

**PFEIFFER UNIVERSITY**  
Division of Applied Health Sciences  
Department of Marriage & Family Therapy  
**MMFT 600**  
**Emerging Cross-Cultural Issues in Families & Communities**

Fall 2020

**Class Meeting Day and Time/Location:** Section M01, 7:00-10:00, Tuesdays  
**Location:** Charlotte Campus  
**Instructor:** Dr. Sarah Wolford, LMFT (NC); LMHC (FL)  
**Office Hours:** Tuesday 10-5pm; OR by appointment  
(please email at least 24 hours in advance)  
**Office Location:** Pfeiffer University, Charlotte Campus: Room 311 (in the Clinic)  
**Office Phone:** 704-448-0272  
**Email:** Sarah.Wolford@Pfeiffer.edu

**Required Text:**

Kelly, S. (Eds.). (2017). *Diversity in Couple and Family Therapy: Ethnicities, Sexualities, and Socioeconomics*. Santa Barbara, CA: Praeger  
(ISBN-10: 144083363X; ISBN-13: 978-1440833632)

**Supplementary Textbooks:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

McGoldrick, M. & Hardy, K. (Eds.). (2008). *Revisioning family therapy: Race, culture, and gender in clinical practice* (2<sup>nd</sup> ed.). New York, NY: Guilford

McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York: W.W. Norton & Co

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York, NY: Guildford.

**Additional Reading/Research:** Provided through Blackboard or by hard copy.

**Pfeiffer University Mission:** Reflecting its relationship with the Methodist Church, Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Graduate Catalog, p. 3).

**Course Description:** This course is designed to explore therapy issues as they relate to a culturally diverse population. We will examine societal attitudes and behaviors based on gender, race, ethnicity, age, religion, socioeconomic status, sexual orientation, and disability status. Cultural awareness and sensitivity will be emphasized along with specific interventions that meet the needs of particular populations. Identification of therapist-client congruence and the need for referral will also be addressed.

**Educational Goals for the Graduate Program:** The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program" (see Pfeiffer University Graduate Catalog 2020-2021).

***Record your own achievement with your PMFTP Form for MMFT 600:***

**AMFTRB Domains:**

**Domain 3: Designing and Conducting Treatment**

Tasks related to developing and implementing interventions with the client system.

**Domain 6: Maintaining Ethical, Legal, and Professional Standards**

Tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism.

**Student Learning Outcomes (SLO's):**

**SLO #2: Diversity: Students will demonstrate an awareness of and sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation, and socio/economic status.**

**Professional MFT Principles (PMFTP's):**

**Relevant State Licensing Regulations – VI. Theoretical Foundation of MFT**

**MFT Educational Guidelines – Area I. Theoretical Knowledge. Students will demonstrate an awareness of and sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation, and socio/economic status.**

**Course Embedded Core Competencies (CECC's):**

- 4.1.2 (Conceptual) Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit.
- 2.4.3 (Evaluative) Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.
- 2.3.7 (Executive) Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
- 5.4.2 (Evaluative) Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.

**COAMFTE Core Competencies**

Rubrics for COAMFTE Core Competencies in each and every course will be distributed for review during the first class of the semester. The student will read each competency and review the corresponding primary assessment tool and student learning outcome (SLO). During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of "3" on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of "3" after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of a written Individual Remediation Plan (IRP) and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance level of "3", the student may be required to repeat the course or may be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

**\* Assessment Rubric Rating Scale \***

- 5 = Exceptional:** Skills and understanding significantly beyond developmental level
- 4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts
- 3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident
- 2 = Developing:** Minor conceptual and skill errors; in process of developing
- 1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of "3" and above indicate performing well for developmental level

**Course Requirements:** All assigned readings are vital to the course and must be completed prior to class time. Active participation in the classroom setting is expected. All written assignments must be submitted prior to the start of class on the day the assignment is due. An assignment will be deducted by a letter grade for each day it is late. I reserve the right to modify any assignment or course schedule as the semester evolves based on time and need.

**Note: ALL Assignments must be completed -- it is not an option to overlook an assignment just because you want to opt out. Assignments will not be accepted after a maximum of 5 days. Additionally, because course competencies are directly related to the primary assignments, students must demonstrate the PMFTPs designated in each and every class successfully before the course can be completed.**

**To Students from Faculty:** Please make an appointment to speak with me if you find yourself behind or struggling. I cannot second guess when or how you need help. After (2) absences, please make a face-to-face appointment with me, and I will also be sure to reach out to you.

All written assignments (academic papers, reflection papers, presentation outlines, etc.), will always require a proper cover page and/or reference page according to APA format.

### Assignments

1) Cultural Genogram & Paper: Culture is a multi-faceted, evolving construct that shapes all aspects of individual, family, and community experience. The purpose of this activity is gain familiarity with constructing a cultural genogram and working in this complexity with a client, while exploring these same issues in your own family.

Part I (Domain 3; PMFTP IV; CECC 2.3.7): You will be divided into groups of two and will take turns constructing a cultural genogram during class, similar to how the process might proceed in therapy. The questions listed below provide the structure for this process. You do not need to prepare prior to this activity. You will be given tools to facilitate your completion of this project during the class.

Part II (Domain 3; CECC 1.2.1, 5.4.2): Building on Part I, you will complete a *Cultural Synthesis Paper* intended to deepen your understanding of the interaction between family and cultural dynamics. You are required to assume the role of a historian, sociologist, and therapist in researching and writing this paper. Papers should include 8-12 references (required texts and articles from the course can be included). You are required to address each of the following questions in the paper (if a particular question doesn't seem applicable, describe why it doesn't apply):

#### General Cultural Questions:

- What are the primary cultures in your family? What are the values, rituals, etc. in your cultures? How does your family express these values, rituals, traditions, etc.?
- How do you think/feel about your cultural identity? Do you view yourself as a cultural being? Why or why not? What aspects of your culture make you proud? What issues bring about feelings of shame?
- What role does regionality and geography play in your family? For example, growing up in the south impacts people differently than being raised in the north, being raised in a rural area shapes personality and values differently than being raised in a city, etc.
- Why did your family initially immigrate to the United States? What were the historical events in the nation of origin that made immigration a viable option? If your family was enslaved or were slave owners, what impact did slavery have on past and current generations in your family?

#### Religion/Spirituality/Life Philosophy:

- What was the dominant religion or organizing philosophy in your family of origin?
- What are the tenets of your faith? How do these tenets impact the way you view the world?
- What is "spirituality" from your personal perspective? What is the difference between spirituality and religion? How does your spirituality inform the way you view people and the change process?
- How will you use your spiritual perspective in therapy to enhance treatment? How will you use your client's spiritual perspective in therapy to enhance treatment?

Gender & Sexuality Orientation:

- What are your personal views on gender issues, including the roles of men and women in society? How have your views been shaped by your culture, friends, family of origin, and religion?
- How might your views impact the way you conduct therapy?
- How is sexual orientation regarded in your family of origin and within your culture?

Power & Privilege:

- How have issues related to power, privilege, and oppression impacted your group(s) and family? What biases does your family hold toward other groups (e.g., Muslims, the poor, LGBT, etc.)?

Socioeconomic Status:

- How have economic issues impacted your family? For example, growing up in a blue collar family shapes people differently than being raised in a white collar family, being raised poor shapes families differently than being raised wealthy, etc.
- Are certain occupations more valued/devalued in your culture and family of origin? If so, why?

Strength & Resiliency:

- What are areas of strength and resiliency in your culture(s)? To what extent does your family of origin embody this strength/resiliency?

Self of the Therapist

- What does this all mean for you as a therapist? What biases do you need to acknowledge and track relate to different groups?
- What groups will you feel most comfortable working with? Least comfortable? What counter-transference issues might be present?
- What steps do you plan to take to continue your personal and professional development in becoming a more culturally sensitive clinician?

Culture & the Presenting Problem

- What is a current struggle for you? How is this struggle impacted by culture? Dominant narratives related to gender, ethnicity, race? American ideals about what it means to be good, successful, productive, beautiful?
- How will aspects of your culture help you overcome or work with this issue (you might think in terms of cultural values, religion, spirituality, etc.)?

3) Diversity Activities and Reflection Papers (SLO #2; PMFTP IV; CECC 5.4.2): Direct experience is the greatest teacher. The purpose of this activity is to expand your understanding of diverse groups through experience in order to better understand and serve your clients. You will select **three activities** (in any order) under the listed categories to complete during the course of this semester. You can also create your own option/category (email me for pre-approval). **Do not select more than one option from each category**, and do not do something you already do (e.g., if you already serve food at a local shelter, do not choose that activity). Please do not choose an activity where your safety may be at risk—use discretion and talk to me if you are unsure! For each option you complete, write a reflection paper addressing the following questions below. Papers should be 2-3 pages in length, with appropriate APA cover page, headings, in-text citations and references. Please be sure to answer the following:

- What activity did you select and why?
- What thoughts and feelings did you experience during the activity?
- What issues related to power/privilege/oppression stand out to you in relation to the activity?
- What did you learn from this experience that will help you provide more culturally sensitive care to your future/current clients?

Category 1: Social Class

Activity 1: Take a bus to go grocery shopping.

Activity 2: Volunteer to serve food at a local shelter.



Activity 3: Find out how to apply for food stamps. Go to the local office and ask for appropriate paperwork to apply. Ask how long the process normally takes and what you will need to do next. Observe others in the office who also want to apply. Note the reactions of individuals as they approach the same process.

#### Category 2: Race & Ethnicity

Activity 1: Attend an event where you find yourself in the position of being a racial and/or ethnic minority. This can include a religious service or civic meeting, or even attending a class and reflecting on being in the minority group in the program/university.

Activity 2: Visit a local museum or festival that focuses on the history, contributions, and perspectives of a different racial or ethnic group.

#### Category 3: Religion

Activity 1: Attend a religious service that is not part of your faith and that you've never attended.

Activity 2: Interview a religious leader from a local faith community, of which you are not familiar. Write-down some questions that you are interested in asking prior to the meeting. Here are some possibilities:

- What brought you to your faith?
- What are common misunderstandings about your faith?
- What do you wish other people knew about your faith?
- What are the core principles/tenets of your faith?

#### Category 4: Gender

Activity 1: Watch an hour of television, analyzing the show itself and the commercials. Ask the following questions in your analysis:

- What stories are being constructed related to gender roles, sexuality, sexual preferences, etc. through the show and advertisements?

Activity 2: Interview someone (not a student in the MFT program) of a different gender, focusing on how gender shapes perspective and experience. So, for example, if you were interviewing a man, you might ask the following questions:

- What does being a man mean to you?
- What do you like most about being a man?
- What do you like least?
- What did you learn about how men should express emotions growing up in your family?
- What did you learn about acceptable ways for men to reach out for help?
- What do you wish women understood better about being a man?

#### Category 5: Ability/Disability

Activity 1: Only use your non-dominant hand when engaging in activities for an entire day (with the exception of driving or in any circumstances when doing so might be dangerous) or attend a class blindfolded for an entire period.

Activity 2: Participate in a fundraiser or volunteer for an organization committed to increasing awareness or raising funds for a relevant disability or illness of which you are not very familiar.

#### Category 6: Sexual Orientation

Activity 1: Participate in a local gay pride event or gay rights-related activity.

Activity 2: Hold hands with someone of the same-sex for at least 15 minutes in a public place.

4) Book Review: Annotated Bibliography and Presentation (Domain 6; CECC 2.4.3, 4.1.2): Select a book intended to deepen your understanding of a group that is different from your own or a particular topic of interest. The book you select must have some sociological or clinical significance. Those of you who are farther along in the program should consider selecting a book that is related to your model of therapy. You must submit the title of your selected book by the date on the syllabus; two students may not review the same book (first come, first reserve).

1. Write an annotated bibliography (summary/review of peer-reviewed articles published within the past 10 years) with **5** articles that either support or refute the information found in the book you reviewed. Do not

use more than 2 articles assigned in the class. Additionally, choose either a novel to read **or** a movie to watch that is related to the topic of interest as part of your research. A list of possible novels and movies are listed below. If you need assistance in choosing a novel or movie please ask Dr. Wolford. Your annotated bibliography should include a review of the book or movie of your choice. Submit a hard copy to Dr. Wolford.

2. Give a 10-minute (max) presentation about the book and articles. Create a **1-2 page handout** to give to everyone in the class describing the book (including the reference information), as well as what you did and did not find useful/accurate in the book. You may incorporate your own personal or clinical experiences, class material or discussions, as well as information garnered from the annotated bibliography. In your presentation, critique whether/how the book (1) included [or not] ideas about resiliency and strength as compared to deficit and pathology, and (2) author's assumptions about what is healthy or normal. Submit a hard copy of the handout to Dr. Wolford.

\*\*Please see the end of the syllabus for more information about how to structure your annotated bibliography.

Here is a list of some **book options** (email me for pre-approval for any text not on this list):

- *Black Families in Therapy*- Boyd-Franklin
- *Latino Families in Therapy*- Falicov
- *Men in Therapy*- Wexler
- *“So You Think I Drive a Cadillac?” Welfare Recipients’ Perspectives on the System and its Reform* – Seccombe
- *Working with Families of the Poor*- Minuchin
- *Spiritual Resources in Family Therapy*-Walsh
- *Bridges to Recovery: Addiction, Family Therapy, and Multicultural Treatment*- Krestan
- *Counseling Military Families*- Hall
- *Counseling LGBTI Clients*- Alderson
- *Transformations: Women, Gender, and Psychology*- Crawford
- *The Invisible Web: Gender Patterns in Family Relationships*- Walters, Carter, Papp, & Silverstein
- *Made in America: A Social History of American Culture and Character*- Fischer
- *The Fundamentalist Mindset: Psychological Perspectives on Religion, Violence, and History*- Strozier
- *When God Talks Back*- Luiirmann
- *Gender in the Therapy Hour*- Sweet
- *“Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations About Race*- Tatum
- *Interracial Couples, Intimacy, and Therapy*- Killian

**Movie Options (email me if you have another idea for a movie):**

- *The Color of Fear*
- *To Kill a Mockingbird*
- *Sophie’s Choice*
- *Boy’s Don’t Cry*
- *Transamerica*
- *Billy Elliott*
- *The Color Purple*
- And many more...please email me with any additional ideas

5) Student Classroom Evaluation (50pts): Your supervisor will complete this evaluation, which reflects your classroom performance, prior to the final exam and discuss the results with you.

**PMFTP Form:** You will be keeping a record of the PMFTP Form for MMFT 600, which charts your progress in successfully completing the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of “A” or “B” on the primary assignment, your letter grade indicates you have achieved the corresponding PMFTP(s) and can initial and check it off on the form. If you receive a grade of “C,” you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTPs by

an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the professor of the course.

*If a student needs clarification on any course assignment, then it is his/her responsibility to request clarification from the instructor. To increase the likelihood of successful performance on any course assignment, the student is encouraged to attend each class, take notes, and read assigned materials.*

### Point Distribution

Assignment	Possible Points
Cultural Genogram:	
Participation	35
Facilitation	30
Cultural Synthesis Paper	150
Diversity Activities & Reflection Papers:	60
3 @ 20 each	
Book Presentation	
Annotated Bibliography	35
Presentation	40
Student Classroom Performance Evaluation	50
Midterm (20 Questions at 2pts each)	40
<u>Final Exam (20 Questions at 2pts each)</u>	<u>40</u>
<b>Total</b>	<b>480</b>

**\*Note: 5 points will be deducted from your final grade if you are absent for more than 2 classes.**

### Mid-Term and Final Exam

Final Exams are scheduled during regular class time on the 16th week of class. The final exam schedule will not be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused due to a medical certificate, the make-up time will be at the discretion of the professor. For this class, we will have one mid-term covering the first half our major course content, with 20 total multiple choice questions, at 2pts each. The mid-term will be given **October 6<sup>th</sup>, 2020**. The final exam will cover the second half of the course content, and consist of 20 multiple choice questions, at 2pts each. The final exam is scheduled on the last day of class, **December 8<sup>th</sup>, 2020**.

### Final Grades

Final grades will be based on the average of grades received during the semester with a letter grade assigned per the following schedule:

93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

### Guidelines and Reminders for Civil Discourse

(Adapted and modified from those by Margaret Andersen, University of Delaware and Kristy Shih, Central Michigan University).

Given the nature of this course, the following guidelines are intended to promote a safe atmosphere which will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. The class can agree to revise them and add others, but all students are encouraged to commit themselves to the final set of rules by the end of the second class. These principles will guide our class discussions and

interactions.

1. Acknowledge that different forms of social inequality and oppression (e.g., classism, sexism, racism, heterosexism, ableism, and ageism) exist in our society;
2. Acknowledge that one of the key elements of oppression is that we are all systematically taught misinformation about the social systems in which we live. This is true for both majority and minority group members;
3. While we cannot be blamed for the misinformation that we have learned, we can and will be held responsible for repeating misinformation after we have learned otherwise;
4. We will share information and ideas with members of the class and we will never demean, devalue, or “put down” people for their experiences;
5. We each have an obligation to actively address the myths and stereotypes about different forms of social inequality so that we can break down the barriers that impede group cooperation;
6. We will assume that all of us to greater or lesser degree, as well as regardless of our racial identity, nationality, sex, class, or cultural background, have been influenced by the –isms of our society and that individuals can be active in making change;
7. We will create a safe atmosphere for open discussions. At times, members of the class may wish to make comments that they do not want repeated outside of the class. If so, the student will preface her or his remarks with a request and the class will agree not to repeat those remarks;
8. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one’s own perspective is the only or the best way to see and think. In doing so, we practice genuine, empathic attunement to the clients we will one day treat.

#### **Our Own Class Recommendations for Guidelines:**

10. *“We will be mindful of our own experiences, past hurt/pain, and try not to resolve it within the classroom, but rather, to address cultural dimensions of experience as it relates to our future work as therapists.”*  
(Fall 2019 class)

11.

12.

13.

#### **Attendance Policy**

Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student’s responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, any student who misses more than (3) classes during the semester will receive an automatic failing grade. If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

For clarification, two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade. For example, a student who would have earned a

final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

### **Supplemental Technology**

Blackboard (<http://blackboard.pfeiffer.edu/>) is a web--based course management tool that I will use to post documents and email announcements and critical messages. For assistance accessing your new Blackboard account, please contact the Help Desk at 704.463.3002.

### **To Get Help**

Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

Through Pfeiffer University, **Write Smart Services** are also available to students who need help with writing instruction (not proofreading). You can receive **writing help online or in person**. If face-to-face writing help is preferred, send an email to [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) to schedule a personal appointment with a writing coach on campus or via a live internet session in Blackboard Collaborative.

For automated online assistance 24/7, **Grammarly** can help you complete your assignments as well. Go to [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) to create a free account using your Pfeiffer email.

With **Study Smart online tutoring**, you can also support your academic success. by working face-to-face online with certified tutors from Upswing on 350+ subjects without ever leaving your computer desk. For access information, email [studysmart@pfeiffer.edu](mailto:studysmart@pfeiffer.edu).

For **self-help information** on time management, test taking, or dealing with stress, check with Dr. Zukowski in the Graduate Success Center.

For **personal growth** in Charlotte or RDU, please be sure to reach out to our designated extern counselors or continue with your own personal counseling and just provide his/her current active mental health license. Counseling with our extern counselors is gratis.

### **PERSONAL COUNSELING**

**Pfeiffer Institute for Marriage & Family Therapy (PIMFT)** provides private professional counseling Monday through Saturday at the Charlotte campus. All services are professional and confidential. Students need to know that sometimes taking that first step to get help is the hardest, but one of the best things you can do for yourself and your family. No problem is too small. Pfeiffer student rates are \$10/session. Other rates are very reasonable and based on a sliding scale.

#### Examples of types of problems:

Couple/Marriage Issues, Anxiety

Parent/Child/Teen Issues, Post-Traumatic Stress, Depression, Eating Disorders, Substance Abuse, Adjustment/Life Transitions, Sexual Abuse, Self Esteem, Grief and Loss Issues, Infidelity, Stress Management.

#### **Students in the Charlotte area contact:**

Sarah Wolford, PhD., LMFT (NC); LMHC (FL)

Clinic Director, Pfeiffer Institute for Marriage & Family Therapy

[Sarah.Wolford@Pfeiffer.edu](mailto:Sarah.Wolford@Pfeiffer.edu) (704) 945-7324

#### **Students in the Raleigh area contact:**

Travis Johnson, PhD., LMFT (MI)

Clinic Director, Pfeiffer Institute Reach

[Travis.Johnson@Pfeiffer.edu](mailto:Travis.Johnson@Pfeiffer.edu) (919) 941-2402

For **Research Assistance & Library Services**, the Charlotte Campus and Virtual Library provides adult students with access to research databases, books, and journals. Visit <http://library.pfeiffer.edu/> or contact Jeri Brentlinger, the Director of Information Support Services at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call (704)945-7305. For evening hours, contact Linda Fidelle at [linda.fidelle@pfeiffer.edu](mailto:linda.fidelle@pfeiffer.edu) or call (704)945.7354. Charlotte, RDU, and distance learning students can secure live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>.

### Students with Special Concerns

Any Graduate student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and schedule an appointment with the Charlotte 504 coordinator. Current documentation to support accommodations must be provided with the request. **Section 504:** Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for classes: Charlotte and RTP--based students should contact Dr. Jim Gullede at (704) 463-3366 or [Jim.Gullede@Pfeiffer.edu](mailto:Jim.Gullede@Pfeiffer.edu).

### Title IX

If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or other student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus, please contact Myra Garris at [Myra.Garris@Pfeiffer.edu](mailto:Myra.Garris@Pfeiffer.edu). Sexual Harassment is such conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note that it is unethical at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.

### Breaks

There will be one 15-minute break that will occur about 1 hour and a half after the class has started. An assigned timekeeper will remind us at reasonable pauses in instruction. Class will dismiss at 9:50 PM.

### Statement of Academic Integrity

In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your University Student Handbook.

### Plagiarism

When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism, violates the University honor code, and will be handled <sup>[1]</sup> according to the honor code policies. At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper. Students may be otherwise referred to the Honor Board on the Charlotte Campus. The American Heritage dictionary defines the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a footnote. When in doubt, footnote. Your best option is to read the material, close the book, and write a summary in your own words. This should help you avoid the temptation to copy the material. Please note, on the first day of class, **students are required to review and sign the honor code certification.**

**Advice for Avoiding Plagiarism -- Great youtube video covers APA and MLA style:**

<http://www.businesscommunicationblog.com/blog/2010/01/11/advice-for-avoiding-plagiarism>

PLEASE NOTE: *There are reference materials on APA style in the library. All writing should reflect your*

*understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations. Additionally, note that students may not use written material and/or powerpoint presentations for more than one class. Papers and powerpoint presentations for each class should be original work. "Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism)" (APA, 2010, p. 16)*

### **Collegial Respect**

As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge. Since you are taking this class, the instructor assumes that each person will be mature when discussing personal issues around family of origin, ethnicity, gender, and sexuality. We will address issues that may be of a sensitive nature to some students. If there are concerns that you have about the class, please make an appointment to talk with the instructor.

### **Civility in the Classroom**

Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, students are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom. If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see Student Handbook).

### **Safety**

Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that he/she is in danger. Do not hesitate to report any suspicious activities to university officials.

### **Cell Phones**

During class, cell phones **MUST BE IN THE OFF POSITION**. On an added note, please **DO NOT** impose the sound of vibrating phones on our class while it is in session. It is interruptive and rude!! If you have an emergency situation, please speak to me before class so we can make other arrangements with the building manager. Additionally, text messaging is prohibited during classroom instruction. If students breach this policy, they will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

### **Laptop Computers**

Laptop computers will no longer be allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

### **Suggested Readings**

Akhtar, S. (1999). *Immigration and Identity: Turmoil, Treatment, and Transformation*. New York: Guilford Press.

\*\*\*Aponte, H. J. & Carlsen, J. C. (2009). An instrument for person-of-the-therapist supervision. *Journal of Marital and Family Therapy*, 35, 395-405.

Carlson, T. & Erickson, M. (1999). Recapturing the person in the therapist: An exploration of personal values,

- commitments, and beliefs. *Contemporary Family Therapy*, 21, 57-75
- Edin, K., & Kissane, R. J. (2010). Poverty and the American family: A decade in review. *Journal of Marriage and Family*, 72, 460-479.
- Fadiman, A. (1997). *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus, and Giroux.
- Foster, R. P., Moskowitz, M., & Javier, R. A. (Eds.). (1996). *Reaching Across Boundaries of Culture and Class: Widening the Scope of Psychotherapy*. Northvale, New Jersey: Jason Aronson, Inc.
- Franklin, J. P. & Moss, A. A. (2000). *From slavery to freedom: A history of African Americans*. New York: McGraw-Hill, Inc.
- \*\*Hardy, K. V., & Laszloffy, T. A. (2002). Couple therapy using a multicultural perspective. In A. S. Gurman & N. S. Jacobson (Eds.), *Clinical handbook of couple therapy* (pp. 569-593). New York, NY, US: The Guilford Press.
- \*\*Hardy, K. V., & Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21, 227-237.
- \*\* We will use these two sources throughout the course.**
- Hunt, M. O. (2002). Religion, race/ethnicity, and beliefs about poverty. *Social Science Quarterly*, 83, 810-831.
- Lester, J. (1998). *To be a slave*. London: Puffin Books.
- McDowell, T., Fang, S., Young, C., Khanna, A., et al. (2003). Making space for racial dialogue: Our experience in a marriage and family therapy training program. *Journal of Marital and Family Therapy*, 29, 179-194.
- \*\*McGoldrick, M., Giordano, J., & Gracia-Preto, N. (Eds.). (2005). *Ethnicity and Family Therapy (3<sup>rd</sup> ed.)*. New York: Guilford.
- Nazario, A. (2003). Latino cross-cultural same sex male relationships: Issues of ethnicity, race, and other domains of influence. *Journal of Couple & Relationship Therapy: Innovations in Clinical and Educational Interventions*, 2, 103-113.
- Nazario, A. (2007). Counseling Latina/o families. In W. M. Parker & M.A. Fukuyama (Eds.). *Consciousness-raising: A primer for multicultural counseling* (pp. 141-160). Illinois: Charles C. Thomas.
- \*\*\*Sue, D. W. & Sue, D. (2016). *Counseling the Culturally Diverse: Theory and Practice (7<sup>th</sup> ed.)*. Hoboken, New Jersey: John Wiley & Sons, Inc.

**\*\*\*Excellent books/articles to add to your library!**



### Course Schedule and Important Dates

Week	Topic	Kelly Textbook Reading/Articles	Speakers/Assignments/Due Dates
1 8/18	Introductions and Syllabus  APA Review	Hardy & Laszloffy (2002): <i>Couple Therapy Using a Multicultural Perspective</i> (Posted on Blackboard)—read pps: 580-581; 586-588 in particular, but please have the whole article read	
2 8/25	Multicultural Counseling; Working with African American Couples and Families	Hardy & Laszloffy (1995): <i>The Cultural Genogram: Key to Training Culturally Competent Family Therapists</i> (Posted on Blackboard)  Ch. 1: <i>African American Couples &amp; Families</i>	
3 9/1	Power, Privilege, and Oppression;  Race & Ethnicity: Working with Asian American Couples and Families	Ch. 2: <i>Working with Asian American Couples and Families</i>  Ratts et al. (2016): <i>Multicultural and Social Justice Counseling</i> (Article to be posted on BB)	
4 9/8	Race & Ethnicity: Latino Couples and Families	Ch. 3: <i>Latino Couples and Families</i>	<b>Activity #1</b>
5 9/15	Race & Ethnicity: Challenges Faced by Native American Couples and Families	Ch. 4: <i>Challenges Faced by Native American Couples and Families and A Place-Focused Approach to Treatment</i>	
6 9/22	Race & Ethnicity: White Racial Identity	Ch. 5: <i>White Racial Identity in Therapy with Couples and Families</i>	
7 9/29	Gender and Sexual Orientation: Gender in Couple and Family Life; Sexual Minority Couples and Families	Ch. 6 & 7  Ch. 6: <i>Gender in Couple and Family Life: Toward Inclusiveness and Equality</i>  Ch. 7: <i>Sexual Minority Couples and Families: Clinical Considerations</i>	<b>Activity #2</b>

8 10/6	<b>MID-TERM EXAM</b>  Cultural Genogram with Partner	<b>MID-TERM EXAM</b>  Hardy & Laszloffy (1995): <i>The Cultural Genogram: Key to Training Culturally Competent Family Therapists</i> (Article uploaded on BB)	<b>MID-TERM EXAM</b>  Work on Cultural Genogram Projects in Class
<b>Fall Break</b>  10/13	<b>Fall Break</b>	<b>Fall Break</b>	<b>Fall Break</b>
9 10/20	Religious and Spiritual Identities: Christian Couples and Families; Orthodox Jewish Communities Cultural Genogram with Partner	Chapters 8 & 9  Ch. 8: <i>Christian Couples and Families</i>  Ch. 9: <i>Socioreligious and Clinical Landscapes of Couplehood and Families in Orthodox Jewish Communities</i>	
10 10/27	Religious and Spiritual Identities: Muslim Couples and Families	Ch. 10: <i>Muslim Couples and Families</i>  Loren (2004): <i>Sacred Practices of Highly Religious Families: Christian, Jewish, Mormon and Muslim Perspectives</i>	
11 11/3	Socioeconomic Status/Income Inequality  Immigrant Status & Culture	Articles Posted on BB:  Hubler et al. (2016): <i>The Intergenerational Transmission of Financial Stress and Relationship Outcomes</i>  Mirecki & Chou (2013): <i>A Multicultural Application of Attachment Theory with Immigrant Families: Contextual and Developmental Adaptations</i>	<b>Submit name of selection for book review to instructor.</b>  <i>Guest Speaker: Dr. Fiorella Carlos-Chavez, University of Missouri; Emancipated Migrant Youth</i>
12 11/10	Identity Intersections: Multiracial Families; Issues for Couples and Children	Ch. 11: <i>Multiracial Families: Issues for Couples and Children</i>  Ch. 12: <i>Intercultural Couples and Families</i>	<i>Guest Speaker: Sapna Srivastava, M.A., LMFT-I</i>
13 11/17	Mental Health Disparities/Marginalization	Chapter 15: <i>Disparities in Mental Health Care and Homeownership for African Americans and Latinos in the United States</i>	<b>Activity #3</b>
14 11/24	Health and Ability	Article on BB:  Ramisch (2012): <i>Marriage and</i>	<b>Cultural Synthesis Paper</b>

		<i>Family Therapists Working with Couples Who Have Children with Autism</i>	
<b>15</b> 12/1	Book/Movie Presentations		<b>Book/Movie Presentations</b> <b>All Students</b>
<b>16</b> 12/8	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>

\*\* Related course material may be posted in Blackboard for students to read and watch on a weekly basis.

### **Annotated Bibliography (Due 12/10); Presentations 12/1**

**4) Book Review: Annotated Bibliography and Presentation** (Domain 6; CECC 2.4.3, 4.1.2): Select a book intended to deepen your understanding of a group that is different from your own or a particular topic of interest. The book you select must have some sociological or clinical significance. Those of you who are farther along in the program should consider selecting a book that is related to your model of therapy. You must submit the title of your selected book by the date on the syllabus; two students may not review the same book (first come, first reserve).

1. Write an annotated bibliography (summary/review of peer-reviewed articles published within the past 10 years) with **5** articles that either support or refute the information found in the book you reviewed. Do not use more than 2 articles assigned in the class. Additionally, choose either a novel to read **or** a movie to watch that is related to the topic of interest as part of your research. A list of possible novels and movies are listed below. If you need assistance in choosing a novel or movie please ask Dr. Wolford. Your annotated bibliography should include a review of the book or movie of your choice. Submit a hard copy to Dr. Wolford. **This paper can be a minimum of 5 pages including references, but no more than 8.**

**2. Give a 10-15 minute presentation** about the book and articles. Create a **1-2 page handout** to give to everyone in the class describing the book (including the reference information), as well as what you did and did not find useful/accurate in the book. You may incorporate your own personal or clinical experiences, class material or discussions, as well as information garnered from the annotated bibliography. In your presentation, critique whether/how the book (1) included [or not] ideas about resiliency and strength as compared to deficit and pathology, and (2) author's assumptions about what is healthy or normal. Submit a hard copy of the handout to Dr. Wolford.

#### **General Guidelines and Format for your Annotated Bibliography:**

- I. General Overview of the Book
  - a. Intro to the topic: Which dimension of diversity did you choose? Why?
  - b. What is the main plot line? Who are the main characters?
  - c. Take me through the arc of the story—beginning, middle and end.
  - d. Did the book include ideas about (1) Resiliency and Strengths, and/or (2) Deficit/Pathology
  - e. Anything else you deem relevant for us to know
  
- II. Article 1
  - a. Brief overview of the article—please do not repeat the abstract.
  - b. How does this article support or refute the information presented in the book? For instance, did the book accurately depict the dimension of diversity you intended to explore? Does this article tell us a different story? Does it expand our knowledge of the topic? Limit it?
  - c. How does this article enhance information in the book?
  
- III. Article 2
  - a. Same as above

- IV. Article 3
  - a. Same as above
- V. Article 4
  - a. Same as above
- VI. Article 5
  - a. Same as above
  
- VII. References

### Book Review – Annotated Bibliography (Domain 6; CECC 2.4.3, 4.1.2)

Criteria	Levels of Achievement		
	Below expectations	Meets expectations	Exceeds expectations
Credible Citations	<b>2 points</b> Described 1-2 peer-reviewed articles or chapters relevant to book reviewed and/or more than one book review, website, or magazine article included in the annotated bibliography.	<b>5 points</b> Described 3-4 peer-reviewed articles or chapters relevant to book reviewed and/or no more than one book review, website, or magazine article included in the annotated bibliography.	<b>15 points</b> Described 5 recent (published in the past 10 years) peer-reviewed articles or chapters relevant to book reviewed and no book review, website, or magazine article included in the annotated bibliography.
Description	<b>2 points</b> Did not include enough information in the 3-5 sentence summary to evaluate usefulness of material and demonstrate that student understood material; Student used abstract as summary.	<b>5 points</b> Included enough information in the 3-4 of the 3-5 sentence summary to evaluate usefulness of material and demonstrate that student understood material; student did not use abstract as summary.	<b>10 points</b> Included enough information in all of the 3-5 sentence summary to evaluate usefulness of material and demonstrate that student understood material; student did not use abstract as summary.
Grammar & APA	<b>2 points</b> 4 or more grammar or punctuation mistakes AND/OR 4 or more APA mistakes.	<b>5 points</b> 1-3 grammar or punctuation mistakes AND/OR 1-3 APA mistakes	<b>10 points</b> No grammar or punctuation errors and no APA mistakes

### Book Review – Presentation (Domain 6; CECC 2.4.3, 4.1.2)

Criteria	Levels of Achievement		
	Below expectations	Meets expectations	Exceeds expectations
Time	<b>0 to 1 points</b> Less than 8 or more than 12 minutes.	<b>2 to 3 points</b> 8-12 minutes	<b>4 to 5 points</b> 9-11 minutes
Handout	<b>0 to 2 points</b> Did not concisely describe the book (include the reference information) NOR what was and was not useful about the book.	<b>3 to 5 points</b> Provided a copy for everyone in the class AND concisely described the book (include the reference information) OR what was and was not useful about the book.	<b>6 to 10 points</b> Provided a copy for everyone in the class; concisely described the book (including the reference information), as well as what was and was not useful about the book.
Presentation Effectiveness	<b>0 to 1 points</b> More than 3 elements of “Exceeds Expectations” missing, ineffective presentation style.	<b>2 to 5 points</b> 1-3 elements of “Exceeds Expectations” missing, but overall effective presentation style.	<b>6 to 10 points</b> Audible, visible, clear communication and/or instructions, comfortable presenter, well-prepared, appropriate use of visual aids if needed.
Presentation Content	<b>0 to 2 points</b> No to vague description of book and what was useful; no or vague description of resiliency vs. deficit AND author’s assumptions about health.	<b>6 to 12 points</b> Described the book and detailed what was useful; critique resiliency vs. deficit OR author’s assumptions about health.	<b>12 to 15 points</b> Described the book and detailed what was useful; critiqued resiliency vs. deficit AND author’s assumptions about health.

## MMFT 640: Child and Adolescent Therapy Summer 2021



Time: Mondays and Wednesdays, 5:00 – 9:30pm.

Room: 2<sup>nd</sup> Floor Charlotte Campus

Instructor: Deborah S. Lung, Psy.D., LCMHC

Office: 318

Email: [Deborah.lung@pfeiffer.edu](mailto:Deborah.lung@pfeiffer.edu)

Hours: Mondays & Wednesdays 3:30-5:00 by appointment

Phone: 803.431.0037 (please contact me via email if at all possible)

### Required Textbooks:

Fonagy, P., Cottrell, D., Phillips, J., Bevington, D., Glaser, D., & Allison, E. (2015). *What works for whom? A critical review of treatments for children and adolescents (2<sup>nd</sup> ed.)*. New York, NY: Guilford Press.

Taffel, Ron. (2015). *Breaking through to teens: Psychotherapy for the new adolescence*. New York, NY: Guilford Press

### Highly Recommended:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

Gil, E. & Selekman, M. D. (2015). *Play in family therapy (2<sup>nd</sup> ed.)*. New York, NY: Guilford.

ISBN-13: 978-1462526451

ISBN-10: 9781462526451

Micucci, J. (2009). *The adolescent in family therapy (2<sup>nd</sup> ed.)*. New York, NY: Guilford.

ISBN-13: 978-1606233306

ISBN-10: 1606233300

### Pfeiffer University Mission:

Pfeiffer is a globally engaged, regional university distinctive for its new transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university, and

propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Graduate Catalog, p. 3).

### **Educational Goals for the Graduate Program:**

The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program" (see Pfeiffer University Graduate Catalog 2018-2019).

### **Statement of Values:**

- Liberal Learning and Professional Competence
- Free Inquiry and Intellectual Integrity
- Service and Leadership
- Unity in Diversity
- Faith and Reason
- Personal Piety and Social Action

### **Course Overview:**

This course is designed for advanced students in the helping professions who will need a broader and firmer background in psychopathology and treatment to administer client care at a professional level. Students will examine the interactive processes of hypothesized in the etiology and maintenance of various mental and emotional disorders and be introduced to effective treatment planning and the combined effects of currently used psychotropic medications. Diagnostic dilemmas and approaches with special emphasis on cultural and ethical considerations will be presented with an overall focus on the development of strong diagnostic skills

### **Course Rationale:**

In order for professional therapists to demonstrate the highest standards of client care and best practices, it is necessary that they expand their clinical knowledge base and build strong thinking skills to guide practitioner decisions in appropriate assessment and treatment planning for all populations and in all professional contexts within their scope of training.

### **Student Learning Outcomes (SLOs)**

#### **#1 - Theoretical Knowledge/Academic Training**

Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

### **Course-Embedded Core Competencies (CECCs)**

1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy

**COAMFTE Core Competencies** *Designated Core Competencies will be clarified at the beginning of the first-class meeting and will be assessed through the mastery of specific primary assignments.* See your Criteria for Evaluation at the end of the syllabus. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of "3" pm the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of "3" after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of written Individual Remediation Plan (IRP)( and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance

level of "3," the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

### **\*Assessment Rubric Rating Scale**

- 5 = Exceptional:** Skills and understanding significantly beyond developmental level
- 4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts
- 3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident
- 2 = Developing:** Minor conceptual and skill errors; in process of developing
- 1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of "3" and above indicate performing well for developmental level

## **Course Assignments**

1. You are expected to purchase and read the required textbooks identified in the course syllabus and other readings as assigned. Readings should be completed **PRIOR** to the class period identified so that all students can actively participate in discussion.  
**\*\* You will need a sandtray (instructor will give instructions and recommendations regarding size and depth) and dry play sand (enough to fill up 2/3rds of your sandtray).**
2. **Visual Journal (25 points each entry)**  
Visual journaling is a creative way for young clients (and adults) to share their experiences and personal responses to life's events in visual and written form. It also encourages clients to know themselves on a deeper level, reflecting on personal strengths and challenges, values and concerns, and desires and dreams. Near the end of most classes, you will be given visual journaling prompts to work on in class and on your own. Please be prepared to share (at your discretion) a portion and/or your experience with you assigned group.
3. **Student-Led Play Therapy Activity - (50 points) - Due date varies**  
Engaging the entire class, you and a partner will co-facilitate 45-minute play therapy activity of your choosing. This can be an activity you found online, in a journal article, etc., or it can be an activity that you developed yourself. You will guide the class through the activity. At the end of the activity, you will share with the class the purpose of the activity (identify feelings, rapport building, etc.). Members of the class are expected to share their experiences and give feedback to the co-facilitators.  
**Please provide a copy of your activity for the instructor and for each member of the class. The form can be found on Bb. You are responsible for providing materials for the activity (7 classmates and the instructor). I usually find most of my materials at the Dollar Store.**
4. **Reflection Paper - Personal Sandtray Experience (50 points)**  
For this assignment, you will write an insightful reflection paper and reflect on your personal experiences associated with the sandtray exercise AND respond to the following questions as an aspiring professional marriage & family therapist.  
Please describe your reflections/reactions to the process of building your own sandtray.
  1. While building your world, what was it like to see it emerging? Was there anything surprising or unexpected? Please elaborate.
  2. Please describe your experience of sharing your personal sandtray story with your "therapist."
  3. As the "therapist," please describe your reaction/reflection to hearing your "client's" story. Was there a temptation to interpret the client's "world"? Please elaborate.

4. Please reflect on the power of sandtray as a tool in the therapeutic process. Is this a tool you would like to use in working with clients? Please elaborate on your thoughts.
5. Remember:
  - Include a correctly APA formatted title page – refer to APA (7<sup>th</sup> ed.) manual.
  - Include a well-developed introduction and conclusion
  - Check your spelling
  - Make sure verb tenses are parallel
  - Use “first person” for this reflective paper
  - Think thoughtfully and deeply about the questions.
  - Provide personal examples to support your comments.
  - Your paper should be between 3 to 4 pages – no more, no less. This does not include the title page.

**Please upload your paper to the link provided on BB - Please make sure you provide an APA formatted title page**

### 5. Play Therapy Demonstration 175 points:

*Purpose:* For students to learn core play therapy skills and engage in the continued journey of becoming their own best supervisor and give and receive feedback from colleagues. This assignment has three (3) parts.

#### Part I: Video (50 points) & Consent Form (25 points):

Students will submit a 20 – 30-minute video demonstrating the following critical play therapy interactional skills with a child:

- Reflecting behaviors
- Reflecting emotions
- Maintaining appropriate energy levels and frequency of reflections
- Maintaining genuineness, warmth, and openness
- Creating a safe and connoted context through non-verbals and use of space
- Avoiding any “fix it” behaviors (e.g., guiding the play process, advice giving, asking questions intended to foster awareness or insight, praise).

This session can be conducted with a child up to 10 years of age (preferred and encouraged). ***You must use the consent form located at the end of this document***. Please review the purpose of the session with the child’s parent (purpose is to evaluate your performance and your skills – **not the child**), when and how the video will be used (*in addition to turning in a 20-30-minute video to the instructor, 5 minutes of the video will be shown in class for you and your colleagues/instructor to review and critique your skills and overall performance*).

Videos may be submitted via online or via flash drive. **Test your recording equipment (audio and visual) before your session!**

#### Part II: Play Therapy Experience Reflection Paper (50 points)

After completing the video session, students will watch and critique their own video in order to reinforce core play therapy skills and continue the practice of becoming their own best supervisor. The paper will include the following:

- 1) Title page – APA format (7<sup>th</sup> ed.)
- 2) Play Therapy Skill Self Evaluation (please use the following template for this portion of your paper)
- 3) Self-reflective analysis (questions provided below)

Play Therapy Session: Skill Self-Evaluation			
Time	Skill	Best Example	Rating (1-5) & Reason



1:04	Reflecting Feeling	<p><i>"When you hug your bear your feel happy and safe."</i></p> <p><i>"You feel angry" when the child punches the bobo doll.</i></p>	<p>Rating - 4</p> <p><i>Reason - I was able to reflect the behavior and emotion of "safety" and "happiness." The child responded by making more eye contact with me. My response to the child felt a little "forced"/unnatural.</i></p>
	Reflecting behavior	<p><i>"Now you are drawing red and blue squiggly circles."</i></p> <p><i>"You are digging a hole in the sand."</i></p>	
	Maintaining appropriate energy levels		
	Frequency of reflections		
	Displays of genuineness, warmth, and openness		
	Use of non-verbals and space		
10:53	Avoiding "fix-it" behaviors	<p><i>I told the child he was doing a "good job" while playing with the play dough</i></p>	<p>Rating - 2</p> <p><i>Although I was feeling very present with the child, I felt anxiety and insecurity in terms of not knowing what to reflect next. I then praised the child to reduce my own anxiety</i></p>

### **Improvement-Based Scaling:**

In comparison to a clinically "ideal" response (i.e., Garry Landreth's skill level), how well do you think you demonstrated each skill listed (Scale 1-5)?

*"In reviewing my use of the skill, I would say that there is ..."*

1 = VERY EXTENSIVE room for improvement (demonstration of the skill was absent, exaggerated/inauthentic, "way of base", disruptive, and/or inappropriate (i.e., clinician demonstrates sarcasm, mockery, inappropriate behavior/comments, disrespect)

2 = EXTENSIVE room for improvement (demonstration of the skill was absent awkward, forced, or somewhat disruptive)

3 = MODERATE room for improvement (demonstration of the skill was present, but the delivery was awkward, forced, exaggerated, yet not disruptive)

4 = MINIMAL room for improvement (demonstration of the skill was generally skillful - accurate and appropriate timing. Clinician appeared sincere and natural. Interaction between clinician and child flowed with minimal disturbance)

5 = NO ROOM for improvement (demonstration of skills was "spot-on" in terms of timing, appropriateness, accuracy, flow, and sincerely. Child and therapist are "attuned" to one another. In other words, the clinician "gets" the child and the child appears "in tuned" to the clinician (safe, relaxed, connected). Clinician demonstrates no noticeable room for improvement)

Students must also address the following questions in the paper:

- 1) What was your overall experience like in implementing these play therapy skills?  
Which skills were easiest to implement? Which were the most challenging? Please share your thoughts, feelings, and reflections for each question.
- 2) What strengths (yours as the play therapist) stand out to you as you watch the video? Please explain.
- 3) What are your potential growth areas? Please explain
- 4) What did you learn about yourself both personally and professionally from this experience?

