

From: [Smith, Randy](#)
To: [Pratt, Keeley](#); [Bartle-Haring, Suzanne](#)
Cc: [Leite, Fabio](#); [Reed, Katie](#); [Smith, Randy](#); [Miriti, Maria](#); [Kowalsky, Lisa](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Bagent, Aaron](#); [Snyder, Anastasia](#); [Porfeli, Erik J.](#)
Subject: Proposal to revise the MS Human Development and Family Science, Couple and Family Therapy specialization program
Date: Tuesday, July 16, 2024 2:46:58 PM
Attachments: [image001.png](#)

Keely and Suzanne:

The proposal from the Department of Human Sciences to revise the MS Human Development and Family Science, Couple and Family Therapy specialization program was approved by the Council on Academic Affairs at its meeting on July 15, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2024).

The Office of the University Registrar will work with you on any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite (.11), or me.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201

614-292-5881 Office

smith.70@osu.edu

Assisted by:

Katie Reed

Executive Assistant

(614) 292-5672

reed.901@osu.edu

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **4/16/2024**

RE: Proposal to **Revise the MS in Human Development and Family Sciences in Education and Human Ecology**

The **Department of Human Sciences** in the **College of Education and Human Ecology** is proposing a **Revision to the MS in Human Development and Family Sciences, Couple and Family Therapy Specialization.**

The proposal was received by the Graduate School on **3/28/2024**. The combined GS/CAA subcommittee first reviewed the proposal on **4/10/2024** and requested revisions. Revisions were received on **4/15/2024**. The proposal is recommended for review at CAA.



TO: Graduate School
FROM: Kim Tackett
DATE: 4/15/24
SUBJECT: HDF5-MS, Couple and Family Therapy
RE: Response to requested revisions on 4/10/24

1. The sample plan on PDF pg. 9 states “Note: this is not an approved plan for graduation”. Please add some clarifying text to this area as it is generally understood that a sample plan should present a pathway for a student that would result in graduation upon completion. If this is representing one of multiple pathways it would be helpful to indicate this.

Response: page number 6

We removed the first sentence, as noted below, altogether. The intent for this language was to emphasize the need to connect with their faculty advisor. However, in reading your feedback, we believe this language causes more confusion than necessary. If students follow this exact plan, it is an approved plan for graduation. If students would like to swap courses between semesters, the paragraph clearly articulates the need to work with their advisor.

~~Please note this is a tentative 2-year plan and is not an approved plan for graduation.~~ You, as the student, are responsible for meeting all necessary requirements. Because course availability is subject to change, it is essential that you work with your faculty advisor each semester. Certain requirements such as research hours, elective course options, fieldwork requirements, independent study hours, etc. remain flexible and therefore, can be taken in different semesters than what is listed above. Utilize your faculty advisor to guide you in your course planning.

Memo

March 26, 2024

To: W. Randy Smith, Vice Provost – Council on Academic Affairs

From: Aaron Bagent, Curriculum Specialist

RE: PROGRAM REVISION: MS Human Development and Family Science, Couple and Family Therapy specialization, Department of Human Sciences.

Please find materials included in this proposal related to the revision of the MS Human Development and Family Science, Couple and Family Therapy specialization program. The department wishes to make several curricular alterations to the program, including increasing overall credit hours, altering minimum credit hours for individual requirements, and addition and removal of several courses. This proposal was approved by the EHE Curriculum Committee on March 21, 2024.

If there are any questions, please contact me at bagent.14@osu.edu.



March 25, 2024

Dr. W. Randy Smith, PhD
Vice Provost for Academic Programs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

Dear Vice Provost Smith,

I am writing on behalf of the College of Education and Human Ecology's (EHE) Office of Academic Affairs. EHE supports the recent curricular change that was approved by the EHE Curriculum Committee regarding revisions to the MS program in Couple and Family Therapy in the Department of Human Sciences. These changes relate to maintaining accreditation status with their accrediting body. The changes include:

- Increase credit hour requirements from 54 to 60 credits
- Reduce core course requirements
- Increase research methods requirements
- Add elective requirements
- Increase practicum requirements

The proposed changes update the curriculum and ensure compliance with the accreditation body for the CFT program.

Sincerely yours,

Anastasia R. Snyder, PhD
Associate Dean for Faculty Affairs
College of Education and Human Ecology



**THE OHIO STATE
UNIVERSITY**

Curriculum Proposal Checklist

Title of Program:

Effective term:

College:

New/Establish:

Secondary Major Eligible:

Academic Unit:

Revise:

50% Revision:

Mark Up:

Program Contact:

Terminate:

Suspend:

Certificate Category*:

Degree/Credential:

Program of Study :

Title:

Code:

Program Focus*:

Credit hours to degree/credential:

Is this a change to the current total?

Yes No

Program offered only online?

Yes No

If yes, is there a signed MOU with ODEE?

Yes No

Campus(es) where offered:

Columbus

ATI

Lima

Mansfield

Marion

Newark

Rationale:

Student Curriculum Sheet Required:

Students use the program sheet and 2-year plan as the curriculum sheet.

