

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**PCP 658: Marriage and Family Therapy II: Assessment & Treatment Planning**  
**(3 Credit Hours)**

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417-268-1072

**COURSE SYLLABUS**

**COURSE DESCRIPTION**

This course presents a study of the clinical practice of marital and family therapy with emphasis in assessment of both systemic functioning and individual functioning within family systems. Application of assessment results in the development and implementation of a therapeutic treatment plan will be addressed. Assessment models of classical as well as current marriage and family models will be explored.

**OBJECTIVES**

Upon completion of the course, the student shall be able to:

1. Conceptualize the purpose of assessment and treatment planning within marital and family therapy contexts.
2. Summarize the elements of a treatment plan, and demonstrate the ability to develop a treatment plan using a specific theoretical approach.
3. Articulate familiarity with a battery of assessment procedures appropriate for use with multiple presenting problems.
4. Display competence and proficiency in the administration and interpretation of a three-generation genogram.
5. Identify the location of the individual, couple and family in the Family Life Cycle model.
6. Compare and contrast the methods of assessment and treatment planning for various traditional and contemporary marriage and family therapy theories.

**REQUIRED TEXTBOOKS**

Dattilio, F. & Jongsma, A. (2000). *Practice planners: The family therapy treatment planner*. New York: John Wiley & Sons.

Cierpka, M., Volker, T., & Sprenkle, D. (Eds.). (2005) *Family assessment: Integrating multiple clinical perspectives*. Cambridge, MA: Hogrefe and Huber Publishing.

## **RECOMMENDED TEXTBOOKS**

American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. 5<sup>th</sup> Ed. Washington, DC: Author.

O'Leary, K., Heyman, R., & Jongsma, A. (1999). *Practice planners: The couples psychotherapy treatment planner*. New York: John Wiley & Sons.

Patterson, T. (1999). *Practice planners: The couple and family documentation sourcebook*. New York: John Wiley & Sons.

## **METHODOLOGY**

The course will be conducted as a seminar in which all students participate and contribute ideas and concepts. The instructor will lecture and students will participate in hands-on demonstrations. The students will further participate in classroom discussion and will complete assigned research, reading and projects. Additionally, the course will include videos, small group participation, and demonstrations that may involve role-playing. The course of this study may stimulate personal reflection, and students are encouraged not to publicly disclose private information beyond professional appropriateness or personal comfort level.

## **COURSE REQUIREMENTS**

1. Read all assigned materials.
2. Class attendance, punctuality, professionalism, and productive class participation are an important part of the classroom experience for both the individual and the community, and will be considered in the student's grade. Attend all class meetings. Students with more than one absence (or equivalent) will receive a reduction of 10% to their final grade. Students with more than two absences (or equivalent) will not be permitted to pass the course. Active participation in class discussions and projects is required for a successful learning environment.
3. Conduct research on a specific aspect of marital and family assessment approved by the professor. Summarize the research in a 15-18 page paper. Papers should be typed, double-spaced and carefully referenced with current, scholarly sources. Carefully cite all references used. Follow the latest APA style manual for paper construction.
4. Each student will create a genogram consisting of three generations on 8 ½ x 11 inch paper from a case study (not computer generated). Students will interpret the genogram in a class presentation, identify the family's life cycle stage and hypothesize the problems the family is likely to encounter during the stage. Class presentation should be a maximum of 7 minutes and should highlight main issues illustrated in genogram.
5. Write a 5-page critique of the text *Family Assessment: Integrating Multiple Clinical Perspectives*
6. In-class assignments as given
7. Final Exam

**Please Note:** There are no pre-course assignments for this class. All papers are to be submitted via email in Word format. When submitting an assignment via email, be sure to check for a return email confirmation notice to ensure that your email was received. The final course grade will be determined based on combined scores of all exams, projects, and paper. Grades will be calculated by dividing the total number of points accumulated by the total possible points. Attendance and class participation will be considered when assessing final grades.

### **GRADING PROCEDURES**

Students with special needs must notify the instructor of any needed accommodations after the initial class session. All work is to be completed as scheduled. Each assignment will be given a numerical grade. Points will be deducted from late work at the rate of 10 percentage points for each day they are past due. Assignments submitted more than three business days after the due date will not be accepted unless prior arrangements have been made with the instructor. Assignments may be submitted in class, via email in Microsoft Word format prior to the due date, or given to the Faculty Secretary. Academic dishonesty will not be tolerated, and any student involved in plagiarism or cheating will receive a failing grade for the course. Grades for each assignment will be weighted and distributed as follows:

Required Reading	5%
Attendance and Participation	5%
Research Paper	40%
Genogram Construction	5%
Genogram Presentation	5%
Treatment Plan	5%
Final Examination	35%

### **GRADING SCALE**

A+ = 100%

A = 94-99% Excellent work, above expectations for level, no errors, publishable quality writing

A- = 90-93%

B+ = 87-89%

B = 84-86% Good, above average work; very few errors; well-written and grammatically sound

B- = 80-83%

C+ = 77-79%

C = 74-76% Average work, expected for level, similar to peers.

C- = 70-73%

F = 69% and Below Poor work, unacceptable for level and/or received after deadline

### **SPECIFIC DATA**

Syllabus prepared by Angela Reid, Psy.D., LPC, November 2008