### **Part III: Presentation and Clinical Case Conference (50 points)**

Students will select a 5-7 minute excerpt from the recorded play therapy session and show this except to the class. The student will give a brief background of the client (age, grade level), self-critique, thoughts on the session, what could have been done differently, etc. **Classmates will give constructive feedback and share clinical impressions (total time per student 15-20 minutes).**

#### **6. Student Classroom Evaluation (50 points)**

#### **7. Final Exam (100 points) - Thursday, July 22<sup>nd</sup>, 6-8:30pm**

***Mandatory In-Class, closed-book, objective (M/C, matching, fill in the blank)***

## **EVALUATION**

Assignments will be deducted a **letter grade** for each day they are late and 5 points for each hour late up until midnight after the due date time (5:00pm.) I reserve the right to modify any assignment or the course schedule as the semester progresses. The assigned readings are central to the course and must be completed prior to class. All assignments must be turned in before the beginning of class (**before 5:00 p.m.**). ***If you find yourself struggling in the course, you should make an appointment to speak with me as soon as possible.***

- Visual Journaling Take-Home Assignments = 25 points each
- Student-Led Play Therapy Activity = 50 points
- Play Therapy Demonstration (3 Parts) = 100 points
- Santray Experience Reflection Paper = 50 points
- Student Classroom Evaluation = 50 points
- Final Exam = 100 points

**Note: (5) points will be deducted from your final numerical grade if a student is absent from more than (1) classes.**

### **Final Exams**

The final exam is scheduled for **Thursday, July 22<sup>nd</sup>, 6-8:30pm**. The final exam is mandatory, and the schedule will not be altered unless otherwise directed by the University administration. ***Please do not ask to take the final exam prior to or after the time allotted for the exam*** per your course syllabus. If a student must be excused for the final exam due to a medical

certificate, the student will receive a grade of "I," and the grade will be reconciled no later than 30 days within the next semester. If the final exam is not completed in due time, the student will receive a grade of "F," and the course will be repeated a second time.

### **Final Grades**

Final grades will be based on the average of all the points received during the semester, with a letter grade assigned on the following ranges:

93-100 = A

90-92.9 = A-

87-89.9 = B+

80-86.9 = B

70-79.9 = C

Below 70 = F

### **Attendance Policy:**

Attendance and participation in class activities is imperative and therefore required. Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, ***any student who misses more than 25% of the classes during the semester will receive an automatic failing grade.*** If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

For clarification, ***two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade.*** For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

### **Supplemental Technology:**

Blackboard (<http://blackboard.pfeiffer.edu/>) is a web---based course management tool that I will use to post documents and email announcements and critical messages. For assistance accessing your new Blackboard account, please contact the Help Desk at 704.463.3002.

### **To Get Help:**

Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class. Through Pfeiffer University, [smarthinking.com](http://smarthinking.com) is also available to students who need help with writing instruction (not proofreading). A student will be provided with a maximum of 15 hours of specialized assistance, not to exceed a total of 20 typed pages (10 pages in each unit). Papers are reviewed and returned within 24 hours. Papers should be submitted at least (2) full days before the assignment is due. Be sure to describe your writing challenges for the paper review, i.e., format, organization, sentence construction, punctuation, etc.

### **Students with Special Concerns:**

Section 504: Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable

accommodations for this: Dr. Jim Gulledge ([jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu)) to make arrangements for accommodations for their classes.

## Professional Behavior

### **Professional Behavior:**

Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, ***students are prohibited from using cell phones (including texting, phone vibration), computers, iPads, beepers), making offensive remarks or gestures (e.g., ridiculing, name calling, rolling of eyes, etc.), or remarks that convey inappropriate cynicism***, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom. If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see Student Handbook).

As discussions in this class may often be of a personal nature, **it is crucial to respect each class member's values and views**. No question or comment is stupid; all questions and comments are welcomed. Ideas and opinions may be challenged, but individuals are to be respected. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge.

Since you are taking this class, the instructor assumes that each person will be mature when discussing personal issues around family of origin, ethnicity, gender, and sexuality. We will address issues that may be of a sensitive nature to some students. If there are concerns that you have about the class, please make an appointment to talk with the instructor.

### **Professional Expectations:**

1. Participate actively in class discussion and assignments; **work effectively with others; show respect and consideration for the thoughts and feelings of others; assume leadership roles and demonstrate reflective behavior.**
2. Communicate effectively verbally, demonstrate an ability to write in a clear, organized, fluent manner, adhere to the conventions of the language when appropriate; recognize distinctions between formal and informal communication, and demonstrate the appropriate use of language at all times.
3. Solicit feedback that demonstrates an understanding of program and professional goals and objectives; receive feedback in a positive manner and make necessary adjustments; listen and respond to others.
4. Reflect on information provided and demonstrate an ability to apply ideas to his/her own practices and life; modify behavior and/or understanding when provided with new information and experience; demonstrate an interest in and commitment to lifelong learning.
5. Volunteer to assist others in the university classroom and/or practicum setting; demonstrate an openness to assistance from others.
6. Use language that demonstrates sensitivity to others; communicate effectively with peers, instructors, clients, and other professionals; show an awareness of the context in which s/he is interacting.
7. Listen to others' perspectives in a respectful manner; exhibit understanding of the complexities of race, power, gender, class, sexual orientation, and privilege in American society.

8. Demonstrate an ability to identify, analyze, and evaluate complex issues; exhibit the ability to solve problems both independently and in cooperation with others; set and achieves high standards.
9. Demonstrate flexibility and patience in regards to the change in class format and online platform (if needed due to COVID 19 restrictions). Please keep in my that we are all (instructors and students) trying to do our best during this challenging time. Just expect that we probably with experience glitches with technology, scheduling, etc., during this time. Thanks so much!!

### **Safety Statement:**

Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that s/he is in danger. Do not hesitate to report any suspicious activities to university officials. Please visit the Misenheimer Policy website to learn more about campus safety: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>.

## **Academic Support Services**

### **Academic Support Services:**

#### **1. Supplemental Technology:**

- Blackboard (<http://blackboard.pfeiffer.edu>) is a web-based course management tool that I will use to manage grades, post assignments, articles, and PowerPoints.
- An App is available for Blackboard! Highly recommend! For assistance setting-up or problem-solving your Blackboard account, contact the Help Desk at 704.463.3002.

### **Students with Special Concerns:**

Section 504: Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for this should contact Dr. Jim Gullede ([jim.gullede@pfeiffer.edu](mailto:jim.gullede@pfeiffer.edu)) to make arrangements for accommodations for their classes.

### **Breaks:**

There will be one 15-minute break that will occur at or about 6:45-7:00/pm, and another 15 minute break at or around 8:15-8:30pm. An assigned timekeeper will remind us at a reasonable pause in instruction. The class will dismiss at 9:30pm.

## **ACADEMIC INTEGRITY**

### **Statement of Academic Integrity:**

In accordance with Pfeiffer University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your Student Handbook.

### **Plagiarism:**

When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism – theft of intellectual property – and violates the University honor code. It will be handled according to the honor code policies. At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper. American Heritage dictionary defines

the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a footnote. When in doubt, footnote. Your best option is to read the material, close the book, and write a summary in your own words. This should help you avoid the temptation to copy the material.

**PLEASE NOTE:** There are reference materials on APA style in the library. All writing should reflect your understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations.

**Class Schedule: Summer 2021**

Mondays and Wednesdays 5:00 - 9:30pm

**Note: July 4<sup>th</sup> Holiday Make-Up Day - Thursday, July 8<sup>th</sup>, Mandatory Final Exam Thursday, July 22<sup>nd</sup>, 6-8:30pm**

*\*This schedule is subject to change to meet course demands as the semester progresses.*

*\*Additional required readings will be posted on BB*

**WWW** – What Works for Whom? (Textbook)

	<b>June 21st</b>	<b>June 23rd</b>	<b>June 28th</b>	<b>June 30th</b>	<b>July 7th</b>
<b>Student Activity</b>	<b>Activity:</b> <i>Icebreaker - Thumb Balls (2 teams)</i>	<b>Activity:</b> <i>Feelings Slap Hands Game (2 teams)</i>	<b>Activity:</b> <i>Student Led Activity</i>	<b>Activity:</b> <i>Student Led Activity</i>	<b>Activity:</b> <i>Student Led Activity</i>
	<b>Lecture:</b> What is Play Therapy?	<b>Lecture:</b> Non-Directive Play Therapy <ul style="list-style-type: none"> <li>• Facilitative Responses</li> <li>• Skill Practice</li> </ul>	<b>Lecture:</b> Anxiety Disorders Coping Cat Program	<b>Lecture:</b> <i>Use of Puppets in Therapy</i> <i>Puppet Group Therapy (Activity/2 Groups)</i>	<b>Lecture:</b> <i>Depressive Disorders &amp; The Action Treatment Program for Girls</i>
	<b>Activity 1:</b> <i>Family Fish - My Personal Fish</i>	<b>Activity 1:</b> <i>Feelings Jenga (2 teams)</i>	<b>Activity 1:</b> <i>My Anxiety Monster and Me</i>	<b>Activity 1:</b> <i>Making Your Own Puppet</i>	<b>Activity 1:</b> <i>Making Family Talking Sticks</i>
	<b>Lecture:</b> Review syllabus, course schedule, & COAMPTE Competencies Student Led Activity Sign-up (Teams of 2)	<b>Lecture:</b> Play Therapy and Parents	<b>Lecture:</b> FRIENDS Program (CBT Group with Family Involvement)	<b>Lecture:</b> Puppet Show Creation Puppet Show Rehearsal	
	<b>Activity 2:</b> Family Fish Aquarium Activity (Family Play Therapy)	<b>Activity 2:</b> Visual Journaling Activity: "What I love about me"	<b>Activity 2:</b> Visual Journaling Activity "Let Go"	<b>Activity 2:</b> <i>Puppet Show for Class</i>	
	<b>Readings:</b> 1. BB: <i>The Shark with a Heart of Gold: A Family Aquarium (pp. 103 - 110)</i> 2. Chapter BB: <i>The Meaning of Play</i> 3. Chapter BB: <i>Child-Centered Play Therapy</i>	<b>Readings:</b> 1. Chapter BB: <i>Beginning the Relationship: The Child's Time</i> 2. Chapter BB: <i>Characteristics of Facilitative Responses</i> 3. Chapter BB: <i>Parents in the Playroom</i>	<b>Readings:</b> 1. WWW pp. 22- 40 2. Chapter: BB <i>Child Focused Treatment of Anxiety (pp. 45 - 66)</i> 3. Chapter: BB <i>Interventions for Anxiety Disorder in Children Using Group Cognitive-Behavioral Therapy</i>	<b>Readings:</b> Article BB: <i>Puppets in the Playroom: Utilizing Puppets and Child-Centered Facilitative Skills as a Metaphor for Healing</i>	<b>Readings:</b> 1. WWW pp. 74 - 101 2. Chapter BB: <i>Cognitive-Behavioral Therapy for Depression: The ACTION Treatment Program for Girls</i>

			with Family Involvement		
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	July 8th	July 12th	July 14th	July 19th	July 21st
<b>Student Activity</b>	<b>Activity:</b> Student Led Activity	<b>Activity:</b> Experiencing the Sandtray	<b>Activity:</b> Family Spider Web Activity	<b>Activity:</b> Angry Object or Animal	<b>Activity:</b> Feel Good Jars (Pt. 1)
	<b>Lecture:</b> Disruptive Behavior Disorders & Parent-Child Interaction Therapy and Treatment	<b>Lecture:</b> Sandtray: The Nuts and Bolts	<b>Lecture:</b> Therapy with Adolescents	<b>Lecture:</b> Adolescents Anger Control Training for Aggressive Youths	Lecture: Trauma Focused Cognitive Behavioral Therapy for Traumatized Children
	<b>Activity 1:</b> Zentagles for Kids (Calming Mindfulness)		<b>Activity 1:</b> Visual Journaling: Personal Mandala	<b>Activity 1:</b> Fortune Teller Anger Activity	<b>Activity 1:</b> Feel Good Jars (Part 2)
	<b>Lecture:</b> ADHD & Summer Treatment Programs for Attention Deficit/Hyperactivity Disorder	<b>Guest Speaker:</b> Mary Ann McGannon (Sandtray Case Studies)	<b>Lecture:</b> Therapy with Adolescents	<b>Lecture:</b> Oregon Model: An Intervention for Antisocial Behavior in Children and Adolescents	<b>Student Play Therapy Demonstration</b> (Groups of 4)  20 minutes each
	<b>Activity 2:</b> Balancing the Egg (mindfulness)		<b>Activity 2:</b> Vision Board or "It's My Life" Album Cover	<b>Activity 2:</b> Visual Journaling Emotion Wheel	
	Readings: 1. WWW: pp.120 - 156 2. WWW: pp. 199-231 3. Chapter BB: Parent-Child Interaction Therapy and the Treatment of Disruptive Behavior Disorders	Readings: BB: Sandtray and Storytelling in Play Therapy	Readings: BTT: Chapters 1, 2, 3, 4 (pp. 7 - 106)	Readings: 1. WWW: pp. 157-196 2. BTT: Chapters 5, 6, 7 (pp. 107- 148) 3. Chapter BB: Anger Control Training for Aggressive Youths 4. Chapter BB: Parent Management Training - Oregon Model: An Intervention for Antisocial Behavior in Children and Adolescents	Readings: 1. WWW: pp. 141-451 2. BTT: Chapters 8, 9, 10 (pp. 177 - 258) 3. Chapter BB: Trauma-Focused Cognitive-Behavioral Therapy for Traumatized Children
				<b>Due:</b> Sandtray Reflection Paper Due by 5:00pm (Upload on Bb)	<b>Due:</b> Play Therapy Experience Reaction Paper by 5pm (Upload on Bb)

<b>*Thursday, July 22nd</b>
<b>Final Exam (Mandatory In-Class, Closed-book)</b>
6:00 - 8:30pm

**Assignment Rubrics and PMFTPs will also be available on you Blackboard Site.**

## Student Classroom Evaluation (50 points)

Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Above average performance	Satisfactory performance	Below average performance	Lowest level of performance	No opportunity to observe
Student remains in their seat during student panels and presentations/external speaker presentations.	5	4	3	2	1	N/A
Student is in their seat when the professor begins the class and returns to class on-time after break.	5	4	3	2	1	N/A
<b>Student is verbally and non-verbally respectful to the professor and other students.</b>	5	4	3	2	1	N/A
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	N/A
Student's attention and focus are fully conducive to classroom learning.	5	4	3	2	1	N/A
Student is discreet in classroom attire.	5	4	3	2	1	N/A
Student waits until the class is dismissed by the professor before packing up his/her belongings.	5	4	3	2	1	N/A
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	N/A
Student actively participates in class discussions.	5	4	3	2	1	N/A
Student respects silence and is focused while either the professor is speaking, or classmates are sharing thoughts in discussion.	5	4	3	2	1	N/A

Additional comments/feedback:

41-50 pts/50 points = Above Average

31-40 pts/50 points = Satisfactory

21-29 pts/50 points = Below Average

11-19 pts/50 points = Unsatisfactory

1-9 pts/50 points = Lowest Level of Performance

**Score:** \_\_\_\_\_



## MMFT 640 PMFTP Form

Student's Name: \_\_\_\_\_ Semester: \_\_\_\_\_

This form provides a method for students to identify and acknowledge the Professional Marriage and Family Therapy Principles (PMFTPs) in each course across the curriculum. These Principles represent important elements of applied knowledge in the MFT field. Students are expected to initial next to each Principle once it is demonstrated developmentally through an interactive discussion, experiential activity, or appropriate designated assignment.

This form will be submitted to the professor at the end of the course. A copy will be returned to the student for their records.

Professional Marriage and Family Therapy Principles	Student Initial
<b>Student Learning Outcomes</b>	
SLO #2 – Diversity: Students will demonstrate an awareness of the sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation and socio/economic status.	
<b>North Carolina LMFT Application Educational Qualification Areas</b>	
IV. Human Development & Family Relations	
<b>Association of Marital &amp; Family Therapy Regulatory Boards Domains</b>	
Domain 2 – Assessing, Hypothesizing, and Diagnosing: Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system.	
Domain 4 – Evaluating Ongoing Process and Terminating Treatment: This domain encompasses tasks related to continuously evaluating the therapeutic process and incorporating feedback into the course of treatment, as well as planning for termination.	
<b>MFT Core Competencies</b>	
<b>Domain 1: Admission to Treatment</b>	
1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy	
<b>Domain 2: Clinical Assessment and Diagnosis</b>	
2.1.4 Comprehend individual, marital, couple and family assessment instruments appropriate	
2.3.3 Apply effective and systemic interviewing techniques and strategies.	
<b>Domain 3: Treatment Planning and Case Management</b>	
3.1.1 Know which models, modalities, and/or techniques are most effective for presenting problems.	
<b>Domain 4: Therapeutic Interventions</b>	
4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).	
<b>AAMFT Code of Ethics</b>	
<b>Standard III: Professional Competence and Integrity</b>	
3.1 Maintenance of Competency. Marriage and family therapists pursue knowledge of new developments and maintain their competence in marriage and family therapy through education, training, and/or supervised experience.	
3.2 Knowledge of Regulatory Standards.	

	Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.	
3.3	Seek Assistance. Marriage and family therapists seek appropriate professional assistance for issues that may impair work performance or clinical judgment.	
3.4	Conflicts of Interest. Marriage and family therapists do not provide services that create a conflict of interest that may impair work performance or clinical judgment.	
3.6	Development of New Skills. While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.	
3.10	Scope of Competence. Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.	
<b>Standard VI: Technology-Assisted Professional Services</b>		
6.2	Consent to Treat or Supervise. Clients and supervisees, whether contracting for services as individuals, dyads, families, or groups, must be made aware of the risks and responsibilities associated with technology-assisted services. Therapists are to advise clients and supervisees in writing of these risks, and of both the therapist's and clients'/supervisees' responsibilities for minimizing such risks.	
6.3	Confidentiality and Professional Responsibilities. It is the therapist's or supervisor's responsibility to choose technological platforms that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.	
<b>Standard VII: Professional Evaluations</b>		
7.1	Performance of Forensic Services. Marriage and family therapists may perform forensic services which may include interviews, consultations, evaluations, reports, and assessments both formal and informal, in keeping with applicable laws and competencies.	
7.4	Informed Consent. Marriage and family therapists provide written notice and make reasonable efforts to obtain written consents of persons who are the subject(s) of evaluations and inform clients about the evaluation process, use of information and recommendations, financial arrangements, and the role of the therapist within the legal system.	
7.5	Avoiding Conflicts. Clear distinctions are made between therapy and evaluations. Marriage and family therapists avoid conflict in roles in legal proceedings wherever possible and disclose potential conflicts. As therapy begins, marriage and family therapists clarify roles and the extent of confidentiality when legal systems are involved.	
7.6	Avoiding Dual Roles. Marriage and family therapists avoid providing therapy to clients for whom the therapist has provided a forensic evaluation and avoid providing evaluations for those who are clients, unless otherwise mandated by legal systems	
7.7	Separation of Custody Evaluation from Therapy. Marriage and family therapists avoid conflicts of interest in treating minors or adults involved in custody or visitation actions by not performing evaluations for custody, residence, or visitation of the minor. Marriage and family therapists who treat minors may provide the court or mental health professional performing the evaluation with information about the minor from the marriage and family therapist's perspective as a treating marriage and family therapist, so long as the marriage and family therapist obtains appropriate consents to release information.	
7.8	Professional Opinions.	

	Marriage and family therapists who provide forensic evaluations avoid offering professional opinions about persons they have not directly interviewed. Marriage and family therapists declare the limits of their competencies and information.	
7.10	Familiarity with Rules. Marriage and family therapists who provide forensic evaluations are familiar with judicial and/or administrative rules prescribing their roles.	
<b>Standard IX: Advertising</b>		
9.7	Specialization. Marriage and family therapists represent themselves as providing specialized services only after taking reasonable steps to ensure the competence of their work and to protect clients, supervisees, and others from harm.	

## Evaluation Criteria

### Play Therapy Student-Led Activity (50 points)

	Exceeds 9-10 points	Proficient 5-8 Points	Needs Improvement 0-4 Points	Score
Organization	Group is not only organized, but at ease in front of the class and the activity runs without a hitch	Group activity is organized, and presentation runs smoothly.	Group activity is unorganized and team members fumble throughout activity	
Active Involvement	Group members get their peers actively working and thinking and participating for the entire activity understanding.	Group members do have some lecture but most of the time the students are engaged and actively working. Examples used instead of just words.	Group members "lecture" the class; there is no chance for participation or active learning. No examples used.	
Appropriateness of Activity	Activity presented was appropriate and accurate for age and identified therapeutic issue.	Activity presented was mostly appropriate and accurate for age and identified therapeutic issue.	Activity presented had some accuracy issues or information that was inaccurate for the age and/or identified therapeutic issue	
Completeness	All required information needed is included. Activity includes an element of fun and interest.	Includes most required information Activity has elements of fun and interest.	Includes less than 50% of the required information. The activity is not particularly engaging.	
Collaboration	Team appears as a collegial, professional team	Team mostly appears as a collegial, professional team. Choice of language may be informal.	Team does not appear as a collegial, professional team. Conflict and lack of team cohesiveness is evident.	
			<b>Total</b>	

## Play Therapy Demonstration (175 points)

### Part I: Video (50 points) & Consent Form (25 points) = 75 points

Play Therapy Session: Skill Self-Evaluation			
Time	Skill	Best Example	Rating (1-5) & Reason
1:04	Reflecting Feeling	"When you hug your bear your feel happy and safe."	Rating - 4  Reason - I was able to reflect the behavior and emotion of "safety" and "happiness." The child responded by making more eye contact with me. My response to the child felt a little "forced"/unnatural.
	Reflecting behavior		
	Maintaining appropriate energy levels		
	Frequency of reflections		
	Displays of genuineness, warmth, and openness		
	Use of non-verbals and space		
10:53	Avoiding "fix-it" behaviors	I told the child he was doing a "good job" while playing with the play dough	Rating - 2  Although I was feeling very present with the child, I felt anxiety and insecurity in terms of not knowing what to reflect next. I then praised the child to reduce my own anxiety

### Improvement-Based Scaling:

In comparison to a clinically "ideal" response (i.e., Garry Landreth's skill level), how well do you think you demonstrated each skill listed (Scale 1-5)?

*"In reviewing my use of the skill, I would say that there is ..."*

1 = VERY EXTENSIVE room for improvement (demonstration of the skill was absent, exaggerated/inauthentic, "way of base", disruptive, and/or inappropriate (i.e., clinician demonstrates sarcasm, mockery, inappropriate behavior/comments, disrespect)

2 = EXTENSIVE room for improvement (demonstration of the skill was absent awkward, forced, or somewhat disruptive)

3 = MODERATE room for improvement (demonstration of the skill was present, but the delivery was awkward, forced, exaggerated, yet not disruptive)

4 = MINIMAL room for improvement (demonstration of the skill was generally skillful - accurate and appropriate timing. Clinician appeared sincere and natural. Interaction between clinician and child flowed with minimal disturbance)

5 = NO ROOM for improvement (demonstration of skills was "spot-on" in terms of timing, appropriateness, accuracy, flow, and sincerely. Child and therapist are "attuned" to one another. In other words, the clinician "gets" the child and the child appears "in tuned" to the clinician (safe, relaxed, connected). Clinician demonstrates no noticeable room for improvement)

**Part I: Play Therapy Presentation (50 points)**

1. Select a 5-7 minute excerpt from the recorded play therapy session and show this to your group.
2. Give a brief background of the client (age, grade level),
3. Share with your group members:
  - What was your overall experience in working with your child?
  - What was the most challenging part of this experience?
  - What did you learn about yourself both personally and professionally from this experience?

**Group Members:**

1. Share your overall impressions of the session clip
2. What strengths stand out to you as you watch your peer's video?
3. What might be potential growth areas (be constructive in your feedback)? How did you experience similar challenges/situation?

**Group Consultation/Feedback Evaluation (50 points)**

Play Therapy Session Group Feedback Evaluation		
Therapist:		Team Member Evaluator:
Overall Impressions:		
Strengths:		
Potential Growth Areas:		
Skill Areas		
Skill	Observed?	Comments
Reflecting Feeling		
Reflecting behavior		
Maintaining appropriate energy levels		
Frequency of reflections		
Displays of genuineness, warmth, and openness		
Use of non-verbals and space		
Avoiding "fix-it" behaviors		

## Part II: Paper (50 points)

After completing the video session, students will watch and critique their own video in order to reinforce core play therapy skills and continue the practice of becoming their own best supervisor. The paper will include the following:

- 4) Title page – APA format (7<sup>th</sup> ed.)
- 5) Play Therapy Skill Self Evaluation (please use the following template for this portion of your paper)
- 6) Self-reflective analysis (questions provided below)

### Students must also address the following questions in the paper:

- 1) What was your overall experience like in implementing these play therapy skills?  
Which skills were easiest to implement? Which were the most challenging? Please share your thoughts, feelings, and reflections for each question.
- 2) What strengths (yours as the play therapist) stand out to you as you watch the video? Please explain.
- 3) What are your potential growth areas? Please explain
- 4) What did you learn about yourself both personally and professionally from this experience?

Criteria	Superior	Sufficient	Minimal	Unacceptable (0 points)
<b>Depth of Reflection</b>  _____/15	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b>  _____/15	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Cover Page</b>	Includes a correctly APA formatted cover page.	Includes an APA-formatted cover page, however a few minor errors in formatting	Includes a cover page, however several errors in APA-formatting are incorrect or missing.	Cover page is missing.

_____ /5		(spacing, components) are present.		
<b>Structure</b>  _____ /7.5	Writing is clear, concise, and well organized with excellent sentence/paragraph construction.  Thoughts are expressed in a coherent and logical manner.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.  Thoughts are expressed in a coherent and logical manner.	Writing is unclear and/or disorganized.  Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized.  Thoughts ramble and make little sense.
<b>Mechanics</b>  _____ /7.5	There are no more than two spelling, grammar, or syntax errors throughout the paper.	There are no more than three spelling, grammar, or syntax errors throughout the paper.	There are no more than five spelling, grammar, or syntax errors throughout the paper.	There are more than five spelling, grammar, or syntax errors throughout the paper.
	<b>Final Points Earned</b>			<b>/50</b>

### Sandtray Reflection Paper (100 points)

1. For this assignment, you will write an insightful reflection paper and reflect on your personal experiences associated with the sandtray exercise AND respond to the following questions as an aspiring professional marriage & family therapist.
2. Please describe your reflections/reactions to the process of building your own sandtray.
3. While building your world, what was it like to see it emerging? Was there anything surprising or unexpected? Please elaborate.
4. Please describe your experience of sharing your personal sandtray story with your “therapist.”
5. As the “therapist,” please describe your reaction/reflection to hearing your “client’s” story. Was there a temptation to interpret the client’s “world”? Please elaborate.
6. Please reflect on the power of sandtray as a tool in the therapeutic process. Is this a tool you would like to use in working with clients? Please elaborate on your thoughts.
7. Remember:
  - Include a correctly APA formatted title page – refer to APA (7<sup>th</sup> ed.) manual.
  - Include a well-developed introduction and conclusion
  - Check your spelling
  - Make sure verb tenses are parallel
  - Use “first person” for this reflective paper
  - Think thoughtfully and deeply about the questions.
  - Provide personal examples to support your comments.
  - Your paper should be between 3 to 4 pages – no more, no less. This does not include the title page.

Criteria	Superior	Sufficient	Minimal	Unacceptable (0 points)
<b>Depth of Reflection</b>	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts,	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or

_____/30	strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b> _____/30	Response includes all components and meets or exceeds all requirements indicated in the instructions.  Each question or part of the assignment is addressed thoroughly.	Response includes all components and meets all requirements indicated in the instructions.  Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions.  Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions.  Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Cover Page</b> _____/10	Includes a correctly APA formatted cover page.	Includes an APA-formatted cover page, however a few minor errors in formatting (spacing, components) are present.	Includes a cover page, however several errors in APA-formatting are incorrect or missing.	Cover page is missing.
<b>Structure</b> _____/15	Writing is clear, concise, and well organized with excellent sentence/paragraph construction.  Thoughts are expressed in a coherent and logical manner.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.  Thoughts are expressed in a coherent and logical manner.	Writing is unclear and/or disorganized.  Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized.  Thoughts ramble and make little sense.
<b>Mechanics</b> _____/15	There are no more than two spelling, grammar, or syntax errors throughout the paper.	There are no more than three spelling, grammar, or syntax errors throughout the paper.	There are no more than five spelling, grammar, or syntax errors throughout the paper.	There are more than five spelling, grammar, or syntax errors throughout the paper.
	<b>Final Points Earned</b>			<b>/100</b>



## Student-Led Play Therapy Activity (100 points)

	Exceeds 9-10 points	Proficient 5-8 Points	Needs Improvement 0-4 Points	Score
Organization	Group is not only organized, but at ease in front of the class and the activity runs without a hitch. Team provides all needed materials for the activity.	Group activity is organized, and presentation runs smoothly. Team provides most of the needed materials for the activities (i.e., some supplies are missing and/or there are not enough materials to supply each student and the instructor)	Group activity is unorganized and team members fumble throughout activity.  Team does not provide most of the needed materials and/or many of the students are not given the supplies needed to complete the activity.	
Active Involvement	Group members get their peers actively working and thinking and participating for the entire activity understanding.	Group members do have some lecture but most of the time the students are engaged and actively working. Examples used instead of just words.	Group members "lecture" the class; there is no chance for participation or active learning. No examples used.	
Appropriateness of Activity	Activity presented was appropriate and accurate for age and identified therapeutic issue.	Activity presented was mostly appropriate and accurate for age and identified therapeutic issue.	Activity presented had some accuracy issues or information that was inaccurate for the age and/or identified therapeutic issue	
Completeness	The activity time is between 40-45 minutes. All required information needed is included. Activity includes an element of fun and interest. Team provides each class member and the instructor a copy of the complete activity write-up (template on Bb)	The activity time is between 35-40 minutes. Includes most required information Activity has elements of fun and interest. Team provides a copy of the activity write-up, however, one or more of the key steps is missing or incomplete.	The team activity is less than 35 minutes. Includes less than 50% of the required information. The activity is not particularly engaging. Team does not provide a copy of the activity write-up.	
Collaboration	Team appears as a collegial, professional team	Team mostly appears as a collegial, professional team. Choice of language may be informal.	Team does not appear as a collegial, professional team. Conflict and lack of team cohesiveness is evident.	
			<b>Total</b>	<b>/100 pts.</b>

## Student Led Play Therapy Activity

**Activity Title:**

**Co-Facilitators:**

**Objective(s):**

**Materials Needed:**

**Approximate Time Needed:**

**Step-by-Step Instructions:**

MMFT 640: Child and Adolescent Therapy  
Pfeiffer University at Charlotte  
Core Play Therapy Skill Demonstration

**Video Recording Informed Consent**

I give permission for my child/adolescent, \_\_\_\_\_, to participate in this video recorded demonstration with \_\_\_\_\_. This recording will be used to provide supervision for the graduate student who is conducting the play therapy activity/demonstration. While this activity is intended solely as a demonstration of the student's ability to implement core play therapy skills and is *not* considered mental health treatment, there is a possibility that unanticipated thoughts and feelings may emerge in my child/adolescent during this activity. If this occurs, I understand that the MFT Student conducting the demonstration will provide me with recommended treatment options upon request.

In light of the forgoing, I am willing give my consent to the video recording of this play therapy demonstration. I understand that I may withdraw my consent from this video play therapy demonstration at any time.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
MFT Student

\_\_\_\_\_  
Date



**Pfeiffer University**  
**Division of Applied Health Sciences**  
**Marriage and Family Therapy**  
MMFT 603: Theory & Practice of Group Therapy  
Fall 2021 – Mondays, 7-9:45 pm

**Professor:** Deborah S. Lung, PsyD, LCMHC

**Office Hours:** Monday, 4-7pm; Mondays OR by Appointment

**Office Location:** Pfeiffer University, Charlotte Campus, Room 318 (Pfeiffer Clinic – 3<sup>rd</sup> Floor)

**Email:** deborah.lung@pfeiffer.edu

**Phone:** 803-431-0037 (please do not call/text after 10:00pm)

**Required Textbooks**

Corey, Gerald (2016). *Theory and Practice of Group Counseling (9<sup>th</sup> ed.)*. Boston, MA: Cengage.

**Suggested Readings**

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

Bieling, P. J., McCabe, R. E., & Antony, M. M. (2006). *Cognitive-Behavioral Therapy in Groups*. New York: The Guilford Press.

Corey, M. S., & Corey, G. (2006). *Groups: Process and practice (7th ed.)*. Belmont, CA: Brooks/Cole.

Yalom, I. D. (1995). *The Theory and Practice of Group Psychotherapy (4th ed.)*. New York: Basic Books.

**Articles Assigned for Reading – digital copies posted in Blackboard or a hardcopy**

\*\*\*Note: This instructor has the right to modify readings and schedule during the semester as necessary.

**Pfeiffer University Mission**

Reflecting its relationship with the Methodist Church, Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled

forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality, and service (see Mission Statement, Pfeiffer University Graduate Catalog 2016-2017).

### **Educational Goals for the Graduate Program**

The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program (see Pfeiffer University Graduate Catalog 2019-2020).

### **Statement of Values**

Pfeiffer University emphasizes the following values:

- 1) Liberal Learning and Professional Competence,
- 2) Free Inquiry and Intellectual Integrity,
- 3) Service and Leadership,
- 4) Unity in Diversity,
- 5) Faith and Reason, and
- 6) Personal Piety and Social Action.

### **Pfeiffer University -- Diversity Defined**

#### **Pfeiffer University Diversity Statement**

Diversity refers to the recognition and appreciation of differences and similarities across a variety of overlapping domains, including race, ethnicity, socioeconomic status, disability, sexual orientation, religion, spirituality, worldview, geography, age, family status, and life experience. "A genuine community is achieved when persons of various backgrounds, interests, talents, cultures, faiths, and world views assemble around their shared humanity and personhood as children of God. Pfeiffer University encourages and celebrates the diversity of its educational community, realized by access to higher education for varied populations of students. Across all educational experiences, the University nurtures the dignity of each individual, her or his intrinsic self-worth and merit to the community, self- and mutual understanding, and civil discourse and collaboration" (Statement of Enterprise Strategy, p. 11).

#### **Graduate Program (School) Diversity Statement**

The Pfeiffer University Graduate School strives to cultivate and sustain a diverse, inclusive and intellectually rigorous environment that embraces differences across domains (e.g., gender, race, age, ethnicity, sexual orientation, sex, appearance, body image, socioeconomic status, personal ideas/value systems, marital status, maternal/paternal status, power differential, chronic/terminal illness, etc.). Diversity and Inclusivity is explored within a context of cooperation, shared responsibility, humility, and mutual respect that promotes learning, personal growth, and

service through culturally competent community engagement. It is achieved by fostering respect, appreciation, and safety of all students through clarity of purpose, authentic trust, and outcome education.

The Graduate Program (School) at Pfeiffer University seeks to further these objectives:

- Promote a culture of respect, appreciation, and safety
- Cultivate a culture of open communication and encouraged feedback that expands and deepens the compassion, awareness, and worldviews of our faculty and students
- Integrate related diversity principles and issues across the curriculum
- Teach evidence-based, culturally sensitive approaches through intentional training
- Recruit and enroll faculty and students who reflect the diversity within the community
- Maintain a diverse group of faculty members and students
- Conduct activities (e.g., publications, presentations, clinical data, intentional groups) that contribute to the academic peer reviewed literature on diversity issues and inclusivity
- Maintain an ongoing review of faculty and student assessments of the academic climate

### **MMFT Program Diversity Statement**

The Pfeiffer University Graduate School strives to cultivate and sustain an inclusive and intellectually rigorous environment that embraces difference across domains (e.g., gender, race, age, etc.). These areas are explored within a context of cooperation, shared responsibility, and mutual respect that promotes learning, personal growth, and service through culturally competent community engagement.

The Marriage and Family Therapy Program at Pfeiffer University seeks to further these objectives by:

- Promoting a culture of respect, appreciation, and safety
- Integrating diversity issues across the curriculum.
- Teaching evidenced-based, culturally sensitive treatment approaches.
- Maintaining a diverse group of faculty members.
- Conducting activities (e.g., publications, presentations, clinic data, intentional groups) that contribute to the scientific literature on diversity issues.
- Recruiting and enrolling students that reflect the diversity within the community.
- Cultivating a culture of authentic growth and inquiry that expands and deepens the compassion, awareness, and worldviews of our faculty and students.

### **Marriage and Family Therapy Program Mission**

The mission of the Master of Arts Degree (MA) in the Marriage and Family Therapy (MMFT) Program at Pfeiffer University "is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings." The mission also engenders "effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy" (see MMFT Student Handbook and Marriage and Family Therapy Website – Mission and Vision).

## Overview of the Course

This course is designed to provide students with theoretical understanding and training in the use of groups in clinical and educational settings. Included will be an application of effective psychotherapy skills and procedures to help prepare students to work with children, youth, and adults in a systemic context, and across a wide range of diverse clinical populations. Additionally, students will participate in an ongoing experiential process group throughout the semester.

## Student Learning Outcomes (SLOs)

SLO #1: Theoretical Knowledge/Academic Training: Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

SLO #4: Student Development: Students will demonstrate effective interpersonal behavior and relational development in their interactions and work with peers, faculty, and supervisors.

## AMFTRB Domains

Domain 3: Designing and Conducting Treatment: Tasks related to developing and implementing interventions with the client system.

Domain 5: Managing Crisis Situations: Tasks related to assessing and managing emergency situations and intervening when clinically indicated and/or legally mandated.

Domain 6: Maintaining Ethical, Legal, and Professional Standards: Tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism.

## Professional MFT Principles Relevant State Licensing Regulations

Relevant State Licensing Regulations – VIII. Additional Core Coursework

## MMFT 603 Course-Embedded Core Competencies (CECCs)

Students will become knowledgeable of the selected COAMFTE Core Competencies and their application to the practice of therapy:

- 1.1.2. Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.
- 1.1.4. Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy.
- 1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- 4.2.2. Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
- 5.1.2. Know professional ethics and standards of practice that apply to the practice of group work.

**COAMFTE Core Competencies:** Designated Core Competencies will be clarified at the beginning of the first class meeting and will be assessed through the master of specific primary assignments with a passing grade. Carefully review the *Criteria for Evaluation* found at the end of the syllabus to determine the point system for evaluation in each and every course. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating

Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of "3" after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who may determine that the student will need to retake the course during the following academic year to establish fulfillment of the minimal performance level. If the student does not address the student learning outcome(s) prescribed or cannot meet a minimal performance level of "3," the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

### \* Assessment Rubric Rating Scale

**5 = Exceptional:** Skills and understanding significantly beyond developmental level

**4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts

**3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident

**2 = Developing:** Minor conceptual and skill errors; in process of developing

**1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of "3" and above indicate performing well for developmental level

### Class Format

This class will use an interactive approach to learning and will include lecture and discussion, role playing, group practice exercises, and a therapeutic group component led by a qualified professional licensed in the state of North Carolina (e.g., LMFT). In the spirit of collaborative participation, students will share statements and experiences that are personal and confidential. It is your responsibility to maintain confidentiality, just as you would do with clients in a group format. Any "malicious" breach of confidentiality may result in immediate withdrawal from the course. You are also asked not to process with other group members outside of the group sessions; those issues that need to be worked through within the group. We are attempting to avoid the resolution of in-group disputes outside the group and the forming of coalitions, which can disrupt the group process and consequential learning. Please note that participating in a therapeutic group, you are learning the experience, process, and expectations of a group for clientele. In summary, you are expected to always abide by the AAMFT Code of Ethics.

### Virtual Classroom Etiquette

- 1) Classroom policies and learner expectations in all virtual classes will mirror those policies of seated classes on campus.
- 2) Students must locate a "private and secure" space that is an area where notes can be readily taken, e.g., not driving in a car as a driver or passenger, not lying across a bed in pajamas, not eating your meal up close and personal on screen, not texting friends in class, not lying on a beach blanket, etc. Rather show respect for the professor and your classmates by showing respect directly for the subject material at hand.
- 3) Students are expected to wear appropriate street attire, just as you would expect to wear in the physical classroom on campus.
- 4) Appropriate language is a must for the "chat" box. Use online netiquette and avoid texting slang.



- 5) Students must be in the waiting room at 3-5 minutes before the class is scheduled to begin. Virtual classes begin on time, pre-schedule all breaks, and end at the scheduled time. Professors do not wait for students to arrive past the scheduled hour.
- 6) During scheduled class times, cameras/videos must be actively shared. Only during breaks may videos be turned off. Students should be able to make eye contact with professors/instructors/guest speakers at any time.
- 7) Personal cell phones should be turned in the "off" position and not accessible for texting or surfing during class time. All other devices should be turned off.

### Trigger Warning

This course may contain difficult topics for you, as well as prompt an emotional experience that may be powerful, yet challenging throughout your time in this class. Remember that process groups are intended to support you throughout this time, however, if you continue to struggle with certain topics or points of conversation/interpersonal relations, please do not hesitate to reach out to me to discuss these issues together.

### Informed Consent - Group Work

One important aspect of the training of a future therapist is self-exploration and self-knowledge. This is achieved, in part, through self-disclosure in the context of an academic environment.

- 6) Enrollment in this class (MMFT 603) requires that the student disclose to the group leader relevant personal information. By enrolling and attending this class, the student agrees to actively participate in group work and disclose limited personal information for self-exploration and self-growth in partial fulfillment of the requirements of this class. The group leader is bound by confidentiality rules as reflected in the AAMFT Code of Ethics.
- 7) Enrollment and attendance in the class requires students to agree to keep disclosures of personal information of their classmates confidential. **It is mandatory that all participants maintain confidentiality for other group members.** Confidentiality may be breached only to protect those in foreseeable, imminent danger. This caveat creates a safe environment for group members' disclosures.
- 8) Although this group experience is a vital part of the experiential component, a grade will not be assigned specifically to this activity. However, group participation may be figured into your participation grade for the course; see the participation grade section for details.

Group sessions will be facilitated by practicing mental health providers over the course of 6 group sessions, at 75 minutes each. They will occur on the following class dates from 8:30-9:45pm. The dates are as follows:

<b>Monday, October 4<sup>th</sup></b>	Psychoanalytic Approach
<b>Monday, October 11<sup>th</sup></b>	Fall Break – No Class
<b>Monday, October 18<sup>th</sup></b>	Adlerian Group Therapy
<b>Monday, October 25<sup>th</sup></b>	Existential Approach
<b>Monday, November 1<sup>st</sup></b>	Person-Centered Approach

<b>Monday, November 8th</b>	Gestalt Group Therapy
<b>Monday, November 15th</b>	Cognitive Behavioral Group Therapy

### Course Requirements

***You are expected to purchase and read the required textbook identified above and other readings as assigned.*** Readings should be completed **PRIOR** to the class period identified so that all students can actively participate in discussion.

All assigned readings are vital to the course and must be completed prior to class time. Active participation in the classroom setting is expected. All written assignments must be submitted prior to the start of class on the day the assignment is due. An assignment will be deducted by a letter grade for each day it is late. I reserve the right to modify any assignment or course schedule as the semester evolves based on time and need. *PLEASE NOTE: Assignments are NOT optional; you must complete ALL assignments in order to fully demonstrate your capacity to achieve all corresponding PMFTPs satisfactorily.*

**To Students from Faculty:** Please make an appointment to speak with me if you find yourself behind or struggling. I cannot second guess when or how you need help. After (2) absences, please note that I will reach out to you regarding these absences and make a plan to ensure that you are not failing to course, or, in need of dropping it.

All written assignments (academic papers, reflection papers, presentation outlines, etc.), will always require a proper **cover page and/or reference page according to APA format** (7<sup>th</sup> ed.)

### Assignments

**1) Weekly Quizzes on Assigned Chapters, 10 pts. each:** Each week at the start of class, you will have a 10-point quiz on the assigned chapter reading due that day.

**2) Reflection Paper-Warm Up, 50 pts (Competency 1.2.1.):** During the second week of class, you will be assigned a reflection paper (3-4pages in length) on your current understanding of group. For this assignment, I am interested to learn more about you by answering the following questions: (1) What do you already know about the group process? What do you think are the main elements or key components of group (e.g., group cohesion? Similar population? Effective leadership?)? (2) Why do you think group work is important? To the MFT field? To our clientele? (3) What challenges do you think come with facilitating and participating in group? As in all APA papers, please include a correctly formatted cover page, being sure to adhere to APA format throughout. Because this is a self-reflection paper, you are not required to include references. Please note: I will provide a separate grading rubric at the end of the syllabus.

**3) Two Additional Self-Reflection Papers: (2 x 50 points):** You will participate in 6 therapeutic group sessions and it is important that you reflect on your experience and what you learn about yourself both personally and professionally. You will submit two Reflection Papers detailing your experience of the group process, specifically relating back to class readings and discussions (e.g., specific concepts, theories, themes, issues, interventions, and techniques). ***Take care not to reveal any confidential information; this assignment is focused on***

**PROCESS, not content** Papers should be **3-4 pages** long and integrate the readings, lectures/discussions, and current research. As in all APA papers, a proper Running head, overall cover page **and references** are expected.

