPC
873-2556 pager
268-1072 office
268-1001 fax

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email: jharris@agts.edu
james.harris@mchsi.com

COURSE DESCRIPTION

A study of the practice of marital and family therapy with specific emphasis in the clinical assessment of family systems. Assessment information will be used for the development and implementation of the therapeutic treatment plan.

COURSE OBJECTIVES

Upon completion of the course the student will be able to:

1. Define a treatment plan.
2. Explain the purpose of a treatment plan is used in marriage and family therapy.
3. Describe the various kinds of treatment plans used in marriage and family therapy.
4. List and describe the components parts and structure of a treatment plan.
5. Display competence and proficiency in the administration and interpretation of the PREPARE/ENRICH 2000 premarital and marital inventory.
6. Display competence and proficiency in the administration and interpretation of a three generation genogram (McGoldrick and Gerson, 1995).
7. Determine the location of the individual, couple and family in the Family Life Cycle model (Carter and McGoldrick, 1998).
8. Describe the purpose for the use of projective measures.
9. Describe the following projective measures: Thematic Apperception Test, Kinetic Family Drawing, and Family Cooperative Drawing.
10. Define the methods of assessment and treatment planning for the following classic and cutting-edge marriage and family therapy theories: Structural, Strategic, Experiential-Satir, Symbolic-Experiential-Whitaker, Intergenerational-Bowen, Cognitive-behavioral, Solution focused, Narrative, Collaborative.

REQUIRED TEXTBOOK

Gehart, D. and Tuttle, A. (2003). *Theory-based treatment planning for marriage and family therapists: Integrating theory and practice*. Pacific Grove, CA: Brooks/Cole-Thomson Learning.

RECOMMENDED BOOKS

Brock, G and Barnard C. (1999). *Procedures in marriage and family therapy. 3th Ed.* Boston: Allyn and Bacon

Carter, B. and McGoldrick, M. (1999). *The changing family life cycle. 3rd. Ed.* Boston: Allyn and Bacon

McGoldrick, M. and Gerson, R. (1999). *Genograms in family assessment. 2nd. Ed.* New York: Norton.

Nichols, M. and Schwartz, R. (1999). *Family therapy: Concepts and methods. 5th. Ed.* Boston: Allyn and Bacon.

PROPOSED COURSE READING AND EXAMINATION SCHEDULE

January 8 Course introduction and Chapter one of Gehart and Tuttle

January 15 Continuation of Chapter one of Gehart and Tuttle

January 22 **Essay examination** over chapter one Gehart and Tuttle

January 29 The use of the three generation genogram in assessment of marriage and family issues

February 5 **An in-class examination:** developing and interpreting a three generation genogram from a case vignette.

February 12 PREPARE/ENRICH CERTIFICATION

February 19 PREPARE/ENRICH CERTIFICATION

February 26 PREPARE/ENRICH CERTIFICATION

March 1-5 **Spring Break--No regular classes**

March 11 **Examination** by developing and interpreting of a generic PREPARE/ENRICH 2000 premarital and marital inventory computer printout.

March 18 Structural

March 25 Strategic

April 1 Examination over assessment and treatment planning according to the Structural and Strategic models

April 8 Symbolic-Experiential-Whitaker

April 15 Intergenerational-Bowen

April 22 FINAL EXAMINATION-Examination over assessment and treatment planning according to the Symbolic-Experiential-Whitaker and Intergenerational-Bowen models

COURSE REQUIREMENTS

Essay examination over chapter one Gehart and Tuttle

An in-class examination: by developing and interpreting a three generation genogram from a case vignette.

Examination by developing and interpreting of a generic PREPARE/ENRICH 2000 premarital or marital inventory computer printout.

Examination over assessment and treatment planning according to the Structural and Strategic models

FINAL EXAMINATION-Examination over assessment and treatment planning according to the Symbolic-Experiential-Whitaker and Intergenerational-Bowen models

GRADING PROCEEDURE

Five essay Examinations 20% each= 100%

METHODOLOGY

This course will be conducted as a seminar course. Each student is expected to take an active role in the process by contributing to discussions. The instructor will use lecture, PowerPoint, videos and DVDs.

BIBLIOGRAPHY

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- legal sourcebook .2nd ed.* New York: John Wiley.
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- intervention strategies*. Thousand Oaks, Calif.: Sage Publications.
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