

THE UNIVERSITY OF TEXAS AT AUSTIN

EDP381: Child and Family Therapy (74773)
EDP367: Child and Family Therapy (78740)
Room : SZB 416

Summer 2011
(6-3-11 to 7-6-11)

INSTRUCTOR: Leslie Ann Moore, Ph.D.
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Office Hours: M, W 12:00-1:00 and by appointment
Location: SZB 262B

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Location: SZB 262B

Course Overview

This attachment theory-based course is designed to examine therapeutic approaches that enhance child and family therapy growth and development. Students in the course will:

- a. Understand basic principles of attachment theory and research.
- b. Examine basic principles of child-centered play therapy through an attachment lens.
- c. Practice basic principles of child-centered play therapy in class role-plays.
- d. Examine how major family therapy models address emotional regulation and family functioning. The selected approaches include attachment therapy, family play therapy, filial therapy and narrative/solution-focused therapy.
- e. Practice basic principles of family therapy in class role-plays.

The format of the course will include lecture, role-plays, videotape analyses, case discussions, and writing activities. In addition, class members will read case studies which will provide an opportunity to compare and contrast models of family therapy, as well as to see the application of interventions and strategies.

Required Texts and Packet

Gil, E. (1994). *Family play therapy*. New York: Guilford.

Johnson, S. & Whiffen, V. E. (2007). *Attachment processes in couple and family therapy*. New York: Guilford

Reading Packet: Available through UT Copy Services, McCombs School of Business, GSB 3.136 (21st and Speedway). Available Monday, June 6th.

Assignments and Grading Policy

The final grade will be based on the following sources:

- the grade on a genogram reaction paper
- class discussion openers
- the percentage of points earned on the theory application exercises
- a group presentation of a child and family intervention

Please submit your work on time, late papers may be penalized up to one letter grade.

Class participation. Class participation will be an important factor in determining what students gain from this class and is considered to be an integral part of the learning experience. Please inform the instructor if you will be absent from class. Excessive absences may result in a grade penalty (more than two classes unless pre-approved by the instructor).

Class Discussion Openers: (10 Points) Students will prepare a discussion question or comment for each class session. These will be written on a 3x5 index card and used to stimulate class discussion.

Genogram. (10 points) Due June 6th. The students will compile a family genogram. The genogram will not be collected but will be used to respond to questions about the process of completing a genogram. Students will also write a brief paragraph summarizing their reactions including thoughts and feelings about this process. This genogram and genogram process paper are due on the second class day. They will be evaluated on a pass-fail basis due to level of completeness.

Application Exercise: (Total = 60 Points; 20 Points Each). The scores will be added together for a single exam grade. The questions will be one week before each model is reviewed and the students will respond briefly to the questions.

Application Exercise 1	Due: June 13
Application Exercise 2	Due: June 24
Application Exercise 3	Due: July 1

Final Project: (30 Points) The students will work together in groups of 4 or 5 to develop a class presentation illustrating how play in family therapy can enhance family functioning and emotional regulation. The presentation will use between 30 to 45 minutes of class time. The components of the presentation will include:

- a systemic explanation of the role of the symptom or how it is explained one or more of the theoretical approaches explored in class.
- a 15 minute role play.
- class discussion.

The students will prepare a handout that explains the intervention and how it does or does not relate to attachment, why you think it is effective, a brief synopsis and illustration of the case, and 5 references for further information (no more than two websites) with the other references being books or scholarly journal articles.

GRADES

Total Points 110

103 to 110	A	77-79	C+	60-62	D-
99-102	A-	73-76	C	Below 60	F
95-98	B+	70-72	C-		
91-94	B	67-70	D+		
87-90	B-	63-66	D		

Grades will be posted on BlackBoard <https://courses.utexas.edu/>

ADA Compliance Statement

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.

Academic Integrity

If using other's ideas or quoting other's thoughts, please use citation using APA style. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of Scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The University of Texas provides students with resources such as the UT Learning Center and the Undergraduate Writing Center/Graduate Writing Center to aid students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at the following web address. http://deanofstudents.utexas.edu/sjs/acint_student.php

Course Readings and Requirements
(Subject to Revision)

Date	Readings	Reading Assignment	
June 3 Fri.	Course Overview Family in Culture The Genogram (Handout)	http://groups.ucanr.org/kids/Culture_and_Parenting/	
June 6 Mon.	History of Family and Play Therapy	Gil, Chap. 1 & 2	Family Genogram Paper
June 8 Mon.	Attachment Theory	Johnson & Whiffen, Chapters 1 & 5	
June 10 Wed.	Individual Play Therapy Videos: Eliana Gil & Play Therapy Video: Jennifer Baggerly	Packet: Landreth, Chaps. 10 & 11	Practice Sessions
June 13 Mon.	Filial Therapy POPULATION: Early Childhood and Elementary School-Aged Children	Packet: Landreth, Chap. 17	Application Exercise 1
June 15 Wed.	Treating the Child Within The Family TECHNIQUE: Family Puppet Interviews	Johnson & Whiffen, Chapter 8 Gil, Chap. 5	
June 17 Fri.	POPULATION: Infants Video: When the Bough Breaks	Johnson & Whiffen, Chap. 11	
June 20 Mon.	POPULATION: Adolescents TECHNIQUE: Family Art Therapy Gil, Chap. 5	Johnson & Whiffen, Chaps. 10 & 12	
June 22 Wed.	TECHNIQUE: Sand Tray Therapy	Packet: Schaefer & Carey Chap 16 "Family Sandplay ..."	
June 24 Fri.	TECHNIQUE: The Use of Games	Packet: Schaefer & Carey, Chap. 19 "Kinetic....."	Application Exercise 2
June 27 Mon.	TECHNIQUES: The Use of Stories	Gil, Chaps. 6 & 7	
June 29 Wed.	TECHNIQUE: Solution-Focused and Narrative Approaches	Packet: Freedman & Coombs, Chap. 8 "The Plot Thickens" Packet: Selekman: Chaps 3-5	
July 1 Fri.	TECHNIQUE: Solution-Focused Dialogue and Play Externalizing Conversations Freedman and Coombs	Practice Sessions Packet: Selekman Chap. 8 "Impossible Cases...."	Application Exercise 3
July 4 Mon.	HOLIDAY		
July 6 Wed.	Special Ethical Issues in Treating Families		Family Play Sessions – Final Project