Competencies addressed: 1.1.2, 1.1.4, 1.2.1, 4.2.2, 5.1.2

AMFTRB addressed: 3, 5 and 6

SLO addressed: 1 and 4

Points	Criterion:	Note:
35	<p>Student completes 3-4-page paper documenting their personal experience with group.</p> <p>Student addresses:</p> <ul style="list-style-type: none"> <li>• Theory and techniques observed in group,</li> <li>• Risk factors and/or ethical/legal concerns associated in that particular group setting,</li> <li>• Identifies contextual and systematic dynamics (gender, age, SES, etc.), and</li> <li>• distinguish between content and process issues.</li> </ul> <p>Student demonstrates reflective practice by presenting insights related to personal and professional lessons</p>	<p>Focus on the group process as it relates to techniques, themes, issues, "ah-ha" moments, etc.</p> <p>Be thorough and reflective in your responses.</p> <p>Address all information requested.</p>
15	<p>Student utilizes appropriate APA format and appropriate grammar and language mechanics (e.g., spelling, complete sentences, consistent verb tense, noun/pronoun-verb agreement, neatness, etc.)</p>	<p>Proofread your paper before submitting...please!</p> <p>Consider using Pfeiffer University writing tools WriteSmart and grammarly.com</p>

#### 4) Counseling Group Project (Overall) (325 points):

Students will be expected to work with fellow class members in teams of two to develop a proposal for a counseling group and present their proposal to the class. Part of the presentation will include 15-minute proposal presentation and 30-minute group leadership demonstration of a theory-based technique classmates can take with them into their client practice. The group proposal project will have three components requirements that will be evaluated:

- A written proposal for a counseling group (8-15 pages in length – no more and no less)
- A presentation (15 minutes)
- A descriptive handout for colleagues
- Demonstration of a theory-based group intervention technique (30 minutes)

Competencies addressed: 1.1.2, 1.1.4, 1.2.1, 4.2.2

AMFTRB Domains Addressed: 3, 5, and 6

SLO Addressed: 1 and 3

#### Part A: The Counseling Group Project–PROPOSAL (200 points)

The group proposal (150 points) can focus on any counseling topic. The topic should be one that interests you,

seems to be missing from the local service system, and can be satisfactorily completed within a **four-session** time frame.

1. Students must submit, **as a team**, one copy of a proposal for a **four-session** counseling group
2. The proposal should be approximately **8-15 pages in length**, using the format **exactly** as shown in Attachment #1 of this syllabus and using APA style (7th ed.)

**\*\*A note on teamwork:** Group work can be a challenging but rewarding task. Please keep in mind that as a group, you are expected to contribute equally to the required work for this assignment. If there are group disagreements or concerns, you are expected to first work out these challenges together. If you are unable to resolve a concern, please do NOT wait until the last minute to inform me.

**Group Proposal Paper** - Follow the outline in Attachment #1 **exactly** using the outline categories indicated. This is a **graduate research paper**, depth of analysis using course concepts and content is most important. PLEASE NOTE: **Be sure to incorporate at least 5-8 current (2010 or later) peer reviewed journal article references on your group proposal paper. You may not include our textbook as one of the required references.**

Assessment of the group proposal: Each section of the group proposal will be weighted as indicated using as the basis of evaluation a five-point, Likert-like scale, using the criteria listed below.

		1	2	3	4	5		Total
<b>I</b>	<b>Obtaining Group Members</b>							
	<b>A.</b> Who will you solicit and why did you pick them?							
	<b>B.</b> How will you solicit them?						<b>x 2</b>	
	Informed Consent Form							
	<b>C.</b> Pre-group Presentation Script						<b>x 2</b>	
	<b>D.</b> Brochure						<b>x 2</b>	
	<b>E.</b> Flyer/Poster							
<b>II</b>	<b>Group Research</b>							
	Focused rationale clearly stated						<b>x 2</b>	
	Salient issues identified						<b>x 2</b>	
	5 - 8 current peer-reviewed journal articles cited within the body of the paper and properly listed formatted in the reference page (APA 7 <sup>th</sup> ed.). Does not include the textbook as one of the required references.						<b>x 2</b>	
<b>III</b>	<b>Three Broad (Overall) Goals</b>							
<b>IV</b>	<b>Structure of Sessions</b>							
	<b>Session One</b>							
	Objectives							
	Evaluation Procedure (to measure each objective)							
	Structure (Content)							
	Structure (Procedures)							
	<b>Session Two</b>							
	Objectives							
	Evaluation Procedure (to measure each objective)							
	Structure (Content)							
	Structure (Procedures)							

<b>Session Three</b>								
	Objectives							
	Evaluation Procedure (to measure each objective)							
	Structure (Content)							
	Structure (Procedures)							
<b>Session 4</b>								
	Objectives							
	Evaluation Procedure (to measure each objective)							
	Structure (Content)							
	Structure (Procedures)							
<b>V</b>	<b>Paper Mechanics, Grammar, Formatting, Requirements</b>							
	Length of written proposal within 8-15-page limit (does not include title page or reference page)							
	APA (7 <sup>th</sup> ed.) format demonstrated throughout entire written proposal							
	Written proposal follows the EXACT format listed in Attachment #1						<b>X 2</b>	
	Writing mechanics (punctuation, capitalization, spelling)							
	Grammar (agreement between subject and verb, complete sentences, correct use of words)							
	Organization of paper (All facts and details support the thesis in an orderly manner, strong introductory and concluding paragraph.)						<b>X 2</b>	
<b>Total Points Earned</b>								<b>/200</b>

### Part B: Group Proposal Presentation (100 points Total)

Your group will sign up for a **45-minute slot** during the final two class meetings. You will be expected to conduct class during that time slot.

#### 1. Didactic Presentation (50 points)

The **15-minute presentation** should be focused on delivering the theory and content for a counseling group as if you were seeking approval to proceed from an employer. Presentation Evaluation Rubric is attached at the end of the syllabus.

#### 2. A Theory-Based Group Intervention (50 points)

Students must present, in a 30-minute time frame, a demonstration of a theory-based group intervention technique that students can use in their practice with clients.

During the technique demonstration students are to demonstrate co-leadership and collaborative leadership functions (not *divide them "evenly," e.g., one leader provide leadership for part of the session and other leaders provide leadership for part of the session*) by leading the class as if it were their proposed counseling group with the intention to teach members a technique that they can use later in their counseling practice. Co-leadership components must be evident in the proposal and the presentation.

Points	Criterion:	Note:
10	Student addresses relevant research about theory and population.	
10	Student discusses rationale for choosing theory and population.	

10	Student discusses strengths and weaknesses of approach to theory/population.	
5	Student addresses ethical and legal considerations.	
10	Student discusses intervention that will be used in demonstration.	
10	Student demonstrates effective use of theoretical approach.	
10	Student demonstrates effective use of intervention.	
10	Student manages issue or crisis within the group.	
5	Student organizes group role play in a logical manner.	
5	Student engagement and creativity was exhibited during demonstration.	
10	Student processes with class what happened in the demonstration, including talking and asking questions.	
5	1-2-page handout for students about approach, ethical considerations, demonstration.	

### Part C: Teamwork Evaluation Form (25 points)

Each team member will fill out and submit a confidential feedback form on the performance and efforts of each group member throughout the project. This is to ensure that group members participated and carried out elements of the group project with equal weight, including your own evaluation of your group effort. If there is an average score of **3 or lower**, your individual grade may be impacted. We will review the confidential feedback form as a class.

**This proposal is due on November 29<sup>th</sup>, 2021.** In preparation for this proposal students will be expected to complete a literature review to develop the content of the presentation.

### 5) Final Exam (100 points):

Students will complete a comprehensive exam during the final week of class. The exam will be comprised of 50 multiple choice questions at 2 points each, based on the content covered in the course during the semester.

#### PMFTP Reg VIII.

### 6) Student Classroom Performance Evaluation (50 points; *see attached*):

Dr. Lung will complete this evaluation, which reflects your classroom performance, during the 13<sup>th</sup> week of class. If students have questions or issues about the score, they should make an appointment to see me during the 13<sup>th</sup> week and require their signature after the meeting is reconciled.

**PMFTP Form (See attached):** You will be keeping a record of the PMFTP Form for MMFT 603, which confirms that you have successfully completed the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of "A" or "B" on the primary assignment, your letter grade indicates you have achieved the PMFTP and can initial and check it off on the form. If you receive a grade of "C," you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTP by an alternative

### Evaluation (See Criteria of Evaluation)

Activity	Points	Due Date
Assigned Readings Quizzes	10 each	Weekly
Reflection Paper Warn-Up	50	8/30
Self-Reflection Paper 1	50	11/1
Self-Reflection Paper 2	50	11/22
Proposal for Counseling Group	200	11/29
Student Classroom Performance Evaluation	50	11/23
Proposal Presentation (Didactic)	50	11/29 or 12/6
Group Technique Demonstration	50	11/29 or 12/6
Teamwork Evaluation Form	25	11/29 or 12/6
Examinations (Final)	100	12/13 (Mandatory)

Note: All assignments are due by 4:00 pm on the class date listed (see below). All written assignments will be submitted through Blackboard on the day they are due before class begins. I will not accept papers sent to me through email unless a specific exception is made in advance. For each full or partial 24-hour period an assignment is late, there will be a **5-point grade reduction, and I will not grade the paper if more than 7 days late (35-point deduction)**. Further, students are required to be present on the dates and time periods assigned for Final. Make-up examinations are not provided.

### Final Grade

Final grades will be based on the average of Evaluation A-D with a letter grade assigned on the following schedule: 93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

### Final Exams

Final exams are taken in person during regular class time on the **16th week** of all classes. The final exam schedule is determined by the university and will NOT be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused for the final exam due to a medical certificate, the student will receive a grade of "I," and the grade will be reconciled no later than 30 days within the next semester. If the final exam is not completed in due time, the student will receive a grade of "F," and the course will be repeated a second time. Students must be on-time and seated at the start of the exam period (7pm).

### Attendance Policy

There are 16 weeks during the fall and spring semester: 15 weeks of instructional class and a final exam during the 16th week which requires a minimum of a 2-hour exam experience. Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, any student who misses more than (3) classes during the semester will receive an automatic failing grade. If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

For clarification, two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade. For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

### Supplemental Technology

*Blackboard* (<http://blackboard.pfeiffer.edu>) is a web-based management tool that I will use to post articles, documents, the syllabus, and the assignments. Certain papers will also be required to be submitted through *Turnitin on Blackboard*. For assistance accessing your Blackboard account, please contact the Help Desk at 704-463-3002.

### Important Dates: Fall Semester

Classes Begin

**Last Day to add or drop a class**

Class Rosters Due

Pfeiffer Institute CLOSED

Labor Day Observance

**Deadline to appeal grades**

Fall Break

Pfeiffer Institute CLOSED

Classes Resume at 8:00 am

Due date for incomplete grades

Due date for incomplete grades

**Last day to withdraw from a course ("WP/WF/W")**

Spring registration/graduation application

**Thanksgiving Holidays**

Classes Resume at 8:00 am

Last day of classes

**Final Exams**

Final grades due by 12:00 noon

Monday, August 16, 2020

**Monday, August 23, 2021 @ 4:00/p**

Friday, August 27, 2021 @ 4:00/p

Saturday, September 4, 2021

Monday, September 6, 2021

**Monday, September 27, 2021**

Friday, October 8 to Tuesday, Oct 12, 2021

Saturday, October 9, 2021

Wednesday, October 13, 2021

Wednesday, October 13, 2021

Wednesday, October 13, 2021

**Monday, October 25, 2021**

Mon/Fri, November 1-5, 2021

**Wed November 24 to Sun November 28, 2021**

Monday, November 29, 2021

Monday, December 6th, 2021

**Tuesday-Monday/December 7-13, 2021**

Thursday, December 16, 2021



<b>To Get Help</b>
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# Achieve Success!

## Academic and Career Support Services for Graduate & Degree Completion Students

### WRITING ASSISTANCE

Both online and personal assistance is available.

Create a premium online Grammarly account to check your grammar and avoid plagiarism in your writing assignments:

1. Go to [grammarly.com/edu](http://grammarly.com/edu).
2. Click "Join Your Organization" at the top right corner.
3. Provide your name, [@pfeiffer.edu](mailto:@pfeiffer.edu) email, & set up a password.
4. Check your inbox for the email and click on the activation link.

Get one-on-one help with organizing your paper or using APA formatting with our Writing Coach. Just send an email to [monica.fusetti@pfeiffer.edu](mailto:monica.fusetti@pfeiffer.edu) to schedule a personal appointment either on campus or virtually. **NOTE: There is a three-day turnaround on papers, so plan accordingly.**

### RESEARCH HELP & LIBRARY SERVICES

Need help with a research topic? Using citations?

The Charlotte Campus and Virtual Library provides students with access to research databases, books, and journals. The library is open Monday-Thursday 12:00 noon to 10:00 pm.

Email Jeri Brentlinger, Director of Information Support Services, at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call (704) 945-7305.

Email Linda Fidelle, Evening Librarian, at [linda.fidelle@pfeiffer.edu](mailto:linda.fidelle@pfeiffer.edu) or call (704) 945-7354.

Charlotte, Raleigh, and distance learning students can get live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>

### ONLINE PERSONAL TUTORING

Having difficulty with one of your courses?

Get **one-on-one tutoring 24/7** to support your academic success. Work online with certified tutors without leaving your computer.

1. Go to <https://pfeiffer.upswing.io/>
2. Select NEW USER to create an account with your Pfeiffer email.
3. Choose your Pfeiffer course and tutor.

For help, email [Success@pfeiffer.edu](mailto:Success@pfeiffer.edu).

### CAREER SERVICES

Need to update your resume or plan for a career transition?

1. Develop your resume or prepare for an interview. Email [Success@pfeiffer.edu](mailto:Success@pfeiffer.edu) to schedule an appointment or an online session.
2. Check out opportunities available through the Office of Internships & Career Services at <https://www.facebook.com/PfeifferCareerServices/>.
3. Visit the Virtual Career Center in Blackboard at [https://blackboard.pfeiffer.edu/ultra/organization/\\_4029\\_1](https://blackboard.pfeiffer.edu/ultra/organization/_4029_1)
4. Watch your email for professional networking events near you.

### COUNSELING SUPPORT

Feeling stressed with school or family issues?

Schedule a personal appointment with Student Success staff to discuss strategies to help you manage your time, stress, test taking, or study skills. Email [Success@pfeiffer.edu](mailto:Success@pfeiffer.edu) to schedule an appointment in person, by phone, or online.

If feeling overwhelmed or struggling with family issues, Pfeiffer operates two clinics to provide you with professional counseling. No problem is too small. To schedule a personal appointment, call (704) 945-7324 for Charlotte or (919) 941-2900 for Raleigh.

### DISABILITIES ACCOMMODATIONS

Any Graduate or Degree Completion student with a documented disability can request accommodations or learning aids to help you in your seated or online courses. Email Dr. Jim Gulledge, 504 Coordinator, [jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu) or call (704) 463-3366. Current documentation from your healthcare provider must be provided along with your request.

### ONLINE TECH SUPPORT

Call (704) 463-3002 or submit a Help Desk ticket at [techsupport@pfeiffer.edu](mailto:techsupport@pfeiffer.edu)

**Section 504:** Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended.



Charlotte Campus  
1515 Mockingbird Lane  
Charlotte, NC 29209

Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

For **personal growth** in Charlotte or Raleigh-Durham, please be sure to reach out to our designated extern counselors or continue with your own personal counseling and just provide his/her current active mental health license. Counseling with our extern counselors is gratis.

For **Research Assistance & Library Services**, the Charlotte Campus and Virtual Library provides adult students with access to research databases, books, and journals. Visit <http://library.pfeiffer.edu/> or contact Jeri Brentlinger, the Director of Information Support Services at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call (704)945-7305. Charlotte, Raleigh-Durham, and distance learning students can secure live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>.

### **Students with Special Concerns**

Any Graduate student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and schedule an appointment with the Charlotte 504 coordinator. Current documentation to support accommodations must be provided with the request. **Section 504**: Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for classes: Charlotte and RTP--based students should contact Dr. Jim Gullledge at (704) 463-3366 (*Director of Academic Support Services*) or email [jim.gullledge@pfeiffer.edu](mailto:jim.gullledge@pfeiffer.edu).

### **PERSONAL COUNSELING**

**Pfeiffer Institute for Marriage & Family Therapy (PIMFT)** provides private professional counseling Monday through Saturday at the Charlotte campus. All services are professional and confidential. Students need to know that sometimes taking that first step to get help is the hardest, but one of the best things you can do for yourself and your family. No problem is too small. Pfeiffer student rates are \$10/session. Other rates are very reasonable and based on a sliding scale.

#### Examples of types of problems:

Couple/Marriage Issues, Anxiety, Parent/Child/Teen Issues, Post-Traumatic Stress, Depression, Eating Disorders. Substance Abuse, Adjustment/Life Transitions, Sexual Abuse, Self Esteem, Grief and Loss Issues, Infidelity, Stress Management.

#### **Students in the Charlotte area contact:**

Sarah Wolford, Ph.D., LMFT, AAMFT Approved Supervisor Candidate  
Clinic Director, Pfeiffer Institute for Marriage & Family Therapy  
[Sarah.wolford@pfeiffer.edu](mailto:Sarah.wolford@pfeiffer.edu) (704) 945-7324

#### **Students in the Raleigh area contact:**

Isha Williams, PHD, LMFT, AAMFT Approved Supervisor  
Program Director and Clinic Director, Marriage & Family Therapy Program (Raleigh)  
(919) 238-2437

## Title IX

If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus, please contact Ramanda Medlin at [ramanda.medlin@pfeiffer.edu](mailto:ramanda.medlin@pfeiffer.edu). Sexual Harassment is such *conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note that it is unethical behavior at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.*

## Statement of Academic Integrity

It is the aim of Pfeiffer University to cultivate an environment of complete honesty, and a high standard of integrity. The attempt of a student to present as his/her own any work that he/she has not honestly performed is regarded as a serious offense and renders the offender liable to serious consequences, including the possibility of suspension.

Two types of academic dishonesty are **cheating** and **plagiarism**. **Cheating** includes but is not limited to (a) dishonesty on examinations/ quizzes/written assignments, (b) illegal possession of examinations, (c) use of unauthorized notes during an examination/quiz, (d) obtaining information during an examination/quiz from the examination/quiz paper or from another student, (e) assisting others to cheat, (f) alteration of grade records, (g) illegal entry to or unauthorized presence in an office. **Plagiarism** includes but is not limited to (a) offering the work of another as one's own without proper acknowledgment, (b) failure to give credit for quotations, (c) essentially identical expression of material taken from books, encyclopedias, magazines, websites, or all other forms of reference works, (d) essentially identical expression of material taken from fellow students.

The Marriage and Family Therapy Program policy is consistent with university policy. Therefore, the consequences of academic dishonesty may range from a grade of zero (0) for the assignment to a grade of F for the course. In addition, the dishonest activity will be reported to department authorities for consideration of additional consequences (e.g., expulsion from the course, suspension from the university). It is understood that all work in this class should be original work. ***Self-plagiarism is also not allowed. You may not duplicate a paper and use it for multiple classes and/or purposes.***

**Diversity and Inclusion:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race and culture. Your suggestions are encouraged and appreciated.

**Collegial Respect:** As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered

confidential. The goal of the class is to understand, not to judge especially as related to the therapeutic group component.

**Civility in the Classroom:** Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, students are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom.

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see Student Handbook).

### **Cell Phones**

During class, cell phones **must be silenced and put away**. Vibrating phones are also not acceptable. If you have an emergency situation, please speak to the instructor before class to discuss options. ***Additionally, text messaging is prohibited during classroom instruction. If a student does not abide by this policy, he/she will be asked to leave the class session immediately.*** A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

### **Safety Statement**

Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that s/he is in danger. Do not hesitate to report any suspicious activities to university officials. Please visit the Misenheimer Policy website to learn more about campus safety: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>.

### **Laptop Computers**

Laptop computers are not allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

**Course Schedule** (subject to change by instructor):

\*Group experience facilitator (TBD)

Week	Date	Topics & Class Activities	Corey Chapter Reading	Assignments Due
1	8/16	Introductions/ Review Course Syllabus		
2	8/23	<i>Content Review:</i> Ch. 1: <i>Introduction to Group Work</i> Ch. 2: <i>Group Leadership</i>	Ch. 1 & 2	
3	8/30	<i>Content Review:</i> Ch. 4 Early Stages in Development of a Group	Ch. 3	<b>Reflection Paper Warm-Up Due</b>
	9/6	<i>Labor Day – No Class</i>		
4	9/13	<i>Content Review:</i> Ch. 5: Late Stages in Development of a Group	Ch. 5	
5	9/20	<i>Content Review:</i> Ch. 3: Ethical and Professional Issues	Ch. 3	
6	9/27	<i>Content Review:</i> <i>Diversity and Multicultural Counseling`</i>	Assigned Reading on BB (Rubel & Okech)	
7	10/4	<i>Content Review:</i> Ch. 6: <i>The Psychoanalytic Approach to Groups</i> <b>*75 Minute Group Period:</b> Psychoanalytic Approach	Ch. 6	
	10/11	Fall Break! No Class		
8	10/18	<i>Content Review:</i> Ch 7: <i>Adlerian Group Counseling</i> <b>*75 Minute Group Period:</b> Adlerian Group Counseling	Ch. 7	
9	10/25	<i>Content Review:</i> Ch. 9: <i>The Existential Approach to Groups</i> <b>*75 Minute Group Period:</b> Existential Approach	Ch. 9	
10	11/1	<i>Content Review:</i> Ch. 10: Person-Centered Approach to Groups <b>*75 Minute Group Period:</b> Person-Centered Approach	Ch. 10	<b>Self- Reflection Paper 1</b>
11	11/8	<i>Content Review:</i> Ch. 11 Gestalt Therapy in Groups <b>*75 Minute Group Period:</b> Gestalt Therapy	Ch. 13	
12	11/15	<i>Content Review:</i> Ch. 12: Cognitive Behavioral Approaches to Groups <b>*75 Minute Group Period:</b> Cognitive Behavioral Approach	Ch. 12	
13	11/22	<i>Content Review:</i> Ch. 14: <i>Rational Emotive Behavioral Therapy in Groups</i> Handout Student Classroom Performance Evaluations	Ch. 14	<b>Self-Reflection Paper 2</b>

14	11/29	<b>Presentations/Demonstrations Teams 1 &amp; 2</b>	Presentations Teamwork Evaluation	<b>ALL Group Proposals Due</b>
15	12/6	<b>Presentations/Demonstrations Teams 3 &amp; 4</b>  Review PMFTPs	Presentations Teamwork Evaluation	PMFTPs
16	12/13	<b>FINAL EXAM (MANDATORY)</b>		

Attachment #1

**GROUP PROPOSAL FORMAT: FOLLOW IT EXACTLY****I. HOW MEMBERS WILL BE OBTAINED FOR YOUR GROUP.**

- A. **Who** will you solicit for membership and why did you pick them? (5 points)
- B. **How** will you proceed to solicit group members? (10 points)
- ***Spell out your strategy.***
  - Please include what you would write on your INFORMED CONSENT FORM. You can write this in paragraph form. You do not need to write out an entire Informed Consent Form.
- C. **Pre-group presentation** (10 points)
- Once you get all potential members in one place, what will you tell them? In other words, how will you introduce the purpose and goals of the group?
  - Include a script of your presentation that you will make to a group of prospective members. These are your exact words—so be realistic regarding how you speak & recruit.
- D. **Brochure** (10 points)
- Develop a brochure that explains your group, which will be given to prospective members of the group before they leave the presentation. (10 pts.)
  - The brochure should be attractive and tell:
    - Who is the group for?
    - When will the group meet (dates and times)?
    - What is the goal?
    - What is the intended outcome?
    - Who are the group leaders?
    - What topics will be covered?
    - What are the costs?
    - What are the rules of the group?
    - Why should a reader of the brochure attend?
- E. **Flyer/Poster** (5 points)
- Develop a colorful and attractive 8 1/2" x 11" flyer that will tell about the group
  - Answer the questions: ***who, what, why, where, led by whom, cost, how to become a***

***member, and similar issues. The purpose of the flyer is to entice persons to become a member of your group.***

## II. CONTENT OF THE GROUP RESEARCH (30 points)

- This section of the proposal is a literature review of the topic and evidence-based group interventions.
- You must clearly state your rationale for proposing your group (10 points).
- It must demonstrate that the sessions are supported by research. For example, if you are running a group for youth who self-harm/have a trauma history, you might use Dialectical Behavioral Therapy as your group. Another example may include a Cognitive-Behavioral Therapy group for college-age women living with depression (10 points).
- You will also need to specify if your group is Psychoed, Counseling, or Psychotherapy. Please do not include a Task group for this assignment.
- 5 – 8 current peer-reviewed journal articles cited within the body of the paper and properly formatted in the reference page (APA 7th ed.). Does not include the textbook as one of the required references (10 points)

## III. WRITE GOALS FOR THE ENTIRE FOUR GROUP SESSION PROJECT (5 points)

- One to three **broad** goals for the entire project—how all the sessions work together for the outcome.

## IV. OUTLINE EACH OF THE 4 SESSIONS

- Please describe which STAGE you are in as a group.
- If applicable, please tell us which theoretical orientation the group leaders are taking.
- Follow format four times, once for each specific session.

### A. Objectives for Each Session (5 points x 4 = 20 points)

- State in behavioral terms
- When writing these be sure to answer the question, “What will participants do, think or feel differently as a result of being in this specific session?”
- Be very specific—clear & concise.

### B. Evaluation Procedures for Each Session Objective (5 points x 4 = 20pts.)

- For each objective, answer the question, “How will you know that you accomplished this objective?” (How is it measured—change must be behaviorally demonstrated)
- Be specific – provide copies of instruments and/or other means that you will use to measure the attainment of each objective. This could be a worksheet you decide to use, for example.

### C. STRUCTURE FOR EACH SESSION

- **Content** to be covered (5 points x 4 = 20pts.)
  - Outline in detail the topics that will be covered in the group – the “what.”
  - ***Do not*** describe how you deal with the content—just what it is.

- **Procedures (5 points x 4 = 20 pts.)**
  - Indicate here the activities and exercises to be used in session in ensuring that members receive and process the content. *This refers to how you will handle the content.*
  - Delineate how much time in minutes will be given to each activity (Each session must be 1.5 hours long)

**V. Paper Formatting, Mechanics, Grammar, and Requirements (40 points)**

- Proposal length within the 8-15-page limit - does not include title page and reference page (5 points)
- APA (7th ed.) format demonstrated throughout entire written proposal (5 points)
- Written proposal follows the EXACT format listed in Attachment #1 (10 points)
- Correct writing mechanics - punctuation, capitalization, spelling (5 points)
- Correct use of grammar - agreement between subject and verb, complete sentences, correct use of words (5 points)
- Organization of paper - All facts and details support the thesis in an orderly manner, strong introductory and concluding paragraph. (10 points)

**Here is an example of how you would create sessions 1-4:**

**Session #:** \_\_\_\_\_

**Stage of the Group:** \_\_\_\_\_

**A. OBJECTIVES FOR EACH SESSION**

**GOAL #** \_\_\_\_\_ (choose which goal out of your three goals this session is hitting)

- *Objective #1:* (What specific objective will you employ to reach this goal? It could be an activity, a topic to generate discussion etc. How will you know that the members achieved this objective? –That is, make it measurable).
- *Objective #2:* (same concept as above)
- You may use a worksheet or attach a typed-up task that you have for the group to show that you are using this form to track member progress.

**B. STRUCTURE FOR EACH SESSION**

- **Description of Content (THE WHAT):** Describe the CONTENT/TOPICS you will be exposing the group to for each session. For example, if it is a CBT session, are you going to talk about what cognitive distortions are? What information are you exposing the group to?



## Criteria for Evaluation

Activity	Points	Due Date
Assigned Readings Quizzes	10 each	Weekly
Reflection Paper Warn-Up	50	8/30
Self-Reflection Paper 1	50	11/1
Self-Reflection Paper 2	50	11/22
Proposal for Counseling Group	200	11/29
Student Classroom Performance Evaluation	50	11/23
Proposal Presentation (Didactic)	50	11/29 or 12/6
Group Technique Demonstration	50	11/29 or 12/6
Teamwork Evaluation Form	25	11/29 or 12/6
Examinations (Final)	100	12/13 (Mandatory)

### Counseling Group Project (325 Points Total)

Competencies addressed: 1.1.2, 1.1.4, 1.2.1, 4.2.2

AMFTRB Domains Addressed: 3, 5, and 6

SLO Addressed: 1 and 3

**Group Proposal Paper (200 points)**- Follow the outline in Syllabus Attachment #1 **exactly** using the outline categories indicated. This is a graduate research paper; depth of analysis using course concepts and content is most important.

Assessment of the group proposal: Each section of the group proposal will be weighted as indicated using as the basis of evaluation a five-point, Likert-like scale, using the criteria listed below.

### Group Proposal Evaluation Form

		1	2	3	4	5		Total
<b>I</b>	<b>Obtaining Group Members</b>							
	<b>A.</b> Who will you solicit and why did you pick them?							
	<b>B.</b> How will you solicit them?					<b>x 2</b>		
	Informed Consent Form							
	<b>C.</b> Pre-group Presentation Script					<b>x 2</b>		

	<b>D</b>	Brochure							<b>X 2</b>	
	<b>E</b>	Flyer/Poster								
<b>II</b>	<b>Group Research</b>									
		Focused rationale clearly stated							<b>X 2</b>	
		Salient issues identified							<b>X 2</b>	
		5 – 8 current peer-reviewed journal articles cited within the body of the paper and properly listed formatted in the reference page (APA 7 <sup>th</sup> ed.). Does not include the textbook as one of the required references.							<b>X 2</b>	
<b>III</b>	<b>Three Broad (Overall) Goals</b>									
<b>IV</b>	<b>Structure of Sessions</b>									
	<b>Session One</b>									
		Objectives								
		Evaluation Procedure (to measure each objective)								
		Structure (Content)								
		Structure (Procedures)								
	<b>Session Two</b>									
		Objectives								
		Evaluation Procedure (to measure each objective)								
		Structure (Content)								
		Structure (Procedures)								
	<b>Session Three</b>									
		Objectives								
		Evaluation Procedure (to measure each objective)								
		Structure (Content)								
		Structure (Procedures)								
	<b>Session 4</b>									
		Objectives								
		Evaluation Procedure (to measure each objective)								
		Structure (Content)								
		Structure (Procedures)								
<b>V</b>	<b>Paper Mechanics, Grammar, Formatting, Requirements</b>									
		Length of written proposal within 8-15-page limit (does not include title page or reference page)								
		APA (7 <sup>th</sup> ed.) format demonstrated throughout entire written proposal								
		Written proposal follows the EXACT format listed in Attachment #1							<b>X 2</b>	
		Writing mechanics (punctuation, capitalization, spelling)								
		Grammar (agreement between subject and verb, complete sentences, correct use of words)								
		Organization of paper (All facts and details support the thesis in an orderly manner, strong introductory and concluding paragraph.)							<b>X 2</b>	
									<b>Total Points Earned</b>	<b>/200</b>

### Group Proposal Presentation (100 Points Total)

Your group will sign up for a 45-minute slot during one of the final two class meetings. You will be expected to conduct class during that time slot.

#### Didactic Presentation (50 Points)

The 15-minute presentation should be focused on delivering the theory and content for a counseling group as if you were seeking approval to proceed from an employer. Presentation Evaluation Rubric is attached to the syllabus.

**A Theory-Based Group Intervention (50 Points)**

Students must present, in a 30-minute time frame, a demonstration of a theory-based group intervention technique that students can use in their practice with clients.

During the technique demonstration students are to demonstrate co-leadership and collaborative leadership functions (not *divide them "evenly," e.g., one leader provide leadership for part of the session and other leaders provide leadership for part of the session*) by leading the class as if it were their proposed counseling group with the intention to teach members a technique that they can use later in their counseling practice. Co-leadership components must be evident in the proposal and the presentation.

**Didactic Presentation and Group Demonstration Evaluation Rubric (100 Points)**

<b>Points</b>	<b>Criterion:</b>	<b>Note:</b>
10	Student addresses relevant research about theory and population.	
10	Student discusses rationale for choosing theory and population.	
10	Student discusses strengths and weaknesses of approach to theory/population.	
5	Student addresses ethical and legal considerations.	
10	Student discusses intervention that will be used in demonstration.	
10	Student demonstrates effective use of theoretical approach.	
10	Student demonstrates effective use of intervention.	
10	Student manages issue or crisis within the group.	
5	Student organizes group role play in a logical manner.	
5	Student engagement and creativity was exhibited during demonstration.	
10	Student processes with class what happened in the demonstration, including talking and asking questions.	
5	1-2 page handout for students about approach, ethical considerations, demonstration.	
<b>Total Points Earned</b>		<b>/100</b>

**Teamwork Evaluation (25 points)**

<b>Points</b>	<b>5</b>	<b>4</b>	<b>3-2</b>	<b>1-0</b>
<b>Contributions</b>	Routinely provides useful ideas when participating in team discussion. A leader who contributes a lot of effort.	Usually provides useful ideas when participating in the team discussion. A strong team member who tries hard!	Sometimes provides useful ideas when participating in the team discussion. Does not always answer team member emails and/or does not regularly attend team meetings. A satisfactory team member who does what is required.	Rarely provides useful ideas when participating in the team discussion. May refuse to participate. Does not answer team member emails and/or does not attend team meetings.
<b>Problem-Solving</b>	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Does not try to solve problems or help others solve problems. Allows others do the work.
<b>Attitude</b>	Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Is occasionally publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Is often publicly critical of the project or the work of other members of the team. Is often negative about the task(s) or appears irritated or upset when asked to contribute in team discussions or tasks. Has difficulty getting along with team members.
<b>Focus on the Task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person	Focuses on the task and what needs to be done some of the time. Other team members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Allows others do the work – not pulling share of work responsibility.
<b>Working with Others</b>	Consistently listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
<b>Total Points Earned</b>				<b>/25</b>

**Reflection Papers (150 points: 3 papers at 50 points each)**

Competencies addressed: 1.1.2, 1.1.4, 1.2.1, 4.2.2, 5.1.2

AMFTRB addressed: 3, 5 and 6

SLO addressed: 1 and 4

Points	Criterion:	Note:
35	<p>Student completes 3-4-page paper documenting their personal experience with group.</p> <p>Student addresses:</p> <ul style="list-style-type: none"> <li>• Theory and techniques observed in group,</li> <li>• Risk factors and/or ethical/legal concerns associated in that particular group setting,</li> <li>• Identifies contextual and systematic dynamics (gender, age, SES, etc.), and</li> <li>• distinguish between content and process issues.</li> </ul> <p>Student demonstrates reflective practice by presenting insights related to personal and professional lessons</p>	<p>Focus on the group process as it relates to techniques, themes, issues, "ah-ha" moments, etc.</p> <p>Be thorough and reflective in your responses.</p> <p>Address all information requested.</p>
15	<p>Student utilizes appropriate APA format (title page) and appropriate grammar and language mechanics (e.g. spelling, complete sentences, consistent verb tense, noun/pronoun-verb agreement, neatness, etc.)</p>	<p><b>Proofread your paper before submitting...please!</b></p> <p>Consider using Pfeiffer University writing tools WriteSmart and grammerly.com</p>
<b>Total Points Earned</b>		<b>/50</b>

Student Name (PRINT) \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

<b>PMFTPs for MMFT 603</b>	
<b>I. AMFTRB Domains</b>	<b>Check and initial when Completed</b>
<b>Domain 3: Designing and Conducting Treatment.</b> Tasks related to developing and implementing interventions with the client system.	
<b>Domain 5: Managing Crisis Situations.</b> Tasks related to assessing and managing emergency situations and intervening when clinically indicated and/or legally mandated.	
<b>Domain 6: Maintaining Ethical, Legal, and Professional Standards.</b> Tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism.	
<b>II. Student Learning Outcomes (SLOs)</b>	<b>Check and initial when Completed</b>
<b>SLO #1 - Theoretical Knowledge/Academic Training:</b> Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.	
<b>SLO #4: Student Development:</b> Students will demonstrate effective interpersonal behavior and relational development in their interactions and work with peers, faculty, and supervisors.	
<b>III. Relevant State Licensing Regulations</b>	<b>Check and Initial When Completed</b>
<b>VII. Clinical Knowledge</b>	
<b>VIII. Additional Core Coursework</b>	
<b>IV. Course-Embedded Core Competencies (CECCs)</b>	<b>Check and Initial When Completed</b>
<b>1.1.2.</b> Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.	
<b>1.1.4.</b> Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy.	
<b>1.2.1</b> Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).	
<b>4.2.2.</b> Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.	
<b>5.1.2.</b> Know professional ethics and standards of practice that apply to the practice of group work.	

### Student Classroom Evaluation

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria for Student Classroom Evaluation (Worth 50 points)	Highest level of Performance	Average Performance	Below average Performance	Unsatisfactory Performance	Lowest level of Performance	No Cooperation	N/A
Student is aware of and respects appropriate boundaries with peers, faculty, and supervisors (e. g., discerning balance between listening and speaking).	5	4	3	2	1	0	5
Student demonstrates an awareness, appreciation, and respect for all cultural dimensions in the classroom.	5	4	3	2	1	0	5
Student actively and thoughtfully participates in class discussions.	5	4	3	2	1	0	5
Student mutually collaborates in group work and shares responsibility.	5	4	3	2	1	0	5
Student is fully present (physically and cognitively) during student panels and presentations/external speaker presentations.	5	4	3	2	1	0	5
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	0	5
Student waits until the class is dismissed by the professor before packing up his/her belongings.	5	4	3	2	1	0	5
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	0	5
Student arrives on time for class to begin –has not been late for more than 5 minutes. Also returns to class on time after break.	10	8	6	4	2	0	10

Additional comments/feedback:

41-50 pts/50 points = Above Average

31-40 pts/50 points = Satisfactory

21-29 pts/50 points = Below Average

11-19 pts/50 points = Unsatisfactory

1-9 pts/50 points = Lowest Level of Performance

**Score: \_\_\_\_\_/50**







**Pfeiffer University**  
**Division of Applied Health Sciences**  
**Marriage and Family Therapy**

MMFT 604: Diagnosis of Mental and Emotional Disorders in Family Systems  
Fall 2021 – Wednesdays, 4:00 - 6:45pm

**Professor:** Deborah S. Lung, Psy.D, LCMHC

**Office Hours:** Wednesday 2 - 4pm & 6:45pm – 7:45pm OR by Appointment

**Office Location:** Pfeiffer University, Charlotte Campus, Room 318 (Pfeiffer Clinic – 3<sup>rd</sup> Floor)

**Email:** deborah.lung@pfeiffer.edu

**Phone:** 803-431-0037 (please do not call/text after 10:00pm)

**Required Textbooks**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC:

American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Morrison, J. (2014). *Diagnosis made easy: The Clinicians Guide to Diagnosis*. New York: The Guilford Press.

**Articles Assigned for Reading – digital copies posted in Blackboard or a hardcopy**

\*\*\*Note: This instructor has the right to modify readings and schedule during the semester as necessary.

**Pfeiffer University Mission**

Reflecting its relationship with the Methodist Church, Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Pfeiffer University Graduate Catalog 2016-2017).

### **Educational Goals for the Graduate Program**

The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program (see Pfeiffer University Graduate Catalog 2019-2020).

### **Statement of Values**

Pfeiffer University emphasizes the following values: 1) Liberal Learning and Professional Competence, 2) Free Inquiry and Intellectual Integrity, 3) Service and Leadership, 4) Unity in Diversity, 5) Faith and Reason, and 6) Personal Piety and Social Action.

### **Marriage and Family Therapy Program Mission**

The mission of the Master of Arts Degree (MA) in the Marriage and Family Therapy (MMFT) Program at Pfeiffer University "is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings." The mission also engenders "effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy" (see MMFT Student Handbook and Marriage and Family Therapy Website – Mission and Vision).

### **Pfeiffer University - Diversity Defined**

Diversity refers to the recognition and appreciation of differences and similarity across a variety of overlapping domains, including race, ethnicity, socioeconomic status, disability, sexual orientation, religion, spirituality, worldview, geography, age, family status, and life experience. "A genuine community is achieved when persons of various backgrounds, interests, talents, cultures, faiths, and world views assemble around their shared humanity and personhood as children of God. Pfeiffer University encourages and celebrates the diversity of its educational community, realized by access to higher education for varied populations of students. Across all educational experiences, the University nurtures the dignity of each individual, her or his intrinsic self-worth and merit to the community, self- and mutual understanding, and civil discourse and collaboration" (Statement of Enterprise Strategy, p. 11).

### **Graduate Program (School) Diversity Statement**

The Pfeiffer University Graduate School strives to cultivate and sustain a diverse, inclusive and intellectually rigorous environment that embraces differences across domains (e.g., gender, race, age, ethnicity, sexual orientation, sex, appearance, body image, socioeconomic status, personal ideas/value systems, marital status, maternal/paternal status, power differential, chronic/terminal illness, etc.). Diversity and Inclusivity is explored within a context of cooperation, shared responsibility, humility, and mutual respect that promotes learning, personal growth, and service through culturally competent community engagement. It is achieved by fostering respect, appreciation, and safety of all students through clarity of purpose, authentic trust, and outcome education.

The Graduate Program (School) at Pfeiffer University seeks to further these objectives:

- Promote a culture of respect, appreciation, and safety
- Cultivate a culture of open communication and encouraged feedback that expands and deepens the compassion, awareness, and worldviews of our faculty and students
- Integrate related diversity principles and issues across the curriculum
- Teach evidence-based, culturally sensitive approaches through intentional training
- Recruit and enroll faculty and students who reflect the diversity within the community
- Maintain a diverse group of faculty members and students
- Conduct activities (e.g., publications, presentations, clinical data, intentional groups) that contribute to the academic peer reviewed literature on diversity issues and inclusivity

- Maintain an ongoing review of faculty and student assessments of the academic climate

The Pfeiffer University Graduate School strives to cultivate and sustain an inclusive and intellectually rigorous environment that embraces difference across domains (e.g., gender, race, age, etc.). These areas are explored within a context of cooperation, shared responsibility, and mutual respect that promotes learning, personal growth, and service through culturally competent community engagement.

### **MMFT Program Diversity Statement**

The Marriage and Family Therapy Program at Pfeiffer University seeks to further these objectives by:

- Promoting a culture of respect, appreciation, and safety
- Integrating diversity issues across the curriculum.
- Teaching evidenced-based, culturally sensitive treatment approaches.
- Maintaining a diverse group of faculty members.
- Conducting activities (e.g., publications, presentations, clinic data, intentional groups) that contribute to the scientific literature on diversity issues.
- Recruiting and enrolling students that reflect the diversity within the community.
- Cultivating a culture of authentic growth and inquiry that expands and deepens the compassion, awareness, and worldviews of our faculty and students.

### **Marriage and Family Therapy Program Mission**

The mission of the Master of Arts Degree (MA) in the Marriage and Family Therapy (MMFT) Program at Pfeiffer University “is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings.” The mission also engenders “effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy” (see MMFT Student Handbook and Marriage and Family Therapy Website – Mission and Vision).

### **Overview of the Course**

This course is designed to examine the DSM-5 major classifications of psychological disorders that impede healthy family functioning. Methods of assessment and diagnosis, evidence-based research, treatment, and psychopharmacology of these disorders will be studied. Strengths and weaknesses of the current diagnostic system and a multidimensional individual assessment and social history approach including a biopsychosocial-cultural-spiritual intake and mental status exam will be presented.

### **Rationale of the Course**

In order for professional therapists to demonstrate the highest standards of client care and best practices, it is necessary that they expand their clinical knowledge base and build strong thinking skills to guide practitioner decisions in appropriate assessment and treatment planning for all populations and in all professional contexts within their scope of training.

### **AMFTRB Domains**

**Domain 1: The Practice of Systemic Therapy.** Tasks related to incorporating systemic theory and perspectives into practice activities and establishing and maintaining ongoing therapeutic relationships with the client system.

**Domain 2: Assessing, Hypothesizing, and Diagnosing.** Tasks related to assessing the various dimensions of the client system, forming and reformulating hypotheses, and diagnosing the client system in order to guide therapeutic activities.

## Student Learning Outcomes (SLOs)

SLO #1: Theoretical Knowledge/Academic Training: Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

## Professional MFT Principles Relevant State Licensing Regulations

Relevant State Licensing Regulations – I. Assessment and Diagnosis

## MMFT 604 Course-Embedded Core Competencies (CECCs)

Students will become knowledgeable of the selected COAMFTE Core Competencies and their application to the practice of therapy:

- 1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.
- 2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
- 2.1.2 Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.
- 2.1.3 Understand the clinical needs and implications of persons with comorbid disorders (e.g., substance abuse and mental health, heart disease and depression)
- 2.1.5 Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.
- 2.1.6 Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.

**COAMFTE Core Competencies:** Designated Core Competencies will be clarified at the beginning of the first class meeting and will be assessed through the master of specific primary assignments with a passing grade. Carefully review the *Criteria for Evaluation* found at the end of the syllabus to determine the point system for evaluation in each and every course. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating Scale. \* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30-day period, the student will be referred to the Faculty Remediation Committee (FRC) who may determine that the student will need to retake the course during the following academic year to establish fulfillment of the minimal performance level. If the student does not address the student learning outcome(s) prescribed or cannot meet a minimal performance level of “3,” the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

### \* Assessment Rubric Rating Scale

**5 = Exceptional:** Skills and understanding significantly beyond developmental level

**4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts

**3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident

**2 = Developing:** Minor conceptual and skill errors; in process of developing

**1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of “3” and above indicate performing well for developmental level

## Safety Statement

Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that s/he is in danger. Do not hesitate to report any suspicious activities to

university officials. Please visit the Misenheimer Policy website to learn more about campus safety: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>.