Four Year (or appropriate) Plan:

Academic Unit Curriculum Committee approval date:

College Curriculum Committee approval date:

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

* If applicable

HUMDFS-MS, CFT Proposal

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PG. 11-22 Short Syllabi:

All courses have been approved through the proper curricular channels and are included as a new course requirement or course option for the HUMDFS-MS, CFT curriculum.

March 15, 2024
Aaron Bagent
Curriculum Specialist
EHE Office of Undergraduate Education

Dear Aaron:

I am writing in support of the following program revision request (HUMDFS-MS, CFT), **effective Autumn 2024**.

Attached you will find the necessary documentation from Kelly Purtell. These changes have been approved by the faculty in the Human Development and Family Science program. Review of and approval from members of the Department of Human Sciences Graduate Studies Curriculum Committee has also been obtained.

There are currently no negative budgetary implications and no additional funds or human resources necessary for the execution of this program revision. Thus, I am in support of the proposed changes as outlined by Kelly in the attached documents.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,



Sue Sutherland, PhD

Pronouns: she/her/hers

Professor, Associate Department Chair

College of Education and Human Ecology

3/15/24

Dear Sue,

Our Human Development and Family Science faculty are seeking approval to revise the Master of Science curriculum in our Human Development and Family Science, Couple, and Family Therapy program (HUMDFS-MS, CFT), *effective Autumn 2024*. A summary of changes is outlined below and in additional attached documentation.

The proposed revision is an effort to maintain accreditation status with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) while meeting the needs of our students. These program-level changes do not impact the learning goals, program objectives, or assessments in our program. The revisions to the plan proposed, largely revolve around dispersing unique course numbers to courses currently taught in our HDFS seminar (HDFS 8860). Additional revisions include adding two new courses to the curriculum and creating an elective requirement with a list of course options for students. The program objectives remain focused on developing trained, competent, family therapists. Our current plans for assessment are still appropriate and feasible in the outlined revisions.

The CFT and HDFS faculty have approved these changes. Please let me know if you have additional questions.

Best,



Kelly Purtell
Graduate Studies Chair
Human Development and Family Science

SUMMARY OF CHANGES		
Human Development and Family Science, Couple and Family Therapy (HUMDFS-MS, CFT)		
Current Requirement	Proposed Revision	Rationale
Program, Total Credit Hours	Increase program credit hours from 54 to 60	Result of overall program revisions.
Core Requirement	Decrease credit hours from 30 to 24: <u>Add</u> HDFS 8879 HDFS 8880 and 8881, both in place of 8860 <u>Remove</u> HDFS 8820 <u>Move from Core to Electives as a course option</u> HDFS 7350, 7765	Revised the core to focus on courses that are necessary to becoming a licensed CFT upon graduation, leaving room to create a list of elective course options for students to choose from. Removed HDFS 8820
Research Methods Requirement	Increase credit hours from 3 to 7: <u>Add</u> HDFS 6781 and ESQREM 6641 <u>Remove</u> HDFS 6782	Removed HDFS 6782 which was a general HDFS research course and created 6781 which focuses on research in CFT. With the addition of 6781 and ESQREM 6641, students are provided with methodological and statistical skills to support their clinical practice and/or pursuit of advanced degrees.
Elective Requirement	Create Elective Requirement (Choose 5 credits): <u>Add</u> HDFS 8861, 8863, 8193 HDFS 8864 in place of 8860 SOCWORK 7511, 5009 <u>Moved from Core to Electives as a course option</u> HDFS 7350, 7765	Created the elective category to provide students more flexibility and opportunity to take courses that align with their clinical interests.
Practicum Requirement	Increase credit hours from 18 to 21	Allows students to accumulate appropriate clinical hours for licensure.
Exit Requirement	<u>Add</u> HDFS 7193 in place of 8193	Using the 7000-level course number aligns with the university numbering guidelines.

TRANSITION PLAN: Current students can complete their degree under the current curricular requirements or can opt-in to complete their degree under new requirements once approved (we anticipate students will choose the new curriculum since it aligns with licensure requirements).

Summary, Percent Change Calculations: HUMDFS-MS, CFT**40% (24 credits of 60 credits)**

In this summary, listed are revisions defined as “change” per university guidelines:

1. **Core: 9 credit hour change**
 - Propose to add HDFS 8879 as a course requirement in the core, 3 credit hour change
 - Propose to remove HDFS 8820 as a course requirement in the core, 3 credit hour change
 - Propose to move the choice to take either HDFS 7350 or 7765 as a *required* course option, to an elective course option. One of the two courses is currently *required*, resulting in a 3-credit hour change.
 - HDFS 8880 and 8881 are newly assigned course numbers, previously taught under the HDFS 8860 Seminar course. New course numbers do not fall under the guidelines of a change to the degree.
2. **Research Methods: 7 credit hour change**
 - Currently HDFS 6782 is required, however, we propose HDFS 6781 to replace this requirement. Both courses focus on research methods however, 6781 has been created to target our CFT population, 3 credit hour change.
 - ESQREM 6641 is added as a required methods course, resulting in a 4-credit hour change.
3. **Electives: 5 credit hour change**
 - Propose to add an Elective requirement of choosing 5 credit hours from a list of course options. Currently, electives are not required in the curriculum resulting in a 5-credit hour change.
4. **Practicum: 3 credit hour change**
 - Currently students take a total of 18 credit hours between HDFS 8189.12 and HDFS 8189.13. We propose to increase this number to 21 total credit hours (resulting in a 3-credit hour change) and provide more clarity by identifying how many credits are associated with each HDFS 8189 dot number, instead of listing the same course(s) multiple times.
5. **Exit Requirement: 0 credit hour change**
 - HDFS 7193 is replacing HDFS 8193 as the independent studies course which includes capstone and clinical exam. This course number change does not result in a percent change calculation.

