



Course Approval Form

For approval of new courses and deletions or modifications to an existing course.

registrar.gmu.edu/facultystaff/curriculum

Action Requested:

Create new course Inactivate existing course

Modify existing course (check all that apply)

Title Credits Repeat Status Grade Type

Prereq/coreq Schedule Type Restrictions

Other: _____

Course Level:

Undergraduate

Graduate

College/School: Department:

Submitted by: Ext: Email:

Subject Code: Number: Effective Term: Fall Spring Summer

(Do not list multiple codes or numbers. Each course proposal must have a separate form.) Year:

Title: Current

Banner (30 characters max including spaces)

New

Credits: Fixed or Variable to

Repeat Status: Not Repeatable (NR) Repeatable within degree (RD) Repeatable within term (RT)

Maximum credits allowed:

Grade Mode: Regular (A, B, C, etc.) Satisfactory/No Credit Special (A, B, C, etc. +IP)

Schedule Type: Lecture (LEC) Lab (LAB) Recitation (RCT) Internship (INT)

Independent Study (IND) Seminar (SEM) Studio (STU)

Prerequisite(s):

Corequisite(s):

Instructional Mode: 100% face-to-face Hybrid: ≤ 50% electronically delivered 100% electronically delivered

Restrictions Enforced by System: Major, College, Degree, Program, etc. Include Code.

Are there equivalent course(s)? Yes No

If yes, please list _____

Catalog Copy for NEW Courses Only (Consult University Catalog for models)

Description (No more than 60 words, use verb phrases and present tense)	Notes (List additional information for the course)

Indicate number of contact hours: Hours of Lecture or Seminar per week: Hours of Lab or Studio:

When Offered: (check all that apply) Fall Summer Spring

Approval Signatures

Department Approval _____ Date _____ College/School Approval _____ Date _____

If this course includes subject matter currently dealt with by any other units, the originating department must circulate this proposal for review by those units and obtain the necessary signatures prior to submission. Failure to do so will delay action on this proposal.

Unit Name	Unit Approval Name	Unit Approver's Signature	Date

For Graduate Courses Only

Graduate Council Member _____ Provost Office _____ Graduate Council Approval Date _____

Justification: NURS 634 Group, Family, and Couple Psychotherapy was taught for the first time in the summer of 2013. The students and professor all believe the time required to learn the content matches more of a 1 credit course than that of a 2 credit course. Psychotherapy principles are introduced in NURS 633 Individual Psychotherapy, so necessary content specific to groups, families, and couples is easily covered in a 1 credit hour course.

Syllabus

George Mason University, College of Health and Human Services School of Nursing Summer, 2013

Course Number:	NURS 634
Title:	Group, Family and Couple Psychotherapy (1:1:0) <i>Day and Time</i> <i>Location</i>
Credits/Level:	1 Credits, Graduate Level
Placement in the Curriculum:	Required course in Family Psychiatric Mental Health Nurse Practitioner concentration. Admission to the Doctor of Nursing Practice program or with permission of instructor.
Prerequisite:	NURS Pathogenesis of Mental Disorders
Faculty:	J. Goodlett McDaniel, EdD, PMHCNS, MBA Associate Professor jmcdanie@gmu.edu
Office Hours:	Mason Hall, D217 <i>Mon, Wed, Fri by appointment</i>

Course Description:

Students will explore psychotherapeutic approaches for groups, families, and couples. Emphasis is placed on the application of theories and models of group, family, and couple psychotherapy across the lifespan and among diverse populations.

Course Policies:

1. The College of Health and Human Services, School of Nursing, expects that all students abide by the following:
 - Students are expected to exhibit professional behavior and dispositions. See <http://www.chhs.gmu.edu> student handbook for a listing of these dispositions.
 - Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#TOC> H12 for the full Honor code.