### **Title IX**

If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus, please contact Ramanda Medlin at [ramanda.medlin@pfeiffer.edu](mailto:ramanda.medlin@pfeiffer.edu). Sexual Harassment is such conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note that it is unethical behavior at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.

### **Class Format**

This class will use an interactive approach to learning and will include lecture and discussion, role playing, and practice exercises. In the spirit of collaborative participation, students will share statements and experiences that are personal and confidential. It is your responsibility to maintain confidentiality, just as you would do with clients in a group format. Any "malicious" breach of confidentiality may result in immediate withdrawal from the course. We are attempting to avoid the resolution of in-group disputes outside the group and the forming of coalitions, which can disrupt the group process and consequential learning. You are expected to always abide by the AAMFT Code of Ethics.

### **Face Masks or Face Shield Required**

Just a reminder that the University **REQUIRES** each and every person to wear a MASK once they enter the building and socially distance 6 feet apart. Please make sure your mask covers your nose and mouth. We cannot inadvertently expose OTHERS to the virus just because we are personally uncomfortable.

### **Virtual Classroom Etiquette**

- 1) Classroom policies and learner expectations in all virtual classes will mirror those policies of seated classes on campus.
- 2) Students must locate a "private and secure" space that is an area where notes can be readily taken, e.g., not driving in a car as a driver or passenger, not lying across a bed in pajamas, not eating your meal up close and personal on screen, not texting friends in class, not lying on a beach blanket, etc. Rather show respect for the professor and your classmates by showing respect directly for the subject material at hand.
- 3) Students are expected to wear appropriate street attire, just as you would expect to wear in the physical classroom on campus.
- 4) Appropriate language is a must for the "chat" box. Use online netiquette and avoid texting slang.
- 5) Students must be in the waiting room at 3-5 minutes before the class is scheduled to begin. Virtual classes begin on time, pre-schedule all breaks, and end at the scheduled time. Professors do not wait for students to arrive past the scheduled hour.
- 6) During scheduled class times, cameras/videos must be actively shared. Only during breaks may videos be turned off. Students should be able to make eye contact with professors/instructors/guest speakers at any time.
- 7) Personal cell phones should be turned in the "off" position and not accessible for texting or surfing during class time. All other devices should be turned off.

### **Trigger Warning**

This course may contain difficult topics for you, as well as prompt an emotional experience that may be powerful, yet challenging throughout your time in this class. If you struggle with certain topics or points of conversation/interpersonal relations, please do not hesitate to reach out to me to discuss these issues together.

### **Collegial Respect**

As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge especially as related to the therapeutic group component.

### **Civility/Safety in the Classroom**

Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, students are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom.

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see Student Handbook).

### **Professional Expectations**

- 1) Participate actively in class discussion and assignments; work effectively with others; show respect and consideration for the thoughts and feelings of others; assume leadership roles and demonstrate reflective behavior.
- 2) Communicate effectively verbally, demonstrate an ability to write in a clear, organized, fluent manner, adhere to the conventions of the language when appropriate; recognize distinctions between formal and informal communication, and demonstrate the appropriate use of language at all times.
- 3) Solicit feedback that demonstrates an understanding of program and professional goals and objectives; receive feedback in a positive manner and make necessary adjustments; listen and respond to others.
- 4) Reflect on information provided and demonstrate an ability to apply ideas to his/her own practices and life; modify behavior and/or understanding when provided with new information and experience; demonstrate an interest in and commitment to lifelong learning.
- 5) Volunteer to assist others in the university classroom and/or practicum setting; demonstrate an openness to assistance from others.
- 6) Use language that demonstrates sensitivity to others; communicate effectively with peers, instructors, clients, and other professionals; show an awareness of the context in which s/he is interacting.
- 7) Listen to others' perspectives in a respectful manner; exhibit understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society.
- 8) Demonstrate an ability to identify, analyze, and evaluate complex issues; exhibit the ability to solve problems both independently and in cooperation with others; set and achieves high standard.
- 9) Demonstrate professionalism and respect for your peers and instructor by being on-time for class and prepared to fully participate.

### **Course Requirements**

You are expected to purchase and read the required textbook identified above and other readings as assigned. Readings should be completed PRIOR to the class period identified so that all students can actively participate in discussion.

All assigned readings are vital to the course and must be completed prior to class time. Active participation in the classroom setting is expected. All written assignments must be submitted prior to the start of class on the day the assignment is due. An assignment will be deducted by a letter grade for each day it is late. I reserve the right to modify any assignment or course schedule as the semester evolves based on time and need. **PLEASE NOTE: Assignments are NOT optional; you must complete ALL assignments in order to fully demonstrate your capacity to achieve all corresponding PMFTPs satisfactorily.**

**To Students from Faculty:** Please make an appointment to speak with me if you find yourself behind or struggling. I cannot second guess when or how you need help. After (2) absences, please note that I will reach out to you regarding these absences and make a plan to ensure that you are not failing to course, or, in need of dropping it.

All written assignments (academic papers, reflection papers, presentation outlines, etc.), will always require a proper **cover page and/or reference page according to APA format** (7<sup>th</sup> ed.) unless otherwise specified by the instructor.

### Final Grade

Final grades will be based on the average of Evaluation A-D with a letter grade assigned on the following schedule:  
93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

### Final Exams

Final exams are taken in person during regular class time on the **16th week** of all classes. The final exam schedule is determined by the university and will NOT be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused for the final exam due to a medical certificate, the student will receive a grade of "I," and the grade will be reconciled no later than 30 days within the next semester. If the final exam is not completed in due time, the student will receive a grade of "F," and the course will be repeated a second time.

### Attendance Policy

There are 16 weeks during the fall and spring semester: 15 weeks of instructional class and a final exam during the 16th week which requires a minimum of a 2-hour exam experience. Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, any student who misses more than (3) classes during the semester will receive an automatic failing grade. If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions. For "hybrid" classes you are expected to attend class in-person on the weeks you have been assigned. **If you are not physically present on your assigned week, it is considered an absence.**

For clarification, two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade. For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

## Supplemental Technology

*Blackboard* (<http://blackboard.pfeiffer.edu>) is a web-based management tool that I will use to post articles, documents, the syllabus, and the assignments. Certain papers will also be required to be submitted through *Turnitin* on *Blackboard*. For assistance accessing your Blackboard account, please contact the Help Desk at 704-463-3002.

## Laptop Computers

Laptop computers are **not allowed** during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

## Cell Phones

**During class, cell phones *must be off*.** Vibrating phones are also not acceptable. If you have an emergency situation, please speak to the instructor before class to discuss options. Additionally, ***text messaging is prohibited during classroom instruction***. If a student does not abide by this policy, he/she will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

## To Get Help

Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

Through Pfeiffer University, **WriteSmart Services** are also available to students who need help with writing instruction (not proofreading). You can receive **writing help online or in person**. If face-to-face writing help is preferred, send an email to [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) to schedule a personal appointment with a writing coach on campus or via a live internet session in Blackboard Collaborative. For automated online assistance 24/7, Grammarly.com can help you complete your assignments as well. Go to [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) to create a free account using your Pfeiffer email.

With **StudySmart online tutoring**, you can also support your academic success by working face-to-face online with certified tutors from Upswing on 350+ subjects without ever leaving your computer desk. For access information, email [studysmart@pfeiffer.edu](mailto:studysmart@pfeiffer.edu).

For **personal growth** in Charlotte or Raleigh-Durham, please be sure to reach out to our designated extern counselors or continue with your own personal counseling and just provide his/her current active mental health license. Counseling with our extern counselors is gratis.



For **Research Assistance & Library Services**, the Charlotte Campus and Virtual Library provides adult students with access to research databases, books, and journals. Visit <http://library.pfeiffer.edu/> or contact Jeri Brentlinger, the Director of Information Support Services at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call (704)945-7305. Charlotte, Raleigh-Durham, and distance learning students can secure live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>.

## Students with Special Concerns

Any Graduate student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and schedule an appointment with the Charlotte 504 coordinator. Current documentation to support accommodations must be provided with the request. **Section 504**. Pfeiffer University does not discriminate against employees, students, or applicants



who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for classes: Charlotte and RTP--based students should contact Dr. Jim Gulledge at [jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu).

 <h1 style="text-align: right;">Achieve Success!</h1> <div style="text-align: right; background-color: black; color: white; padding: 5px;"> <b>Academic and Career Support Services for Graduate &amp; Degree Completion Students</b> </div>	
<p style="text-align: center;"><b>WRITING ASSISTANCE</b></p> <p style="text-align: center;"><b>Both online and personal assistance is available.</b></p> <p>Create a <a href="#">premium online Grammarly account</a> to check your grammar and avoid plagiarism in your writing assignments:</p> <ol style="list-style-type: none"> <li>1. Go to <a href="http://grammarly.com/edu">grammarly.com/edu</a>.</li> <li>2. Click "Join Your Organization" at the top right corner.</li> <li>3. Provide your name, <a href="mailto:@pfeiffer.edu">@pfeiffer.edu</a> email, &amp; set up a password.</li> <li>4. Check your inbox for the email and click on the activation link.</li> </ol> <p><u>Get one-on-one help with organizing your paper or using APA formatting</u> with our Writing Coach. Just send an email to <a href="mailto:monica.fusetti@pfeiffer.edu">monica.fusetti@pfeiffer.edu</a> to schedule a personal appointment either on campus or virtually. <b>NOTE: There is a <u>three-day turnaround</u> on papers, so plan accordingly.</b></p>	<p style="text-align: center;"><b>RESEARCH HELP &amp; LIBRARY SERVICES</b></p> <p style="text-align: center;"><b>Need help with a research topic? Using citations?</b></p> <p>The Charlotte Campus and Virtual Library provides students with access to research databases, books, and journals. The library is open Monday-Thursday 12:00 noon to 10:00 pm.</p> <p>Email Jeri Brentlinger, Director of Information Support Services, at <a href="mailto:jeri.brentlinger@pfeiffer.edu">jeri.brentlinger@pfeiffer.edu</a> or call (704) 945-7305. Email Linda Fidelle, Evening Librarian, at <a href="mailto:linda.fidelle@pfeiffer.edu">linda.fidelle@pfeiffer.edu</a> or call (704) 945-7354.</p> <p>Charlotte, Raleigh, and distance learning students can get live online help from a librarian 24/7 via <a href="http://library.pfeiffer.edu/dist.html">http://library.pfeiffer.edu/dist.html</a></p>
<p style="text-align: center;"><b>ONLINE PERSONAL TUTORING</b></p> <p style="text-align: center;"><b>Having difficulty with one of your courses?</b></p> <p>Get <b>one-on-one tutoring 24/7</b> to support your academic success. Work online with certified tutors without leaving your computer.</p> <ol style="list-style-type: none"> <li>1. Go to <a href="https://pfeiffer.upswing.io/">https://pfeiffer.upswing.io/</a></li> <li>2. Select NEW USER to create an account with your Pfeiffer email.</li> <li>3. Choose your Pfeiffer course and tutor.</li> </ol> <p>For help, email <a href="mailto:Success@pfeiffer.edu">Success@pfeiffer.edu</a>.</p>	<p style="text-align: center;"><b>CAREER SERVICES</b></p> <p style="text-align: center;"><b>Need to update your resume or plan for a career transition?</b></p> <ol style="list-style-type: none"> <li>1. Develop your resume or prepare for an interview. Email <a href="mailto:Success@pfeiffer.edu">Success@pfeiffer.edu</a> to schedule an appointment or an online session.</li> <li>2. Check out opportunities available through the Office of Internships &amp; Career Services at <a href="https://www.facebook.com/PfeifferCareerServices/">https://www.facebook.com/PfeifferCareerServices/</a>.</li> <li>3. Visit the Virtual Career Center in Blackboard at <a href="https://blackboard.pfeiffer.edu/ultra/organization/4029_1">https://blackboard.pfeiffer.edu/ultra/organization/4029_1</a></li> <li>4. Watch your email for professional networking events near you.</li> </ol>
<p style="text-align: center;"><b>COUNSELING SUPPORT</b></p> <p style="text-align: center;"><b>Feeling stressed with school or family issues?</b></p> <p>Schedule a personal appointment with Student Success staff to discuss strategies to help you manage your time, stress, test taking, or study skills. Email <a href="mailto:Success@pfeiffer.edu">Success@pfeiffer.edu</a> to schedule an appointment in person, by phone, or online.</p> <p>If feeling overwhelmed or struggling with family issues, Pfeiffer operates two clinics to provide you with professional counseling. No problem is too small. To schedule a personal appointment, call (704) 945-7324 for Charlotte or (919) 941-2900 for Raleigh.</p>	<p style="text-align: center;"><b>DISABILITIES ACCOMMODATIONS</b></p> <p>Any Graduate or Degree Completion student with a documented disability can request accommodations or learning aids to help you in your seated or online courses. Email Dr. Jim Gulledge, 504 Coordinator, <a href="mailto:jim.gulledge@pfeiffer.edu">jim.gulledge@pfeiffer.edu</a> or call (704) 463-3366. Current documentation from your healthcare provider must be provided along with your request.</p> <p><b>Section 504:</b> Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended.</p>
<p style="text-align: center;"><b>ONLINE TECH SUPPORT</b></p> <p>Call (704) 463-3002 or submit a Help Desk ticket at <a href="mailto:techsupport@pfeiffer.edu">techsupport@pfeiffer.edu</a></p>	
<div style="display: flex; justify-content: space-between; align-items: center;">  <p>Charlotte Campus 1515 Mockingbird Lane Charlotte, NC 29209</p> </div>	

## PERSONAL COUNSELING

**Pfeiffer Institute for Marriage & Family Therapy (PIMFT)** provides private professional counseling Monday through Saturday at the Charlotte campus. All services are professional and confidential. Students need to know that sometimes taking that first step to get help is the hardest, but one of the best things you can do for yourself and your family. No problem is too small. Pfeiffer student rates are \$10/session. Other rates are very reasonable and based on a sliding scale.

Examples of types of problems:

Couple/Marriage Issues, Anxiety, Parent/Child/Teen Issues, Post-Traumatic Stress, Depression, Eating Disorders, Substance Abuse, Adjustment/Life Transitions, Sexual Abuse, Self Esteem, Grief and Loss Issues, Infidelity, Stress Management.

### **Students in the Charlotte area contact:**

Sarah Wolford, Ph.D., LMFT, AAMFT Approved Supervisor Candidate  
Clinic Director, Pfeiffer Institute for Marriage & Family Therapy  
Sarah.wolford@pfeiffer.edu (704) 945-7324

### **Students in the Raleigh area contact:**

Isha Williams, PHD, LMFT, AAMFT Approved Supervisor Candidate  
Program and Clinic Director, Pfeiffer Institute Reach Clinic  
(919) 941-2900

## **Statement of Academic Integrity**

It is the aim of Pfeiffer University to cultivate an environment of complete honesty, and a high standard of integrity. The attempt of a student to present as his/her own any work that he/she has not honestly performed is regarded as a serious offense and renders the offender liable to serious consequences, including the possibility of suspension.

Two types of academic dishonesty are **cheating** and **plagiarism**. **Cheating** includes but is not limited to (a) dishonesty on examinations/ quizzes/written assignments, (b) illegal possession of examinations, (c) use of unauthorized notes during an examination/quiz, (d) obtaining information during an examination/quiz from the examination/quiz paper or from another student, (e) assisting others to cheat, (f) alteration of grade records, (g) illegal entry to or unauthorized presence in an office. **Plagiarism** includes but is not limited to (a) offering the work of another as one's own without proper acknowledgment, (b) failure to give credit for quotations, (c) essentially identical expression of material taken from books, encyclopedias, magazines, websites, or all other forms of reference works, (d) essentially identical expression of material taken from fellow students.

The Marriage and Family Therapy Program policy is consistent with university policy. Therefore, the consequences of academic dishonesty may range from a grade of zero (0) for the assignment to a grade of F for the course. In addition, the dishonest activity will be reported to department authorities for consideration of additional consequences (e.g., expulsion from the course, suspension from the university). It is understood that all work in this class should be original work. ***Self-plagiarism is also not allowed. You may not duplicate a paper and use it for multiple classes and/or purposes.***

## Important Dates: Fall Semester, 2021

Classes Begin	Monday, August 16, 2021
<b>Last Day to add or drop a class</b>	<b>Monday, August 23, 2021 @ 4:00/p</b>
Class Rosters Due	Friday, August 27, 2021 @ 4:00/p
Pfeiffer Institute CLOSED	Saturday, September 4, 2021
Labor Day Observance	Monday, September 6, 2021
<b>Deadline to appeal grades</b>	<b>Monday, September 27, 2021</b>
Fall Break	Friday, October 8 to Tuesday, Oct 12, 2021
Pfeiffer Institute CLOSED	Saturday, October 9, 2021
Classes Resume at 8:00 am	Wednesday, October 13, 2021
Due date for incomplete grades	Wednesday, October 13, 2021
Due date for incomplete grades	Wednesday, October 13, 2021
<b>Last day to withdraw from a course ("WP/WF/W")</b>	<b>Monday, October 25, 2021</b>
Spring registration/graduation application	Mon/Fri, November 1-5, 2021
<b>Thanksgiving Holidays</b>	<b>Wed November 24 to Sun November 28, 2021</b>
Classes Resume at 8:00 am	Monday, November 29, 2021
Last day of classes	Monday, December 6th, 2021
<b>Final Exams</b>	<b>Tuesday-Monday/December 7-13, 2021</b>
Final grades due by 12:00 noon	Thursday, December 16, 2021

## Assignments

### 1. Reflection Paper - Defining Mental illness: A Personal Perspective (50 points)

For this assignment, you will write an insightful reflection paper on your personal experiences associated with mental illness AND respond to the following questions as an aspiring professional marriage & family therapist:

- Define mental illness from a personal perspective. How have you constructed that definition? Is your definition built on knowledge, personal experience, myth, media, etc.?
- Identify early childhood experiences or memories about conversation regarding mental illness and how those experiences may have influenced your personal attitudes or understanding of mental illness.
- Discuss your concerns or anxieties related to working with individuals who have been diagnosed with a mental illness. (4) Address the greatest responsibility of counseling professionals who are in a position to attach a "mental health" diagnosis to a client.
- What diagnoses or classifications do you believe will be the most challenging for you to work with and why?
- Papers should be 3-4 pages long (page limit does not include the title page). As in all APA papers, please include a correctly formatted cover page, being sure to adhere to APA (7<sup>th</sup> ed.) format throughout (double-spaced, New York Times, 12 font). Because this is a self-reflection paper, you are not required to include references.

## **2. Reflection Paper - The Diagnostic Dinner Party: A Personal Perspective (50 points)**

You will portray a client struggling with an undisclosed mental disorder (your choice from the DSM-5) while attending our class's Diagnostic Dinner Party. You will submit a thoughtful and insightful reflection paper describing your reactions, thoughts, and feelings about your experience. Papers should be 3-4 pages long. As in all APA papers, please include a correctly formatted cover page, being sure to adhere to APA format throughout. Because this is a self-reflection paper, you are not required to include references.

## **3. Case Study Vignettes. (25 points each)**

You will be given several take-home case study vignettes to illustrate your ability to accurately diagnose and use the DSM-5 classification system. You will be provided with a case study write-up worksheet/form (Word Doc on BB) to use for each assigned case study. You will answer each question thoroughly and thoughtfully and will follow the diagnostic decision-tree as you work through the diagnostic process towards your final diagnosis.

## **4. Diagnostic Dinner Party, Client Portrayal, and Case Study (210 points total)**

### **Part A: Case Study (100 points)**

You will develop and write a detailed client "case study" describing a client who meets the criteria for a DSM-5 diagnosis or diagnoses. The case study will be written in narrative form, similar to the format to the-home case studies. Your written case study ***must*** include each of the following areas:

#### Client Background Information

- Full name, age, gender, ethnicity
- Describe any cultural considerations
- SES
- Health status, work history
- Family mental health history
- History of previous mental health treatment
- Family relationships (conflicts, alliances, supports, estrangements, etc.)
- Social and personal relationships (single, married, divorced, separated – please explain)
- Drug and alcohol use and/or abuse
- Medical problems that might contribute to client's mental health status
- Current medications (reason?). What words might your client (you) use in describing your current medications to the clinician? Example: "I have these pink pills here to help me with my nerve attacks."
- History of self-harming or suicidality (thoughts, intent, attempted – please explain – you will need to know this information thoroughly for your clinical interview with your clinician)
- Life difficulties
- Goals, coping skills (strengths) and weaknesses

#### Description of the Presenting Problem

- Description of the problem or symptoms that the client presents with.
- Describe any physical, emotional or sensory symptoms the client presents with.
- Describe the client's thoughts, feelings, and perceptions related to the symptoms.
- Describe the history of current problem or symptoms (when did the symptoms first start, duration, level of distress, course of development).

- What signs are observable by others? Hygiene? Appropriate eye contact? Any tics or unusual mannerisms? Describe the client's affect and mood. Describe rate speech – normal, pressured, slow, etc.?

Complete DSM-5 Diagnosis

- Provide the client's full diagnosis and give the *appropriate diagnostic code(s)* from the DSM-5 (you may have more than one diagnosis, if appropriate). *Please be sure to include any "specifiers", and "severity" indicators or descriptions (if required, as specified in the DSM-5).* **In the body of your case study, make sure you have provided all the symptoms, history, etc. required to accurately support your final diagnosis (including severity levels, subtypes, comorbidity, and specifiers).** In other words, thoroughly cover/explain how the client's symptoms fit the diagnostic criteria for the disorder(s)
- Make sure your diagnosis is supported by the history, duration, signs, symptoms, and level of impairment you included in your case study.

Paper Mechanics, Formatting, Grammar

Your final client profile paper must include a cover page formatted in APA style.

- Double- space your final case study paper and use *Times New Roman*, 12 font
- Upload your final paper (Word Doc) by the due date on Bb (link will be provided).

**Part B: Client Portrayal and Participation (100 points)**

You will accurately portray this client at our Diagnostic Dinner Party. Your portrayal must demonstrate appropriate information of the client's underlying psychopathology, signs, and symptoms. In other words, how would this client interact with a therapist, with family members, with other people in general? How would this client dress? What is an accurate portrayal of this client's hygiene, mannerisms, rate of speech, memory, thinking? **Be creative and portray the individual struggling with your chosen disorder(s) accurately - no characterizations, please!** In other words, please avoid giving a comically or grotesquely exaggerated representation of someone struggling with the disorder. **DO NOT TELL your classmates** what mental disorder you are portraying. At the end of the dinner party, the class will try to accurately guess your client's diagnosis or diagnoses.

**Part C: 3 x 5 Index Card (10 points)**

You must not reveal your selected disorder to any classmate in any form. Instead, **due the day of the dinner party**, you will bring a 3 x 5 index card with your name, the full name of the disorder, specifiers, and numerical code. You will drop off your 3 x 5 card in the large glass jar located outside the classroom door.

Joe Student	
F31.81	Bipolar II disorder, current episode hypomanic, with anxious distress, moderate (Provisional)
F60.7	Dependent Personality Disorder

5. **Final Exam (Pt. 1 Case Studies 25pts x 2; Pt.2 Objective Exam 50 points):**

Students will complete a comprehensive exam at the end of the course. The exam will consist of two parts. The first part of the exam consists of two diagnostic case studies (25 pts. each = 50 pts.). Part 1 will be handed out at the end of the 15<sup>th</sup> class. For the case study portion of the exam, you may use the DSM-5, class notes, and the course textbook to assist you in your case formulation and diagnosis. You will have 1 week to complete the case studies. On the last day of the class, you will take Part 2 of the exam. Part 2 is a comprehensive objective exam (closed-book) and will be comprised of 50 multiple choice questions at 2 points each, based on the content covered in the course during the semester.

6. **PMFTP Form**

You will be keeping a record of the PMFTP Form for MMFT 603, which confirms that you have successfully completed the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of "A" or "B" on the primary assignment, your letter grade indicates you have achieved the PMFTP and can initial and check it off on the form. If you receive a grade of "C," you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTP by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the course professor.

7. **Student Classroom Performance Evaluation (50 points; see attached):**

Dr. Lung will complete this evaluation, which reflects your classroom performance, during the 14<sup>th</sup> week of class. If students have questions or issues about the score, they should make an appointment to see me during the 14<sup>th</sup> week and require their signature after the meeting is reconciled.

**Evaluation (See Criteria of Evaluation)**

Activity	Points	Due Date
Self-Reflection Paper 1: Defining Mental Illness	50	8/25
Self-Reflection Paper 2: Diagnostic Dinner Party	50	12/6
Case Study Write-Ups	25 points each	Weekly (please refer to course schedule)
Your Client Portrayal (Diagnostic Dinner Party)	100	12/1
3 x 5 Diagnosis Card	10	12/1
Student Classroom Performance Evaluation	50	12/13
Examinations (Final) – Pt. 1 & 2	100	12/13

***Note: All assignments are due by 3:59pm on the class date listed (see below).*** All written assignments will be submitted through Blackboard on the day they are due before class begins. I will not accept papers sent to me through email unless a specific exception is made in advance. For each full or partial 24-hour period an assignment is late, there will be a **5-point grade reduction, and I will not grade the paper if more than 7 days late (35point deduction).** Further, students are required to be present on the dates and time periods assigned for Final. Make-up examinations are not provided.

**Course Schedule** (subject to change by instructor):

Week	Date	Topics & Class Activities	Morrison Chapter Readings	DSM-5 Readings	Assigned Readings Posted on Bb	Assignments Due
1	8/18	Introductions/ Review Course Syllabus				
2	8/25	<i>Content Review:</i> Defining Mental Illness DSM 5: Basics and Application Z Codes		pp. 5-30 pp. 715 - 727	Ch. 2 (Dziegielewski, 2015)	<b>Reflection Paper 1 Due</b> *Submit via Blackboard - via the "Assignment Link located on the side frame of our Bb Course page.
3	9/8	<i>Content Review:</i> Completing the Diagnostic Assessment Ethical Considerations  Cultural Considerations		pp. 749 - 754	Ch. 3 (Dziegielewski, 2015)	
4	9/15	<i>Content Review:</i> Ch.2 Schizophrenia Spectrum and Other Psychotic Disorders	Ch. 2	pp. 87-122		
5	9/22	<i>Content Review:</i> Ch.2 Schizophrenia Spectrum and Other Psychotic Disorders (cont.)				
6	9/29	<i>Content Review:</i> Ch.2 Schizophrenia Spectrum and Other Psychotic Disorders (cont.) <i>In-Class Case Study 1</i>				Case Study 1 (In-Class)
7	10/6	<i>Content Review:</i> Ch.3 Mood Disorders Bipolar and Related Disorders (DSM-5) <i>Take-Home Case Study 2</i>	Ch. 3	pp.123 -155		
8	10/13	<i>Content Review:</i> Ch.3 Mood Disorders Depressive Disorders (DSM-5) <i>Take-Home Case Study 3</i>				Case Study 2
9	10/20	<i>Content Review:</i> Ch.4 Anxiety Disorders <i>Take-Home Case Study 4</i>	Ch. 4	pp. 189-234		Case Study 3

10	10/27	Content Review: Ch.6 Trauma Stressor-Related Disorders <i>Take-Home Case Study 5</i>	Ch. 6	pp.265-290		Case Study 4	
11	11/3	Content Review: Ch.7 Dissociative Disorders <i>Take-Home Case Study 6</i>	Ch. 7	pp.291-309		Case Study 5	
12	11/10	Content Review: Ch.9 Feeding and Eating Disorders <i>Take-Home Case Study 7</i>	Ch. 9	pp.329-354		Case Study 6	
13	11/17	Content Review: Ch.17 Personality Disorders	Ch. 17	pp.645-684		Case Study 7	
	11/24	<i>Thanksgiving Break - No Class</i>					
14	12/1	<b>Diagnostic Dinner Party (Mandatory)</b>				3 x 5 Index Card (with your client's diagnosis)  Your Client Portrayal Case Study Write-Up Due	
15	12/6	Content Review: Ch.15 Substance-Related and Addictive Disorders <i>Exam Pt. 1: Take-Home Case Studies</i>	Ch. 15	pp.481-590		Reflection Paper 2 Due  PMFTPs	
16	12/9	<b>Exam Pt. 2: Mandatory</b> (Closed-book multiple choice, matching, T/F, short answer)  <b>Student Classroom Performance Evaluation</b> (handed out in class)				Exam Case Study Write-Ups Due (Exam Pt. 1)	

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## PMFTPs for MMFT 604

Student Name (PRINT) \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

<b>PMFTPs for MMFT 604</b>	
<b>I. AMFTRB Domains</b>	<b>Check and initial when Completed</b>
<b>Domain 1: The Practice of Systemic Therapy.</b> Tasks related to incorporating systemic theory and perspectives into practice activities and establishing and maintaining ongoing therapeutic relationships with the client system.	
<b>Domain 2: Assessing, Hypothesizing, and Diagnosing.</b> Tasks related to assessing the various dimensions of the client system, forming and reformulating hypotheses, and diagnosing the client system in order to guide therapeutic activities.	
<b>II. Student Learning Outcomes (SLOs)</b>	<b>Check and initial when Completed</b>
<b>SLO #1 Theoretical Knowledge/Academic Training:</b> Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.	
<b>III. Professional MFT Principles (PMFTPs)</b>	<b>Check and Initial when Completed</b>
<b>Relevant State Licensing Regulations - II. Human Development and Family Relations</b>	
<b>IV. Course-Embedded Core Competencies (CECCs)</b>	<b>Check and Initial when Completed</b>
<b>1.1.2</b> Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.	
<b>2.1.1</b> Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).	
<b>2.1.2</b> Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.	
<b>2.1.3</b> Understand the clinical needs and implications of persons with comorbid disorders (e.g. substance abuse and mental health; heart disease and depression).	
<b>2.1.5</b> Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.	
<b>2.1.6</b> Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups	

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

## Student Classroom Evaluation

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria for Student Classroom Evaluation (Worth 50 points)	Highest level of Performance	Average Performance	Below average Performance	Unsatisfactory Performance	Lowest level of Performance	Cooperation No	N/A
Student is aware of and respects appropriate boundaries with peers, faculty, and supervisors (e. g., discerning balance between listening and speaking).	5	4	3	2	1	0	5
Student demonstrates an awareness, appreciation, and respect for all cultural dimensions in the classroom.	5	4	3	2	1	0	5
Student actively and thoughtfully participates in class discussions.	5	4	3	2	1	0	5
Student mutually collaborates in group work and shares responsibility.	5	4	3	2	1	0	5
Student is fully present (physically and cognitively) during student panels and presentations/external speaker presentations.	5	4	3	2	1	0	5
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	0	5
Student waits until the class is dismissed by the professor before packing up his/her belongings.	5	4	3	2	1	0	5
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	0	5
Student arrives on time for class to begin –has not been late for more than 5 minutes. Also returns to class on time after break.	10	8	6	4	2	0	10

Additional comments/feedback:

41-50 pts/50 points = Above Average

31-40 pts/50 points = Satisfactory

21-29 pts/50 points = Below Average

11-19 pts/50 points = Unsatisfactory

1-9 pts/50 points = Lowest Level of Performance

**Score:** \_\_\_\_\_

**Academic Integrity Statement  
Pfeiffer University  
Marriage & Family Therapy**

Pfeiffer University values and will act to protect truth, honesty, and academic integrity. As a student of Pfeiffer University, the following expectations for my behavior have been explained to me:

1. I understand that for any and all work expected of me at the University that "I have neither given nor received any unauthorized help."
2. I understand that the expectation of the University is that all of the work which I submit is entirely my own unless otherwise directed.
3. I understand that I have committed plagiarism in a written assignment unless I specifically provide internal credit ( ...according to Dr. John Jones, etc.) by proper APA citations in-text and corresponding APA references to give full evidence that I am using words and/or ideas which are not my own.
4. I understand that any words and/or ideas which I find in print or electronic sources which are not my own are intellectual property of the author who wrote them. Using them without internal credit and proper APA formatting is stealing and is a violation of the Honor Code.
5. I understand that violating any of the testing conditions established by my professor through using unauthorized print or electronic information is cheating and is a violation of the Honor Code.
6. I understand that it is not in my best interest to share any of my credit bearing work for a class with anyone else. Doing so and having the material copied by another person could make me guilty of violating the Honor Code.
7. I understand that I may not duplicate a personal assignment for one class and use it as an assignment in another class. All assignments in a class are intended to be my original work for the purposes of that class, and that class only.
8. I understand that signing in as another person or for another person in a class, falsifying CT hours and field placement hours as an intern, and falsifying information on Pfeiffer student paperwork/materials is a violation of the Honor Code.
9. I understand that university consequences for a first offense Honor Code violation is usually to receive a grade of "F" for the semester. Second offenses result in at least one semester of suspension, and third offenses lead to immediate and permanent dismissal from the University.
10. I understand that helping another person violate the Honor Code is a violation on my part of the Honor Code.
11. I understand that not reporting a violation of the Honor Code is a violation on my part of the Honor Code.

I have been informed of my responsibility as a member of the Pfeiffer University community for maintaining academic integrity and take full responsibility for all of my actions and their consequences for the duration of my enrollment at Pfeiffer University.

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(PRINT NAME) \_\_\_\_\_ DATE \_\_\_\_\_

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(FULL SIGNATURE) \_\_\_\_\_ DATE \_\_\_\_\_

## Criteria for Evaluation/Rubrics

<b>Reflection Papers 1 &amp; 2 pages)</b> Core Competencies: 2.1.1, 2.2.3 Domain 1: The Practice of Systemic Therapy		
<b>INTRODUCTION</b> <i>Intro/Thesis Statement</i>	<ul style="list-style-type: none"> <li>■ Developed introduction that contextualizes your topic</li> <li>■ Thesis statement clearly states the claim</li> </ul>	5
<b>MAIN POINTS</b> <i>Body Paragraphs</i>	<ul style="list-style-type: none"> <li>■ Developed/analyzed main points (answered questions thoughtfully and completely)</li> <li>■ Topics in body relate directly to the thesis</li> <li>■ Development includes personal examples</li> </ul>	15
<b>STYLE</b> <i>Sentence Flow, Variety, Diction</i>	<ul style="list-style-type: none"> <li>■ Writing is smooth, skillful, and coherent</li> <li>■ Sentences are strong and expressive</li> <li>■ Diction consistent, words well chosen</li> </ul>	10
<b>MECHANICS</b> <i>Spelling, Punctuation, Capitalization</i>	<ul style="list-style-type: none"> <li>■ Punctuation, spelling, and capitalization are generally correct</li> <li>■ Few APA errors in formatting (1" margins, double spaced, 12 font)</li> </ul>	10
<b>CONCLUSION</b>	<ul style="list-style-type: none"> <li>■ Conclusion re-stresses the thesis</li> <li>■ Review and summation of key points</li> <li>■ Closing</li> </ul>	5
<b>APA FORMATTED COVER PAGE</b>	<ul style="list-style-type: none"> <li>■ Few APA (7<sup>th</sup> ed.) errors in formatting</li> </ul>	5
<b>Total</b>		<b>50</b>

<b>Case Study Write-Ups</b> Core Competencies: 2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.2.3, 2.2.5 Domain 1: The Practice of Systemic Therapy Domain 2: Assessing, Hypothesizing, and Diagnosing		
<b>FORMAT</b>	<ul style="list-style-type: none"> <li>■ 2-4 pages (body of paper)</li> <li>■ APA formatted cover page (APA, 6<sup>th</sup> edition)</li> <li>■ Double spaced typed paper (12-font, Times New York)</li> <li>■ Correct pagination (no abstract required)</li> </ul>	2
<b>SIGNS &amp; SYMPTOMS</b>	<ul style="list-style-type: none"> <li>■ Lists all signs and symptoms the client either reports or appears to be exhibiting (bulleted format acceptable for this section)  <b>Example:</b> <ul style="list-style-type: none"> <li>◆ Engages in hair-pulling from eyebrow or scalp for at least 1.5 – 2 hours a day</li> <li>◆ Averages 50 hairs pulled daily</li> <li>◆ Engages in pulling with little awareness – usually when engrossed in reading for her comprehensive exams or when staring at her computer screen while working on her research paper</li> <li>◆ Reports “playing” with pulled hairs – rolls hair between her fingers after pulling it or chewing on the root bulb</li> <li>◆ Reports significant shame about this behavior</li> <li>◆ Spends less time with friends because she does not want people to notice her bald spots</li> </ul> </li> </ul>	5

	<ul style="list-style-type: none"> <li>◆ <i>Discontinued swimming because she cannot hide the bald spot when her hair is wet</i></li> <li>◆ <i>Reports mood has become increasingly depressed</i></li> <li>◆ <i>Believes low mood has further exacerbated her hair pulling and decreased her motivation to engage in alternative behaviors</i></li> </ul>	
<b>DIAGNOSTIC NARRATIVE (Essay Format):</b>	<ul style="list-style-type: none"> <li>■ <i>Thorough</i>, clear, organized</li> <li>■ <i>Examples</i> from the case study to support diagnosis Example: <i>Ms. Lewis appears to meet DSM-5 criteria for trichotillomania. Her hair pulling has had a chronic course since onset, although the location and function of her pulling has changed over time. She repeatedly engages in pulling hair from her eyebrows and scalp despite efforts to control the behavior. She no longer finds the effects of pulling pleasurable, does not pull for purposes of correcting perceived imperfections, and most often engages in the behavior with little awareness. She is experiencing significant distress from her inability to control her hair pulling and from the effects the ongoing behavior is having on her physical appearance and life, and she endorses depressed mood, social withdrawal, shame, and embarrassment. Furthermore, medical and dermatological evaluations suggest that Ms. Lewis’s behavior is not attributable to a medical condition. Hence, no other DSM-5 disorder would better explain her presentation.</i></li> </ul>	8
<b>FULL DIAGNOSTIC CRITERIA (Final chosen diagnosis including all relevant specifiers)</b>	<p><i>Diagnostic Criteria</i></p> <ul style="list-style-type: none"> <li>■ Each criterion of the selected diagnosis listed and written out Example: <b>F63.3 Trichotillomania (Hair-Pulling Disorder)</b> <ul style="list-style-type: none"> <li>A. <i>Recurrent pulling out of one’s hair, resulting in hair loss.</i> <i>Ms. Lewis currently engages in hair pulling from her eyebrows or scalp for at least 1.5 – 2 hours each day, with an average of 50 hairs pulled daily.</i></li> <li>B. <i>Repeated attempts to decrease or stop hair pulling. Although Ms. Lewis has attempted to stop the behavior on numerous occasions, she has never been able to maintain complete cessation for more than a few weeks.</i></li> <li>C. <i>The hair pulling causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.</i> <i>Because she does not want people to notice her bald spots, Ms. Lewis has been less time with friends, even though she acknowledges that social support would help mitigate her stress. She has also discontinued swimming, because she finds it difficult to hide the bald spot on her head when her hair is wet. Without the outlet of exercise and social activities, Ms. Lewis’s mood has become increasingly depressed, with she believes further exacerbates her hair pulling and decreases her motivation to engage in alternative behaviors.</i></li> <li>D. <i>The hair pulling or hair loss is not attributable to another medical condition (e.g., a dermatological condition).</i> <i>Ms. Lewis stated that she saw a dermatologist for the hair pulling six months ago. Medical and dermatological evaluations suggest that Ms. Lewis’s pulling behavior is not attributable to a medical condition.</i></li> <li>E. <i>The hair pulling is not better explained by the symptoms of another mental disorder (e.g., attempts to improve a perceived defect or flaw in appearance in body dysmorphic disorder).</i> <i>Ms. Lewis reports that she does not pull for the purposes or correcting perceived imperfections, and most often engages in the behavior with little awareness.</i></li> </ul> </li> </ul>	5

<b>DIFFERENTIAL DIAGNOSIS</b>	<ul style="list-style-type: none"> <li>■ Lists at least one diagnosis (code, descriptor, and all appropriate specifiers) considered yet ruled-out before making your final diagnosis.</li> <li>■ Referring to the DSM-5 criteria and case study, makes a clear and thorough case for ruling out the diagnosis.</li> </ul> <p>Example:  <i>I considered diagnosing Ms. Lewis with F45.22 Body Dysmorphic Disorder, with fair insight. Although Ms. Lewis reports engaging in hair pulling in two locations, her eyebrows and scalp, the function of these behaviors does not appear to be exclusively aesthetic and does not appear to be motivated by a desire to remove unsightly hair and maintain a perfect appearance, as noted in the criteria for body dysmorphic disorder (Criterion A). In contrast, Ms. Lewis reports the pulling is experienced as an automatic and out-of-awareness activity that appears to happen during times of stress or intense focus (while studying for comprehensive exam and while working on her research paper).</i></p>	5
<b>Total</b>		<b>25</b>

<b>DSM-5 Diagnostic Dinner Party Portrayal &amp; Notecard with Complete DSM-5 Diagnosis</b> <u>Core Competencies:</u> 2.1.1, 2.1.2, 2.1.3, 2.2.3, 2.2.5 Domain 1: The Practice of Systemic Therapy Domain 2: Assessing, Hypothesizing, and Diagnosing		
<b>DIAGNOSIS PORTRAYAL</b>	<ul style="list-style-type: none"> <li>■ Participates fully during Diagnostic Dinner Party</li> <li>■ Portrays accurately signs and symptoms of selected DSM-5 diagnosis</li> <li>■ Actively participates in case studies discussions and diagnosis formulation following the dinner party activity.</li> </ul>	75
<b>NOTECARD with COMPLETE DSM-5 DIAGNOSIS</b>	<ul style="list-style-type: none"> <li>■ Turns in notecard with complete DSM-5 diagnosis (codes, descriptor, relevant specifiers) at the beginning of class</li> <li>■ Provides accurate DSM-5 diagnosis or diagnoses including correct codes, descriptors, and relevant specifiers.</li> </ul>	10
<b>Total</b>		<b>85</b>

<b>Client Profile/Case Study Portrayal Paper</b> <u>Core Competencies:</u> 2.1.1, 2.1.2, 2.1.3, 2.2.3, 2.2.5. Domain 1: The Practice of Systemic Therapy Domain 2: Assessing, Hypothesizing, and Diagnosing		
	<b>Pts.</b>	<b>Points Earned</b>
<b>Client Background Information</b>	<b>30 pts.</b>	
• Full name, age, gender, ethnicity		
• Describe any cultural considerations		
• SES		
• Health status, work history		
• Family mental health history		
• History of previous mental health treatment		
• Family relationships (conflicts, alliances, supports, estrangements, etc.)		
• Social and personal relationships (single, married, divorced, separated)		
• Drug and alcohol use and/or abuse		
• Medical problems that might contribute to client's mental health status		
• Current medications (reason?)		