2-year Plan

Human Development and Family Science, Family and Couple Therapy (HUMDFS-MS, CFT)						
	AUTUMN	CREDITS	SPRING	CREDITS	SUMMER	CREDITS
YEAR 1	HDFS 7770	3	HDFS 8875	3	ESQREM 6641	4
	HDFS 8189.11	3	HDFS 8880	3	HDFS 8189.12	3
	HDFS 8874	3	HDFS 8881	3	HDFS 8189.13	3
	HDFS 6781	3	HDFS 8189.12	3	Elective	2
	TOTAL	12	TOTAL	12		12
YEAR 2	HDFS 8876	3	HDFS 8189.12	3		
	HDFS 8189.12	3	HDFS 8189.13	3		
	HDFS 8189.13	3	HDFS 7193 or 7999	3		
	Elective	3	HDFS 8789	3		
	TOTAL	12	TOTAL	12		

You, as the student, are responsible for meeting all necessary requirements. Because course availability is subject to change, it is essential that you work with your faculty advisor each semester. Certain requirements such as research hours, elective course options, fieldwork requirements, independent study hours, etc. remain flexible and therefore, can be taken in different semesters than what is listed above. Utilize your faculty advisor to guide you in your course planning.

CURRENT

Couple and Family Therapy (HUMDFS-MS)

Program leading to Master of Science in Human Development and Family Science

Hours: 54

Core Requirements (30 hours)

HDFS 8874 Family Therapy Theory I (3)

HDFS 8875 Family Therapy Theory II (3)

HDFS 8876 Marital Therapy Theory (3)

HDFS 8189.11 Pre-practicum in Couple and Family Therapy (3)

HDFS 7770 Professional and Ethical Issues in Couple and Family Therapy (3)

HDFS 8820 Theoretical Perspectives on the Family (3)

HDFS 8860 Seminar in Couple and Family Therapy (Diversity in Couple and Family Therapy) (3)

HDFS 8860 Seminar in Couple and Family Therapy (Diagnosis in Couple and Family Therapy) (3)

HDFS 8860 Seminar in Couple and Family Therapy (Families and Substance Abuse) (3)

Choose One:

HDFS 7350 Adolescence and Emerging Adulthood (3)

HDFS 7765 Advanced Child Development (3)

Methods Course (3 hours)

HDFS 6782 Research Methods (3)

Practicum (18 hours) (Practicums are in both the clinic and at placement)

HDFS 8189.12 Practicum in Couple and Family Therapy, Masters (second semester) (6)

HDFS 8189.13 Practicum in Couple and Family Therapy, Masters, Placement (third semester) (3)

HDFS 8189.13 Practicum in Couple and Family Therapy, Masters, Placement (fourth semester) (3)

HDFS 8189.13 Practicum in Couple and Family Therapy, Masters, Placement (fifth Semester) (3)

HDFS 8189.13 Practicum in Couple and Family Therapy, Masters, Placement (sixth semester) (3)

Thesis Requirement (3 hours)

Consult with faculty advisor

Capstone and Clinical Exam (3)

HDFS 7999 Thesis Research (3) [optional]

Note: This curriculum is designed to meet the accreditation standards for the Commission on Accreditation for Marriage and Family Therapy Education and fulfill the education requirements for licensure in the State of Ohio, and requirements for the HDFS program. State requirements are subject to change.

MARKUP

~~Strikethrough~~ = removed from the curriculum

*~~Strikethrough~~ = moved from a requirement to a course option in the curriculum

Blue = markup

Red = new course numbers assigned from the dispersing of the HDFS 8860 Seminar course number

Please note, that the courses listed on this document have been approved through the curricular process. An additional note designating approved modes of instruction is located next to the course if applicable.

HDFS, Couple and Family Therapy (HUMDFS-MS, CFT)

Program leading to Master of Science in Human Development and Family Science

Hours: ~~54~~ 60 credit hours

Core Requirements (~~30 hours~~) (24 credit hours)

HDFS 7770 Professional and Ethical Issues in Couple and Family Therapy (3)

HDFS 8189.11 Pre-practicum in Couple and Family Therapy (3)

HDFS 8874 Family Therapy Theory I (3)

HDFS 8875 Family Therapy Theory II (3)

HDFS 8876 Marital Therapy Theory (3) (DL)

HDFS 8879 Advanced Lifespan Human Development (3) (HY)

HDFS 8880 Diversity in Couple and Family Therapy (3)

HDFS 8881 Diagnosis in Couple and Family Therapy (3)