- Students must agree to abide by the University policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible use of Computing.
 - Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See <http://www.gmu.edu/student/drc> or call 703-993-2474 to access DRC.
2. **Rescheduled Examinations:** Examinations are to be taken as scheduled. Permission to reschedule an examination will be limited to extreme emergencies **ONLY**, or with prior approval of the **course coordinator**. For emergencies on the day of the exam, notify the instructor by telephone as soon as possible. Point of contact information is on the first page of this syllabus. **Failure to complete an examination as scheduled and without prior approval of the course coordinator will result in forfeiture of the available points.**
 3. **Class Participation:** Class will meet once a week and follow the university attendance policy available at <http://www.gmu.edu/catalog/acadpol.html#registration>, or in the catalog. “Students are expected to attend the class periods of the courses for which they register and are not relieved of the obligation to fulfill course assignments, including those that can only be fulfilled in class”. Role will be either taken by the instructor verbally or with a roster. Sign your name on the class roster located in the classroom. Rosters will be collected at the beginning of each class. Topic outlines will be available for each class.
 4. Cell phones and pages must be turned off or set on vibrate during class.
 5. Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Course Objectives:

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

1. Analyze main theoretical constructs that apply to couples, group, and family psychotherapy.
2. Apply techniques of couples, family, and group psychotherapy to the DNP role in a variety of potential practice settings.
3. Evaluate evidenced based practice that supports the use of couples, family and group psychotherapy.
4. Discuss ethical principles governing the practice of group, family, and couples psychotherapy.

Teaching-Learning Methods:

Experiential, group, and individual modeling. Lecture, selected exemplar videos. Case studies.

Supplemental Text:

Carter, B & McGoldrick, M. (eds.). 2011. *The expanded family life cycle: individual, family, and social perspectives*. Pearson: Boston, MA, 4th edition.

Nichols, M. with Richard Schwartz. 2009. *The essentials of family therapy*. Pearson: Boston, MA, 4th edition.

Student Evaluation and Course Requirements :

1. Challenges: Students will have a mid-course written challenge and a final challenge. The challenges will be short answer and/or multiple choice-based on reading and class presentations.

2. Presentation of a variety of articles, website resources, and/or practice application models will be included in the final grade (participation).

3- Willingness to pose questions and provide evidence-informed feedback during instructor-led discussions in class and presentations by student colleagues will contribute to the final grade.

Grading Criteria:

Challenge I:	35%
Challenge II:	35%
Presentations III:	10%
Class enhancements:	20%

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72 **

Explanation of Grading Scale:

A 100-point grading scale will be used for this course:

Grade	Description
A+	<i>Reserved for exceptional work</i> ; original thought; thorough development of topic; free of technical and stylistic errors; well organized discussion.
A	Excellent handling of subject; insightful discussion of topic; well developed ideas; few technical or stylistic errors; well-organized discussion.
A-	Skillful discussion; well developed ideas; few technical or stylistic errors.
B+	Skillfully addresses content; strong development of topic; some technical, stylistic, and/or organizational problems.
B	Competently covers content; topic sufficiently developed; some technical, stylistic, and/or organizational problems.
B-	Covers content with few errors; topic adequately developed; some technical, stylistic, and/or organizational problems.
C+	Some errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper; topic under developed.
C	Several errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.
C-	Numerous errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.
D	Serious difficulties with content and form.
F	Significant difficulty with content and form; paper/answer not responsive to assigned project. Unacceptable graduate-level work.

Note: Incomplete grades are available only for serious medical necessity.

**** Please note: A grade less than “C” (72 or lower) is an unsatisfactory grade in the School of Nursing. If you receive a grade of less than “C” in a nursing course, you will have to repeat it. Faculty do not “round up” when determining grades.**

Course Description

This course will introduce students to Marriage and Family Therapy (MFT) theories. Using a learning-centered educational approach, students will be introduced to systemic, cognitive-behavioral, and postmodern family therapy theories using clinical case documentation based on the nationally defined MFT Core Competencies. Diversity, evidence-based therapies, and the research foundations will also be covered.