• History of self-harming or suicidality (thoughts, intent, attempted)		
• Life difficulties		
• Goals, coping skills (strengths) and weaknesses		
		<b>/30</b>
<b>Description of the Presenting Problem</b>	<b>40 pts.</b>	
• Description of the problem or symptoms that the client presents with.		
• Describes physical, emotional or sensory symptoms the client presents with.		
• Describes the client's thoughts, feelings, and perceptions related to the symptoms.		
• Describes the history of current problem or symptoms (when did the symptoms first start, duration, level of distress, course of development).		
• Describes signs are observable by others.		
• Describes the client's affect and mood.		
• Describes rate speech – normal, pressured, slow, etc.?		
		<b>/40</b>
<b>Complete DSM-5 Diagnosis</b>	<b>15 pts.</b>	
• Provides the client's full diagnosis and gives the appropriate diagnostic code(s) from the DSM-5. Includes any "specifiers", and "severity" indicators or descriptions (if required, as specified in the DSM-5).		
• Diagnosis is supported by the history, duration, signs, symptoms, and level of impairment included in case study.		
		<b>/15</b>
<b>Includes APA (7<sup>th</sup> ed.) cover page</b>	<b>5 pts.</b>	
		<b>/5</b>
<b>Paper double- spaced and used <i>Times New Roman</i>, 12 font</b>	<b>5 pts.</b>	
		<b>/5</b>
<b>Mechanics (Spelling, Punctuation, Capitalization)</b>	<b>5 pts.</b>	
		<b>/5</b>
	<b>Total Points Earned</b>	<b>/100</b>

## FINAL EXAM (Part 1 & 2)

Core Competencies: 2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.2.3, 2.2.5

Domain 1: The Practice of Systemic Therapy

Domain 2: Assessing, Hypothesizing, and Diagnosing

### Part 1: Two (2) Case Study Write-Ups (Take-Home) 25 points each

<b>FORMAT</b>	<ul style="list-style-type: none"> <li>■ 2-4 pages (body of paper)</li> <li>■ APA formatted cover page (APA, 6<sup>th</sup> edition)</li> <li>■ Double spaced typed paper (12-font, Times New York)</li> <li>■ Correct pagination (no abstract required)</li> </ul>	<b>2</b>
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<p><b>SIGNS &amp; SYMPTOMS</b></p>	<ul style="list-style-type: none"> <li>■ Lists all signs and symptoms the client either reports or appears to be exhibiting (bulleted format acceptable for this section)</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>◆ Engages in hair-pulling from eyebrow or scalp for at least 1.5 – 2 hours a day</li> <li>◆ Averages 50 hairs pulled daily</li> <li>◆ Engages in pulling with little awareness – usually when engrossed in reading for her comprehensive exams or when staring at her computer screen while working on her research paper</li> <li>◆ Reports “playing” with pulled hairs – rolls hair between her fingers after pulling it or chewing on the root bulb</li> <li>◆ Reports significant shame about this behavior</li> <li>◆ Spends less time with friends because she does not want people to notice her bald spots</li> <li>◆ Discontinued swimming because she cannot hide the bald spot when her hair is wet</li> <li>◆ Reports mood has become increasingly depressed</li> <li>◆ Believes low mood has further exacerbated her hair pulling and decreased her motivation to engage in alternative behaviors</li> </ul>	<p>5</p>
<p><b>DIAGNOSTIC NARRATIVE (Essay Format):</b></p>	<ul style="list-style-type: none"> <li>■ Thorough, clear, organized</li> <li>■ Examples from the case study to support diagnosis</li> </ul> <p>Example:</p> <p>Ms. Lewis appears to meet DSM-5 criteria for trichotillomania. Her hair pulling has had a chronic course since onset, although the location and function of her pulling has changed over time. She repeatedly engages in pulling hair from her eyebrows and scalp despite efforts to control the behavior. She no longer finds the effects of pulling pleasurable, does not pull for purposes of correcting perceived imperfections, and most often engages in the behavior with little awareness. She is experiencing significant distress from her inability to control her hair pulling and from the effects the ongoing behavior is having on her physical appearance and life, and she endorses depressed mood, social withdrawal, shame, and embarrassment. Furthermore, medical and dermatological evaluations suggest that Ms. Lewis’s behavior is not attributable to a medical condition. Hence, no other DSM-5 disorder would better explain her presentation.</p>	<p>8</p>
<p><b>FULL DIAGNOSTIC CRITERIA (Final chosen diagnosis including all relevant specifiers)</b></p>	<p>Diagnostic Criteria</p> <ul style="list-style-type: none"> <li>■ Each criterion of the selected diagnosis listed and written out Example:</li> </ul> <p>F63.3 Trichotillomania (Hair-Pulling Disorder)</p> <p>A. Recurrent pulling out of one’s hair, resulting in hair loss.</p> <p><i>Ms. Lewis currently engages in hair pulling from her eyebrows or scalp for at least 1.5 – 2 hours each day, with an average of 50 hairs pulled daily.</i></p> <p>B. Repeated attempts to decrease or stop hair pulling. Although Ms. Lewis has attempted to stop the behavior on numerous occasions, she has never been able to maintain complete cessation for more than a few weeks.</p> <p>C. The hair pulling causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.</p> <p><i>Because she does not want people to notice her bald spots, Ms. Lewis has been less time with friends, even though she acknowledges that social support would help mitigate her stress. She has also discontinued swimming, because she finds it difficult to hide the bald spot on her head when her hair is wet. Without the outlet of exercise and social activities, Ms. Lewis’s mood has become increasingly depressed, with she</i></p>	<p>5</p>



	<p><i>believes further exacerbates her hair pulling and decreases her motivation to engage in alternative behaviors.</i></p> <p><i>D. The hair pulling or hair loss is not attributable to another medical condition (e.g., a dermatological condition).</i></p> <p><i>Ms. Lewis stated that she saw a dermatologist for the hair pulling six months ago. Medical and dermatological evaluations suggest that Ms. Lewis’s pulling behavior is not attributable to a medical condition.</i></p> <p><i>E. The hair pulling is not better explained by the symptoms of another mental disorder (e.g., attempts to improve a perceived defect or flaw in appearance in body dysmorphic disorder).</i></p> <p><i>Ms. Lewis reports that she does not pull for the purposes of correcting perceived imperfections, and most often engages in the behavior with little awareness.</i></p>	
<b>DIFFERENTIAL DIAGNOSIS</b>	<ul style="list-style-type: none"> <li>■ Lists at least one diagnosis (code, descriptor, and all appropriate specifiers) considered yet ruled-out before making your final diagnosis.</li> <li>■ Referring to the DSM-5 criteria and case study, makes a clear and thorough case for ruling out the diagnosis.</li> </ul> <p>Example:</p> <p><i>I considered diagnosing Ms. Lewis with F45.22 Body Dysmorphic Disorder, with fair insight. Although Ms. Lewis reports engaging in hair pulling in two locations, her eyebrows and scalp, the function of these behaviors does not appear to be exclusively aesthetic and does not appear to be motivated by a desire to remove unsightly hair and maintain a perfect appearance, as noted in the criteria for body dysmorphic disorder (Criterion A). In contrast, Ms. Lewis reports the pulling is experienced as an automatic and out-of-awareness activity that appears to happen during times of stress or intense focus (while studying for comprehensive exam and while working on her research paper).</i></p>	5
<b>Total</b>		<b>2 x 25</b>
<b>PART 2: IN-CLASS, CLOSED-BOOK OBJECTIVE EXAM (50 POINTS)</b>		
	<ul style="list-style-type: none"> <li>■ Multiple-choice questions (1 point each)</li> <li>■ Matching questions (1 point each)</li> <li>■ True/False questions (1 point each)</li> </ul>	50
<b>Total (Pt. 2)</b>		50
<b>TOTAL POINTS (Pt. 1 &amp; Pt. 2)</b>		<b>100</b>

## Criteria for Evaluation

### MMFT 620: Couples Therapy: Theory & Techniques Spring 2021

See syllabus for each assignment's instructions

<b>Couples Therapy Skills/Interventions Demonstration &amp; Self-assessment</b>	
100	<p><u>Video</u>            20-30 minute video on a USB thumb drive (20)            Effective use of microskills and non-verbal communication for therapeutic alliance (20)            Proper assessment of case and client needs (20)            Clear and obvious use of specific and appropriate interventions (30)            Respond briefly and competently to an ethical and multicultural moment (10)</p>
10	<p><u>Structure</u>            APA format (3)            Grammar (2)            8-12 pages (1)            Paper has good flow (2)            Paragraphs and sections are well structured (1)            Paper has proper introduction and conclusion (1)</p>
10	<p><u>Introduction</u>            Therapy approach properly described (4)            Case scenario properly described (3)            Appropriate therapeutic goals are identified (3)</p>
30	<p><u>Critique</u>            Therapeutic relationship (7)            Coherence and proper flow of the therapeutic process (10)            Critique of each individual skill demonstrated – including effectiveness (8)            Overall assessment and rationale (5)</p>
30	<p><u>Self of the Therapist</u>            Identification and discussion of 2-3 strengths (15)            Identification and discussion of 2-3 areas of growth (15)</p>
20	<p><u>General Reflection</u>            Overall experience with assignment (6)            Discussion of most challenging part and why (7)            Discussion of easiest or most natural (7)</p>
200 Points	

## Criteria for Evaluation

MMFT 620: Couples Therapy: Theory & Techniques  
Spring 2021

<b>Book Critique</b>		
10		<u>Structure</u> APA format (3) Grammar (2) 8-10 pages (1) Paper has good flow (2) Paragraphs and sections are well structured (1) Paper has proper introduction and conclusion (1)
20		<u>Summary</u> Purpose of book stated clearly (3) Chapters of the book are adequately covered (4) Not simply retelling the book's contents (5) Evidence of critical interaction with the contents of the book (8)
50		<u>Analysis</u> Illustrations and examples used to explain difficult material (10) Critical thinking is employed (15) Opinions and thoughts are presented in a clear and substantial manner (5) Strengths and weaknesses are addressed (15) States the best suited audience for the book and why (5)
20		<u>Conclusion</u> Offers a good summary of issues treated in the paper and offers practical application
100 points		

**Criteria for Evaluation**  
 MMFT 620: Couples Therapy: Theory & Techniques  
 Spring 2021

<b>Individual/Group Presentations</b>		
40		<u>Panel Presentation</u> Panel members were professional (8) Information was well-articulated (8) Panel was knowledgeable on subject (8) Each person adequately Prepared (8) Panel adequately engaged the audience during questions and discussion (8)
40		<u>Content</u> Topic was well organized (10) Relevant research was introduced to support presentation concepts (10) Case examples or application was emphasized as appropriate (10) Treatment issues and strategies were presented (10)
20		<u>Handouts</u> Material was organized and well written (10) At least 10 appropriate academic references were utilized (10)
100 points		

## Criteria for Evaluation

MMFT 620: Couples Therapy: Theory & Techniques  
Spring 2021

<b>Final Exam Experience (200)</b>		
<b>Self-Evaluation (100)</b>		
12		Clearly identified theory/model
13		Therapeutic alliance/relationship
13		Overall therapeutic process
15		Critique of technique/intervention, including effectiveness
7		Overall evaluation
20		Self of the therapist assessment
20		General reflections of experience
100 points		
<b>Presentation (70)</b>		
7		Clearly identified theory/model
9		Therapeutic alliance/relationship
15		Overall therapeutic process
15		Critique of technique/intervention, including effectiveness
9		Overall evaluation
15		Self of the therapist assessment
70 points		
<b>Peer Evaluation (30)</b>		
10		Peer 1 Assessment
10		Peer 2 Assessment
10		Peer 3 Assessment
30 points		

# Criteria for Evaluation

Fall 2020 -- MMFT 601 M01

*Charlotte Campus*

## A. APA Formatting Quiz

25 points

Score based on the number of items correct.

## B. Family Timeline & Autobiography Paper

100 points

COMPONENTS	Possible	Score
<b>OVERVIEW FAMILY INFORMATION (15 points)</b>		
Explains Family Context: including but not limited to ethnicity, macro and micro culture, spirituality, important rituals or traditions, jobs held, moves, etc.	5	
Describes Family Structure: Including but not limited to who is/was in your family, marriages, divorces, siblings, birth order, etc.	5	
Explores Cultural and Larger Context: social class, culture, ethnicity, values, religion, traditions, etc.	5	
<b>SYSTEMIC CONCEPTUALIZATION (24 points)</b>		
Examination of Sub-systems: Describes each sub-system of the family and its inter-personal dynamics (coalitions, triangulation).	2	
Discusses how each sub-system influenced the other and the perceived effects on the student.	2	
Addresses Systemic Concepts: Addresses student's family of origin through his or her understanding of qualities, characteristics, and habits transmitted multigenerationally in the family.	2	
Addresses power balance accurately	2	
Describes hierarchy accurately	2	
Boundaries (enmeshment and disengagement) are accurately described	2	
Emotional expression is accurately described	2	
Describes the homeostasis of the student's family of origin.	2	
Discusses messages the student's family of origin gave him or her. Addresses both overt and covert messages.	2	
Discusses family myths.	2	
Addresses positive and negative experiences.	2	
Describes stressors the student's family faced.	2	
<b>CHANGE AND YOUR FAMILY SYSTEM (16 points)</b>		
Discusses a time when first order change was needed and the effects on the family.	4	
Family map illustrates what was happening and what first order change was needed.	4	

Discusses a time when second order change was needed and its effects on the family.	4	
Family map illustrates what was happening and what second order change was needed.	4	
<b>ASSESSMENT MATERIALS (20 points)</b>		
Includes a family timeline of important events (bulleted list arranged by (month/year)	10	
Includes a clear family genogram of at least three generations.	10	
<b>APPLICATION—FAMILY IMPACT ON YOU AS A PERSON AND MFT (25 points)</b>		
Identifies and describes intergenerational patterns in the student's family and how he or she sees them affecting him or her today. Includes whether they are still true of the student and why or why not.	5	
Describes isomorphic themes in the family and personal impact of these themes.	5	
Discusses the impact of the student's family of origin specifically on how he or she relates to others.	5	
Addresses how family influence might impact the student's work with clients.	5	
Describes some things the student will bring with him or her that will enhance therapy and some things that might get in the way of therapy.	5	
<b>TOTAL</b> *Please note that grammar and APA formatting errors will be deducted from the overall total.	100	

**Course-Embedded Core Competencies (CECCs): 1.1.1, 1.2.1, & 1.2.2**

**C. Family Timeline and Autobiography Paper – DRAFTS 2 at 15 pts each = 30 pts**

Graded based on completeness of submission. Drafts with at least one page of relevant content will earn the full 15 points. Half page will earn 5 points.

**D. Clinical Exposure Experience**

**50 points**

*(Points based on the averages of Student, Observers, and Role Play clients' rubrics)*

- 5 points – Manage one's own emotions
- 5 points – Help client(s) manage emotion
- 5 points – Create useful interaction
- 5 points – Stay usefully present in tense interaction
- 5 points – Show respect for client differences
- 5 points – Show genuine empathy
- 5 points – Balance listening & leading
- 5 points – Track/facilitate client story
- 5 points – Be self-aware and self-reflective
- 5 points – Be open to feedback from others

**Course-Embedded Core Competencies (CECCs): 1.1.4, 1.2.1, & 1.2.2**

**D. Historical Figure Presentation****50 points**

- 5 points – Background and context of historical figure
- 5 points – Key theoretical concepts
- 5 points – Key terminology
- 5 points – Seminal ideas
- 5 points – Original source/references
- 5 points – Powerpoint with references per slide (including APA formatting)
- 5 points – Handout free of grammatical errors
- 5 points – Presentation Length
- 5 points – Presentation professionalism and evidence of preparation
- 5 points – Creativity (e.g., video of theorist or activity for students to demonstrate concepts)

**Course-Embedded Core Competencies (CECCs): 1.1.1,1.2.1****E. Reflective Portfolio Presentation – *Gift of Therapy* 50 points**

- 10 points – Reflection of book theme (i.e., designate at least 3-5 chapters)
- 10 points – Reflection on implication for therapy
- 10 points – Reflection for self-of-therapist
- 15 points – Originality, creativity, and/or artistic

**Reflection Paper (Submit Individually)**

- 5 points – Personal integration

**Course-Embedded Core Competencies (CECCs): 1.2.1, 1.2.2****F. Journal – Family Crucible****100 points**

Submit reflection questions and participate in discussion weekly.

**G. Student Classroom Evaluation****50 points**

In addition, if you are absent on a presentation date, 5 points will be automatically deducted from your SCE.

**Student Classroom Evaluation (SCE)**

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_



Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Average performance	Below average performance	Unsatisfactory performance	Lowest level of performance	No cooperation	N/A
Student is aware of and respects appropriate boundaries with peers, faculty, and supervisors (e. g., discerning balance between listening and speaking).	5	4	3	2	1	0	5
Student demonstrates an awareness, appreciation, and respect for all cultural dimensions in the classroom.	5	4	3	2	1	0	5
Student actively and thoughtfully participates in class discussions.	5	4	3	2	1	0	5
Student mutually collaborates in group work and shares responsibility.	5	4	3	2	1	0	5
Student is fully present (physically and cognitively) during student panels and presentations/external speaker presentations.	5	4	3	2	1	0	5
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	0	5
Student is in his/her seat when the professor begins the class and returns to class on-time after break.	5	4	3	2	1	0	5
Student waits until the class is dismissed by the professor before packing up his/her belongings.	5	4	3	2	1	0	5
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	0	5
Student is discreet in classroom attire.	5	4	3	2	1	0	5

**Additional comments/feedback:**


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**Student Signature**


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**Professor's Signature**

41-50 pts/50 points = Satisfactory

35-40 pts/50 points = Average

30-34 pts/50 points = Below Average

**F. Final Exam****100 points**

Grade based on the number of items correct.

## MMFT 601 Introduction to Family Systems PMFTPs

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>AMFTRB Domains</b>	<b>Initial When Completed:</b> _____
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**Domain 1: The Practice of Systemic Therapy.** Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system.

<b>Student Learning Outcomes (SLOs)</b>	<b>Initial When Completed:</b> _____
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**SLO #1 – Theoretical Knowledge/Academic Training:** Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

**SLO #4 – Student Development:** Students will demonstrate effective interpersonal behavior and relational development in their interactions and work with peers, faculty, and supervisors.

<b>Professional MFT Principles (PMFTPs)</b>	<b>Initial When Completed:</b> _____
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[Relevant State Licensing Regulations – VI. Theoretical Foundation](#)

<b>Course-Embedded Core Competencies</b>	<b>Initial When Completed:</b> _____
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1.1.1	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.
1.1.4	Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy.
1.2.1	Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
1.2.2	Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).



**Division of Applied Health Sciences  
Department of Marriage & Family Therapy  
Charlotte Campus**

**MMFT 601 (M01) – Introduction to Family Systems  
Wednesdays 4:00pm – 7:00pm Fall 2020**

**Professor:** Michelle Cawn, Ph.D., LMFT (NC)  
**Office Hours:** Mondays 12:00pm-2:00pm; Wednesdays 2:00pm-4:00pm; Thursdays 12:00pm-2:00pm  
**Office Location:** Pfeiffer Charlotte Campus – Room 212  
**Cell Phone:** 704-258-5593 (M-F 9:00am-8:00pm)  
**Email:** Michelle.cawn@pfeiffer.edu

**Required textbooks** <https://pfeiffer.textbooktech.com/> (online bookstore)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association

Smith-Acuna, S. (2011). *Systems theory in action: Applications to individual, couples, and family therapy*. New Jersey: Wiley & Sons, Inc.

Napier, A. Y. & Whitaker, C. A. (2017). *The family crucible: The intense experience of family therapy*. New York, NY: Harper & Row.

Yalom, I. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Piatkus Books. ISBN: 978-0-06-171961-5

**Supplementary Readings**

Becvar D., & Becvar R. (2013). *Family therapy: A Systemic integration*. (8<sup>th</sup> ed.). New York: Pearson.

Everett, C.A. (Editor). (2000). *Family therapy glossary*. (3<sup>rd</sup> ed.) American Association for Marriage and Family Therapy.

Gehart, D. (2013). *Theory and treatment planning in counseling and psychotherapy*. Belmont: CA: Brooks/Cole.

Gehart, D. (2014). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. Belmont, CA: Brooks/Cole.

Keith, K. (2008). *The case for servant leadership*. The Greenleaf Center for Servant Leadership.  
[www.greenleaf.org](http://www.greenleaf.org)

**Pfeiffer University Mission.** Reflecting its relationship with the Methodist Church, Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Graduate Catalog, p. 3).

**Educational Goals for the Graduate Program.** The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program” (see Pfeiffer University Graduate Catalog).

**Academic Integrity Statement.** (see Academic Integrity Statement. Sign and date).

**Statement of Values.** 1) Liberal Learning and Professional Competence, 2) Free Inquiry and Intellectual Integrity, 3) Service and Leadership, 4) Unity in Diversity, 5) Faith and Reason, and 6) Personal Piety and Social Action.

**Marriage and Family Therapy Program Mission.** The mission of the Master of Arts Degree (MA) in the Marriage and Family Therapy (MMFT) Program at Pfeiffer University “is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings.” The mission also engenders “effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy” (see MMFT Student Handbook and Marriage and Family Therapy Website – Mission and Vision).

**Course Description.** This course is an introduction to the history and systemic foundations of the study and understanding of family life with emphasis on the various theories of family process and development. Case examples to help students visualize the complexity of couple and family interaction and the need for both basic and specialized family counseling skills will be introduced.

**Definition:** The terms “couple” and “marital” are used interchangeably in this course to describe relationships in which individuals have formed a covenant of exclusive commitment to each other. This definition does not rely on legal or religious affirmation of such a covenant, and is intended to be inclusive of heterosexual and same-sex couples. The course will be sensitive to a broad spectrum of couple, racial, ethnic, and cultural diversity.

<b>AMFTRB Domains</b>
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**Domain 1: The Practice of Systemic Therapy.** Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system.

<b>Student Learning Outcomes (SLOs)</b>
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**SLO #1 – Theoretical Knowledge/Academic Training:** Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

**SLO #4 – Student Development:** Students will demonstrate effective interpersonal behavior and relational development in their interactions and work with peers, faculty, and supervisors.

<b>Professional MFT Principles (PMFTPs)</b>
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[Relevant State Licensing Regulations – VI. Theoretical Foundation](#)

<b>Course-Embedded Core Competencies (CECCs)</b>
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1.1.1	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.
1.1.4	Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy.
1.2.1	Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
1.2.2	Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).

**COURSE-EMBEDDED Core Competencies** will be clarified at the beginning of the first class meeting and will be assessed through the mastery of specific primary assignments. See your Criteria for Evaluation at end of the syllabus. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of a written Individual Remediation Plan (IRP) and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a

minimal performance level of “3,” the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

**\* Assessment Rubric Rating Scale**

**5 = Exceptional: Skills and understanding significantly beyond developmental level**

**4 = Outstanding: Strong mastery of skills and thorough understanding of concepts**

**3 = Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident**

**2 = Developing: Minor conceptual and skill errors; in process of developing**

**1 = Deficits: Significant remediation needed; deficits in knowledge/skills**

**Note: Ratings of “3” and above indicate performing well for developmental level**

<b>Course Requirements</b>
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*NOTE: All assignments must be completed to demonstrate successful completion of the PMFTPs. Students may not elect not to complete class assignments.*

*For grading criteria and specific content for assignments, look on Blackboard for grading criteria and the assignment dropboxes for rubrics for all assignments. Follow these carefully as you prepare your assignments.*

**Reading.** You are expected to purchase and read the **required textbooks** identified above and other readings as assigned. Readings should be completed **PRIOR** to the class period identified so that all students can actively participate in discussion.

**Assignments.** All assignments must be turned in at the beginning of class. If you come to class late on the date an assignment is due then that assignment will be considered late and will be marked deducted a letter grade. Late assignments will receive a letter grade deduction each day after the assigned due date. If you find yourself struggling, you should make an appointment to speak with me as soon as possible. The professor reserves the right to modify any assignment or the course schedule as the semester progresses.

- 1) **APA Formatting Quiz (25 points).** Students will complete this quiz to prepare them for writing in APA format throughout the program.
- 2) **Family Timeline and Family Autobiography Paper—Completed (100 points).** You will address your family-of-origin from a systemic perspective in a thoughtful, analytical paper and reflect on your perceived life experiences from childhood to your current life stage.
  - a. Include a family timeline of important events (bulleted list arranged by (month/year) [estimate if unknown]). Feel free to include family of origin history (i.e., birth, death, marriages, divorce, transitions, careers, ...). These pages are not included in the length of your paper.

- b. Your family context: including but not limited to ethnicity, macro and micro culture, spirituality, important rituals or traditions, jobs held, moves, etc. How was your family an open system or a closed system?
- c. Family Structure: Including but not limited to marriages, divorces, siblings, birth order, etc.
- d. How was your family an open system or a closed system?
- e. Systemic Concepts:
  1. Intergenerational patterns: Identify and describe intergenerational patterns in your family and how you see them affecting you today. Are they still true of you? Why or why not?  
\*Address your family of origin through your understanding of qualities, characteristics, and habits transmitted multigenerationally in your family.
  2. Homeostasis: Describe the homeostasis of your family of origin.
  3. Defining Change: Discuss a time where first order change was needed and the effects on your family. Discuss a time where second order change was needed and its effects on your family.
  4. Cybernetics: Use your family to illustrate the concept that the whole is greater than the sum of its parts.
- f. Examination of Sub-systems: Describe each sub-system of the family and its inter-personal dynamics. Discuss any “alliances” and/or “emeshments”. Discuss how each sub-system influenced the other and the perceived effects on you.
- g. Describe any prevailing [isomorphic](#) themes you see in your family (i.e., As you see yourself grow, do you see your family grow?).

Since this paper is not a research paper, it does not require references. However, you will need to USE HEADINGS to create better flow in your paper for the reader. You may also choose to write in first person to synthesis your thoughts. For final submission, submit either on Bb or hard copy at the beginning of class. APA title page and APA pagination throughout is mandatory. Double-spacing and 12-point font is mandatory. Maximum length is not to exceed 15 pages.

- 3) **Family Timeline and Autobiography Paper – DRAFTS (2 at 15 points each = 30 points).** A draft of each section of the paper will be due throughout the semester. These are to be submitted in APA format but the content may be a draft. The draft should contain all relevant parts using a logical flow of thought.
- 4) **Clinical Exposure Experience.** Students will participate in a clinical exposure experience (CEE). Dr. Cawn will divide the class into groups. There will be various “stations” available to students. Each station will have people prepared to role-play a case scenario. Each group of students will move from one station to the next. At each station, one student in the group will engage the clients for 15 minutes while his or her peers observe. Following the engagement, the clients and the student observers will provide 15 minutes feedback to the student therapist and complete an evaluation form (to be provided). The entire student group will then move to the next “station” where the process repeats with a new scenario. Students are not expected to be proficient in techniques and conceptual awareness but will be evaluated primarily upon their ability to meaningfully engage the client system while effectively regulating their own emotion. After each person in a group has had an opportunity to function in the role of the therapist and receive feedback from their peers and “clients”, each person in the group will complete a form (to be provided) rating each member of the group by their demonstrated ability to effectively regulate their emotion and meaningfully attend to the clients.

Those playing the role of clients will also provide a similar rating of the students who were therapists for their station. A total of 50 points will be awarded for this exercise. Students will receive 15 points for completing the exercise. The remaining 35 points will be determined by an assessment of performance weighted by a composite score. **(50 points)**

- 5) **Historical Figure Presentation (50 points).** Students will be assigned one historical figure in the field of systems theory and/or Marriage and Family Therapy. Each is expected to review and present on the historical figure assigned. You are to review the historical relevance to systems theory, key theory, key terminology, and seminal ideas associated with this historical figure. Presentations may and should include such things as videos, audio recordings, class discussion and/or activity. Presentations should be 30 min long at minimum and 45 min at maximum. Each presentation must include a power point presentation as well as handouts to the class. You must use at least (3) articles or texts authored by the person you are presenting on in the MFT field to support your presentation (*you should prepare ahead and use interlibrary loan*). At least one source should be an authored book rather than an article. (You may want read Gehart chapter of the model.) **You will submit a power point presentation and handout with annotated references to Dr. Cawn via Blackboard on the date of your presentation. The annotations for the references include 2-3 sentences summarizing each reference.**
- 6) **Read *The Gift of Therapy: An Open Letter to a New Generation of Therapists*** by Irvin D. Yalom, MD, Professor Emeritus of Psychiatry at the Stanford University School of Medicine. Derived from his clinical practice with moderately high-to-high functioning patients, Yalom shares many suggestions for therapists working with clients and strives to “facilitate personal growth and character change.” You will study Yalom’s theoretical positions, existential interventions, and colorful language, and present an aesthetic Reflective Portfolio. Please be *creative* with this assignment, use creativity to reinforce your insights. This is not necessarily a “paper” assignment, but rather can include an *artistic* interpretation (e.g., poem, music, Vimeo (self record yourself!), singing, dancing, art canvas, pottery, collage, photography, woodwork, or scrapbook – must be original for this assignment). Your *originality* is essential in this assignment! Final assignment must be NEATLY presented in a maximum of 20 minutes. Finally, write a 1-page **reflective paper** explaining your creativity, originality, and insights (share at least 3-5 chapters you decided to narrow your focus on in your portfolio). **(50 points)**
- 7) **Reading Journal and Group Participation (100 points).** Each class period, students will journal about their responses to the readings. These will not be graded—points will be awarded for completion. Students will be asked to submit 1-2 question prompts for class discussion based on their reading reflections. The reading journals will be discussed periodically throughout the semester.

Additionally, participation will factor into this grade. If you absence during one of a presentation days, you will have to make up the work and you will be counted as absent. The material cannot be duplicated on the presentation date during another class time, and therefore, it is vital that you are in attendance to participate. An automatic five points will be deducted from your individual presentation each day you are absence during a presentation date. In addition, you will have to write 3-5 page article review about the current topic to make up the CECCs (1.1.1, 1.1.4, 1.2.1, 1.2.2) that was not reached during the date of the presentation (if you miss more than one day of presentations, you will need to make up multiple papers). An additional five points will be deducted for not submitting a



written assignment towards the absent date of presentation. These absentee papers will be due first Wednesday of December by midnight. If you choose to not to complete the CECCC, a total of 20 points will be deducted from your individual presentation grade. You will not be able to make up the 5 points deducted for the absence (i.e., 45/50 points). You cannot make up the CEE.

- 8) **Student Classroom Evaluation (50 points).** In addition, if you are absent on a presentation date, 5 points will be automatically deducted from your SCE.
- 9) **Final Exam (50 points).** Students will take a multiple-choice, true-false exam covering the course content. The exam will be administered on Blackboard during the scheduled exam time.

Evaluation	
APA Formatting Quiz	25 points
Family Timeline & Autobiography Paper	100 points
Family Genogram Draft	15 points
Family Autobiography Outline and Timeline Draft	15 points
Clinical Exposure Experience	50 points
Historical Figure Presentation/Paper & Evaluation	50 points
The Gift of Therapy Reflective Presentation and Paper	50 points
Reading Journal and Group Participation	100 points
Student Classroom Evaluation	50 points
Final Exam	50 points
<b>Total: 505 points</b>	

**All assignments** are due at the beginning of the class on the dates scheduled. **Note: FIVE POINTS WILL BE DEDUCTED FOR EVERY DAY THE PAPER IS LATE!!**

**Final Exams.** Final Exams are scheduled during regular class time on the 16<sup>th</sup> week of class. The final exam schedule will not be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused due to a medical certificate, the make-up time will be at the discretion of the professor.

**Final Grades.** Final grades will be based on the average of grades received during the semester with a letter grade assigned per the following schedule:

93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

**Attendance Policy.** There are 16 weeks during the fall and spring semester: 15 weeks of instructional class and a final exam during the 16<sup>th</sup> week which requires a minimum of a 2-hour exam experience. Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, any student who misses more than (3) classes during

the semester will receive an automatic failing grade. If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

For clarification, two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade. For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

**Supplemental Technology.** *Blackboard* (<http://blackboard.pfeiffer.edu/>) is a web---based course management tool that I will use to post documents and email announcements and critical messages. For assistance accessing your new Blackboard account, please contact the Help Desk at 704.463.3002.

**To Get Help.** Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

- 1) Online Help Writing: [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) (use Pfeiffer email to signup)
- 2) Writing Coach: [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) (online and face-to-face by appt)
- 3) Certified Tutors: for access information, email [studysmart@pfeiffer.edu](mailto:studysmart@pfeiffer.edu)
- 4) Career Coach: [careersmart@pfeiffer.edu](mailto:careersmart@pfeiffer.edu)

For self-help information on time management, test taking, or dealing with stress, check with Dr. Zukowski in the Graduate Success Center.

For Research Assistance & Library Services, the Charlotte Campus and Virtual Library provides adult students with access to research databases, books, and journals. Visit <http://library.pfeiffer.edu/> or contact Jeri Brentlinger, the Director of Information Support Services at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call 704.945.7305. For evening hours, contact Linda Fidelle at [linda.fidelle@pfeiffer.edu](mailto:linda.fidelle@pfeiffer.edu) or call 704.945.7354. Charlotte, RDU, and distance learning students can secure live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>.

For personal growth in Charlotte, please be sure to reach out to our designated extern counselors or continue with your own personal counseling and just provide his/her current active mental health license. Counseling with our extern counselors is gratis. (see *Student Handbook for MMFT Program Requirements*).

**Students with Special Concerns.** Any Graduate student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and schedule an appointment with the Charlotte 504 coordinator. Current documentation to support accommodations must be provided with the request. Section 504: Pfeiffer University does not discriminate against employees,

students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for classes: Charlotte students should contact Dr. Joanne Zukowski at 704.945.7309 (*Director of Graduate/Adult Student Development & Academic Success*) or email [joanne.zukowski@pfeiffer.edu](mailto:joanne.zukowski@pfeiffer.edu).

**Title IX.** If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus, please contact Twyla Kidd at [twyla.kidd@pfeiffer.edu](mailto:twyla.kidd@pfeiffer.edu). Sexual Harassment is such conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note that it is unethical behavior at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.

**Breaks.** There will be **one 10-minute break** that will occur at an hour and half after class has started. Students are expected to report back to the class promptly within the 10-minute time frame. The class will dismiss at approximately 20-minutes before class ends. (see *Student Classroom Evaluation*)

**Statement of Academic Integrity.** In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your University Student Handbook.

**Plagiarism.** When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism – theft of intellectual property – and violates the University honor code. It will be handled according to the honor code policies. **At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper.** American Heritage dictionary defines the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a reference. When in doubt, reference it. Your best option is to read the material, close the book, and write a summary in your own words. This should help you avoid the temptation to copy the material.

PLEASE NOTE: There are reference materials on APA style in the library. All writing should reflect your understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations.

**Collegial Respect.** As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect

others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge.

**Civility in the Classroom.** Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, students are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom. (see *Professional Fitness Evaluation*)

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see *Student Handbook*).

**Cell Phones.** During class, cell phones **MUST BE IN THE OFF POSITION and put away.** On an added note, please **DO NOT** impose the sound of vibrating phones on our class while it is in session. It is interruptive and rude!! If you have an emergency situation, please speak to me before class so we can make other arrangements with the building manager. Additionally, text messaging is prohibited during classroom instruction. If students breach this policy, they will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

**Safety.** Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that he/she is in danger. Do not hesitate to report any suspicious activities to university officials. Please visit the Misenheimer Police web site to learn more about campus safety: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>.

**Laptop Computers.** Laptop computers will no longer be allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

### Contemporary and Classic References

- Bateson, G. (1991). *Sacred unity: Further steps to an ecology of mind*. NY: Harper Collins.
- Becvar, D.S. & Becvar, R.J. (2009). *Family therapy: A systemic integration*. (7<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Bowen, M. (1978). *Family Theory in Clinical Practice*. NY: Aronson.
- Gottman, J. M. (1999). *The marriage clinic: A scientifically based marital therapy*. New York: W. W. Norton & Company.
- Haley, J. (1980). *Leaving Home*. NY: McGraw Hill.
- Hoffman, L. (2002). *Family therapy: An intimate history*. New York: W. W. Norton & Company.

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- Ray, W.R. (2005). Editor. *Don D. Jackson: Selected Essays at the Dawn of an Era*. Zeig, Tucker, & Theisen, Inc. Phoenix, AZ.
- Satir, V. (1967). *Conjoint family therapy*. Palo Alto, CA: Science and Behavior Books.
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- Walsh, F. (1988). *Normal Family Processes*. NY: Guilford.
- Walsh, F. (1998). *Strengthening family resilience*. New York: Guilford Books.
- Watzlawick, P., Bavelas, J., Jackson, D. (1967). *Pragmatics of Human Communication*. NY: Norton.
- Walters, M., Carter, B., Papp, P., & Silverstein, O. (1988). *The Invisible Web*. NY: Guilford.

**MMFT 601 – TENTATIVE COURSE SCHEDULE***(Reading assignments need to be read for that date listed)*

This schedule is subject to change to meet course demands as the semester progresses.

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS/DUE DATES</b> <b>Family Crucible chapters in bold</b>
Week 1 8/19	Introduction & Syllabus What is systems theory?  <a href="#">History of Family Therapy</a> Introduction to Effective Presentation  Ecological Theory	Syllabus
Week 2 8/26	<a href="#">Introduction to systems thinking</a> Philosophical Foundations <a href="#">Linear vs Circular Thinking</a> G. Bateson: <a href="#">Stability &amp; Change</a> History of Family Therapy Genograms APA Formatting	<a href="#">Smith-Acuña Ch 1</a> <a href="#">Quotes</a> Chapter or Article Reading <b>1. The Question of Structure</b> <b>2. A Beginning</b>
Week 3 9/2	<a href="#">Context</a> Nora Bateson – <a href="#">Ecology of Mind</a> Family Context – Don D. Jackson <a href="#">Couples, Paranoia, Marital Paradox</a> <a href="#">Homeostasis</a>	<a href="#">Smith-Acuña Ch 2</a> Chapter or Article Reading <b>3. Origins</b> <b>4. The Concept of the System</b>
Week 4 9/9	<a href="#">Causality</a> <a href="#">Escape</a> - RadioLab (Audio) <b>Ethics Focus</b>	<a href="#">Smith-Acuña Ch 3</a> Chapter or Article Reading <b>5. Initiative</b> <b>6. The Basic Conflict</b>  <b>Family Genogram Draft</b> (1 of 2)
Week 5 9/16	<a href="#">Communication</a>	<a href="#">Smith-Acuña Ch 4</a> Chapter or Article Reading <b>7. Grandmother's Ghost</b> <b>8. Toward Marriage</b>

Week 6 9/23	Change  APA Format	Smith-Acuña Ch 5 Chapter or Article Reading <b>9. A Partial Resolution</b> <b>10. Releasing</b>  <b>Family Autobiography Outline and Timeline Draft (2 of 2)</b>
Week 7 9/30	Structure <u><i>Danger of a Single Story</i></u> Diversity Focus	Smith-Acuña Ch 6 Chapter or Article Reading <b>11. The Underlying Crisis</b> <b>12. Return</b> <b>APA Formatting Quiz</b>
Week 8 10/7	History and Development Preparation for CEE	Smith-Acuña Ch 7 <b>13. Hate</b> <b>14. The Therapeutic Moment</b>
Week 9 10/14	<b>CLINICAL EXPOSURE EXPERIENCE (CEE)</b> 7:15-8:30PM	<b>DEBRIEFING</b> 8:45-9:40PM
Week 10 10/21	<b>ROLE PLAYS</b> Self of the Therapist	<b>Family Timeline &amp; Family Autobiography Paper Due</b>
Week 11 10/28	Applications to Theory, Research, and Organizations Systems theory with individuals	Smith-Acuña Ch 9 Chapter or Article Reading: Deacon pp. 549-556 and conclusion Doherty & Anderson pp. 2-13
Week 12 11/4	Presentations Evidence-Based Practice	Presentation 1: Bowen Presentation 2: Minuchin Presentation 3: Boszormenyi-Nagy Presentation 4: Schwartz
Week 13 11/11	Presentations	Presentation 5: Satir Presentation 6: Whitaker Presentation 7: Haley (Weakland, Jackson, Madanes) Presentation 8: Insoo Kim Berg/ DeShazer (White) Presentation 9: To be Determined
Week 14 11/18	<b>CLINICAL EXPOSURE EXPERIENCE (CEE)</b> 7:15-8:30PM	<b>DEBRIEFING</b> 8:45-9:40PM
11/25	<b>THANKSGIVING BREAK – NO CLASS</b>	

Week 15 12/2	Presentations <b>Reflection and</b>	Reflective Portfolio Presentation (8) <b>Self-Evaluation of CEE</b>
12/9	FINAL EXAM	



**Subject:** MMFT 607

### **Student Learning Outcomes (SLOs)**

SLO #3 – Clinical Effectiveness: Students will demonstrate effective clinical practice from a systems perspective.

### **North Carolina LMFT Application Educational Qualification Areas –**

#### **II. Practice of Marriage and Family Therapy**

#### **AMFTRB Domains**

Domain 4: Evaluating Ongoing Process and Terminating Treatment. Tasks related to continuously evaluating the therapeutic process and incorporating feedback into the course of treatment, as well as planning for termination.

### **Student Learning Outcomes (SLOs)**

SLO #3 – Clinical Effectiveness: Students will demonstrate effective clinical practice from a systems perspective.

### **MFT Core Competencies (CECCs)**

#### **Domain 1: Admission to Treatment**

1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status,

culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).

1.2.2 Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).

1.3.1 Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.

1.3.4 Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.

1.3.6 Establish and maintain appropriate and productive therapeutic alliances with the clients.

1.3.7 Solicit and use client feedback throughout the therapeutic process.

1.3.9 Manage session interactions with individuals, couples, families, and groups.

1.5.2 Complete case documentation in a timely manner and in accordance with relevant laws and policies.

#### **Domain 2: Clinical Assessment and Diagnosis**

2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and

processes (e.g., family, relational, and system dynamics).

2.3.1 Diagnose and assess client behavioral and relational health problems systemically and contextually.

2.3.8 Identify clients' strengths, resilience, and resources.

2.4.4 Assess the therapist-client agreement of therapeutic goals and diagnosis.

2.5.1 Utilize consultation and supervision effectively.

### **Domain 3: Treatment Planning and Case Management**

3.2.1 Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.

3.3.3 Develop a clear plan of how sessions will be conducted.

3.3.5 Manage progression of therapy toward treatment goals.

3.3.6 Manage risks, crises, and emergencies.

3.4.5 Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.

3.5.3 Write plans and complete other case documentation in accordance with practice setting

policies, professional standards, and state/provincial laws.

### **Domain 4: Therapeutic Interventions**

4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).

4.5.1 Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).

4.5.2 Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships.

### **Domain 5: Legal Issues, Ethics, and Standards**

- 5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
- 5.1.3 Know policies and procedures of the practice setting.
- 5.2.1 Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
- 5.2.2 Recognize ethical dilemmas in practice setting.
- 5.3.1 Monitor issues related to ethics, laws, regulations, and professional standards.
- 5.3.5 Take appropriate action when ethical and legal dilemmas emerge.
- 5.3.7 Practice within defined scope of practice and competence.
- 5.4.1 Evaluate activities related to ethics, legal issues, and practice standards.
- 5.4.2 Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
- 5.5.1 Maintain client records with timely and accurate notes.
- 5.5.2 Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.

## **AAMFT Code of Ethics**

### **Standard I: Responsibility to Clients**

#### **1.2 Informed Consent:**

Marriage and family therapists obtain appropriate informed consent to therapy or related procedures and use language that is reasonably understandable to clients. When persons, due to age or mental status, are legally incapable of giving informed consent, marriage and family therapists obtain informed permission from a legally authorized person, if such substitute consent is legally permissible. The content of informed consent may vary depending upon the client and treatment plan; however, informed consent generally necessitates that the client: (a) has the capacity to consent; (b) has been adequately informed of significant information concerning treatment processes and procedures; (c) has been adequately informed of potential risks and benefits of treatments for which generally recognized standards do not yet exist; (d) has freely and without undue influence expressed consent; and (e) has provided consent that is appropriately documented.

#### **1.10 Referrals.**

Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.

#### **1.12 Written Consent to Record.**

Marriage and family therapists obtain written informed consent from clients before recording any images or audio or permitting third-party observation.

## **Standard II: Confidentiality**

### **2.1 Disclosing Limits of Confidentiality.**

Marriage and family therapists disclose to clients and other interested parties at the outset of services the nature of confidentiality and possibly limitations of the clients' right to confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures.

### **2.2 Written Authorization to Release Client Information.**

Marriage and family therapists do not disclose client confidences except by written authorization or waiver, or permitted by law. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. When providing couple, family or group treatment, the therapist does not disclose information outside the treatment context without a written authorization from each individual competent to execute a waiver. In the context of couple, family or group treatment, the therapist may not reveal any individual's confidences to others in the client unit without the prior written permission of that individual.

### **2.3 Client Access to Records.**

Marriage and family therapists provide clients with reasonable access to records concerning the clients. When providing couple, family, or group treatment, the therapist does not provide access to records without a written authorization from each individual competent to execute a waiver. Marriage and family therapists limit client's access to their records only in exceptional circumstances when they are concerned, based on compelling evidence, that such access could cause serious harm to the client. The client's request and the rationale for withholding some or all of the record should be documented in the client's file. Marriage and family therapists take steps to protect the confidentiality of other individuals identified in client records.

### **2.5 Protection of Records.**

Marriage and family therapists store, safeguard, and dispose of client records in ways that maintain confidentiality and in accord with applicable laws and professional standards.

## **Standard III: Professional Competence and Integrity**

### **3.2 Knowledge of Regulatory Standards.**

Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge or and adherence to applicable laws, ethics, and professional standards.

### 3.5 Maintenance of Records.

Marriage and family therapists maintain accurate and adequate clinical and financial records in accordance with applicable law.

## **Standard VI: Technology-Assisted Professional Services**

### 6.1 Technology Assisted Services.

Prior to commencing therapy or supervision services through electronic means (including but not limited to phone and Internet), marriage and family therapists ensure that they are compliant with all relevant laws for the delivery of such services. Additionally, marriage and family therapists must: (a) determine that technologically-assisted services or supervision are appropriate for clients or supervisees, considering professional, intellectual, emotional, and physical needs; (b) inform clients or supervisees of the potential risks and benefits associated with technologically-assisted services; (c) ensure the security of their communication medium; and (d) only commence electronic therapy or supervision after appropriate education, training, or supervised experience using the relevant technology.

### 6.2 Consent to Treat or Supervise.

Clients and supervisees, whether contracting for services as individuals, dyads, families, or groups, must be made aware of the risks and responsibilities associated with technology-assisted services. Therapists are to advise clients and supervisees in writing of these risks, and of both the therapist's and clients'/supervisees' responsibilities for minimizing such risks.

### 6.3 Confidentiality and Professional Responsibilities.

It is the therapist's or supervisor's responsibility to choose technological platforms that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

### 6.4 Technology and Documentation.

Therapists and supervisors are to ensure that all documentation containing identifying or otherwise sensitive information which is electronically stored and/or transferred is done using technology that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

## **Standard VIII: Financial Arrangements**

### **8.2 Disclosure of Financial Policies.**

Prior to entering into the therapeutic or supervisory relationship, marriage and family therapists clearly disclose and explain to clients and supervisees: (a) all financial arrangements and fees related to professional services, including charges for canceled or missed appointments; (b) the use of collection agencies or legal measures for nonpayment; and (c) the procedure for obtaining payment from the client, to the extent allowed by law, if payment is denied by the third-party payor. Once services have begun, therapists provide reasonable notice of any changes in fees or other charges.

### **8.3 Notice of Payment Recovery Procedures.**

Marriage and family therapists give reasonable notice to clients with unpaid balances of their intent to seek collection by agency or legal recourse. When such action is taken, therapists will not disclose clinical information.

### **8.6 Withholding Records for Non-Payment.**

Marriage and family therapists may not withhold records under their immediate control that are requested and needed for a client's treatment solely because payment has not been received for past services, except as otherwise provided by law.

## **Standard IX: Advertising**

### **9.2 Promotional Materials.**

Marriage and family therapists ensure that advertisements and publications in any media are true, accurate, and in accordance with applicable law.