~~HDFS 8820 Theoretical Perspectives on the Family (3)~~

~~HDFS 8860 Seminar in Couple and Family Therapy (Diversity in Couple and Family Therapy) (3)~~

~~HDFS 8860 Seminar in Couple and Family Therapy (Diagnosis in Couple and Family Therapy) (3)~~

~~HDFS 8860 Seminar in Couple and Family Therapy (Families and Substance Abuse) (3)~~

Choose One:

*~~HDFS 7350 Adolescence and Emerging Adulthood (3)~~

*~~HDFS 7765 Advanced Child Development (3)~~

Research Methods Courses (~~3 hours~~) (7 credit hours)

HDFS 6781 Introduction to Research Methods in Couple and Family Therapy (3)

ESQREM 6641 Introduction to Educational Statistics (4)

~~HDFS 6782 Research Methods (3)~~

Elective Courses (Choose 5 credit hours)

*HDFS 7350 Adolescence and Emerging Adulthood (3)

*HDFS 7765 Advanced Child Development (3)

HDFS 8861 Medical Family Therapy in Couples and Family Therapy (3)

HDFS 8863 Trauma-Informed Therapy in Couples and Family Therapy (3)

HDFS 8864 Substance Use and the Family in Couples and Family Therapy (3)

HDFS 8193 Independent Studies for Doctoral Students (1-3)

SOCWORK 7511 Clinical Social Work with Children and Adolescents (3)

SOCWORK 5009 Family Caregiving: Contemporary Issues, Programs, & Policies (3)

Practicum ~~(18 hours)~~ (21 credit hours) (Practicums are in both the clinic and at placement)

~~HDFS 8189.12 Practicum in Couple and Family Therapy, Masters (second semester) (6) (12)~~

~~HDFS 8189.13 Practicum in Couple and Family Therapy, Masters, Placement (third semester) (3) (9)~~

~~HDFS 8189.13 Practicum in Couple and Family Therapy, Masters, Placement (fourth semester) (3)~~

~~HDFS 8189.13 Practicum in Couple and Family Therapy, Masters, Placement (fifth Semester) (3)~~

~~HDFS 8189.13 Practicum in Couple and Family Therapy, Masters, Placement (sixth semester) (3)~~

~~Thesis Requirement~~ Exit Requirement (3 hours)

Consult with faculty advisor

~~HDFS 8193 Independent Studies for Doctoral Students [Capstone and Clinical Exam] (3)~~

[HDFS 7193 Independent Study \[Capstone and Clinical Exam\] \(3\)](#)

HDFS 7999 Thesis Research (3) [optional]

Note: This curriculum is designed to meet the accreditation standards for the Commission on Accreditation for Marriage and Family Therapy Education and fulfill the education requirements for licensure in the State of Ohio, and requirements for the HDFS program. State requirements are subject to change.

PROPOSED

HDFS, Couple and Family Therapy (HUMDFS-MS, CFT)

Program leading to Master of Science in Human Development and Family Science

Hours: 60 credit hours

Core Requirements (24 credit hours)

HDFS 7770 Professional and Ethical Issues in Couple and Family Therapy (3)

HDFS 8189.11 Pre-practicum in Couple and Family Therapy (3)

HDFS 8874 Family Therapy Theory I (3)

HDFS 8875 Family Therapy Theory II (3)

HDFS 8876 Marital Therapy Theory (3)

HDFS 8879 Advanced Lifespan Human Development (3)

HDFS 8880 Diversity in Couple and Family Therapy (3)

HDFS 8881 Diagnosis in Couple and Family Therapy (3)

Research Methods Courses (7 credit hours)

HDFS 6781 Introduction to Research Methods in Couple and Family Therapy (3)

ESQREM 6641 Introduction to Educational Statistics (4)

Elective Courses (Choose 5 credit hours)

HDFS 7350 Adolescence and Emerging Adulthood (3)

HDFS 7765 Advanced Child Development (3)

HDFS 8861 Medical Family Therapy in Couples and Family Therapy (3)

HDFS 8863 Trauma-Informed Therapy in Couples and Family Therapy (3)

HDFS 8864 Substance Use and the Family in Couples and Family Therapy (3)

HDFS 8193 Independent Studies for Doctoral Students (1-3)

SOCWORK 7511 Clinical Social Work with Children and Adolescents (3)

SOCWORK 5009 Family Caregiving: Contemporary Issues, Programs, & Policies (3)

Practicum (21 credit hours) (Practicums are in both the clinic and at placement)

HDFS 8189.12 Practicum in Couple and Family Therapy, Masters (12)

HDFS 8189.13 Practicum in Couple and Family Therapy, Masters, Placement (9)

Exit Requirement (3 hours)

Consult with faculty advisor

HDFS 7193 Independent Study [Capstone and Clinical Exam] (3)

HDFS 7999 Thesis Research (3) [optional]

Note: This curriculum is designed to meet the accreditation standards for the Commission on Accreditation for Marriage and Family Therapy Education and fulfill the education requirements for licensure in the State of Ohio, and requirements for the HDFS program. State requirements are subject to change.