Course Learning Objectives

1. Demonstrate understanding of MFT theoretical concepts used for conceptualizing cases.
 - To be measured on the Case Conceptualization in the Group Presentation and Final Paper.
2. Demonstrate an understanding of the process and techniques of MFT therapy approaches.
 - To be measured on Treatment Plans in the Group Presentation and Final Paper.
3. Demonstrate an understanding of the evidence base for family therapy.
 - To be measured by the choice of theory for the Final Paper.
 - To be measured on the Final Exam.
4. Demonstrate an understanding of how MFT theories may be appropriately used with diverse populations.
 - To be measured on the Case Conceptualizations and Treatment Plan in the Group Presentation and Final Exam.
5. Demonstrate a practical knowledge and understanding of the MFT Core Competencies and their role in becoming a competent therapist.
 - To be measured on the Final Exam.
6. Demonstrate a basic understanding of professional ethics, such as reporting child and elder abuse, handling safety issues (i.e., suicide, homicide, self-harm, eating disorders, and domestic violence), and identifying substance abuse issues.
 - To be measured in the early phase of the Treatment Plan in the Group Presentation and the Final Paper and in the Final Exam.

Instructional Philosophy

This course and the primary text use a learning-centered, outcome-based approach, which is briefly summarized below:

- *Learning Centered.* A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content. In this approach, learning is the focus of curriculum design; thus, student learning is frequently measured to determine how well the students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined **Texts**

Required Text:

Gehart, D. (2014). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Suggested Reference

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, D.C.: Author.

Instructional Format

This course will be conducted primarily as a seminar and will include experiential components. For this process to be successful, each student will participate fully by reading assigned materials, posting online responses, attending class, and participating in class exercises and discussions.

Tentative Course Schedule*

Date	Topic	Reading	Assignment Due	Suggested Paper Timeline
Week	Introduction to class,	Gehart Chp. 1		

1	competencies			
	Case conceptualization	Gehart Chp. 13		
	Treatment planning	Gehart Chp. 15		
	Role of theory & philosophical foundations	Gehart Chp. 3		<i>Write Vignette</i>
Week 2	Systemic and Strategic Theories	Gehart Chp. 4	Study Sheet Due	<i>Skim Ahead to Choose Theory</i>
	Structural Theory Systemic & Strategic Presentation	Gehart Chp. 5	Study Sheet Due	<i>Find Resources at Library and Online</i>
	Experiential Theories Structural Presentation	Gehart Chp 6	Study Sheet Due	<i>Genogram</i>
	Intergenerational Theories Experiential Presentation	Gehart Chp. 7	Study Sheet Due	<i>Case Concept</i>
Week 3	Behavioral & Cognitive Theories Intergenerational Presentation	Gehart Chp. 8	Study Sheet Due	<i>Case Concept</i>
	Solution-based Theories Behavioral & Cognitive Presentation	Gehart Chp. 9	Study Sheet Due	<i>Treatment Plan</i>
	Collaborative & Narrative Theories Solution based Presentation	Gehart, Chp. 10	Study Sheet Due	<i>Treatment Plan</i>
	Collaborative pres & Narrative Presentation; Theory review; catch up; holiday			<i>Complete final draft</i>
Week 4	Clinical Assessment, Notes, Evaluation	Gehart, Chp. 14, 16, 17		<i>Proof Read; Swap with Friend</i>
	Review; Evaluation of course		Papers Due	
	Final Exam			

**The above schedule and procedures are subject to change in the event of extenuating circumstances.*

SELECTED BIBLIOGRAPHY

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- Anderson, H., & Gehart, D. (2007). *Collaborative therapy: Relationships and conversations that make a difference*. New York, NY: Brunner-Routledge.
- Anderson, H. (1997). *Conversations, language, and possibilities: A postmodern approach to therapy*. New York: Basic Books.
- Andersen, T. (2007). Human participating: Human “being” is the step for human “becoming” in the next step. In H. Anderson & D. Gehart (Eds.) *Collaborative therapy: Relationships and conversations that make a difference* (pp. 81-97). New York, NY: Brunner-Routledge.
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Other Resources:

Genograms: Family Patterns of Communication. A website constructed by researchers at Northwestern University and Memorial Sloan-Kettering Cancer Center. <http://www.genograms.org/>.

Society of Clinical and Child Adolescent Psychiatry
Association for Behavioral and Cognitive Therapies
<http://www.abct.org/sccap/>
Click on Practice the Best Treatments

American Group Psychotherapy Association
Practice guidelines
<http://www.agpa.org/guidelines/>

Also, visit on-line resources below:

National Center for PTSD
<http://www.ptsd.va.gov>
Click on For Providers and Researchers
Click on the left for treatment