## Criteria for Evaluation

### MMFT 630(M01) Assessment & Treatment Planning in Family Therapy

Spring, 2021 Michelle Cawn, PhD, LMFT

- 1. Family Genogram (100 points)** Complete an accurate genogram of your family. Include 3 generations (i.e., you, your parents, and your grandparents). Please identify the following on your genogram (include a legend if necessary):
- Names, dates of marriage/births/deaths/separations/divorces (month & year), cultural/ethnic/religious affiliations for all significant family members.
  - Other information like immigration, occupation, education, city/state of residence, illnesses, substance abuse, mental health. Add descriptive information that clarifies relationships as needed (e.g., drug use, in jail, etc.) You may create a “legend” if additional explanation is warranted.
  - Show schematically the nature of key relationships (e.g., closeness, distance, conflicts).
  - Previous students have found that having interviews/conversations with family members around these areas provide new insight. I encourage you to contact siblings, parents, uncles/aunts, grandparents for corroborating information. Even responses to such requests can be very informative.
  - You may use a medium larger than an 8.5” x 11” piece of paper. The use of different colors for relational lines, etc. may enhance the presentation of the information. I will not accept pen and pencil assignments.
  - Please consider using Genopro, Smart Draw, Publisher, Powerpoint or Word document.

CECC: 2.3.8, 4.3.2, & 5.1.4

Family Genogram Evaluation							
	Unacceptable	Developing	Mastered Basic Skills at Developmental Level	Proficient	Exceptional	Total	
Category	65%	80%	85%	90%	100%	Possible	Earned
<b><u>Presentation:</u></b> *3 Generations *Neatness *Identification is clear *Cohesiveness *Creativity	Fewer than 3 generations OR Format is scattered and difficult to understand	3 generations are presented. AND Organization is clear in most places.	3 generations are presented. AND Organization is neat and clear throughout.	3 generations are presented. AND Organization is clear throughout and presented neatly and cohesively.	3 generations are presented. AND Organization is clear and structure enhances understanding of the family.	20	
<b><u>Demographics:</u></b> *Names *Dates of birth, death, marriage(s), separation(s), divorce(s)	Important information is missing OR Information is included but cannot be	Not all items listed are addressed OR Items are addressed but difficult	All items listed are addressed clearly.	All items listed are addressed clearly and the information is presented in a way that themes are	All items listed are addressed clearly, themes are easily identifiable, and additional, meaningful	20	

<p>(month and year) Affiliations for all significant family members: cultural, ethnic, religious</p>	<p>understood based on the presentation</p>	<p>to understand.</p>		<p>easily identifiable.</p>	<p>information is included.</p>		
<p><b>Other information:</b> *immigration *occupation *education *city/state of residence *illnesses *substance use/abuse *mental health **Add descriptive information as needed (e.g., drug use, in jail, etc) **Create a "legend" if needed.</p>	<p>Important information is missing OR Information is included but cannot be understood based on the presentation</p>	<p>Not all items listed are addressed OR Items are addressed but difficult to understand.</p>	<p>All items listed are addressed clearly.</p>	<p>All items listed are addressed clearly and the information is presented in a way that themes are easily identifiable.</p>	<p>All items listed are addressed clearly, themes are easily identifiable, and additional, meaningful information is included.</p>	<p>30</p>	
<p><b>Relationships:</b> Show schematically the nature of key relationships</p>	<p>Important information is missing OR Relationship dynamics are included but cannot be understood based on the presentation</p>	<p>Main aspects of relationship dynamics are included for some family members. OR Relationship dynamics are included but cannot be understood based on the presentation</p>	<p>Key relationship dynamics for all relevant family members are included and clearly presented.</p>	<p>Key relationship dynamics for all relevant family members are included and clearly presented. Nuances of the dynamics are included and themes are evident.</p>	<p>Key relationship dynamics for all relevant family members are included and clearly presented. Nuances of the dynamics are included and themes are evident. The information supports conceptualization and treatment planning.</p>	<p>30</p>	



## 2. Reading Reflections (150 points total)

This assignment is intended to ensure students read and consider the text information prior to class. For each required reading chapter, students will write two questions, personal reflections, observations, or challenges to stimulate discussion based on the readings. The questions should reflect understanding of the chapter material and thoughtfulness. Questions may be up to a paragraph in length. Students will submit chapter reflection questions prior to class on the day that a chapter is assigned to be read. Chapter reflection questions are to be submitted in the appropriate Blackboard dropbox. Please note that students must submit reflection questions for EACH assigned reading EACH week. Students will submit chapter reflection questions for a total of 36 readings, but the lowest six scores will be dropped (30 reflections will count toward the grade). Each chapter's questions are worth up to 5 points.

For your reading reflections, please choose 2 of the following prompts/questions:

- What two or three points stood out to me?
- What questions do I have about the information in this chapter?
- What was surprising in this chapter?
- Did I have a strong personal reaction to something in this chapter? What was that about? (Be specific about chapter content.)
- How does the information in this chapter relate to information from other courses?
- How does information this chapter related to information in my own life? (Be careful to keep this academic and focused on the textbook information.)
- Which of these strategies do I expect to use in the future? What will be helpful about them or how do I plan to use them?
- What did I disagree with in this reading and why?
- How does this information change the way I plan to work with clients in the future?

Reading Reflection Evaluation					
Category	Below Standard	Standard for Master's	Outstanding	Total	
	.5	1.5	2.5	Possible	Earned
Connection to Reading	The question, reflection, observation, or challenge did not relate to chapter material or related to chapter material only tangentially. OR The question, reflection, observation, or challenge showed misunderstanding of chapter material.	The question, reflection, observation, or challenge clearly related to chapter material AND demonstrated accurate understanding of the chapter information.	The comments demonstrated a breadth and/or depth of understanding of chapter material.	2.5	
Critical Thinking	The question, reflection, observation, or challenge simply restated the reading information, demonstrating knowledge but not critical thinking or application. OR Only one question, reflection, observation, or challenge was submitted. OR Incomplete sentences was used. OR Writing was disjointed and very difficult to follow.	The question, reflection, observation, or challenge demonstrated critical thinking or application. OR Two questions, reflections, observations, or challenges were submitted. OR Writing was clear and had very few grammatical errors.	The comments demonstrated significant critical thinking and/or personal awareness through connecting the information to personal observations or experiences or to other readings and included insightful thought. AND Two questions, reflections, observations, or challenges were submitted. AND Writing was clear and had no more than one grammatical error.	2.5	

### 3. Chapter Presentation (50 points)

Students will each present a summary of one of the chapters from the Williams text. The presentation should be 20-30 minutes in length. For the presentation, begin by summarizing the content of the chapter in a format that makes it easy for students to remember the information (approx. 10 minutes). A handout that could be used for future reference is highly advised. Then, facilitate discussion about the information, demonstrate one of the skills from the chapter, or guide students in an activity to reinforce the chapter information.

Chapter Presentation Evaluation							
	Unacceptable	Developing	Mastered Basic Skills at Developmental Level	Proficient	Exceptional	Total	
Category	65%	80%	85%	90%	100%	Possible	Earned
<b>Summary of Content</b>	The summary did not relate to chapter material or related to chapter material only tangentially. OR The summary showed misunderstanding of key points of the chapter material.	The summary related to parts of the chapter material. OR The summary showed misunderstanding of a few points of the chapter material.	The summary clearly related to chapter material AND demonstrated accurate understanding of the chapter information.	The summary was clear and accurate. Main points were obvious and detailed information was included.	The summary demonstrated a breadth and/or depth of understanding of chapter material. Information was presented clearly in a way that captured main points and detailed information. The presentation will make it easier for other students to remember this information later.	15	
<b>Application of Information – Activity</b>	No activity was included OR Activity was only slightly related to chapter content.	Activity was rushed or dragged on. OR Activity was only somewhat related to chapter content.	Activity clearly applied chapter information and enhanced understanding of information.	Activity clearly applied chapter information and enhanced understanding of information. Activity was well-planned and clearly executed.	Activity clearly applied chapter information and enhanced understanding of information. Activity was well-planned and clearly executed. Skill development was enhanced by the activity.	15	
<b>Application of Information – Clear for therapy</b>	Chapter content was only tangentially applied to therapy practice.	Chapter content was applied to therapy practice in minor comments.	Chapter content was applied to therapy practice clearly.	Chapter content was applied to therapy practice directly and multiple times.	Chapter content was applied to therapy practice throughout the presentation. It is clear how this can be used in therapy.	15	
<b>Presentation – creativity, originality, time management</b>	Presentation was simple and did not demonstrate careful planning. OR Timing of presentation was less than 20 or more than 30 minutes by several minutes.	Presentation did demonstrate planning. OR Timing of presentation was less than 20 or more than 30 minutes by one or two minutes.	Presentation demonstrated careful planning and creativity in presentation. AND Timing was within 20-30 minutes.	Presentation demonstrated careful planning and significant creativity in presentation. AND Timing was within 20-30 minutes.	Presentation demonstrated careful planning and significant creativity in presentation. Unique presentation methods were used. AND Timing was within 20-30 minutes.	5	



**4. Video Clinical Demonstration & Self-Analysis Paper (100 points total)**

Students will submit a 15-20 minute role play video clip demonstrating their ability to reflectively listen by utilizing circular questioning. You must demonstrate at least 6-10 sequence of a cycle. You must show this by providing a cycle chart (make sure you close the loop). **MAKE SURE YOU ARE VISIBLE IN THE DVD. MAKE SURE YOU INCLUDE A SEQUENCE OF CYCLE CHART.** CECC: 2.1.8, 4.3.2, 4.3.7, 5.1.4, 5.3.4

**Part I: Video (50 points)**

The “client” system must include at least two people. Students are expected to recruit classmates to assist in this assignment to play the role of the couple/family. It is highly suggested that you have a script for role play (especially if you choose to recruit friends and family).

*Students must not move into “FIX IT” or intervention mode in this video. Any advice giving or questions intended to facilitate insight are not part of this assignment. They certainly have a core role in the therapy process but not in this assignment.*

It is also the student’s responsibility to ensure that the clip is complete and of high quality. Videos with significant technical issues will not be accepted. Submissions can be delivered via flash drive, Youtube, Vimeo, or DVD. If I cannot open your video, it will be considered a late submission.

Video Demonstration Evaluation							
	Unacceptable	Developing	Mastered Basic Skills at Developmental Level	Proficient	Exceptional	Total	
Category	65%	80%	85%	90%	100%	Possible	Earned
<b>Ability to conceptualize case</b>	The student overlooked this skill and did not demonstrate it during the role-play session. OR The student’s demonstration reflected a misunderstanding of this skill.	The student demonstrated components of the skill but missed at least one key aspect of the skill. OR The student stumbled very obviously when demonstrating this skill in a way that inhibited the role play session.	The student demonstrated the skill at a level expected for beginning students prior to seeing clients. Main aspects of this skill were clearly and accurately used. Application may be rough at times.	The student demonstrated the skill in session clearly but the timing may be slightly off and/or the student may stumble with the application of this skill.	The student demonstrated the skill quickly in session and applied the skill smoothly in interactions with the role-play clients.	10	
<b>Ability to assess case</b>	The student overlooked this skill and did not demonstrate it during the role-play session. OR The student’s demonstration reflected a misunderstanding of this skill.	The student demonstrated components of the skill but missed at least one key aspect of the skill. OR The student stumbled very obviously when demonstrating this skill in a way that inhibited the role play session.	The student demonstrated the skill at a level expected for beginning students prior to seeing clients. Main aspects of this skill were clearly and accurately used. Application may be rough at times.	The student demonstrated the skill in session clearly but the timing may be slightly off and/or the student may stumble with the application of this skill.	The student demonstrated the skill quickly in session and applied the skill smoothly in interactions with the role-play clients.		
<b>Ability to role play from systemic perspective</b>	The student overlooked this skill and did not demonstrate it during the role-play session. OR	The student demonstrated components of the skill but missed at least one key aspect of the skill. OR	The student demonstrated the skill at a level expected for beginning students prior to seeing clients. Main aspects	The student demonstrated the skill in session clearly but the timing may be slightly off and/or the student may	The student demonstrated the skill quickly in session and applied the skill smoothly in interactions with the role-play clients.	10	

	The student's demonstration reflected a misunderstanding of this skill.	The student stumbled very obviously when demonstrating this skill in a way that inhibited the role play session.	of this skill were clearly and accurately used. Application may be rough at times.	stumble with the application of this skill.			
<b>Ability to ask circular questions</b>	The student overlooked this skill and did not demonstrate it during the role-play session. OR The student's demonstration reflected a misunderstanding of this skill.	The student demonstrated components of the skill but missed at least one key aspect of the skill. OR The student stumbled very obviously when demonstrating this skill in a way that inhibited the role play session.	The student demonstrated the skill at a level expected for beginning students prior to seeing clients. Main aspects of this skill were clearly and accurately used. Application may be rough at times.	The student demonstrated the skill in session clearly but the timing may be slightly off and/or the student may stumble with the application of this skill.	The student demonstrated the skill quickly in session and applied the skill smoothly in interactions with the role-play clients.	10	
<b>Demonstrates effective use of reflective listening techniques</b>	The student overlooked this skill and did not demonstrate it during the role-play session. OR The student's demonstration reflected a misunderstanding of this skill.	The student demonstrated components of the skill but missed at least one key aspect of the skill. OR The student stumbled very obviously when demonstrating this skill in a way that inhibited the role play session.	The student demonstrated the skill at a level expected for beginning students prior to seeing clients. Main aspects of this skill were clearly and accurately used. Application may be rough at times.	The student demonstrated the skill in session clearly but the timing may be slightly off and/or the student may stumble with the application of this skill.	The student demonstrated the skill quickly in session and applied the skill smoothly in interactions with the role-play clients.	10	
<b>Refrains from moving into FIX IT mode</b>	If the student makes statements focused on fixing the problem, 15 points will be deducted.					-15	

**Part II: Self-Analysis Paper (50 points)**

After completing the video, students will then watch and critique their own clip and submit a 4-6 page paper based on their observations. **Please create your own APA headings.** The paper will address the following questions/topics:

- What was your overall experience in completing this assignment, including the use of **circular questioning** and **reflective listening**? What was the most challenging part of the assignment? What was easiest or most natural?
- On a scale from 1-10, how well do you think you implemented circular questioning? What time in the video best demonstrates your ability to utilize circular questioning (include a rationale)? How might you have improved your circular questioning during the role play?
- Provide a visual depiction of the interactional pattern. Graph the interactional cycle (you may hand write this portion in the paper). Make sure to include at least 6 – 10 sequence of the cycle.
- On a scale from 1-10, how well did you utilize reflective listening? What time in the video best demonstrates your ability to implement reflective listening (include a rationale)? How might you have improved your reflective listening during the role play?
- What inner critics emerged as you were watching your video or preparing for this assignment? What names would you give to each critic? What thoughts did they plant in your mind? How did they make you feel? What good are they trying to do (however misguided)? What are their greatest fears in reducing their control? How can you show compassion toward those critics and yourself in general?
- At what points was your Self in the lead during this assignment? What was different about your thoughts, feelings, and sensations during these times? Did diversity factor into your Self (e.g., sameness, diverse culture, diverse ethnicity, sexual identify)?
- What are your five strengths and three growth areas moving forward as you continue to evolve as a clinician?

Self-Analysis Paper Evaluation							
	Unacceptable	Developing	Mastered Basic Skills at Developmental Level	Proficient	Exceptional	Total	
Category	65%	80%	85%	90%	100%	Possible	Earned
<b>Overall experience – circular question and reflective listening. Most challenging part. Easiest or most natural part.</b>	Reflection misses key components.	Reflection misses some components.	Reflection addresses almost all components with thoughtfulness.	Reflection addresses all components with thoughtfulness.	Reflection addresses almost all components with thoughtfulness and insightfulness.	5	
<b>Analysis, critique, and reflection of circular questioning skill implementation</b>	Reflection misses key components.	Reflection misses some components.	Reflection addresses almost all components with thoughtfulness.	Reflection addresses all components with thoughtfulness.	Reflection addresses almost all components with thoughtfulness and insightfulness.	5	
<b>Graph of interactional pattern</b>	Reflection misses key components.	Reflection misses some components.	Reflection addresses almost all components with thoughtfulness. Includes 6-10 sequences of interaction.	Reflection addresses all components with thoughtfulness. Includes 6-10 sequences of interaction.	Reflection addresses almost all components with thoughtfulness and insightfulness. Includes 6-10 sequences of interaction.	5	
<b>Analysis, critique, and reflection of reflective listening skill implementation</b>	Reflection misses key components.	Reflection misses some components.	Reflection addresses almost all components with thoughtfulness.	Reflection addresses all components with thoughtfulness.	Reflection addresses almost all components with thoughtfulness and insightfulness.	5	

<b>Analysis and reflection of inner critics</b>	Reflection misses key components.	Reflection misses some components.	Reflection addresses almost all components with thoughtfulness.	Reflection addresses all components with thoughtfulness.	Reflection addresses almost all components with thoughtfulness and insightfulness.	5	
<b>Self-awareness and impact of personal identity</b>	Reflection misses key components.	Reflection misses some components.	Reflection addresses almost all components with thoughtfulness.	Reflection addresses all components with thoughtfulness.	Reflection addresses almost all components with thoughtfulness and insightfulness.	5	
<b>Strengths and growth areas</b>	Reflection misses key components.	Reflection misses some components.	Reflection addresses almost all components with thoughtfulness.	Reflection addresses all components with thoughtfulness.	Reflection addresses almost all components with thoughtfulness and insightfulness.	5	
<b>APA formatting</b>	Paper was not set up in APA formatting style. Ongoing APA formatting errors.	Paper was mostly set up in APA formatting style. Ongoing APA formatting errors.	Structure of paper is set up in APA format. 10-15 APA formatting errors.	Structure of paper is set up in APA format. 6-10 APA formatting errors.	Structure of paper is set up in APA format but there are 1-5 APA formatting errors.	5	
<b>Logical organization, quality of writing, and grammar</b>	Organization is difficult to follow for the paper overall. The points are lost in unclear writing. Multiple grammar errors through the paper.	Organization leads to confusion in the flow of thought. Writing is simple and unclear in places. Several grammar errors.	Organization is lacking in a few places but the overall flow is clear. Writing is straightforward without advanced techniques. A few grammar errors.	Organization is easy to follow with few exceptions. Writing leads to clear points. Minimal grammar errors.	Organization is clear for main points and within paragraphs. Quality of writing is high. Very few grammar errors.	10	

**5) Case Conceptualization (100 points)**

Assess your case using the Case Conceptualization form available on Blackboard (integration across theories). This should have a solid systemic base. Include a minimum of four sources of research from peer-reviewed journals to support your conceptualization. Note: the conceptualization includes a genogram.

**CECC:** 2.1.8, 4.3.2, 4.3.7, 5.1.4, 5.3.4

**CASE CONCEPTUALIZATION EVALUATION**

Date: \_\_\_\_\_

Therapist/Student: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Level of Clinical Training:**

- Pre-clinical training; coursework only
- 0-12 months  12-24 months  2+ years

**Rating Scale**

**4=Outstanding:** Strong mastery of skills and thorough understanding of concepts

**3=Mastered Basic Skills at Developmental Level:** Understanding of concepts

**2=Developing:** Minor conceptual and skill errors; in process of developing

**1=Deficits:** Significant remediation needed; deficits in knowledge/skills

**NA=Not Applicable:** Unable to measure with given data (do not use to indicate

deficit)

	<b>4: Outstanding</b>	<b>3: At Level</b>	<b>2: Developing</b>	<b>1: Deficits</b>	<b>Comp</b>	<b>Score</b>
<b>Introduction</b> (5 points possible)	<input type="checkbox"/> Detailed intro that identifies client, age, ethnicity, occupation, grade, etc.  <input type="checkbox"/> Descriptions useful for understanding problem	<input type="checkbox"/> Identifies basic information: significant others, age, ethnicity, occupation, grade, etc.	<input type="checkbox"/> Missing 1-2 identifiers  <input type="checkbox"/> Does not identify any significant others	<input type="checkbox"/> Missing, incorrect or significant problem with identifiers and/or significant involved parties	1.2.1 1.3.1 2.3.7	<input type="checkbox"/> NA
<b>Presenting Concern</b>						
<b>Presenting Concern</b> (5 points possible)	<input type="checkbox"/> Descriptions provides detailed, fair description of all stakeholder's views  <input type="checkbox"/> Thoughtful identification of stakeholders  <input type="checkbox"/> Word choice conveys empathy with most perspectives  <input type="checkbox"/> Begins to build clear conceptualization	<input type="checkbox"/> Clear description of problem for each person and key stakeholders  <input type="checkbox"/> Sufficient description for case conceptualization	<input type="checkbox"/> Minor problems or lack of clarity with problem descriptions  <input type="checkbox"/> Missing stakeholders	<input type="checkbox"/> Significant problems with problem descriptions  <input type="checkbox"/> Missing key perspectives; incorrect characterization	1.2.2 1.3.1 2.2.4 2.3.9	<input type="checkbox"/> NA



Background and History						
<b>Background Information</b>  (5 points possible)	<input type="checkbox"/> Skillfully discusses trauma and substance issues  <input type="checkbox"/> Includes detailed summary of recent and past events  <input type="checkbox"/> Begins to build clear conceptualization	<input type="checkbox"/> Identifies salient trauma and substance abuse issues  <input type="checkbox"/> Provides clear overview of history	<input type="checkbox"/> Misses trauma or substance use issues  <input type="checkbox"/> Insufficient, vague, minimal or missing background information	<input type="checkbox"/> Significant information missing  <input type="checkbox"/> Unable to identify significant events	1.2.1 1.2.2 1.3.1 2.1.1 2.3.7	<input type="checkbox"/> NA
Strengths and Diversity						
<b>Client/ Family Strengths and Diversity</b>  (5 points possible)	<input type="checkbox"/> Detailed and useful description of all forms of strengths  <input type="checkbox"/> Meaningful discussion of diversity resources and limitations	<input type="checkbox"/> Identifies at least one of each form of strength  <input type="checkbox"/> Identifies at least one diversity resource and limit	<input type="checkbox"/> Underdeveloped description of strengths  <input type="checkbox"/> Misses diversity resources and limits	<input type="checkbox"/> Significant problems identifying clinically relevant strengths  <input type="checkbox"/> Misses significant diversity resources and limits	1.2.1 2.3.8	<input type="checkbox"/> NA
Family Structure						
<b>Boundaries</b>  (5 points possible)	Detailed and sophisticated assessment of:  <input type="checkbox"/> Family life cycle  <input type="checkbox"/> Style of relating  <input type="checkbox"/> Boundaries  <input type="checkbox"/> Triangles/ Coalition  <input type="checkbox"/> Hierarchy  <input type="checkbox"/> Complementary patterns  <input type="checkbox"/> Communication stances  <input type="checkbox"/> Divorce indicators	Clear assessment of:  <input type="checkbox"/> Family life cycle  <input type="checkbox"/> Style of relating  <input type="checkbox"/> Boundaries  <input type="checkbox"/> Triangles/ Coalition  <input type="checkbox"/> Hierarchy  <input type="checkbox"/> Complementary patterns  <input type="checkbox"/> Communication stances  <input type="checkbox"/> Divorce indicators	Minor problems with the following:  <input type="checkbox"/> Family life cycle  <input type="checkbox"/> Style of relating  <input type="checkbox"/> Boundaries  <input type="checkbox"/> Triangles/ Coalition  <input type="checkbox"/> Hierarchy  <input type="checkbox"/> Complementary patterns  <input type="checkbox"/> Communication stances  <input type="checkbox"/> Divorce indicators	Significant problem with the following:  <input type="checkbox"/> Family life cycle  <input type="checkbox"/> Style of relating  <input type="checkbox"/> Boundaries  <input type="checkbox"/> Triangles/ Coalition  <input type="checkbox"/> Hierarchy  <input type="checkbox"/> Complementary patterns  <input type="checkbox"/> Communication stances	1.1.1 1.2.1 2.2.2	<input type="checkbox"/> NA

				<input type="checkbox"/> Divorce indicators		
<b>Consistency</b> (5 points possible)	<input type="checkbox"/> Develops consistent, insightful conceptualization of dynamics	<input type="checkbox"/> Assessment generally consistent across areas	<input type="checkbox"/> Minor inconsistencies	<input type="checkbox"/> Significant inconsistencies	2.1.1 4.4.1	<input type="checkbox"/> NA
<b>Interaction Patterns</b>						
<b>Problem Interaction Pattern</b> (5 points possible)	<input type="checkbox"/> Detailed, insightful description of interaction sequence  <input type="checkbox"/> Detailed, insightful systemic hypothesis  <input type="checkbox"/> No member blamed	<input type="checkbox"/> Clear, behavioral description of interaction behavioral sequence  <input type="checkbox"/> Clear, useful systemic hypothesis	<input type="checkbox"/> Vague, non-behavioral description of interaction pattern  <input type="checkbox"/> Hypothesis vague or non-systemic	<input type="checkbox"/> Unclear interaction pattern  <input type="checkbox"/> Problems with hypothesis  <input type="checkbox"/> One member blamed for problem	2.2.3 2.3.1 4.3.3	<input type="checkbox"/> NA
<b>Intergenerational and Attachment Patterns</b>						
<b>Genogram</b> (5 points possible)	<input type="checkbox"/> Detailed genogram with most relevant information including relational patterns, occupations, medical and abuse history  <input type="checkbox"/> Tracks patterns related to presenting problem  <input type="checkbox"/> Few if any format errors	<input type="checkbox"/> Key relevant information including relational patterns, occupations, medical and abuse history  <input type="checkbox"/> Provides useful information for presenting problem  <input type="checkbox"/> Minor format errors	<input type="checkbox"/> Genogram missing some key information  <input type="checkbox"/> Does not provide sufficient background to presenting problem  <input type="checkbox"/> Several format errors	<input type="checkbox"/> Missing significant information and/or family members  <input type="checkbox"/> Several and/or significant format errors  <input type="checkbox"/> Does not provide useful clinical information	2.3.6	<input type="checkbox"/> NA
<b>Intergenerational Patterns</b> (5 points possible)	<input type="checkbox"/> Detailed description of significant intergenerational patterns  <input type="checkbox"/> Consistent with rest of assessment	<input type="checkbox"/> Clear description of key intergenerational patterns	<input type="checkbox"/> Vague or incomplete description of patterns	<input type="checkbox"/> One or more key intergenerational pattern not addressed	2.2.2 2.2.3 2.2.5	<input type="checkbox"/> NA

<b>Attachment Patterns</b> (5 points possible)	<input type="checkbox"/> Detailed description that supports assessed attachment pattern	<input type="checkbox"/> Assessed pattern consistent with rest of assessment	<input type="checkbox"/> Minor problems with identified pattern for one or more person	<input type="checkbox"/> Significant problems identified pattern	1.1.1 2.2.3 2.3.6	<input type="checkbox"/> NA
<b>Solution-Based Assessment</b>						
<b>Solution Assessment</b> (5 points possible)	<input type="checkbox"/> Detailed description of failed solutions and exceptions  <input type="checkbox"/> Positively stated, behavioral answers to miracle question  <input type="checkbox"/> Clear implications for intervention	<input type="checkbox"/> Clear description of solutions did not work and exceptions  <input type="checkbox"/> Clear behavioral answer to miracle question  <input type="checkbox"/> Relevant to intervention	<input type="checkbox"/> Vague or unhelpful descriptions  <input type="checkbox"/> Non-behavioral or negatively stated answers to miracle question  <input type="checkbox"/> Implication for intervention not clear	<input type="checkbox"/> Poor example of previous solutions  <input type="checkbox"/> Confusing what worked and what didn't  <input type="checkbox"/> Non-behavioral and negatively stated answers to miracle question	1.1.1 2.3.8	<input type="checkbox"/> NA
<b>Postmodern and Diversity Discourses</b>						
<b>Dominant Discourses</b> (5 points possible)	<input type="checkbox"/> Detailed, insightful description of each type of discourse  <input type="checkbox"/> Identifies how discourses shape identity and problem formation  <input type="checkbox"/> Sophisticated understanding of diversity issues	<input type="checkbox"/> Clear description of at least two discourses  <input type="checkbox"/> Links discourses to identity and problem formation  <input type="checkbox"/> Identifies key diversity issues	<input type="checkbox"/> Vague, unclear description of discourses and effects on identities  <input type="checkbox"/> Misses one salient diversity issue	<input type="checkbox"/> Misses impact of key dominant discourses and/or diversity issues	1.1.1 1.2.1	<input type="checkbox"/> NA
<b>Client Perspective</b>						
<b>Client Perspective</b> (5 points possible)	<input type="checkbox"/> Detailed description of areas of agreement and disagreement  <input type="checkbox"/> Notable insight into how client views situation	<input type="checkbox"/> Identifies meaningful areas of agreement and disagreement	<input type="checkbox"/> Minor problems identifying areas of agreement and disagreement  <input type="checkbox"/> Little evidence of considering client perspective	<input type="checkbox"/> Significant problems identifying areas of agreement and disagreement  <input type="checkbox"/> Little evidence of considering client perspective	1.3.7 2.3.9 3.2.1 3.3.1	<input type="checkbox"/> NA
<b>Overall Conceptualization</b>						

<p><b>Overall Conceptualization:</b></p> <p><b>Quality of Assessment</b></p> <p>(15 points possible)</p>	<p><input type="checkbox"/> Systematically integrates available information to develop a clinically relevant conceptualization</p> <p><input type="checkbox"/> Consistent throughout</p> <p><input type="checkbox"/> Sophisticated depiction of systemic functioning</p> <p><input type="checkbox"/> Provides clear focus for treatment</p>	<p><input type="checkbox"/> Integrates available information to develop a clinically relevant conceptualization</p> <p><input type="checkbox"/> Majority of assessment areas are consistent</p> <p><input type="checkbox"/> Clear depiction of systemic functioning</p> <p><input type="checkbox"/> Provides at least one clear area of focus for treatment</p>	<p><input type="checkbox"/> Minor problems with integration and consistency across areas of assessment</p> <p><input type="checkbox"/> Focus for treatment not clear</p>	<p><input type="checkbox"/> Significant problems with integrating areas of assessment</p> <p><input type="checkbox"/> Numerous inconsistencies</p> <p><input type="checkbox"/> No clear focus of treatment</p>	<p>1.1.2</p> <p>1.5.2</p> <p>2.1.5</p> <p>2.2.2</p> <p>2.2.3</p> <p>2.4.2</p>	<p><input type="checkbox"/> NA</p>
<p><b>Use of Research</b></p> <p>(20 points possible- 5 for each source)</p>	<p><input type="checkbox"/> Sources are integrated into the conceptualization and provide clear direction for treatment</p> <p><input type="checkbox"/> Sources are from peer-reviewed journals</p> <p><input type="checkbox"/> Sources are directly relevant to the client</p>	<p><input type="checkbox"/> Sources are applied to case conceptualization.</p>	<p><input type="checkbox"/> Sources are only lightly connected to the case conceptualization</p>	<p><input type="checkbox"/> Fewer than 4 sources are used</p> <p><input type="checkbox"/> Sources are not from peer-reviewed journals</p> <p><input type="checkbox"/> Sources are not relevant to the client</p>		
<p><b>Comments:</b></p>						

**6) Treatment Plan (100 points)**

Using the case you wrote about in the Case Conceptualization assignment, write a treatment plan. The treatment plan should be designed using your selected *single theory*. Use Gehart’s treatment plan form as the base and add additional components as needed. Include a minimum of four sources of research from peer-reviewed journals to support your conceptualization. These may be the same sources that you used in the Case Conceptualization assignment.

**CECC:** 2.1.8, 4.3.2, 4.3.7, 5.1.4, 5.3.4

**TREATMENT PLAN EVALUATION**

Date: \_\_\_\_\_

Therapist/Student: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Level of Clinical Training:**

- Pre-clinical training; coursework only
- 0-12 months  12-24 months  2+ years

**Rating Scale**

- 4=Outstanding:** Strong mastery of skills and thorough understanding of concepts
- 3=Mastered Basic Skills at Developmental Level:** Understanding of concepts
- 2=Developing:** Minor conceptual and skill errors; in process of developing
- 1=Deficits:** Significant remediation needed; deficits in knowledge/skills
- NA=Not Applicable:** Unable to measure with given data (do not use to indicate)

	<b>4: Outstanding</b>	<b>3: At Level</b>	<b>2: Developing</b>	<b>1: Deficits</b>	<b>Comp</b>	<b>Score</b>
<b>Choice of Theory and Client</b>  (5 points possible)	<input type="checkbox"/> Choice of theory appropriate; supported by evidence base  <input type="checkbox"/> Client configuration appropriate; supported by evidence base  <input type="checkbox"/> Choices appropriate for client diversity factors	<input type="checkbox"/> Appropriate choice of theory  <input type="checkbox"/> Appropriate client configuration  <input type="checkbox"/> Choices not counter-indicated for client diversity	<input type="checkbox"/> Choice of theory and client configuration not ideal for presenting problem or client diversity but also not entirely inappropriate	<input type="checkbox"/> Inappropriate choice of theory and/or configuration given problem, research, age, culture, ability, values, etc.	1.3.2 3.1.1 4.1.1 4.1.2 4.3.1 6.1.1 6.3.2	<input type="checkbox"/> NA
<b>Therapeutic Tasks</b>						
<b>Therapeutic Relationship</b>  (10 points possible)	Detailed, theory-specific strategies for therapeutic relationship:	<input type="checkbox"/> Captures general spirit of theory’s form of therapeutic relationship	<input type="checkbox"/> Minor theoretical inconsistencies related to therapeutic relationship and/or general	<input type="checkbox"/> Significant problems or theoretical inconsistencies	1.3.3 1.3.6	

	<input type="checkbox"/> In initial phase <input type="checkbox"/> In working phase <input type="checkbox"/> Specific, meaningful adaptation to diversity factors <input type="checkbox"/> Facilitates involvement of all appropriate members of system	<input type="checkbox"/> Monitors relationship appropriately in working phase <input type="checkbox"/> At least one diversity element specifically addressed <input type="checkbox"/> Involves key members of system	<input type="checkbox"/> Vague strategy for monitoring relationship in working phase <input type="checkbox"/> Vague handling of diversity <input type="checkbox"/> Misses minor member in system	addressing relationship <input type="checkbox"/> Insufficient approach to monitoring relationship <input type="checkbox"/> Misses significant diversity issue <input type="checkbox"/> Misses key member of system		<input type="checkbox"/> NA
<b>Assessment</b> (10 points possible)	<input type="checkbox"/> Comprehensive, theory-specific initial assessment <input type="checkbox"/> Specific, meaningful adaptation to diversity <input type="checkbox"/> Specific to case	<input type="checkbox"/> Theory-specific initial assessment <input type="checkbox"/> At least one diversity element specifically addressed	<input type="checkbox"/> Minor problems or theoretical inconsistencies with initial assessment <input type="checkbox"/> Vague handling of diversity	<input type="checkbox"/> Significant problems with initial assessment <input type="checkbox"/> Misses significant diversity issue	2.1.4 2.3.2 2.3.3	<input type="checkbox"/> NA
<b>Aftercare Plan</b> (10 points possible)	<input type="checkbox"/> Theory-specific <input type="checkbox"/> Client specific <input type="checkbox"/> Practical and realistic	<input type="checkbox"/> Appropriate <input type="checkbox"/> Theory-specific	<input type="checkbox"/> Minor problems <input type="checkbox"/> Unrealistic or inappropriately adapted for client	<input type="checkbox"/> Inappropriate for theory <input type="checkbox"/> Unrealistic or inappropriately adapted for client	3.3.1 3.3.9 4.4.5	<input type="checkbox"/> NA
<b>Goals and Interventions</b>						
<b>Client Goals</b> (10 points possible)	<input type="checkbox"/> Theory-specific and reveal understanding of key concepts <input type="checkbox"/> Clear progression from early to late phases <input type="checkbox"/> Address all problems identified in case conceptualization <input type="checkbox"/> Client specific <input type="checkbox"/> Goals go beyond samples in text	<input type="checkbox"/> Theory-specific <input type="checkbox"/> Progression from early to late phases <input type="checkbox"/> Address most issues in case conceptualization <input type="checkbox"/> Client specific	<input type="checkbox"/> Appropriate but not clearly theory-specific <input type="checkbox"/> Vague or not client specific <input type="checkbox"/> Miss one or more issue that needs clinical attention	<input type="checkbox"/> Does not address one or more key clinical issue <input type="checkbox"/> Goals too vague to be useful <input type="checkbox"/> Goals inappropriate	1.4.1 3.3.1 4.2.2 4.3.1 4.4.1 4.5.3	<input type="checkbox"/> NA

<p><b>Interventions</b> (10 points possible)</p>	<input type="checkbox"/> Theory-specific  <input type="checkbox"/> Clearly related to goal  <input type="checkbox"/> Detailed and tailored to client  <input type="checkbox"/> Addresses all members of client system	<input type="checkbox"/> Theory-specific  <input type="checkbox"/> Supports goal achievement  <input type="checkbox"/> Appropriate	<input type="checkbox"/> Not clearly theory-specific  <input type="checkbox"/> Not clearly related to stated goal	<input type="checkbox"/> Not appropriate for theory  <input type="checkbox"/> Not appropriate for goal  <input type="checkbox"/> Inappropriate or poor fit for client	2.3.2 3.3.3 4.2.1 4.3.3 4.3.4 4.3.5 4.3.6 4.3.8 4.3.9	<input type="checkbox"/> NA
<p><b>Client Perspective</b> (10 points possible)</p>	<input type="checkbox"/> Detailed description of areas of agreement and disagreement  <input type="checkbox"/> Notable insight into how client views process	<input type="checkbox"/> Identifies meaningful areas of agreement and disagreement	<input type="checkbox"/> Minor problems identifying areas of agreement and disagreement  <input type="checkbox"/> Little evidence of considering client perspective	<input type="checkbox"/> Significant problems identifying areas of agreement and disagreement  <input type="checkbox"/> Little evidence of considering client perspective	1.3.7 3.2.1 3.3.1	<input type="checkbox"/> NA
<b>Overall Plan</b>						
<p><b>Overall Plan</b> (15 points possible)</p>	<input type="checkbox"/> Demonstrates subtle understanding of theory and applies appropriately  <input type="checkbox"/> Plan clearly in accordance with practice setting, legal and professional requirements  <input type="checkbox"/> Demonstrates clear understanding of risks, benefits of treatment	<input type="checkbox"/> Consistent and appropriate use of a single theory  <input type="checkbox"/> Plan generally in accordance with practice setting, legal and professional requirements  <input type="checkbox"/> Appropriate understanding of risks, benefits of treatment	<input type="checkbox"/> Some problems with understanding of theories and techniques  <input type="checkbox"/> <b>Goals/interventions</b> often not consistent with theory  <input type="checkbox"/> Minor problems with plan's compliance with practice, legal, and/or professional requirements	<input type="checkbox"/> Inconsistent or incorrect use of theory  <input type="checkbox"/> Significant problems with plan's compliance with practice, legal, and/or professional requirements	1.1.2 1.1.4 2.1.6 3.5.3	<input type="checkbox"/> NA
<p><b>Use of Research</b> (20 points possible- 5 for each source)</p>	<input type="checkbox"/> Sources are integrated into the plan and provide clear direction for treatment  <input type="checkbox"/> Sources are from peer-reviewed journals	<input type="checkbox"/> Sources are applied to treatment plan.	<input type="checkbox"/> Sources are only lightly connected to the treatment plan.	<input type="checkbox"/> Fewer than 4 sources are used  <input type="checkbox"/> Sources are not from peer-reviewed journals  <input type="checkbox"/> Sources are not relevant to the client		

	<input type="checkbox"/> Sources are directly relevant to the client				
<b>Comments:</b>					

**7) Final Exam Presentation (100 points)**

Give a 20-minute presentation using PowerPoint or other media platform on the case you described in your treatment plan. The presentation must include (1) your case conceptualization, (2) goals of therapy, and (3) at least one standardized assessment (4) at least two interventions that support those goals, all clearly connected to your chosen theory. You may include up to 15 minutes of video showing relevant relational issues in the case.

<b>Final Exam Presentation Evaluation</b>							
	Unacceptable	Developing	Mastered Basic Skills at Developmental Level	Proficient	Exceptional	Total	
Category	65%	80%	85%	90%	100%	Possible	Earned
<b>Case Conceptualization</b>	Missing important key information; conceptualization is unorganized and difficult to follow	Includes most needed information or some information is unclear	Clear and includes all needed information	Clear and includes all needed information with useful detailed information	Clear, consistent, comprehensive, professional	20	
<b>Theoretical Foundation and Clear Connection through Presentation</b>	Theory is unclear and tangential to client	Theory includes systems and another theory with some errors or oversights.	Theory includes systemic base and another theory clearly applied to most aspects of the case.	Theory includes systemic focus and another theory clearly applied to all aspects of the case.	Theory includes systemic focus and is evident in each aspect of the presentation and connects to client characteristics	15	
<b>Goals of Therapy</b>	Misses principles of goal setting	Follows principles of goal setting, but loosely	Follows most principles of goal setting	Follows almost all principles of goal setting, highlights client perspective	Follows all principles of goal setting, considers client perspective and theory	15	
<b>Assessment</b>	Assessment misses key components	Assessment misses some components.	Assessment covers all main components	Assessment covers all main components and includes details about the clients. Assessment includes systems and theory.	Assessment covers all main components and includes details about the clients. Assessment includes systems and theory. Assessment leads toward treatment planning.	15	
<b>Standardized Assessment</b>	Standardized assessment is not clearly needed for this case AND is inaccurately described.	Standardized assessment is not clearly needed for this case OR is inaccurately described.	Standardized assessment is appropriate and accurately described.	Standardized assessment is appropriate, accurately described and integrated into understanding the case.	Standardized assessment is appropriate, accurately described and integrated into understanding the case. Assessment is theory-congruent and considers diversity aspects of the case.	10	
<b>Interventions</b>	Misses principles of interventions or interventions are inappropriate for the case.	Follows principles of interventions, but loosely. Interventions are not clearly useful for this case.	Follows most principles of interventions and interventions are clearly useful for this case. Includes systemic and theory-congruent interventions.	Follows almost all principles of interventions, and interventions are clearly useful for this case. Includes systemic and theory-congruent interventions.	Follows almost all principles of interventions, and interventions are clearly useful for this case. Includes systemic and theory-congruent interventions. Interventions are adapted to client characteristics.	15	
<b>Presentation – creativity, originality,</b>	Presentation was simple and did not	Presentation did demonstrate planning. OR	Presentation demonstrated careful planning	Presentation demonstrated careful planning	Presentation demonstrated careful planning and significant	<b>10</b>	



<b>time management</b>	demonstrate careful planning. OR Timing of presentation was less than 20 or more than 30 minutes by several minutes.	Timing of presentation was less than 20 or more than 30 minutes by one or two minutes.	and creativity in presentation. AND Timing was within 20-30 minutes.	and significant creativity in presentation. AND Timing was within 20-30 minutes.	creativity in presentation. Unique presentation methods were used. AND Timing was within 20-30 minutes.		
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### 8) Student Classroom Evaluation – Participation (50 points)

Students are expected to attend and be an active participant in every class. Some information discussed in class will not be covered in the textbook. Please note that role plays are also an essential part of this coursework and will require attendance. Participation will be included in the SCE evaluation and students must be present during every final presentation to receive full points. 10 points deduction will be added in addition to the absence for missing a final presentation.

Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Average performance	Below average performance	Unsatisfactory performance	Lowest level of performance	No cooperation
Student remains in his/her seat during student panels and presentations/external speaker presentations.	5	4	3	2	1	0
Student is in his/her seat when the professor begins the class and returns to class on-time after break.	5	4	3	2	1	0
Student does not leave campus during the mid-class break.	5	4	3	2	1	0
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	0
Students' position in the room is conducive to the learning environment.	5	4	3	2	1	0
Student is discreet in classroom attire.	5	4	3	2	1	0
Student waits until the class is dismissed by the professor before packing up his/her belongings.	5	4	3	2	1	0
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	0
Student actively participates in class discussions and in group work.	5	4	3	2	1	0
Student respects silence and is focused while either the professor is speaking or classmates are sharing thoughts in discussion.	5	4	3	2	1	0



# Pfeiffer University

## MMFT 680 - Legal & Ethical Issues in Marriage & Family Therapy \* Summer II 2021 Tuesdays & Thursdays 5:00 - 9:30/p

**Professor and Program Director: Dr. Susan B Wilkie McHale, LMFT, LPC, NCC, NCSC**  
**AAMFT Approved Supervisor , LPC Approved Supervisor**

Email: susan.wilkie@pfeiffer.edu Phone: 704.945.7359 (Charlotte)

Office: Charlotte Campus, 2<sup>nd</sup> floor Classroom: 2<sup>nd</sup> Floor #225 & 228

Class Hours: Tues, June 22 - Fri, July 23 Final Exam: Friday, July 23 Note: Final Grades  
due July 28 @ 12 noon

Office Hours: Tues - 3:00 until 4:30/p **by appointment only**

(for your personal privacy, please call in advance to schedule)...

### Required Textbooks:

American Psychological Association. (2009). *Publication manual of the American psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Wilcoxon, S.A., Remley, T.P., & Gladding, S.T. (2013). *Ethical, legal, and professional issues in the practice of marriage and family therapy* (Updated 5<sup>th</sup> ed.). NJ: Pearson Education, Inc.

### Supplementary Textbooks:

Caldwell, B. (Ed.). (2015) *User's guide to the 2015 AAMFT code of ethics*. Washington, DC: AAMFT.

Homrich, A. & Henderson, K. (Eds). (2018). *Gatekeeping in the mental health professions*. VA: American Counseling Association

Wheeler, A. M., & Bertram, B. (2019). *The counselor and the law: A guide to legal and ethical Practice* (8<sup>th</sup> ed.). Alexandria, VA: American Counseling Association.

**Pfeiffer University Mission** Pfeiffer University is a comprehensive United Methodist-related university, with multiple campuses and delivery systems, committed to educational excellence, service, and scholarship. Within nurturing communities of learners, we value diversity and promote the attainment of full academic and personal potential through accessible undergraduate and graduate programs. It is the vision of the university that our students embrace the Christian values of human dignity, integrity, and service as they become servant leaders and lifelong learners.