HDFS 6781 - Introduction to Research Methods in Couple and Family Therapy

3 Credit Hours, G, Approved Modes: In-person

Course Overview**Description / Rationale**

This course will introduce you to research methods with couples, families, and larger systems in clinical practice. This course assists students in developing critical skills in interpreting, evaluating, and applying empirical evidence to clinical practice.

Prerequisites: Enrollment in HDFS Grad program, or permission of instructor.

Learning Objectives

By the end of this course, students will be able to:

1. evaluate and critique current empirical research in SFT
2. differentiate between high and low quality SFT research and where to find high quality research online
3. discern the difference between primary and secondary studies, and under what conditions each are appropriate
4. know the strengths and uniqueness of different research methods and designs, and when each is appropriate
5. understand aspects of sampling, measurement, data collection, and survey/questionnaire design
6. consider ethical issues involved in SFT clinical research, particularly with diverse families, and how these issues affect clinical practice and engagement of clients
7. implement an empirically-driven professional development plan in their continued clinical practice

Course Materials**Required Textbooks**

Williams, L., Patterson, J., & Edwards, T.M. (2014). Clinician's Guide to Research Methods in Family therapy: Foundations of evidence-based practice. The Guilford Press. New York, NY.

Huntington-Klein, N. (2020). Designing Research. The Effect: An Introduction to Research Design and Causality. (available online: <https://theeffectbook.net/index.html>)

Course Requirements/Evaluation**Grades**

Assignment/Category	Points
Attendance/Participation	25
Current Event/Research Media Critique	25
Research Review	25
Psychology Today Blog Contribution	25
Final: Empirical Critique of SFT Theory (Alt: Thesis) and Professional Development Plan	100
TOTAL	200

HDFS 7193 – Individual Study

1-12 Credit Hours, Graduate, Approved Modes: In-person

Course Overview

Description / Rationale

Independent study. Topic(s) to be determined through discussion with faculty advisor.

Prerequisites: Permission of instructor

Expectations, Course Materials, Course Requirements/Evaluation, Course Schedule:

Determined by faculty on a student-to-student basis.

HDFS 8193 - Independent Studies for Doctoral Students
1-3 Credit Hours, G, Approved Modes: In-person

Course Overview

Description / Rationale

Problems in various phases of human development chosen for individual study.

Prerequisites: Grad standing, or permission of instructor.

Required Text

Determined collaboration with faculty advisor and student.

Course Requirements/Evaluation/Assignments/Assessment

Determined by faculty advisor on student-by-student basis.

HDFS 8861 - Medical Family Therapy in Couples and Family Therapy

3 Credit Hours, G, Approved Modes: In-person

Course Overview

Description / Rationale

This course is designed to introduce you to the theory, fundamentals, and practical applications of medical family therapy. Students will be able to identify medical specializations, terminology, assessments, collaborative models and case note formats common to medical settings. Application to diverse families in a variety of settings is discussed throughout the course.

Prerequisites: Enrollment in HDFS Grad program, or permission of instructor.

Learning Objectives

By the end of this course, students should successfully be able to:

1. Familiarize students with the biopsychosocial approach and integrated care in healthcare settings
2. Discuss various medical family therapy assessments, techniques, and interventions
3. Develop basic understanding of various medical specializations, philosophies of healing, terminology, and ethical standards
4. Develop practical and diagnostic psychosocial assessment skills for use in clinical Practice
5. Critique medical family therapy assessment and intervention use with diverse families
6. Learn when and how to apply models of collaboration to clinical situations and diverse families

Course Materials

Required Textbooks

McDaniel, S., Doherty, W., & Hepworth, J. (2013). Medical family therapy and integrated care (2nd Ed). American Psychological Association. Washington, DC.

Curtis, R., & Christian, E. (2012). Integrated care: Applying theory to practice. New York, NY: Routledge.

Hodgson, J., Lamson, A., Mendenhall, T, & Crane, R. (2014). Medical Family Therapy: Advanced Applications. Springer. New York, NY.

Course Requirements/Evaluation

Grades

Assignment/Category	Points
Attendance/Participation	25
Illness/Diagnosis Paper	50
Behavioral Health Presentation	100
BPS Interview/Health Record Assessment	25
Final Paper	100
TOTAL	300

HDFS 8863 - Trauma-Informed Therapy in Couples and Family Therapy

3 Credit Hours, G, Approved Modes: In-person

Course Overview

Description / Rationale

This course provides an overview of evidence-based practice for working with survivors of trauma using a systemic and relational lens. In this course, students will explore the nature and meaning of trauma, assessing, and identifying trauma, and effective practices for treating trauma. This will include a focus on clinical assessments for trauma and understanding diagnosis and trauma.

Prerequisites: Enrollment in HDFS Grad program, or permission of instructor.

Learning Objectives

By the end of this course, students should successfully be able to:

1. Define trauma from a psychological, physiological, and social framework
2. Discuss trauma's relationship to psychiatric disorders (DSM 5), substance abuse, suicide, relational problems, and other problems in living
3. Describe and discuss the neurobiological components of trauma
4. Demonstrate knowledge of evidence-based models of trauma treatment
5. Assess individuals, couples, and families for trauma related problems
6. Articulate how CFT models can be adapted for work with trauma survivor
7. Define vicarious traumatization, compassion fatigue and burnout
8. Develop an initial trauma stewardship plan to engage in intentional therapist self-care with a particular focus on secondary trauma

Course Materials

Required Textbooks

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American journal of preventive medicine*, 14(4), 245-258.

https://www.sciencedirect.com/science/article/pii/S0749379798000178?casa_token=ldsPkTnDhIEAAAAA:gMdWn4UUuifieuhJv5tZjX9SFp3ApjwHbu0eHo6pFYzerjbpxOalU_g3xvWA5YUXFJVEYZOgLGzfOg

Finkelhor, D. (2018). Screening for adverse childhood experiences (ACEs): Cautions and suggestions. *Child Abuse & Neglect*, 85, 174-179.

https://www.sciencedirect.com/science/article/pii/S0145213417302715?casa_token=VaFKqTZObcAAAAA:aFsoUkXoKI24I8byKH0QhIul8BJvs2sS8B0saRzrEoerFYdiohkMuVdHBxrP6QL1HiO1hN2h8IfIMg

Goodman, R. D. (2015). A liberatory approach to trauma counseling: Decolonizing our traumainformed practices. In *Decolonizing "multicultural" counseling through social justice* (pp. 55-72). Springer New York.

Hartmann, W. E., Wendt, D. C., Burrage, R. L., Pomerville, A., & Gone, J. P. (2019). American Indian historical trauma: Anticolonial prescriptions for healing, resilience, and survivance. *American Psychologist*, 74(1), 6.

James, K., & MacKinnon, L. (2012). Integrating a trauma lens into a family therapy framework: Ten principles for family therapists. *Australian and New Zealand Journal of Family Therapy*, 33(3), 189-209.

https://onlinelibrary.wiley.com/doi/pdf/10.1017/aft.2012.25?casa_token=5gLRM_UDab8AAAAA:ZDHjhfi3kY_AanmmCq1xRP1ympbKp74JpqnVbNjpyGnpgo2EgslrlybvKuQNHSDwKy31VosB1LPDA_wOw

Larisey, K. (2012). The Wounded Healer: A Jungian Perspective. <http://www.jungatlanta.com/articles/fall12-wounded-healer.pdf>

Range, B., Gutierrez, D., Gamboni, C., Hough, N. A., & Wojciak, A. (2018). Mass trauma in the African American community: Using multiculturalism to build resilient systems. *Contemporary Family Therapy*, 40(3), 284-298. <https://link.springer.com/content/pdf/10.1007/s10591-017-9449-3.pdf>

Repetti, R. L., Taylor, S. E., & Seeman, T. E. (2002). Risky families: family social environments and the mental and physical health of offspring. *Psychological bulletin*, 128(2), 330.

Wilkins, E. J., Whiting, J. B., Watson, M. F., Russon, J. M., & Moncrief, A. M. (2013). Residual effects of slavery: What clinicians need to know. *Contemporary Family Therapy*, 35(1), 14-28. <https://link.springer.com/content/pdf/10.1007/s10591-012-9219-1.pdf>

Course Requirements/Evaluation

Grades

Assignment/Category	Percentage
Attendance/Participation	20
Mind-Body Intervention Rationale and Demonstration	20
Self-Care Journal	20
Trauma Stewardship Book Review and Reflection	20
Trauma Case Conceptualization	20
TOTAL	100

HDFS 8864 - Substance Use and the Family in Couples and Family Therapy

3 Credit Hours, G, Approved Modes: In-person

Course Overview**Description / Rationale**

This graduate level course focuses on the impact of alcohol and drug use on family functioning, process and interaction. Family Systems models for intervening with couples and children are reviewed. Research in this area is critically evaluated and reviewed. Empirically-supported systemic and behavioral models for intervening with both the couple and family are addressed.

Prerequisites: Enrollment in HDFS Grad program, or permission of instructor.

Learning Objectives

By the end of this course, students should successfully be able to:

1. Students will have an understanding of the impact of substance use on family interaction.
2. Students will understand the rationale and theoretical bases for addressing a traditionally intrapersonal phenomenon within a family context.
3. Students will understand evidence-based approaches for substance use treatment in an interpersonal context.

Course Materials**Required Textbooks**

No traditional textbook is needed. See a listing of peer-reviewed research and articles for required readings (end of syllabus)

Course Requirements/Evaluation**Grades**

Assignment/Category	Percentage
Paper	50
Class Presentation	25
Class Attendance	25
TOTAL	100%

Stanton, M. D., Todd, T. C., Heard, D. B., Kirschner, S., Kleiman, J. I., Mowatt, D. T., Riley, P., Scott, S. M., & Van Deusen, J. M. (1982). A conceptual model. In S. Duncan & T. C. Todd (Eds.), *The family therapy of drug abuse and addiction* (pp. 7-30). New York: Guilford.

Stanton, M. D. (1982). Appendix A: A review of reports on drug abusers' family living arrangements and frequency of family contact. In S. Duncan and T. C. Todd (Eds.), *The family therapy of drug abuse and addiction* (pp. 427-431). New York: Guilford.