**Vision** We will be recognized as the model church-related institution preparing servant leaders for lifelong learning.

**Overview of the course** This comprehensive overview stresses the ethical standards of professional therapy, ethical and legal issues, and their applications to various marriage and family tasks. Ethical dilemmas will be examined through a case approach and preparation and procedure for legal processes and court testimony will be addressed.

**Course Rationale** The study of ethics is a lifelong process. Its basic function is to educate students and professionals about responsible practice and sound ethical conduct. The application of professional codes of ethics is critical and strategic to resolving ethical dilemmas in practice by clarifying responsibility and defining basic principles that help us to demonstrate sensible regard for the mores and expectations of our clients and guide us in safeguarding our own professional freedom and integrity through keen observation and sensitive self-regulation.

**Course Objectives:** The student will be able to achieve the following:

1. Articulate the principles of rational decision making as stated in the AAMFT Code of Ethics.
2. Provide a practical working knowledge of essential legal, ethical, and professional issues bearing directly on the practice of therapy.
3. Be aware of common ethical issues that bear personal and professional impact.
4. Establish a working strategy for making ethical decisions.
5. Become familiar with public and private policy processes.
6. Know the implications and implementation of HIPAA laws.
6. Develop awareness of cultural considerations in the application of ethical principles.
7. Demonstrate continuing values clarification and personal reflection to assert effective "self-regulation of the therapist."
8. Identify and define specialized terminology including privacy, confidentiality, privilege, dual relationships, malpractice, breach of contract, client rights, duty to warn, etc.

### Professional Marriage and Family Therapy Principles (PMFTPs)

Record your own achievement with your PMFTP Form for MMFT 680:

### Student Learning Outcomes (SLOs)

In this course, the student is expected to achieve the following SLO:

#### SLO #5: Professional Identity & Issues

Students will demonstrate professional and ethical behavior and follow legal standards of the profession.

### North Carolina LMFT Application Educational Qualification Areas

#### V. Professional Identity and Ethics

### Association of Marital & Family Therapy Regulatory Boards (AMFTRB) Domains

#### Domain 6: Maintaining Ethical, Legal, and Professional Standards

Domain 6: Tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism.

### MFT Core Competencies -- Course-Embedded Core Competencies (CECCs)

#### Domain 5: Legal Issues, Ethics, and Standards

- 5.1.1 Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.

- 5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
- 5.1.3 Know policies and procedures of the practice setting.
- 5.1.4 Understand the process of making an ethical decision.
- 5.2.1 Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
- 5.2.2 Recognize ethical dilemmas in practice setting.

<b>Domain 6: Research and Program Evaluation</b>
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- 6.3.1 Read current MFT and other professional literature.

<b>AAMFT Code of Ethics</b>
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<b>Standard I: Responsibility to Clients</b>
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1.1 Non-Discrimination.

Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

1.2 Informed Consent.

Marriage and family therapists obtain appropriate informed consent to therapy or related procedures and use language that is reasonably understandable to clients. When persons, due to age or mental status, are legally incapable of giving informed consent, marriage and family therapists obtain informed permission from a legally authorized person, if such substitute consent is legally permissible. The content of informed consent may vary depending upon the client and treatment plan; however, informed consent generally necessitates that the client: (a) has the capacity to consent; (b) has been adequately informed of significant information concerning treatment processes and procedures; (c) has been adequately informed of potential risks and benefits of treatments for which generally recognized standards do not yet exist; (d) has freely and without undue influence expressed consent; and (e) has provided consent that is appropriately documented.

1.3 Multiple Relationships.

Marriage and family therapists are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships with clients that could impair professional judgment or increase the risk of exploitation. Such relationships include, but are not limited to, business or close personal relationships with a client or the client's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists document the appropriate precautions taken.

1.4 Sexual Intimacy with Current Clients and Others.

Sexual intimacy with current clients or with known members of the client's family system is prohibited.

1.5 Sexual Intimacy with Former Clients and Others.

Sexual intimacy with former clients or with known members of the client's family system is prohibited.

1.6 Reports of Unethical Conduct.

Marriage and family therapists comply with applicable laws regarding the reporting of alleged unethical conduct.

1.7 Abuse of the Therapeutic Relationship.

Marriage and family therapists do not abuse their power in therapeutic relationships.

1.8 Client Autonomy in Decision Making.

Marriage and family therapists respect the rights of clients to make decisions and help them to understand the consequences of these decisions. Therapists clearly advise clients that clients have the responsibility to make decisions regarding relationships such as cohabitation, marriage, divorce, separation, reconciliation, custody, and visitation.

1.9 Relationship Beneficial to Client.

Marriage and family therapists continue therapeutic relationships only so long as it is reasonably clear that clients are benefiting from the relationship.

1.10 Referrals.

Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.

1.11 Non-Abandonment.

Marriage and family therapists do not abandon or neglect clients in treatment without making reasonable arrangements for the continuation of treatment.

1.12 Written Consent to Record.

Marriage and family therapists obtain written informed consent from clients before recording any images or audio or permitting third-party observation.

1.13 Relationships with Third Parties.

Marriage and family therapists, upon agreeing to provide services to a person or entity at the request of a third party, clarify, to the extent feasible and at the outset of the service, the nature of the relationship with each party and the limits of confidentiality.

<b>Standard II: Confidentiality</b>
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2.1 Disclosing Limits of Confidentiality.

Marriage and family therapists disclose to clients and other interested parties at the outset of services the nature of confidentiality and possible limitations of the clients' right to confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures.

2.2 Written Authorization to Release Client Information.

Marriage and family therapists do not disclose client confidences except by written authorization or waiver, or where mandated or permitted by law. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. When providing couple, family or group treatment, the therapist does not disclose information outside the treatment context without a written authorization from each individual competent to execute a waiver. In the context of couple, family or group treatment, the therapist may not reveal any individual's confidences to others in the client unit without the prior written permission of that individual.

2.3 Client Access to Records.

Marriage and family therapists provide clients with reasonable access to records concerning the clients. When providing couple, family, or group treatment, the therapist does not provide access to records without a written authorization from each individual competent to execute a waiver. Marriage and family therapists limit client's access to their records only in exceptional circumstances when they are concerned, based on compelling evidence, that such access could cause serious harm to the client. The client's request and the rationale for withholding some or all of the record should be documented in the client's file. Marriage and family therapists take steps to protect the confidentiality of other individuals identified in client records

2.4 Confidentiality in Non-Clinical Activities.

Marriage and family therapists use client and/or clinical materials in teaching, writing, consulting, research, and public presentations only if a written waiver has been obtained in accordance with Standard 2.2, or when appropriate steps have been taken to protect client identity and confidentiality.

2.5 Protection of Records.

Marriage and family therapists store, safeguard, and dispose of client records in ways that maintain confidentiality and in accord with applicable laws and professional standards.

2.6 Preparation for Practice Changes.

In preparation for moving a practice, closing a practice, or death, marriage and family therapists arrange for the storage, transfer, or disposal of client records in conformance with applicable laws and in ways that maintain confidentiality and safeguard the welfare of clients.

2.7 Confidentiality in Consultations.

Marriage and family therapists, when consulting with colleagues or referral sources, do not share confidential information that could reasonably lead to the identification of a client, research participant, supervisee, or other person with whom they have a confidential relationship unless they have obtained the prior written consent of the client, research participant, supervisee, or other person with whom they have a confidential relationship. Information may be shared only to the extent necessary to achieve the purposes of the consultation.

<b>Standard III: Professional Competence and Integrity</b>
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3.1 Maintenance of Competency.

Marriage and family therapists pursue knowledge of new developments and maintain their competence in marriage and family therapy through education, training, and/or supervised experience.

3.2 Knowledge of Regulatory Standards.

Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.

3.3 Seek Assistance.

Marriage and family therapists seek appropriate professional assistance for issues that may impair work performance or clinical judgment.

3.4 Conflicts of Interest.

Marriage and family therapists do not provide services that create a conflict of interest that may impair work performance or clinical judgment.

3.5 Maintenance of Records.

Marriage and family therapists maintain accurate and adequate clinical and financial records in accordance with applicable law.

3.6 Development of New Skills.

While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.

3.7 Harassment.

Marriage and family therapists do not engage in sexual or other forms of harassment of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

3.8 Exploitation.

Marriage and family therapists do not engage in the exploitation of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

3.9 Gifts.

Marriage and family therapists attend to cultural norms when considering whether to accept gifts from or give gifts to clients. Marriage and family therapists consider the potential effects that receiving or giving gifts may have on clients and on the integrity and efficacy of the therapeutic relationship.

3.10 Scope of Competence.

Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.

3.11 Public Statements.

Marriage and family therapists, because of their ability to influence and alter the lives of others, exercise special care when making public their professional recommendations and opinions through testimony or other public statements.

### 3.12 Professional Misconduct.

Marriage and family therapists may be in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.

## **Standard IV: Responsibility to Students and Supervisees**

### 4.1 Exploitation

Marriage and family therapists who are in a supervisory role are aware of their influential positions with respect to students and supervisees, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships that could impair professional objectivity or increase the risk of exploitation. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists take appropriate precautions.

### 4.2 Therapy with Students or Supervisees.

Marriage and family therapists do not provide therapy to current students or supervisees.

### 4.3 Sexual Intimacy with Students or Supervisees.

Marriage and family therapists do not engage in sexual intimacy with students or supervisees during the evaluative or training relationship between the therapist and student or supervisee.

### 4.4 Oversight of Supervisee Competence.

Marriage and family therapists do not permit students or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, level of experience, and competence.

### 4.5 Oversight of Supervisee Professionalism.

Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.

### 4.6 Existing Relationship with Students or Supervisees

Marriage and family therapists are aware of their influential positions with respect to supervisees, and they avoid exploiting the trust and dependency of such persons. Supervisors, therefore, make every effort to avoid conditions and multiple relationships with supervisees that could impair professional judgment or increase the risk of exploitation. Examples of such relationships include, but are not limited to, business or close personal relationships with supervisees or the supervisee's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, supervisors document the appropriate precautions taken.

### 4.7 Confidentiality with Supervisees.

Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law.

### 4.8 Payment for Supervision.

Marriage and family therapists providing clinical supervision shall not enter into financial arrangements with supervisees through deceptive or exploitative practices, nor shall marriage and family therapists providing clinical supervision exert undue influence over supervisees when establishing supervision fees. Marriage and family therapists shall also not engage in other exploitative practices of supervisees.



**Standard V: Research and Publication****5.1 Institutional Approval.**

When institutional approval is required, marriage and family therapists submit accurate information about their research proposals and obtain appropriate approval prior to conducting the research.

**5.2 Protection of Research Participants.**

Marriage and family therapists are responsible for making careful examinations of ethical acceptability in planning research. To the extent that services to research participants may be compromised by participation in research, marriage and family therapists seek the ethical advice of qualified professionals not directly involved in the investigation and observe safeguards to protect the rights of research participants.

**5.3 Informed Consent to Research.**

Marriage and family therapists inform participants about the purpose of the research, expected length, and research procedures. They also inform participants of the aspects of the research that might reasonably be expected to influence willingness to participate such as potential risks, discomforts, or adverse effects. Marriage and family therapists are especially sensitive to the possibility of diminished consent when participants are also receiving clinical services, or have impairments which limit understanding and/or communication, or when participants are children. Marriage and family therapists inform participants about any potential research benefits, the limits of confidentiality, and whom to contact concerning questions about the research and their rights as research participants.

**5.4 Right to Decline or Withdraw Participation.**

Marriage and family therapists respect each participant's freedom to decline participation in or to withdraw from a research study at any time. This obligation requires special thought and consideration when investigators or other members of the research team are in positions of authority or influence over participants. Marriage and family therapists, therefore, make every effort to avoid multiple relationships with research participants that could impair judgment or increase the risk of exploitation. When offering inducements for research participation, marriage and family therapists make reasonable efforts to avoid offering inappropriate or excessive inducements when professional such inducements are likely to coerce participation.

**5.5 Confidentiality of Research Data.**

Information obtained about a research participant during the course of an investigation is confidential unless there is a waiver previously obtained in writing. When the possibility exists that others, including family members, may obtain access to such information, this possibility, together with the plan for protecting confidentiality, is explained as part of the procedure for obtaining informed consent.

**5.6 Publication.**

Marriage and family therapists do not fabricate research results. Marriage and family therapists disclose potential conflicts of interest and take authorship credit only for work they have performed or to which they have contributed. Publication credits accurately reflect the relative contributions of the individual involved.

**5.7 Authorship of Student Work.**

Marriage and family therapists do not accept or require authorship credit for a publication based from student's research, unless the marriage and family therapist made a substantial contribution beyond being a faculty advisor or research committee member. Co-authorship on student research should be determined in accordance with principles of fairness and justice.

**5.8 Plagiarism.**

Marriage and family therapists who are the authors of books or other materials that are published or distributed do not plagiarize or fail to cite persons to whom credit for original ideas or work is due.

### 5.9 Accuracy in Publication.

Marriage and family therapists who are authors of books or other materials published or distributed by an organization take reasonable precautions to ensure that the published materials are accurate and factual.

## **Standard VI: Technology-Assisted Professional Services**

### 6.1 Technology Assisted Services.

Prior to commencing therapy or supervision services through electronic means (including but not limited to phone and Internet), marriage and family therapists ensure that they are compliant with all relevant laws for the delivery of such services. Additionally, marriage and family therapists must: (a) determine that technologically-assisted services or supervision are appropriate for clients or supervisees, considering professional, intellectual, emotional, and physical needs; (b) inform clients or supervisees of the potential risks and benefits associated with technologically-assisted services; (c) ensure the security of their communication medium; and (d) only commence electronic therapy or supervision after appropriate education, training, or supervised experience using the relevant technology.

### 6.2 Consent to Treat or Supervise.

Clients and supervisees, whether contracting for services as individuals, dyads, families, or groups, must be made aware of the risks and responsibilities associated with technology-assisted services. Therapists are to advise clients and supervisees in writing of these risks, and of both the therapist's and clients'/supervisees' responsibilities for minimizing such risks.

### 6.3 Confidentiality and Professional Responsibilities.

It is the therapist's or supervisor's responsibility to choose technological platforms that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

### 6.4 Technology and Documentation.

Therapists and supervisors are to ensure that all documentation containing identifying or otherwise sensitive information which is electronically stored and/or transferred is done using technology that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

### 6.5 Location of Services and Practice.

Therapists and supervisors follow all applicable laws regarding location of practice and services, and do not use technologically-assisted means for practicing outside of their allowed jurisdictions.

### 6.6 Training and Use of Current Technology.

Marriage and family therapists ensure that they are well trained and competent in the use of all chosen technology-assisted professional services. Careful choices of audio, video, and other options are made in order to optimize quality and security of services, and to adhere to standards of best practices for technology-assisted services. Furthermore, such choices of technology are to be suitably advanced and current so as to best serve the professional needs of clients and supervisees.

## **Standard VII: Professional Evaluations**

### 7.1 Performance of Forensic Services.

Marriage and family therapists may perform forensic services which may include interviews, consultations, evaluations, reports, and assessments both formal and informal, in keeping with applicable laws and competencies.

### 7.2 Testimony in Legal Proceedings

Marriage and family therapists who provide expert or fact witness testimony in legal proceedings avoid misleading judgments, base conclusions and opinions on appropriate data, and avoid inaccuracies insofar as possible. When offering testimony, as marriage and family therapy experts, they shall strive to be accurate, objective, fair, and independent.

7.3 Competence.

Marriage and family therapists demonstrate competence via education and experience in providing testimony in legal systems.

7.4 Informed Consent.

Marriage and family therapists provide written notice and make reasonable efforts to obtain written consents of persons who are the subject(s) of evaluations and inform clients about the evaluation process, use of information and recommendations, financial arrangements, and the role of the therapist within the legal system.

7.5 Avoiding Conflicts.

Clear distinctions are made between therapy and evaluations. Marriage and family therapists avoid conflict in roles in legal proceedings wherever possible and disclose potential conflicts. As therapy begins, marriage and family therapists clarify roles and the extent of confidentiality when legal systems are involved.

7.6 Avoiding Dual Roles.

Marriage and family therapists avoid providing therapy to clients for whom the therapist has provided a forensic evaluation and avoid providing evaluations for those who are clients, unless otherwise mandated by legal systems.

7.7 Separation of Custody Evaluation from Therapy.

Marriage and family therapists avoid conflicts of interest in treating minors or adults involved in custody or visitation actions by not performing evaluations for custody, residence, or visitation of the minor. Marriage and family therapists who treat minors may provide the court or mental health professional performing the evaluation with information about the minor from the marriage and family therapist's perspective as a treating marriage and family therapist, so long as the marriage and family therapist obtains appropriate consents to release information.

7.8 Professional Opinions.

Marriage and family therapists who provide forensic evaluations avoid offering professional opinions about persons they have not directly interviewed. Marriage and family therapists declare the limits of their competencies and information.

7.9 Changes in Service.

Clients are informed if changes in the role of provision of services of marriage and family therapy occur and/or are mandated by a legal system.

7.10 Familiarity with Rules.

Marriage and family therapists who provide forensic evaluations are familiar with judicial and/or administrative rules prescribing their roles.

<b>Standard VIII: Financial Arrangements</b>
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8.1 Financial Integrity.

Marriage and family therapists do not offer or accept kickbacks, rebates, bonuses, or other remuneration for referrals. Fee-for-service arrangements are not prohibited.

8.2 Disclosure of Financial Policies.

Prior to entering into the therapeutic or supervisory relationship, marriage and family therapists clearly disclose and explain to clients and supervisees: (a) all financial arrangements and fees related to professional services, including charges for canceled or missed appointments; (b) the use of collection agencies or legal measures for nonpayment; and (c) the procedure for obtaining payment from the client, to the extent allowed by law, if payment is denied by the third-party payor. Once services have begun, therapists provide reasonable notice of any changes in fees or other charges.

8.3 Notice of Payment Recovery Procedures.

Marriage and family therapists give reasonable notice to clients with unpaid balances of their intent to seek collection by agency or legal recourse. When such action is taken, therapists will not disclose clinical information.

8.4 Truthful Representation of Services.

Marriage and family therapists represent facts truthfully to clients, third-party payors, and supervisees regarding services rendered.

8.5 Bartering.

Marriage and family therapists ordinarily refrain from accepting goods and services from clients in return for services rendered. Bartering for professional services may be conducted only if: (a) the supervisee or client requests it; (b) the relationship is not exploitative; (c) the professional relationship is not distorted; and (d) a clear written contract is established.

8.6 Withholding Records for Non-Payment.

Marriage and family therapists may not withhold records under their immediate control that are requested and needed for a client's treatment solely because payment has not been received for past services, except as otherwise provided by law.

**Standard IX: Advertising**

9.1 Accurate Professional Representation.

Marriage and family therapists accurately represent their competencies, education, training, and experience relevant to their practice of marriage and family therapy in accordance with applicable law.

9.2 Promotional Materials.

Marriage and family therapists ensure that advertisements and publications in any media are true, accurate, and in accordance with applicable law.

9.3 Professional Affiliations.

Marriage and family therapists do not hold themselves out as being partners or associates of a firm if they are not.

9.4 Professional Identification.

Marriage and family therapists do not use any professional identification (such as a business card, office sign, letterhead, Internet, or telephone or association directory listing) if it includes a statement or claim that is false, fraudulent, misleading, or deceptive.

9.5 Educational Credentials.

Marriage and family therapists claim degrees for their clinical services only if those degrees demonstrate training and education in marriage and family therapy or related fields.

9.6 Employee or Supervisee Qualifications.

Marriage and family therapists make certain that the qualifications of their employees and supervisees are represented in a manner that is true, accurate, and in accordance with applicable law.

9.7 Specialization.

Marriage and family therapists represent themselves as providing specialized services only after taking reasonable steps to ensure the competence of their work and to protect clients, supervisees, and others from harm.

9.8 Correction of Misinformation.

Marriage and family therapists correct, wherever possible, false, misleading, or inaccurate information and representations made by others concerning the therapist's qualifications, services, or products.

**PMFTP Form - MMFT 680**

You will be keeping a record of the PMFTP Form for MMFT 680 which charts your progress in successfully completing the corresponding Domains, SLOs, Core Competencies, and Ethical Standards for all primary assignments. If you receive a grade of "A" or "B" on the primary assignment, your letter grade indicates you have achieved the corresponding PMFTP(s) and can initial and check it off on the form. If you receive a grade of "C," you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTPs by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the

student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the professor of the course.

### Suggested Readings

Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

Gladding, S.T. (2007). *Counseling: A comprehensive profession* (updated 5<sup>th</sup> ed.). NJ: Pearson Education, Inc.

Kottler, J. (2003). *On being a therapist*. San Francisco, CA: Jossey-Bass.

Kottler, J.A., & Shepard, D.S. (2008). *Introduction to counseling: Voices from the field* (6<sup>th</sup> ed.). CA: Wadsworth Publishing Company.

Sperry, L., Carlson, J., & Kjos, D. (2003). *Becoming an effective therapist*. Boston, MA: Allyn & Bacon.

Wicks, R.J. (2008). *The resilient clinician*. New York: Oxford University Press.

### Course Requirements

- 1) You are expected to purchase and read the required textbook identified above and other readings as assigned. Readings should be completed PRIOR to the class period identified so that all students can actively participate in discussion.
- 2) You are expected to complete a cumulative written exam worth **100 points** during exam week. The test will consist of multiple choice, short answers, and essay questions. Some material will be presented only in the text or only in class. For test taking purposes, consider both sources as equal in importance.
- 3) **Ethical Decision Making Dilemma:** This assignment is a stand-alone team/group assignment. Students will be given an ethical issue/dilemma and required to identify at least three (3) violations of the AAMFT Code of Ethics and describe why the identified action or behavior corresponds to the ethical standard. Additionally, students will identify the ethical decision making process steps used to determine whether the action or behavior was unethical. Students will use the AAMFT Code of Ethics and the ethical decision making articles as resources. **This assignment will be worth 50 points.**
- 5) **Group Professional Disclosure Statement: (3 groups of 3 + 1 group of 2 students)** Using a professional format, your group will work together to submit a professional disclosure statement delineating your created (fictitious) therapist's academic qualifications, expertise, limitations of confidentiality, strengths as a therapist, office policies and protocol, expectations of the therapeutic relationship, client goals and responsibilities, fees, and other relevant information that a client will need for informed consent. **This assignment is worth 100 points. It must be delivered with the proper (group) APA title/cover page.**
- 6) You are expected to review hot topics in counseling from peer reviewed journals (within five years of publication) related to one of the following topics: Legal and ethical issues regarding confidentiality, privileged communication, HIPAA laws, dual relationships in

therapy, supervision (isomorphism), “gatekeeping” implications of the Americans with disabilities act, implications of cultural considerations, suicidal clients, suspected abuse, sexual attraction in therapy, boundary violations in professional-client relationships, making moral choices, ethical decision making models, duty to protect/duty to warn, no secrets policies, HIV/AIDS, infidelity, suspicion of domestic violence, online therapy, documentation in counseling records, disposal of confidential records, the electronic transfer of confidential material, preparation for court appearances, counseling minor clients, the therapist as expert witness, the right to refuse mental health treatment, testifying in court, etc. The following activity will require extensive journal reading on your own and the complete support of professional references integrated into your presentations accompanied by proper APA documentation.

**Small Debate Panels - For or Against :** Students will divide into **(2) groups of 4 students each and (1) group of 3 students** to represent two sides of a selected controversial topic, “for” or “against” that may be imminently represented by a principle written in the AAMFT Code of Ethics that may reference but is not limited to a therapist confronting client suicidal ideation, sexual attraction, religiosity, alternative lifestyle, cultural awareness, divorce, infidelity, client transference, client dependence/attachment, peer impairment, scope of training, abortion, exchange of services, etc. For example, (2-3) students will represent the “for” side of the perspective, and (2-3) students will represent the “against” side of the perspective. Other topics might include sexual intimacy with former clients/former supervisees, dual relationships with clients, therapists or clients crossing boundaries or committing boundary violations, gifts from clients, online therapy, client referral and/or therapist refusal to see clients, etc. Students will justify their opinions/perspectives through creative brainstorming and evidence based research (found in 4-5 peer reviewed journal articles each) by preparing for a coordinated for/against panel. As students speak, they should visualize themselves in a courtroom of peers as they each make a convincing 5-minute timed statement to support his/her side.

These panels will last approximately (30-40) minutes beginning each with a 5-minute timed statement that concisely reflects the opinion(s) of each student “for” or “against” the selected issue, and a facilitation of further discussion by the panel and audience for no more than (10-15) minutes. A designated timekeeper will signal the speaker when his/her time is up with a 30 second warning, and after a post 15 minute group discussion.

Note that before the panel begins, a bulleted handout should also be distributed by each speaker to the professor and all students to formally outline his/her proposed talking points and respective citations in proper APA format. The for/against approach should be justified and supported by the references cited.

To be clear, each group member will hand in an individual title/cover page, bulleted handout, and a prepared Reference List to support all citations with correct pagination in APA format to the professor. **This assignment is worth 100 points.**

**Note: All papers** are due at the beginning of the class on the dates scheduled. Each paper will be graded on a designated 50-point OR 100-point scale. **Note: FIVE POINTS WILL BE DEDUCTED FOR EACH AND EVERY DAY** (including weekends) IF THE PAPER IS LATE!! Papers will NOT be accepted as attachments. DO NOT submit papers electronically. If you are not present in class, papers must be placed in a properly labeled envelope and delivered to my office or slid under my office door on the scheduled day by 5:30.

- 7) **Student Classroom Evaluation (SCE): This evaluation is worth 50 points.**  
 Professional disposition and integrity in the classroom and in the clinic is evaluated throughout the MMFT Program for all developing students/therapists. The goal of the SCPE is to guide students in the implementation of consistent, predictable behaviors necessary for success after graduation. As faculty members are also called to model professional dispositions and emotional regulation, they are also expected to coach, assess, and provide corrective feedback as personal growth and improvement is needed.

### Evaluation

Ethical Decision Making Dilemma - 50 points per group
Professional Disclosure Statement - 100 points per group
Small Panel Debates (Individual) - 100 points per person
Student Classroom Evaluation - 50 points per individual
Final Exam - 100 points (multiple choice, short answer, ethical decision making)
<hr/>
<b>400 points</b>

**Note: (5) points will be deducted from your final numerical grade if a student is absent from more than (1) class.**

### Final Grades

Final grades will be based on the average of grades received during the semester with a letter grade assigned per the following schedule: 93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

**COAMFTE Core Competencies** Rubrics for COAMFTE Core Competencies in each and every course will be distributed for review during the first class of the semester. The student will read each competency and review the corresponding primary assessment tool and student learning outcome (SLO). During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of a written Individual Remediation Plan (IRP) and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance level of “3,” the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

#### \* Assessment Rubric Rating Scale

- 5 = Exceptional:** Skills and understanding significantly beyond developmental level
- 4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts
- 3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident
- 2 = Developing:** Minor conceptual and skill errors; in process of developing
- 1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of “3” and above indicate performing well for developmental level...

### **Attendance Policy**

Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, any student who misses more than 25% of classes during the semester OR specifically more than two classes of classroom instruction during the compressed summer semester will receive an automatic failing grade.

The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

To clarify, one absence is excused regardless of reason. Students who miss two (2) summer classes or 9 hours of total class time will receive a five (5) point deduction from their final grade. For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class two nights during Summer II. Students who miss more than (2) summer classes will receive an automatic failing grade and should withdraw from the class immediately with an "AW" or administrative withdrawal.

### **To Get Help**

Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet.

### **Students with Special Concerns**

It is University policy to provide reasonable accommodations for students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Academic Support Services to discuss their individual needs for accommodations.

### **Statement of Academic Integrity**

In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your student handbook. Note that all assignments must be original work not submitted in a previous class.

**Plagiarism** When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism, violates the University honor code, and will be handled according to the honor code policies. At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper. American Heritage dictionary defines the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a footnote. When in doubt, footnote. Your best option is to read the material, close the book, and write a summary in your own words. This should help you avoid the temptation to copy the material. PLEASE NOTE: There are reference materials on APA style in the library. All writing should reflect your understanding of the journal/text you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be



substantially reduced if this pattern of writing is detected, i.e., a string of quotations. Note: All papers must be original work and not duplicated from other classes or for other classes.

### **Expected Behavior**

As discussions in a therapy class may be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is stupid; all questions and comments are welcome in the professional spirit in which they are expected of evolving therapists. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand values, not to judge. The instructor assumes that issues of a sensitive nature could potentially arise. If there are personal concerns that come up individually for you during the class, please make a private appointment to talk with the professor on a Tuesday or Thursday between 3 & 4:30.

### **Cell Phones**

During class, cell phones **MUST NOT BE VISIBLE** on your desk. Once you enter the classroom door, your phone should be in the off position.

To be specific, there is zero tolerance for phone conversations and texting once you enter the classroom. Please let frequent callers know you are not available during classroom time, but will call them during break or once you exit the classroom.

If you have an emergency situation, please speak to me before class so we can make other arrangements. If students breach this policy, they will be asked to leave the class session immediately. A second offense will result in lowering the final numerical grade by 10 points. A third offense will result in expulsion of the student from the class. Additionally, cell phones will not be allowed at your desk during final exams.

### **Laptop Computers**

Laptop computers are no longer allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

## **Key Journals**

American Psychologist  
Counselor Education and Supervision  
Family Process  
Family Relations  
Family Therapy (AAMFT)  
Journal of Consulting and Clinical Psychology  
Journal of Counseling and Development  
Journal of Counseling Psychology  
Journal of Family Issues  
Journal of Marital and Family Therapy  
The Family Journal: Counseling and Therapy for Couples and Families (IAMFC)

<b>Course Schedule - MMFT 680</b>
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<b>CLASSES</b>	<b>TOPICS</b>	<b>DUE DATES</b>
<b>Tuesday, 6/22</b>	<p>Welcome to our Team!! Introduce the PMFTP form</p> <p>Establishing the Professional Climate in the Therapy Room &amp; Standards of Appearance</p> <p>What is Risk Management? Introduce the AAMFT (2015) Ethical Code</p>	<p>Distribution of Syllabus &amp; Criteria for Evaluation</p> <p><b>Divide into FOR/AGAINST Panels of 4-5 Students</b></p> <p><b>AAMFT Code of Ethics</b> Distributed</p>
<b>Thursday, 6/24</b>	<p>Healthy Families</p> <p>Attitudes/Values/Beliefs Surveys</p> <p>Values as Context for Therapy The Self of the Therapist Self as Servant Leader Value-Sensitive Care</p>	<p>Wilcoxon, Chapter 1</p> <p><b>Work in Panels</b></p>
<b>Tuesday, 6/29</b>	<p>Values and Power Personal/Professional/ Institutional Values Ethical Decision Making Kitchener's Five Principles of Ethical Behavior</p>	<p>Wilcoxon, Chapter 2</p> <p><b>Examine Ethical Decision Making Models</b></p> <p><b>Ethical Dilemma Video</b></p> <p><b>Work in Panels</b></p>
<b>Thursday, 7/01</b>	<p>Examining the Principles Foundational Principles &amp; Professional Codes Competence &amp; Due Care Confidentiality (Life Span of) Therapeutic Contracts Informed Consent Professional Disclosure Privileged Communication Privacy/Duty to Warn/Protect Anne Sexton</p>	<p>Wilcoxon, Chapters 3 &amp; 4</p> <p><b>Examine Professional Disclosures/Declarations of Policy and Procedure</b></p> <p><b>Examine Criteria for Disclosure</b></p>

<b>Thursday, 7/06</b>	Multiple Clients Unique Ethical Considerations Inequity & Imbalance Triangulation Complications Paradoxical Procedures Ethical Vignette	Wilcoxon, Chapters 5 & 6  <b>Work on Declarations of Policy and Procedure in Groups</b>  <b>Ethical Dilemma Due</b>
<b>Tuesday, 7/08</b>	Contemporary Ethical Matters The Subpoena Storage & Transfer of Records Professional Wills Ethical Vignette Agent for Change?? What is the motivation for change??	Wilcoxon, Chapter 7  <b>Work on Declarations of Policy and Procedure</b>  <b>Panel I</b>
<b>Tuesday, 7/13</b>	Contemporary Ethical Issues & Contextual Matters  See appendices A & B – pp. 359-367  Ethical Vignette	Wilcoxon, Chapter 8  <b>Sexual Attraction Video</b>  <b>Work on Declarations of Policy and Procedure</b>  <b>Panel II</b>
<b>Thursday, 7/15</b>	Ethical Accountability Roles and Responsibilities of the MFT within the Legal System  Ethical Vignette	Wilcoxon, Chapter 9  <b>Boundary Crossings Video</b>  <b>Group Professional Disclosure Due</b>  <b>Panel III</b>
<b>Tuesday, 7/20</b>	Therapist Roles and Responsibilities  <b>Tarasoff Case: 1976 (The Case of Tatiana Tarasoff vs California Board of Regents)</b>	Wilcoxon, Chapter 10 Wilcoxon, Chapter 11  <b>Activity: Someone give me a line...</b>  <b>Panel IV</b>
<b>Thursday, 7/22</b>	Legal Considerations Ethical Vignette	Wilcoxon, Chapter 12 Wilcoxon, Chapter 13  <b>Panel V</b>
<b>Friday, 7/23</b>		<b>FINAL EXAM (5:00-7:00p)</b>



# *Criteria for Evaluation*

Fall 2021

**MMFT690 Section M01 (Monday) & M03 (Thursday)**

**Dr. Michelle Cawn, LMFT (NC)**

**MMFT 690 and/or 690A Primary Assignments with Core Competencies**

***Charlotte Campus***

Assignment	Points total	Points description	Criteria for Evaluation
Supervision Snapshot & MCSRs *Snapshots-ONLY externship site due	80	Four sets @ 10 points each (MCSR-intern and extern) Four Snapshots @ 10 points each (extern only)	Emailed to Clinic Director <i>and</i> paper form submitted to Internship Supervisor on time  Due the 10 <sup>th</sup> of each month-NO EXCEPTIONS
Self-Supervision Papers	200	2 @ 100 points each	Rubric below
Treatment Plan Assignment	100		Rubric below
Final Capstone Case Paper	100		Rubric below-Must be followed exactly
Final Capstone Case Presentation	50		Rubric below
Office Performance Evaluation	60		Grading form below
Student Classroom Evaluation	50		Grading form below
Clinical Performance Evaluation	0		Submitted (Form on Blackboard)
Additional Required Paperwork (1 <sup>st</sup> semester interns – Professional Fitness Evaluation; 2 <sup>nd</sup> semester interns; 3 <sup>rd</sup> semester interns – Final Semester Forms)	0		Submitted (Forms on Blackboard)

**Assignments = Total of 64 Student Classroom Evaluation (SCE)**

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Average performance	Below average performance	Unsatisfactory performance	Lowest level of performance	No cooperation	N/A
Student is aware of and respects appropriate boundaries with peers, faculty, and supervisors (e. g., discerning balance between listening and speaking).	5	4	3	2	1	0	5
Student demonstrates an awareness, appreciation, and respect for all cultural dimensions in the classroom.	5	4	3	2	1	0	5
Student actively and thoughtfully participates in class discussions.	5	4	3	2	1	0	5
Student mutually collaborates in group work and shares responsibility.	5	4	3	2	1	0	5
Student is fully present (physically and cognitively) during student panels and presentations/external speaker presentations.	5	4	3	2	1	0	5
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	0	5
Student waits until the class is dismissed by the professor before packing up his/her belongings.	5	4	3	2	1	0	5
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	0	5
Student arrives on time for class to begin —has not been late for more than 5 minutes. Also returns to class on time after break.	10	8	6	4	2	0	10

**Additional comments/feedback: (see flip side of page)**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Professor's Signature**

41-50 pts/50 points = Satisfactory  
35-40 pts/50 points = Average  
30-34 pts/50 points = Below Average  
>29 pts/50 points = Unsatisfactory

Score: \_\_\_\_\_

**0 points**

# Self-Supervision Paper

Student(s)

Name(s)

Course: MMFT 690

Name of

Date:

Length:

Actual Length:

Assignment: Self-Supervision Paper # \_\_\_\_\_; Semester: \_\_\_\_\_

Reflection Paper Rubric							
Criteria	Unacceptable 69% or lower	Below Expectation 70-79%	Meets Expectation 80-89%	Above Expectation 90-100%	Points Availa ble	Points Awarded	
<i>General Requirements</i>							
<b>APA Formatting</b>	Incorrect and/or missing essential elements Does not include 2-3 referneces (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	APA font and size, title page, headings, citations, margins, reference page (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	10		
<b>Organization</b>	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Strong thesis statement, thorough explanation of each section, strong summary and transitional sentences, structured in a logical manner (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	10		
<b>Mechanics</b>	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Correct spelling, sentence structure, and word tense; does not over-use direct quotes (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	10		
<b>Self of the Therapist</b>	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Connects reflection to potential clinical moments, both positively and negatively, ties reflection to reliable and relevant resources when appropriate (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	20		
<i>Content &amp; Other Specific Requirements</i>							
<b>Connection to Assigned Readings</b>	No clear connection to assigned readings	Reflection briefly connects to assigned readings but the connection is minimal and/or no citations	Clear connection to reading with little insight and/or minimal citations	Reflection is clearly prompted by the readings OR information from the readings expands and enhances personal reflection, includes citations	30		
<b>Connection to Experiences with Clients</b>	No clear connection to experiences with clients	Vague connection to experiences with clients - e.g., tangentially discusses clients	Clear connection to experiences with clients with little insight	Clear connection to experiences with clients = e.g., connects readings to better understanding specific client/s or provides examples of how the reading information can be applied to more effectively do therapy with specific clients	20		
<i>Comments/Evidence:</i>					<b>TOTALS</b>	100	____/100

## Treatment Plan Assignment

Student(s)  
Name(s)

Date:

Course: MMFT 690

Required

Length: 2-3 pages

Actual Length:

Name of

Assignment:

Treatment Plan

Treatment Plan Rubric						
Criteria	Unacceptable 69% or lower	Below Expectation 70-79%	Meets Expectation 80-89%	Above Expectation 90-100%	Points Available	Points Allotted
<i>General Requirements</i>						
APA Formatting in Narrative	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	APA font and size, title page, headings, citations, margins, reference page (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Organization	Incorrect and/or missing essential elements (6 or more errors). Printed Treatment Plan not included.	Incorrect and/or missing important but not essential elements (4-5 errors)	Strong thesis statement, thorough explanation of each section, strong summary and transitional sentences, structured in a logical manner (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors). Printed Treatment Plan included.	5	
Mechanics (References & Citations)	Incorrect and/or missing essential elements Does not include 2-3 references (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Correct spelling, sentence structure, and word tense; does not over-use direct quotes (2-3 errors)	Clearly goes above and beyond expected requirements Meets or exceeds 2-3 References requirement (0-1 errors)	5	
<i>Content &amp; Other Specific Requirements</i>						
Narrative Description/ Demographic Info [e.g., Client(s) & System(s)]	Description does not fit the case OR writing is very unclear	Key aspects of case history are missing OR organization of information is confusing OR writing tone and/or style is unprofessional	Narrative captures all key components of the history comprehensively and professionally. Information needed to apply the theory is provided. Information is vague or disorganized.	Narrative captures all key components of the history comprehensively and professionally. Information needed to apply the theory is provided.	30	
Theory and Model Explanation	Theory and/or model are unclearly or inaccurately described.	Theory and/or model are described accurately and vaguely applied to this client.	Theory and/or model are described appropriately but not clearly connected to this client's needs or characteristics OR are inconsistently used in the treatment plan.	Theory and model are described appropriately and clearly connected to client's needs or characteristics. In the narrative, theory-congruent information is included. In the treatment plan, the theory and model are consistently applied.	15	
Problem and Goals Statements	Problem and goals statements are unclear and do not frame treatment or do not reflect client information. Not	Problem and goals statements are unclear and do not frame treatment or do not reflect client information.	Problem and goals statements set a foundation for therapy that includes problematic symptoms and goals but do not meet all criteria.	Problem statement is focused on the problem and includes clear behavioral descriptions. Goal statement reflects the desired end result in behavioral terms that are congruent with client values.	10	



	addressed or inaccurate information					
Sub-Goals	Not addressed or inaccurate information	Sub-goals do not work together with the case information and treatment plan components to guide therapy.	Sub-goals direct treatment but do not meet all criteria.	Sub-goals reflects the desired results in behavioral terms that are congruent with client values. Sub-goals are appropriately sequenced, including safety goals when needed.	10	
Interventions	Not addressed or inaccurate information	Interventions are unclear or do not support sub-goals.	Interventions support sub-goals but do not meet all criteria.	Interventions are based on what the therapist will do, are theory-congruent, and include sufficient range in type of interventions. When possible, sub-goals are chosen specifically for this client.	10	
Diagnosis and Logistics	Diagnosis is not included or criteria for diagnosis assessed does not clearly match the description of the client in the narrative. OR Logistics are not appropriate for this case.	Diagnosis fits the general symptoms of the client but does not accurately capture client symptoms. OR Logistics do not fit the case needs clearly.	Diagnosis seems accurate for the case and symptoms listed but does not include all needed specifiers. Logistics fit the main needs of the client case.	Symptoms for diagnosis are clearly listed in narrative and diagnosis clearly fits client narrative. Diagnosis includes all needed specifiers and DSM-V code. V-codes are considered and included. Discussion of differential diagnosis also present. Logistics meet the needs of client case.	10	
<i>Comments/Evidence:</i>				<b>TOTALS</b>	___/100	

# Capstone Case Paper

Name(s)

Date:

MMFT

Course:

690

Length: 6-10 pages

Actual Length:

Assignment:

Capstone Case Paper; Semester # \_\_\_\_\_

Capstone Case Paper Rubric						
Criteria	Unacceptable 69% or lower	Below Expectation 70-79%	Meets Expectation 80-89%	Above Expectation 90-100%	Points Available	Points Awarded
<b>General Requirements</b>						
APA Formatting in Narrative	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	APA font and size, title page, headings, citations, margins, reference page (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Organization	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Strong thesis statement, thorough explanation of each section, strong summary and transitional sentences, structured in a logical manner (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Mechanics	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Correct spelling, sentence structure, and word tense; does not over-use direct quotes (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Evidence & Citations	Incorrect and/or missing essential elements No references (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Frequent use of sources, uses sources that are both reliable and relevant, correct APA format for in-text citations and references (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	5	
<b>Content &amp; Other Specific Requirements</b>						
Client Demographics	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Client demographics are clear, organized, and comprehensive.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Systemic conceptualization of case including genogram	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Genogram is complete with 3 generations, conceptualization uses systemic terms and clearly describes the client.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Contextual and diversity considerations	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Context and diversity are considered with implications for treatment listed.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Client/ Relational strengths	Incorrect and/or missing essential elements	Incorrect and/or missing important but not essential elements (4-5 errors)	Strengths of the individual are included as well as strengths of the relational dynamics. Values are highlighted.	Clearly goes above and beyond expected requirements (0-1 errors)	5	

	(6 or more errors)					
Diagnosis	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Diagnosis fits symptoms and includes all needed specifiers. For couple or family clients, diagnoses are listed for each individual.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Ethical/ Legal	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Ethical and/or legal implications are identified with some consideration about how to approach these situations.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Theory and model explanation	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Theory and/or model listed are accurately described and fit client needs and characteristics.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Treatment plan description	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Treatment plan is summarized and is congruent with client description and theory and/or model.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Specific intervention description	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	At least one specific intervention is described accurately with information about why this intervention was chosen and how the client responded.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Progress of case over time	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Describes client progress or lack of progress over time in behavioral terms and in connection with presenting problem and goals.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Use of ORS/SRS	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	ORS and SRS information is summarized with changes and themes highlighted. Information is interpreted and applied to case.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Evaluation of clinical skills	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Clinical skills are evaluated with focus on skills implemented effectively and areas to continue improving.	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Referrals and consultations; Supervision	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Includes list of any referrals needed for client and use of case consultation with other interns or supervisor.	Clearly goes above and beyond expected requirements (0-1 errors)		
Components of 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> semester	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	1st: Joining and therapeutic alliance; Therapist interaction in the system; Ability to manage multiple clients; Self-of-Therapist. 2nd: Conceptualization is theory based; Diagnostic impressions described in systemic language; Boundary setting and/or triangulation; Integration of client feedback with assessment, context, and goals.	Clearly goes above and beyond expected requirements (0-1 errors)	15	

			3rd: Conceptualization is theory based; Connect of therapist's theory of therapy to this case; Intervention description with rationale and congruence with theory or model and client response; Adaptation to client context and goals; Responsiveness to client feedback in adapting approach; Progress of case over time; Transfer/Termination process.			
<i>Comments/Evidence:</i>				<b>TOTALS</b>	___/100	

# Capstone Case Presentation

Student  
Name:

Date:

30-40 minutes of video and  
PPT, followed by 10-15  
minutes of class discussion  
& feedback; Total= 1 hour

Course: MMFT 690

Required  
Length:

Actual  
Length:

Name of

Assignment:

Capstone Case Presentation; Semester # \_\_\_\_\_

Capstone Case Presentation Rubric						
Criteria	Unacceptable 69% or lower	Below Expectation 70-79%	Meets Expectation 80-89%	Above Expectation 90-100%	Points Available	Points Awarded
<i>General Requirements</i>						
Professionalism	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Arrives on time, has necessary material & technology prepared beforehand, appropriate/professional attire & appearance, demonstrates respectful and appropriate interactions with audience/co-presenter (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Body Language & Voice	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Minimal reading off of material, makes eye contact with audience, uses a clear & strong voice, presents with comfortable posture and body language (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	5	
Organization & Flow	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Spends appropriate amount of time on each part with smooth transitions between parts, logical structure and facilitation, meets required length of time (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	2.5	
Aides/Activities	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Uses easy to understand and relevant aide/activity, demonstrates creativity (2-3 errors)	Clearly goes above and beyond expected requirements (0-1 errors)	2.5	
<i>Content &amp; Other Specific Requirements</i>						
Video Clip Illustrations	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Video clips are prepared and illustrate the concepts clearly.	Clearly goes above and beyond expected requirements (0-1 errors)	10	
Includes Case Information Needed	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Includes client information: demographics, systemic conceptualization, diagnosis, diversity, strengths, client progress or lack of progress	Clearly goes above and beyond expected requirements (0-1 errors)	10	
Includes Therapy Information Needed	Incorrect and/or missing essential elements (6 or more errors)	Incorrect and/or missing important but not essential elements (4-5 errors)	Includes therapy information: treatment plan, ethical/legal issues, theory and model explanation, treatment plan, interventions, ORS/SRS summary, evaluation of clinical skills, use of referrals and supervision	Clearly goes above and beyond expected requirements (0-1 errors)	10	

<p>Includes Specific Semester Focus</p>	<p>Incorrect and/or missing essential elements (6 or more errors)</p>	<p>Incorrect and/or missing important but not essential elements (4-5 errors)</p>	<p>1st: Joining and therapeutic alliance; Therapist interaction in the system; Ability to manage multiple clients; Self-of-Therapist                  2nd: Conceptualization is theory based; Diagnostic impressions described in systemic language; Boundary setting and/or triangulation; Integration of client feedback with assessment, context, and goals                  3rd: Conceptualization is theory based; Connect of therapist's theory of therapy to this case; Intervention description with rationale and congruence with theory or model and client response; Adaptation to client context and goals; Responsiveness to client feedback in adapting approach; Progress of case over time; Termination.</p>	<p>Clearly goes above and beyond expected requirements (0-1 errors)</p>	<p>10</p>	<p>10</p>
<p><i>Comments/Evidence:</i></p>			<p><b>TOTALS</b></p>	<p>___/50</p>		

## Office Performance Evaluation (OPE)

**Pfeiffer University -- Marriage and Family Therapy Program, MMFT 690 and 690A**

**Intern:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Intern Supervisors will complete this form each semester they are registered for internship. This evaluation is intended to encourage Interns to examine their participation in the “life” of the clinic, and their administrative duties as part of the profession. After circling the number they believe represents their level of participation for a particular item, the Supervisor should indicate “evidence” to support the score. For example, if the intern has no late MCSR submissions, they would earn the highest score, and an explanation of why would be indicated. Another example may include if the student has had frequent issues with communicating client fees, in which a lower score may be selected. Upon completion, the intern and the Supervisor will review and sign. Based on the Supervisor’s experience with the Intern and the evidence provided, the Supervisor has the option of altering the scores (i.e., add or subtract points). Once the Supervisor’s feedback has been discussed with the intern, the Supervisor will sign the form, record the total points earned, and give the form to the Clinic Director to keep in the intern’s file.