Jacob, T., & Seilhamer, R. A. (1987). Alcoholism and family interaction. In T. Jacob (Ed.), *Family interaction and psychopathology* (pp. 535 – 580). New York: Plenum Press.

Jacob, T., & Leonard, K. (1992). Sequential analysis of marital interactions involving alcoholic, depressed and nondistressed men. *Journal of Abnormal Psychology*, 101, 647-656.

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- Martino, S. C., Collins, R. L., & Ellickson, P. L. (2004). Substance use and early marriage. *Journal of Marriage and the Family*, 66, 244-257.
- Yamaguchi, K. & Kandel, D. B. (1997). The influence of spouse's behavior and marital dissolution on marijuana use: Causation or selection. *Journal of Marriage and the Family*, 59, 22-36.
- Seilhamer, R. A., Jacob, T., Dunn, N. J. (1993). The impact of alcohol consumption on parent-child relationships in families of alcoholics. *Journal of Studies on Alcohol*, 54, 189-199.
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- Liddle, H. A. (1999). Theory development in a family-based therapy for adolescent drug abuse. *Journal of Clinical Child Psychology*, 28, 521-532.
- Stanton, M. D., & Todd, T. C., (1982). The therapy model. In S. Duncan & T. C. Todd (Eds.), *The family therapy of drug abuse and addiction* (pp. 109-153). New York: Guilford.
- Waldron, H. B., & Slesnick, N. (1998). Treating the family. In W. R. Miller, & N. Heather (Eds.), *Treating addictive behaviors: Processes of change* (2nd ed.) (pp. 271-283). New York: Plenum.
- Rohrbaugh, M. J., & Shoham, V. (2002). Couple treatment for alcohol abuse. In S. Hofmann & M. C. Tompson (Eds.), *Handbook of psychosocial treatments for severe mental disorders*. New York: Guilford Publications
- O'Farrell, T. J., & Fals-Stewart, W. (2003). Marital and family therapy. In R. K. Hester and W. R. Miller (Eds.), *Handbook of alcoholism treatment approaches* (3rd ed., pp. 188-212). Needham Heights, MA: Allyn & Bacon.
- Stanton, M. D., & Shadish, W. R. (1997). Outcome, attrition, and family-couples treatment for drug abuse: A meta-analysis and review of the controlled, comparative studies. *Psychological Bulletin*, 122, 170-191.
- Shoham, V., Rohrbaugh, M. J., Stickle, T. R., & Jacob, T. (1998). Demand-withdraw couple interaction moderates retention in cognitive-behavioral versus family-systems treatments for alcoholism. *Journal of Family Psychology*, 12, 557-577.
- Epstein, E. E., & McCrady, B. S. (2002). Couple therapy in the treatment of alcohol problems. In A. S. Gurman and N. S. Jacobson (Eds.), *Clinical Handbook of Couple Therapy* (3rd ed., pp. 597-628). New York, NY: Guilford.
- McCrady, B. S., Stout, R., Noel, N., Abrams, D. & Nelson, H. F. (1991). Effectiveness of three types of spouse-involved behavioral alcoholism treatment. *British Journal of Addiction*, 86, 1415-1424.
- O'Farrell, T. J., & Schein, A. Z. (2000). Behavioral couples therapy for alcoholism and drug abuse. *Journal of Substance Abuse Treatment*, 18, 51-54.
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- Kumpfer, K. L., Alvarado, R., & Whitside, H. O. (2003). Family-based interventions for substance use and misuse prevention. *Substance Use & Misuse, 38*, 1759-1787.
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- Henggeler, S. W., Pickrel, S. G., & Brondino, M. J. (1999). Multisystemic treatment of substance-abusing and dependent delinquents: Outcomes, treatment fidelity, and transportability. *Mental Health Services Research, 1*, 171-184.
- Szapocznik, J., Kurtines, W. M., Foote, F. H., Perez-Vidal, A., & Hervis, O. (1983). Conjoint versus one-person family therapy: Some evidence for the effectiveness of conducting family therapy through one person. *Journal of Consulting and Clinical Psychology, 51*, 889-899.
- Szapocznik, J., & Williams, R. A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. *Clinical Child and Family Psychology Review, 3*, 117-134.
- Waldron, H. B., Slesnick, N., Brody, J. L., Turner, C. W., & Peterson, T. R. (2001). Treatment outcomes for adolescent substance abuse at 4- and 7-month assessments. *Journal of Consulting and Clinical Psychology, 69*, 802-813.

HDFS 8879 - Advanced Lifespan Human Development

3 Credit Hours, G, Approved Modes: In-person, Hybrid

Course Overview

Description / Rationale

This course will provide an overview of individual and family developmental issues across the lifespan from infancy to old age, as well as the effects of these issues/events upon individuals, couples, and family relationships. The class will focus on theory, research, and application of individual and family developmental theory and related cultural and diversity issues.

Continuous and discontinuous changes (e.g., courtship, early marriage, childbirth, childhood, adolescence, divorce, blended families, parenting, and the family in later life) will be examined through a multicultural lens. Students will be viewed as active participants in the learning process with each student bringing important experiences and knowledge to the class. Students will research their own individual and familial life cycle development and how this process may influence how they practice therapy.

Prerequisites: Enrollment in HDFS Grad program, or permission of instructor.

Learning Objectives

By the end of this course, students should successfully be able to:

1. Become familiar with the major factors in human development, specifically those related to family systems and development.
2. Articulate the stages of the family life cycle.
3. Identify life cycle issues concerning diverse populations.
4. Apply the individual and family life cycle to the student’s personal experiences.
5. Integrate life cycle issues with family therapy theories.
6. Link life cycle with clinical issues and interventions.

Course Materials

Required Textbooks

McGoldrick, M., Carter, B., & Garcia-Preto, N. (Eds.) (2016). *The expanding family life cycle: Individual, family, and social perspectives* (5th ed.). New York: Pearson.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). New York: Norton.

Walsh, F. (Ed.) (2012). *Normal family processes: Growing diversity and complexity* (4th ed.). New York: Guilford Press.

Course Requirements/Evaluation

Grades

Assignment/Category	Points
Participation	25
Topics Presentation	50
Genogram Presentation	50
Personal Assessment Paper	75
TOTAL	200

HDFS 8880 - Diversity in Couple and Family Therapy

3 Credit Hours, G, Approved Modes: In-person

Course Overview

Description / Rationale

In this course, we will pursue multicultural perspectives that encourage and affirm respect for the diversity in various relational systems. We will work to construct a broad conceptual framework for viewing diversity and multiculturalism and apply it to our work as couple and family therapists.

Prerequisites: Enrollment in HDFS Grad program, or permission of instructor.

Learning Objectives

By the end of this course, students should successfully be able to:

1. Define multicultural therapy, cultural competence, cultural humility, cultural relevance, and culturally responsiveness.
2. Understand how their own worldview may influence their ability to understand, an empathize, and work effectively with diverse clients
3. Identify Eurocentric assumptions inherent in our standards of clinical practice (including Western definitions of family and relationship) and how they may detrimentally impact therapy with diverse families and systems 3
4. Understand how the sociopolitical climate affects the manifestation, etiology, diagnosis, and treatment of psychological disturbances in socially devalued and diverse groups in our society
5. Understand how group specific clinical implications can guide assessment and therapy with diverse individuals, couples, and families
6. Demonstrate an initial understanding of multicultural evidence-based practice
7. Demonstrate an initial ability to provide multiculturally competent therapy services within clients’ social locations including diverse races and ethnicities, genders and sexual identities, and religious and spiritual traditions.

Course Materials

Required Textbooks

McGoldrick, M., & Hardy, K. V. (Eds.). (2019). Re-visioning family therapy: Addressing Diversity in clinical practice. Guilford Press. Third Edition. ISBN-13: 978-1462531936

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). Counseling the culturally diverse: Theory and practice. John Wiley & Sons. Eighth edition. ISBN-13: 978-1119448242

Course Requirements/Evaluation

Grades

Assignment/Category	Percentage
Participation	20
Personal Cultural Genogram	25
Annotate Bibliographies	30
Multicultural Therapy Case Study	25
TOTAL	100%

HDFS 8881 - Diagnosis in Couple and Family Therapy

3 Credit Hours, G, Approved Modes: In-person

Course Overview

Description / Rationale

The purpose of this course is to provide students with an overview of mental illness, the DSM-5, and different conceptual frameworks for understanding the etiology, course, and treatment of diagnosable conditions. Students will be trained to use the DSM-5 to diagnose mental disorders and to view DSM-5 disorders from biopsychosocial-spiritual and relational/systemic perspectives.

Prerequisites: Enrollment in HDFS Grad program, or permission of instructor.

Learning Objectives

By the end of this course, students should successfully be able to:

1. Comfortable with a biopsychosocial-spiritual framework for clinical conceptualization.
2. Able to explain the impact of the DSM-5 on current mental health assessment and treatment.
3. Able to perform a collaborative family-based assessment process using the DSM-5.
4. Familiar with diagnostic criteria for the mental disorders covered in the DSM-5.
5. Able to maintain a systemic and contextual lens while assessing and diagnosing clients' situations.
6. Able to demonstrate contextual and cultural awareness when formulating clinical assessments and diagnoses.
7. Able to examine the cultural biases of both clients and clinicians regarding DSM-5 diagnoses.
8. Able to elicit a relevant and accurate biopsychosocial and relational history to understand the context of the client's current concerns.
9. Able to develop both theory-based and symptom-based treatment plans for DSM-5 mental disorders.

Course Materials

Required Textbooks

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th edition, text revision). Washington, DC: American Psychiatric Publishing.

Note: The Diagnostic and Statistical Manual of Mental Disorders, Text Revision

DSM-5-TR 5th edition is scheduled to be released in 2022, which will include the fully revised text and references, updated diagnostic criteria and ICD-10-CM codes since DSM-5 was published in 2013

Russo, J.A., Coker, J.K., & King, J.H. (2017). DSM-5 and family systems. New York, NY: Springer.

Course Requirements/Evaluation

Grades

Assignment/Category	Points
Participation	20
Group Topics Presentation	50
Individual Diversity Presentation	50
Clinical Application Process	75
TOTAL	200