<b>ADMINISTRATIVE/ PROFESSIONALISM</b>				
	Meets expectations in all respects	Meets expectations in some respects	Meets expectations in few or no respects	Evidence for score
Maintaining fees: explain fee and sliding scale policies correctly, make sure client(s) do not accrue a large debt to the clinic, consult with Supervisor or Clinic Director if fees need to be adjusted	10	5	1 or 0	
Asking clients to complete ORS, SRS, and Client Satisfaction Survey	5	3	1 or 0	
Completing paperwork: progress notes are complete, accurate, and timely	10	5	1 or 0	
Keeping an accurate calendar: updates availability schedule, includes appropriate client information	5	3	1 or 0	
Managing time: starting and ending sessions on time, using supervision time wisely	5	3	1 or 0	
Managing hours: Aware of needed client and supervision hours (e.g., aware of relational/individual balance); Turns MCSRs in every month by the 10 <sup>th</sup>	10	5	1 or 0	
Overall clinic impact: attitude, helping newer interns (e.g., helping with mock sessions), asking questions of appropriate source	5	3	1 or 0	
Managing Client Consistency: Therapist Intern sees case consistently; does not reschedule/cancel or leave client without a session for more than a week (except for illness); Submits vacation requests & plans client coverage	10	5	1 or 0	

**Total: \_\_\_\_ of 60 possible points**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Pfeiffer Institute Supervisor Signature

\_\_\_\_\_  
DATE

## Student Classroom Evaluation (SCE)

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Average performance	Below average performance	Unsatisfactory performance	Lowest level of performance	No cooperation	N/A
Student is aware of and respects appropriate boundaries with peers, faculty, and supervisors (e. g., discerning balance between listening and speaking).	5	4	3	2	1	0	5
Student demonstrates an awareness, appreciation, and respect for all cultural dimensions in the classroom.	5	4	3	2	1	0	5
Student actively and thoughtfully participates in class discussions.	5	4	3	2	1	0	5
Student mutually collaborates in group work and shares responsibility.	5	4	3	2	1	0	5
Student is fully present (physically and cognitively) during student panels and presentations/external speaker presentations.	5	4	3	2	1	0	5
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	0	5
Student waits until the class is dismissed by the professor before packing up his/her belongings.	5	4	3	2	1	0	5
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	0	5
Student arrives on time for class to begin —has not been late for more than 5 minutes. Also returns to class on time after break.	10	8	6	4	2	0	10

**Additional comments/feedback: (see flip side of page)**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Professor's Signature**

41-50 pts/50 points = Satisfactory  
 35-40 pts/50 points = Average  
 30-34 pts/50 points = Below Average  
 >29 pts/50 points = Unsatisfactory

**Score:** \_\_\_\_\_



## Readings for MMFT 690: Internship

### First Semester

#### *Therapist Development*

Edwards, T. M., & Patterson, J. E. (2012). The daily events and emotions of master's level family therapy trainees in off-campus practicum settings. *Journal of Marital and Family Therapy*, (38)4, 688-696. DOI: 10.1111/j/1752-0606.2012.00263.x

Ralph, N. B. (1980). Learning psychotherapy: A developmental perspective. *Psychiatry*, (43)3, 243-250.

#### *Therapeutic Relationship*

Edelstein, L. N., & Wachler, C. A. (2011). Introduction to part I: Client questions in a broad context. pp. 2-23. In Edelstein, L. N., & Wachler, C. A. *What do I say?: The therapist's guide to answering client questions*. Hoboken, NJ: Wiley.

Norcross, J. C. (Ed.) (2010). *Evidence-based therapy relationships*. Available online at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.7645&rep=rep1&type=pdf>

#### *Safety*

Stanley, B., & Brown, G. K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. *Cognitive and Behavioral Practice*, (19), 256-264.

#### *Supershrinks; Feedback; ORS/SRS*

Duncan, B., Miller, S., & Hubble, M. (2007). How being bad can make you better. *Psychotherapy Networker*, November/December, 36-45, 57.

Miller, S., Hubble, M., & Duncan, B. (n.d.). The secret of supershrinks: Pathways to clinical excellence. *Psychotherapy Networker Clinical Guide*. Available online at: <http://psychotherapynetworker.org/free-reports>

### Second Semester

#### *Therapeutic Relationship*

D'Aniello, C., Piercy, F., Dolbin-MacNab, M. L., & Perkins, S. N. (2018). How clients of marriage and family therapists make decisions about therapy discontinuation and persistence. *Contemporary Family Therapy*. DOI: 10.1007/s10591-018-9469-7

McAdams, C. R., Foster, V. A., Tuazon, V. E., Kooyman, B. A., Gonzalez, E., et al. (2018). In session therapist actions for improving client retention in family therapy: Translating empirical research into clinical practice. *Journal of Family Psychotherapy*. DOI: 10.1080/08975353.2017.1368814

#### *Theory*

Loras, L., Bertrando, P., & Ness, O. (2017). Researching systemic therapy history: In search of a definition. *Journal of Family Psychotherapy*, (28)2, 134-149. DOI: 10.1080/08975353.2017.1285656

### ***Treatment Planning and Interventions***

Croffie, A. L., & Lertora, I. M. (2018). Harry Potter and the relational child: Engaging millennials in a new generation of counseling. *Journal of Creativity in Mental Health*. DOI: 10.1080/15401383.2018.1430643

### ***Contextual Awareness***

Grimes, M. E., & McElwain, A. D. (2008). Marriage and family therapy with low-income clients: Professional, ethical, and clinical issues. *Contemporary Family Therapy* (30), 220-232. DOI: 10.1007/s10591-008-9071-5

Timm, T. M. (2009). "Do I really have to talk about sex?": Encouraging beginning therapists to integrate sexuality into couples therapy. *Journal of Couple & Relationship Therapy*, (8), 15-33. DOI: 10.1080/15332690802626692.

Walsh, F. (2016). Foundations of a family resilience approach. Pp. 3-21. In Walsh, F. *Strengthening family resilience, 3<sup>rd</sup> Ed.* New York, NY: Guilford.

Walsh, F. (2016). Assessing family resilience: Useful maps for practice and research. Pp. 101-130. In Walsh, F. *Strengthening family resilience, 3<sup>rd</sup> Ed.* New York, NY: Guilford.

Walsh, F. (2016). Practice principles and guidelines to strengthen family resilience. Pp. 131-153. In Walsh, F. *Strengthening family resilience, 3<sup>rd</sup> Ed.* New York, NY: Guilford.

Walsh, F. (2016). Walsh Family Resilience Questionnaire. Developing resilience-based genograms: outline and sample questions. Pp. 357-359. In Walsh, F. *Strengthening family resilience, 3<sup>rd</sup> Ed.* New York, NY: Guilford.

### **Third Semester**

#### ***Therapeutic Relationship***

Norcross, J. C. (Ed.) (2010). *Evidence-based therapy relationships*. Available online at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.7645&rep=rep1&type=pdf>

#### ***Improvement of Skills***

Miller, S., & Hubble, M. (2011). The road to mastery. *Networker*, May/June, 22, 24-31, 60.

#### ***Ethical Decision-Making Processes***

Zygmund, M. J., & Boorhem, H. (1989). Ethical decision making in family therapy. *Family Process* (28), 269-280.

#### ***Self-of-the-Therapist***

Duncan, B., Miller, S., & Hubble, M. (2007). How being bad can make you better. *Psychotherapy Networker*, November/December, 36-45, 57.

- Miller, S., Hubble, M., & Duncan, B. (n.d.). The secret of supershrinks: Pathways to clinical excellence. *Psychotherapy Networker Clinical Guide*. Available online at: <http://psychotherapynetworker.org/free-reports>
- Thomas, F. N. (2010). Impaired or compromised?: Plan for the worst, hope for the best. *Family Therapy Magazine*, 32-36.
- Todd, T. (1992). Self-supervision?: A goal for all supervisors. *AAMFT Supervision Bulletin*, (V)1, 21-22.

## **OTHER**

### ***Reflecting Team***

- Anderson, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process* (26), 415-428.

**Pfeiffer University - Criteria for Evaluation**  
**Professional Identity & Issues in MFT**  
**Summer I 2021 – MMFT 610**

- A. (40 points) Reflection Papers Core Competency **5.1.3**  
RP #1 Self-Awareness  
15 Thoughtful self-analysis for the item questions #1-5  
5 Clarity, Organized, reflects small group conversations, textbooks
- B. (30 point) Professional Identity – Website Research -- Core Competency **1.5.1/6.4.1**  
10 points - Part 1. Conference  
20 points – Part 2. Counselor and Student Membership  
-5 points - APA format incl. double spaced typed paper w/title page and correct pagination  
-2 points - Language & Mechanics/Grammar/Spelling  
-5 points – Accuracy of Website Information
- C. (50 point) Panel Discussion – Core Competency **5.1.1/5.1.3**  
5 points – APA format throughout with title/cover page and correct pagination  
5 points – Reference page in correct APA format  
10 points – **(4-5) peer reviewed journal articles each (individual)**  
10 points – Individual preparation initiative (5 -6 minutes)  
10 points – Group Discussion participation  
10 points – Handout with proper language mechanics – bullets are okay with correct reference citations
- D. (100 points) Marketing Tool Assignment - Trifold Agency Brochure/Business Card **OR**  
Advertisement/Business Brochure Card – Core Competencies **5.1.1/5.1.3/5.2.1/6.3.1**  
  
Print brochure in COLOR. (Include a *Business Card*)  
**40 points** – Include logo, Agency Name Therapist Qualifications, Licenses/Certifications, Agency Mission and/or Goals, Location/Directions, Fees, Prospective Clientele/Expertise, Therapeutic Approach, & Modalities/Services Provided (you may want to create a future-oriented brochure)  
*(Informative Brochure)*  
**20 points** – Accuracy of information  
**20 points** - Conventions of Language & Mechanics/Grammar/Spelling  
**20 points** - Design/Graphics/Creativity/Attractiveness/Symmetry
- E. (50 points) Group Professional **OR** Group Community PowerPoint --  
Core Competency **1.5.1/6.3.1/6.4.1**  
2.5 points – APA format throughout with title/cover page and correct pagination

12.5 points – PowerPoint slide presentation with appropriate citations and correct pagination  
12.5 points – **Individual** reference page submitted to professor (in alphabetical order using proper APA format with **4-5 peer reviewed journal articles** per each student)

7.5 points – Delivery (Presentation preparation & organization)

5 points – Discussion facilitation (significance of topic)

5 points – Handout – bullets are okay with correct reference citations

5 points – Language & Mechanics/Grammar/Spelling

F. (30 points) – Core Values Project –Core Competencies \_\_1.5.1

5 powerpoint slide – with Core Values & Logo in a timely manner

10 submit Word Quote / Meaningful Logo / Creativity (1 color page and 1 journal pg)

3-5 reflective journal questions (with lines) / one-page

10 presentation to class

G. (50 points) - Student Classroom Evaluation (SCE) – Participation.

H. (100 points) – Final Exam

Total: 450 points





**Division of Applied Health Sciences  
Department of Marriage & Family Therapy  
Charlotte Campus**

**MMFT 620 (M01) – Couples Therapy: Theory & Techniques  
Tuesdays, 4:00 pm – 7:00 pm, Spring 2021**

**Professor:** Michelle Cawn, Ph.D., LMFT (NC)  
**Office Hours:** Tuesdays 2:00pm-4:00pm; Thursdays 2:00pm-4:00pm \*Please email to request a meeting by appointment  
**Office Location:** Pfeiffer Charlotte Campus – Room 212  
**Cell Phone:** 704-258-5593 (M-F 9:00am-8:00pm)  
**Email:** Michelle.cawn@pfeiffer.edu

**Required textbooks** <https://pfeiffer.textbooktech.com/> (online bookstore)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

ISBN-10: 1433832178

ISBN-13: 978-1433832178

Weeks, G. R., Fife, S. T., & Peterson, C. M. (Eds.). (2016). *Techniques for the couple therapist*. New York, NY: Routledge.

ISBN-10: 113881461X

ISBN-13: 978-1138814615

Weeks, G. R. & Fife, S. T. (Eds.) *Couples in treatment*, 3rd edition. New York, NY: Routledge.

ISBN-10: 0415720311

ISBN-13: 978-0415720311

<b>Supplementary Readings</b>
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Provided through Blackboard or by hard copy.

**Pfeiffer University Mission:** Reflecting its relationship with the Methodist Church, Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Graduate Catalog, p. 3).

**Educational Goals for the Graduate Program:** The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program” (see Pfeiffer University Graduate Catalog).

**Academic Integrity Statement:** (see Academic Integrity Statement. Sign and date).

**Statement of Values:** 1) Liberal Learning and Professional Competence, 2) Free Inquiry and Intellectual Integrity, 3) Service and Leadership, 4) Unity in Diversity, 5) Faith and Reason, and 6) Personal Piety and Social Action.

**Marriage and Family Therapy Program Mission:** The mission of the Master of Arts Degree (MA) in the Marriage and Family Therapy (MMFT) Program at Pfeiffer University “is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings.” The mission also engenders “effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy” (see MMFT Student Handbook and Marriage and Family Therapy Website – Mission and Vision).

**Course Description:** This course provides theoretical and practical foundations for the practice of couple’s therapy including marital and premarital work. Students will experience the application of current evidence-based methods for assessing and treating relationship problems from a systems perspective. Students will also have an opportunity to explore a variety of dyadic relationships in which individuals are struggling with common clinical issues that cause distress and dysfunction as well as problems in the therapeutic discourse. Attention will be given to the influence and impact of socio-economic and socio-cultural factors on couple relationships including gender and power, jealousy, infidelity, partner abuse/violence, and sexual abuse.

**Definition:** The terms “couple” and “marital” are used interchangeably in this course to describe relationships in which individuals have formed a covenant of exclusive commitment to each other. This definition does not rely on legal or religious affirmation of such a covenant, and is intended to be inclusive of heterosexual and



same-sex couples. The course will be sensitive to a broad spectrum of couple, racial, ethnic, and cultural diversity.

### AMFTRB Domains

**Domain 1: The Practice of Systemic Therapy.** Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system.

**Domain 2: Assessing, Hypothesizing, and Diagnosing.** Tasks related to assessing the various dimensions of the client system, forming and reformulating hypotheses, and diagnosing the client system in order to guide therapeutic activities.

**Domain 3: Designing and Conducting Treatment.** Tasks related to developing and implementing interventions with the client system.

### Student Learning Outcomes (SLOs)

**SLO #1 – Theoretical Knowledge/Academic Training:** Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

**SLO #2 – Diversity:** Students will demonstrate an awareness of and sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation, and socio/economic status.

### Professional MFT Principles (PMFTPs)

[Relevant State Licensing Regulations – VI. Theoretical Foundation](#)

### Course-Embedded Core Competencies (CECCs)

1.1.2	Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.
1.3.9	Manage session interactions with individuals, couples, families, and groups.
4.1.1	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.
4.2.2	Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
4.3.4	Generate relational questions and reflexive comments in the therapy room.

**COURSE-EMBEDDED Core Competencies** will be clarified at the beginning of the first class meeting and will be assessed through the mastery of specific primary assignments. See your Criteria for Evaluation at end of the

syllabus. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of a written Individual Remediation Plan (IRP) and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance level of “3,” the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

**\* Assessment Rubric Rating Scale**

**5 = Exceptional: Skills and understanding significantly beyond developmental level**

**4 = Outstanding: Strong mastery of skills and thorough understanding of concepts**

**3 = Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident**

**2 = Developing: Minor conceptual and skill errors; in process of developing**

**1 = Deficits: Significant remediation needed; deficits in knowledge/skills**

**Note: Ratings of “3” and above indicate performing well for developmental level**

<b>Course Requirements</b>
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*NOTE: All assignments must be completed to demonstrate successful completion of the PMFTPs. Students may not elect not to complete class assignments.*

*For grading criteria and specific content for assignments, look on Blackboard for grading criteria and the assignment dropboxes for rubrics for all assignments. Follow these carefully as you prepare your assignments.*

**Reading.** You are expected to purchase and read the **required textbooks** identified above and other readings as assigned. Readings should be completed **PRIOR** to the class period identified so that all students can actively participate in discussion.

**Assignments:** All assignments must be turned in at the beginning of class. If you come to class late on the date an assignment is due then that assignment will be considered late and will be marked deducted a letter grade. Late assignments will receive a letter grade deduction each day after the assigned due date. If you find yourself struggling, you should make an appointment to speak with me as soon as possible. The professor reserves the right to modify any assignment or the course schedule as the semester progresses.

**1) Clinical Exposure Experience (CEE) & Self-assessment (200 points)**

The purpose of this assignment is for students to demonstrate the ability to utilize core couple therapy skills/interventions: (1) joining with both members of the couple/building therapeutic alliance, (2)

externalizing the problem, (3) reframing the problem/catching the bullet, (4) clarifying behavioral and affective goals, (5) acknowledge/name strengths of both members of the couple.

The CEE will take place on Tuesday, March 2nd from 4:30-6:30pm. Preferably, Pfeiffer alumni will be volunteering their time to serve as client actors. Throughout the time you will serve as both therapist and observer. You will be assigned to stations based on a program schedule created by Dr. Cawn. The practice may occur in the clinic and will simulate an actual therapy session. You will know in advance and you will need to dress appropriately and according to the Clinic Handbook.

Following the exposure experience, you will write a minimum of a one-page summary of your experience as the (1) therapist (50 points) and as (2) observer (50 points). Please note that the summary should be single spaced! You are required to write up a complete CEE session experience as (1) the therapist and (2) observer to receive full points. Write-ups will include information related to session content, process, the specific skill being practiced, and personal reactions (see below for format requirements). Write-ups are due the following class period to Blackboard and are to be typed with correct grammar and style. Moreover, much like the experience of a new client, you will not have a “choice” in your clients.

Example of CEE Write-up:

Name:

Date of write-up:

Client:

Observer:

Counselor:

Content: The WHAT- What was discussed? What was the problem with the client(s)? What theory/ techniques were being used?

Process: The HOW- What was the underlying process or meaning-making experience that occurred for you? For the clients? What change, if any, occurred?

Personal Reactions: Include self-of-the-therapist, such as strengths, challenges, and any areas of future growth.

**The skills/intervention demonstration will be worth 100 points, and the self-assessment is worth 100 points.**

**CEE Date: March 2, 2021**

**Self-assessment DUE: March 9, 2021**

Domains: 1, 2, 3; SLO: #1, #2; Core Competencies: 1.1.2, 1.3.9, 4.2.2, 4.3.4

2) **Book Critique (100 points)**

Students will read a book pertinent to developing stronger couple relationships. This should be a book that would be considered relevant to clients, and one that therapists may assign for couples to read via what we call “bibliography”. In other words, it should be a book you might recommend to a couple

coming to see you for couples therapy. The book can be focused on a particular issue, such as couple therapy for intercultural couples, infidelity, trust issues, pre-marital, etc. Each student will then write and submit a **6-8 page paper** in which they interact with the material covered in the book. This is not a book report, but rather, a book critique. It should be in APA format and divided into three sections:

- a) Summary of the book and why you chose it- no more than 2 pages
- b) Critical analysis and interaction with content of the book. This section should be the largest portion of the critique (3-4 pages)
- c) Discussion of whether or not this book would be useful for clients and why (1-2 pages)

Some examples are below:

- *The 5 Love Languages* by Gary Chapman
- *Love & Respect* by Dr Emerson Eggerichs (Christian/religious)
- *Mindful Relationship Habits* by Scott & Davenport
- *The Mindful Relationship* by Lauren Korshak, LMFT
- *Relationship Reconnected: Proven Strategies to Improve Communication and Deepen Empathy* by Dr. David Simonsen, LMFT
- *I Do! A Marriage Workbook for Engaged Couples* by Jim Walkup, LMFT
- *Before You Say 'I Do': A Marriage Preparation Guide for Couples* by Norman Wright
- *Too Good to Leave, Too Bad to Stay: A Step-by-step Guide to Decide Whether you Should Stay in or Get Out of Your Relationship* by Mira Kirshenbaum
- And MANY More!

**DUE: February 9, 2021**

**Domain 3; SLO: #1; Core Competency 4.1.1**

### 3) **Group Participations- Special Topics (100 points)**

Students will be assigned to a group of 3-4 to present on a special topic related to couples therapy. Potential topics include: divorce, infidelity/treatment of affairs, remarried couples, alcohol/substance abuse, couples facing illness or infertility, LGBTQ couples, African American couples, Latino couples, interracial intercultural/multicultural couples, interfaith couples, domestic violence/partner aggression, addictions, couple of children with disabilities/couples with disability, couples and adoption, etc. **Students must obtain pre-approval for any topic not included on this list. As part of your presentation, please try to have an interactive component, such as a breakout activity, or a classroom demonstration, role-plays, etc.**

Presentations will last between 45-50 minutes and must address the following questions:

- a) What does the research say about the topic?
- b) What guidelines/skills/strategies/techniques should be included in treatment when working with this topic/population?
- c) What additional information is important for clinicians to be cognizant of when working with this topic/population?

Each group will provide a handout to each class member, including an overview of important points covered in this presentation and a list of resources for additional study.

**Guidelines for Presentation:**

1. Students will use PowerPoint or other appropriate medium.
2. Students must not simply read their PowerPoint presentation to the class. Note cards can be used.
3. Students will be graded on their knowledge of the topic, not the ability to read PowerPoint slides or notes.

**Confidential Group Presentation Feedback Form:** Please note that I will require that each team member fill out and submit a confidential feedback form on the performance and efforts of each group member throughout the project. This is to ensure that group members participated and carried out elements of the group project with equal weight, including your own evaluation of your group effort. If there is an average score of 3 or lower, your individual grade may be impacted. Please make sure that equal weight of tasks are assigned to each group member, and that everyone had a fair share of the work. Please see the form for details. If you are having trouble with your group, please attempt to resolve it first, among your members. If you have not been successful on your own, please come see me as soon as possible, and do not wait until the end of the semester.

**DUE: (See your assigned date on the schedule)**

**Round 1: April 6, 2021**

**Round 2: April 13, 2021**

**Domains 2, 3; SLO: #1, #2; Core Competencies: 1.1.2, 4.1.1**

**4) Final Exam Experience: Couples Therapy Skills/Interventions Demonstration & Self-Assessment (200 points)**

The purpose of this assignment is for students to demonstrate the ability to utilize core couple therapy skills/interventions from a specific theory. The skills/intervention demonstration will be worth 100 points, and the self-assessment and peer-assessment is worth 100 points.

Instructions: Students will submit a **5-8 minute video clip with 5 minutes for peer/professor feedback = 10-13 minutes total**, via thumb drive, Google drive or YouTube, for this assignment. They are expected to recruit family/friends/classmates to assist in this assignment and to play the role of the couple. Students will need to clearly demonstrate a coherent therapeutic process and two specific skills/interventions demonstrated in the video. Therapeutic theory/model must be **clearly** identified and cleared with your instructor. You may use any material learned throughout the course to help you.

After completing the video, students will then watch and critique their own clip and submit an **8-9 page analysis and reflection paper** based on their observations. Students will use the following template:

**Introduction:** Describe the couple therapy approach (theory/model) demonstrated in the video, including a description of the couple therapy case scenario and the therapeutic goals.

**Critique:** From your review of the video, critique your video demonstration in the following areas: (1) therapeutic relationship, (2) coherence of overall therapeutic process (how does the process flow and fit together from beginning to end?). Identify in your paper specific times in the video where you demonstrate the process, (3) provide an individual critique for each specific skills/intervention demonstrated (identify in your paper specific times in the video where you demonstrate specific skills, including assessment of the effectiveness of the theory/model demonstrated), (4) provide an overall evaluation (on a 100-point scale) of the demonstration as a whole, and an explanation/rationale for your score.

**Self-of the-Therapist Assessment:** What did you learn about yourself as a therapist while reviewing your video? Discuss 2-3 strengths you observed about yourself as a therapist and discuss how those strengths will positively influence your role as a therapist and benefit future clients. Also, discuss 2-3 growth areas moving forward as you continue to evolve as a clinician.

**General Reflections:** What was your overall experience in completing this assignment? What was the most challenging part of the assignment? What was the easiest or most natural?

**The paper and video are due on the same day.** The paper must be submitted in Blackboard as a Microsoft Word document or as a hard copy at the beginning of class, and the video must be submitted on flash drive or other approved platform at the beginning of class on the due date.

Finally, skills demonstration will be viewed by the class during the last two sessions of the course. You will be assigned 3 students on whom to offer feedback. The feedback should be in the form of a paper that is half to a page in length. Feedback should be specific and include comments on strengths and growth areas. Feedback will be submitted to Dr. Cawn via Blackboard by Friday at 5 p.m. of the week of final exams. Dr. Cawn will distribute feedback provided to each student.

**DUE: EVERYONE will submit their self-assessment/analysis papers on April 20, 2021**

**Final Exam Presentations: April 28, 2021**

**Domains 1, 2, 3; SLO: #1, #2; Core Competencies: 1.1.2, 1.3.9, 4.2.2, 4.3.4**

**PMFTP Form:** You will keep a record of the PMFTP form for MMFT 620, which charts your progress in successfully completing the corresponding Domains, SLOs, PMFTPs, and core competencies for all primary assignments. If you receive a grade of "A" or "B" on the primary assignment, your letter grade indicates you have achieved the corresponding PMFTPs and can initial and check it off on the form. If you received a grade of "C" you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTPs by an alternative assignment determined by the professor/instructor of the course. However, your original grade will not be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have 30

days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the professor of the course.

*If a student needs clarification on any course assignment, then it is his/her responsibility to request clarification from the instructor. To increase the likelihood of successful performance on any course assignment, the student is encouraged to attend each class, take notes, and read assigned materials.*

### Grade Distribution:

<u>Assignment</u>	<u>Points</u>
Book Critique	100 points
CEE	100 points
Self-Assessment Paper	100 points
Group Presentation	100 points
Student Classroom Performance Evaluation	50 points
<u>Final Exam Experience</u>	<u>200 points</u>
<b>Total:</b>	<b>650 points</b>

**All assignments** are due at the beginning of the class on the dates scheduled. **Note: FIVE POINTS WILL BE DEDUCTED FOR EVERY DAY THE PAPER IS LATE!!**

**Final Exams.** Final Exams are scheduled during regular class time on the 16<sup>th</sup> week of class. The final exam schedule will not be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused due to a medical certificate, the make-up time will be at the discretion of the professor.

**\*\*Please note:** For this class, your final exam is considered assignment #4, "Final Exam Experience", in which you submit your video clip for feedback, alongside your paper.

**Final Grades.** Final grades will be based on the average of grades received during the semester with a letter grade assigned per the following schedule:

93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

### Structure of Class:

**4:00-5:20pm Lecture, Class Discussion**

**5:20-5:40pm (approx.) Break**

**5:40-7:00pm Discussion/Clinical Demonstrations/Presentations**

**Attendance Policy.** There are 16 weeks during the fall and spring semester: 15 weeks of instructional class and a final exam during the 16<sup>th</sup> week which requires a minimum of a 2-hour exam experience. Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, any student who misses more than (3) classes during

the semester will receive an automatic failing grade. If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

For clarification, two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade. For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

**Supplemental Technology.** *Blackboard* (<http://blackboard.pfeiffer.edu/>) is a web-based course management tool that I will use to post documents and email announcements and critical messages. For assistance accessing your new Blackboard account, please contact the Help Desk at 704.463.3002.

**To Get Help.** Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

- 1) Online Help Writing: [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) (use Pfeiffer email to signup)
- 2) Writing Coach: [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) (online and face-to-face by appt)
- 3) Certified Tutors: for access information, email [studysmart@pfeiffer.edu](mailto:studysmart@pfeiffer.edu)
- 4) Career Coach: [careersmart@pfeiffer.edu](mailto:careersmart@pfeiffer.edu)

For self-help information on time management, test taking, or dealing with stress, check with Dr. Zukowski in the Graduate Success Center.

For Research Assistance & Library Services, the Charlotte Campus and Virtual Library provides adult students with access to research databases, books, and journals. Visit <http://library.pfeiffer.edu/> or contact Jeri Brentlinger, the Director of Information Support Services at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call 704.945.7305. For evening hours, contact Linda Fidelle at [linda.fidelle@pfeiffer.edu](mailto:linda.fidelle@pfeiffer.edu) or call 704.945.7354. Charlotte, RDU, and distance learning students can secure live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>.

For personal growth in Charlotte, please be sure to reach out to our designated extern counselors or continue with your own personal counseling and just provide his/her current active mental health license. Counseling with our extern counselors is gratis. (see *Student Handbook for MMFT Program Requirements*).

**Students with Special Concerns.** Any Graduate student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and schedule an appointment with the Charlotte 504 coordinator. Current documentation to support accommodations must



be provided with the request. Section 504: Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for classes: Charlotte students should contact Dr. Joanne Zukowski at 704.945.7309 (*Director of Graduate/Adult Student Development & Academic Success*) or email [joanne.zukowski@pfeiffer.edu](mailto:joanne.zukowski@pfeiffer.edu).

**Title IX.** If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus. Sexual Harassment is such conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note that it is unethical behavior at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.

**Breaks.** There will be **one 20-minute break** that will occur at an hour and half after class has started. Students are expected to report back to the class promptly within the 20-minute time frame. The class will dismiss at approximately 10-minutes before class ends.

**Statement of Academic Integrity.** In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your University Student Handbook.

**Plagiarism.** When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism – theft of intellectual property – and violates the University honor code. It will be handled according to the honor code policies. **At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper.** American Heritage dictionary defines the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a reference. When in doubt, reference it. Your best option is to read the material, close the book, and write a summary in your own words. This should help you avoid the temptation to copy the material.

PLEASE NOTE: There are reference materials on APA style in the library. All writing should reflect your understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations.

**Collegial Respect.** As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge.

**Civility in the Classroom.** Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, students are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom. (see *Professional Fitness Evaluation*)

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see *Student Handbook*).

**Cell Phones.** During class, cell phones **MUST BE IN THE OFF POSITION and put away.** On an added note, please **DO NOT** impose the sound of vibrating phones on our class while it is in session. It is interruptive and rude!! If you have an emergency situation, please speak to me before class so we can make other arrangements with the building manager. Additionally, text messaging is prohibited during classroom instruction. If students breach this policy, they will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

**Safety.** Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that he/she is in danger. Do not hesitate to report any suspicious activities to university officials. Please visit the Misenheimer Police web site to learn more about campus safety: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>.

**Laptop Computers.** Laptop computers will no longer be allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

This schedule is subject to change to meet course demands as the semester progresses.

<i>DATE</i>	<i>TOPIC</i>	<i>DUE DATES</i>
Week 1 1/5/21	Introductions; Review of syllabus and intro to the textbooks	Syllabus
Week 2 1/12/21	Couple Therapy: Foundations	Couples in Treatment (1, 3) Techniques (1, 2, 3) Obtain Approval of Selected Book for Book Critique
Week 3 1/19/21	Couple Therapy: Assessment	Couples in Treatment (2, 4) Techniques (50)
Week 4 1/26/21	Couple Therapy Ethics	Techniques (4, 5) Obtain Approval of Theory/Model for Skills Demonstration
Week 5 2/2/21	Couple Therapy Enactments; SERT (Socio-Emotional Relational Therapy)	Couples in Treatment (5) Techniques (6, 7, 8) Handouts
Week 6 2/9/21	Couple Therapy Communication, Gottman	Couples in Treatment (6, 12) Techniques (9-15)  **Book Critique Due
Week 7 2/16/21	Couple Therapy Reframing, Schnarch's Crucible Therapy	Couples in Treatment (7, 10, 11) Techniques (16-22)
Week 8 2/23/21	Couple Therapy Anger, Conflict, IFS	Couples in Treatment (8, 9, 13) Techniques (23-29)
Week 9 3/2/21	Clinical Exposure Experience (CEE)	

Week 10 3/9/21	Couple Therapy Intimacy, EFT *CEE	Couples in Treatment (15, 16) Techniques (30-32)  **CEE Write-up Due
Week 11 3/23/21	Couple Therapy Infidelity, Solution Focused and Narrative Therapy	Couples in Treatment (14, 18, 19) Techniques (33-35, 39, 40)
Week 12 3/30/21	Couple Therapy Sex Therapy	Techniques (37, 38, 43, 44)
Week 13 4/6/21	Couple Therapy Premarital Counseling and the First Year of Marriage	Techniques (36, 41, 42)  Round 1: Presentations
Week 14 4/13/21	Couple Therapy Stress and Wellness	Techniques (45-49)  Round 2: Presentations
Week 15 4/20/21	Couple Therapy Intimate Partner Violence, Addressing Child Sexual Abuse	Techniques (50-53)  **Self Analysis Paper Due
Week 16 4/27/21	<b>FINAL EXAM EXPERIENCE</b>	



Marriage and  
Family Therapy

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**Division of Applied Health Science**  
**MMFT 630 (M01) Assessment & Treatment Planning in MFT**  
**Wednesdays 4:00 pm-7:00 pm Spring 2021**

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<b>Professor:</b>	Michelle Cawn, Ph.D., LMFT(North Carolina)
<b>Location:</b>	Pfeiffer Charlotte Campus- Room 212
<b>Office Hours:</b>	Tuesdays 2:00pm-4:00pm; Thursdays 2:00pm- 4:00pm *Please email to request a meeting by appointment.
<b>Phone:</b>	(704) 258-5593
<b>Email:</b>	Michelle.Cawn@pfeiffer.edu

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**Required Textbooks:** <https://pfeiffer.textbooktech.com/> (online bookstore)

*APA Publication Manual, 7th edition, 2019.*

**ISBN-10: 1433832178**

**ISBN-13: 978-1433832178**

*Gehart, D. (2016). Theory and treatment planning in family therapy: A competency-based approach. Boston, MA: Cengage.*

**ISBN-10: 1-285-45643-2**

**ISBN-13: 9781285456430**

*Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Graf-Grounds, C. (2014). Essential Assessment Skills for Couple and Family Therapists. New York, NY: Guilford Press.*

**ISBN-10: 9781462516407**

**ISBN-13: 978-1462516407**

**Supplementary Readings:**

Gehart, D. (2016). *Theory and treatment planning in counseling and psychotherapy. (2<sup>nd</sup>ed).* Boston, MA: Cengage Learning. ISBN-10: 1305089618

Gehart, D. (2016). *Case documentation in counseling and psychotherapy: A theory-informed competency-based approach.* Boston, MA: Cengage Learning.

Gurman, A.S. (Ed) (2010). *Clinical casebook of couple therapy.* New York: The Guildford Press.

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Reiter, M.D. (2014). *Case conceptualization in family therapy*. New York: Pearson

Sprenkle, D.H., Davis, S.D., Lebow, J.L. (2009). *Common factors in couple and family therapy: The overlooked foundation for effective practice*. New York: The Guildford Press.

**Pfeiffer University Mission:** Reflecting its relationship with the Methodist Church, Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Graduate Catalog, p. 3).

**Educational Goals for the Graduate Program:** The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program” (see Pfeiffer University Graduate Catalog).

**Statement of Values.** 1) Liberal Learning and Professional Competence, 2) Free Inquiry and Intellectual Integrity, 3) Service and Leadership, 4) Unity in Diversity, 5) Faith and Reason, and 6) Personal Piety and Social Action.

**Marriage and Family Therapy Program Mission.** The mission of the Master of Arts Degree (MA) in the Marriage and Family Therapy (MMFT) Program at Pfeiffer University “is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings.” The mission also engenders “effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy” (see MMFT Student Handbook and Marriage and Family Therapy Website – Mission and Vision).

**Overview of the course:** The central goal of this course is to help students translate theoretical constructs into skills and strategies that help families change. Students must first build strong thinking skills to guide practitioner decisions as they enter practice. By focusing on the skills and common factors underlying multiple family theories, the goal here is to enhance the emerging therapist’s ability to utilize appropriate assessment and treatment planning so that interventions can be logically integrated and internally consistent.

**Definition:** The terms “couple” and “marital” are used interchangeably in this course to describe relationships in which individuals have formed a covenant of exclusive commitment to each other. This definition does not rely on legal or religious affirmation of such a covenant, and is intended to be inclusive of heterosexual and same-sex couples. The course will be sensitive to a broad spectrum of couple, racial, ethnic, and cultural diversity.

MMFT 630

### **AMFTRB Domains**

**Domain 3 Designing and Conducting Treatment.** Tasks related to developing and implementing interventions with the client system.

### **Student Learning Outcomes (SLOs)**

**SLO #1 – Theoretical Knowledge/Academic Training:** Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

**SLO #2 – Diversity:** Students will demonstrate an awareness of and sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation, and socio/economic status.

### **Professional MFT Principles (PMFTPs)**

#### **Relevant State Licensing Regulations – I. Assessment and Diagnosis**

#### **Course-Embedded Core Competencies (CECCs)**

- 2.3.8 Identify clients' strengths, resilience, and resources.
- 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
- 4.3.7 Defuse intense and chaotic situations to enhance the safety of all participants.
- 5.1.4 Understand the process of making an ethical decision.
- 5.3.4 Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.

**COAMFTE Core Competencies:** Rubrics for COAMFTE Core Competencies in each and every course will be distributed for review during the first class of the semester. The student will read each competency and review the corresponding primary assessment tool and student learning outcome (SLO). During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of "3" on the 1-5 Assessment Rubric Rating Scale. \* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of "3" after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of a written Individual Remediation Plan (IRP) and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance level of "3," the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

**\* Assessment Rubric Rating Scale \***

## MMFT 630

**5 = Exceptional:** Skills and understanding significantly beyond developmental level

**4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts

**3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident

**2 = Developing:** Minor conceptual and skill errors; in process of developing

**1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of “3” and above indicate performing well for developmental level

### Course Requirements:

**Reading-** You are expected to purchase and read the **required textbooks** identified above and other readings as assigned. Readings should be completed **PRIOR** to the class period identified so that all students can actively participate in discussion.

**Assignments-** All assignments must be turned in at the beginning of class. Most assignments are submitted via Blackboard in the “Dropboxes” folder of the “Content” section. If you come to class late on the date an assignment is due then that assignment will be considered late and will be marked deducted a letter grade. Late assignments will receive a letter grade deduction each day after the assigned due date. If you find yourself struggling, you should make an appointment to speak with me as soon as possible. The professor reserves the right to modify any assignment or the course schedule as the semester progresses.

1. **Family Genogram (100 points)** Complete an accurate genogram of your family. Include 3 generations (i.e., you, your parents, and your grandparents). Please identify the following on your genogram (include a legend if necessary):
  - Names, dates of marriage/births/deaths/separations/divorces (month & year), cultural/ethnic/religious affiliations for all significant family members.
  - Other information like immigration, occupation, education, city/state of residence, illnesses, substance abuse, mental health. Add descriptive information that clarifies relationships as needed (e.g., drug use, in jail, etc.) You may create a “legend” if additional explanation is warranted.
  - Show schematically the nature of key relationships (e.g., closeness, distance, conflicts).
  - Previous students have found that having interviews/conversations with family members around these areas provide new insight. I encourage you to contact siblings, parents, uncles/aunts, grandparents for corroborating information. Even responses to such requests can be very informative.
  - You may use a medium larger than an 8.5” x 11” piece of paper. The use of different colors for relational lines, etc. may enhance the presentation of the information. I will not accept pen and pencil assignments.
  - Please consider using Genopro, Smart Draw, Publisher, Powerpoint or Word document.

**\*\*Due Feb. 24th before class. CECC: 2.3.8, 4.3.2, & 5.1.4**

### 2. Reading Reflections (150 points total)



## MMFT 630

This assignment is intended to ensure students read and consider the text information prior to class. For each required reading chapter, students will write two questions, personal reflections, observations, or challenges to stimulate discussion based on the readings. The questions should reflect understanding of the chapter material and thoughtfulness. Questions may be up to a paragraph in length. Students will submit chapter reflection questions prior to class on the day that a chapter is assigned to be read. Chapter reflection questions are to be submitted in the appropriate Blackboard dropbox. Please note that students must submit reflection questions for EACH assigned reading EACH week. Students will submit chapter reflection questions for a total of 36 readings, but the lowest six scores will be dropped (30 reflections will count toward the grade). Each chapter's questions are worth up to 5 points.

Choose any two of the following prompts/questions for your weekly reflections:

- What two or three points stood out to me?
- What questions do I have about the information in this chapter?
- What was surprising in this chapter?
- Did I have a strong personal reaction to something in this chapter? What was that about? (Be specific about chapter content.)
- How does the information in this chapter relate to information from other courses?
- How does information this chapter related to information in my own life? (Be careful to keep this academic and focused on the textbook information.)
- Which of these strategies do I expect to use in the future? What will be helpful about them or how do I plan to use them?
- What did I disagree with in this reading and why?
- How does this information change the way I plan to work with clients in the future?

### **\*\*Due Weekly**

#### **3. Chapter Presentation (50 points)**

Students will each present a summary of one of the chapters from the Williams text. The presentation should be 20-30 minutes in length. For the presentation, begin by summarizing the content of the chapter in a format that makes it easy for students to remember the information (approx. 10 minutes). A handout that could be used for future reference is highly advised. Then, facilitate discussion about the information, demonstrate one of the skills from the chapter, or guide students in an activity to reinforce the chapter information.

#### **4. Video Clinical Demonstration & Self-Analysis Paper (100 points total)**

Students will submit a 15-20 minute role play video clip demonstrating their ability to reflectively listen by utilizing circular questioning. You must demonstrate at least 6-10 sequence of a cycle. You must show this by providing a cycle chart (make sure you close the loop). **MAKE SURE YOU ARE VISIBLE IN THE DVD. MAKE SURE YOU INCLUDE A SEQUENCE OF CYCLE CHART.** CECC: 2.1.8, 4.3.2, 4.3.7, 5.1.4, 5.3.4

### **\*\*Due 3/10/21**

#### **Part I: Video (50 points)**

## MMFT 630

The “client” system must include at least two people. Students are expected to recruit classmates to assist in this assignment to play the role of the couple/family. It is highly suggested that you have a script for role play (especially if you choose to recruit friends and family).

*Students must not move into “FIX IT” or intervention mode in this video. Any advice giving or questions intended to facilitate insight are not part of this assignment. They certainly have a core role in the therapy process but not in this assignment.*

It is also the student’s responsibility to ensure that the clip is complete and of high quality. Videos with significant technical issues will not be accepted. Submissions can be delivered via flash drive, Youtube, Vimeo, or DVD. If I cannot open your video, it will be considered a late submission.

### **Part II: Self-Analysis Paper (50 points)**

After completing the video, students will then watch and critique their own clip and submit a 4-6 page paper based on their observations. **Please create your own APA headings.** The paper will address the following questions/topics:

- What was your overall experience in completing this assignment, including the use of **circular questioning** and **reflective listening**? What was the most challenging part of the assignment? What was easiest or most natural?
- On a scale from 1-10, how well do you think you implemented circular questioning? What time in the video best demonstrates your ability to utilize circular questioning (include a rationale)? How might you have improved your circular questioning during the role play?
- Provide a visual depiction of the interactional pattern. Graph the interactional cycle (you may hand write this portion in the paper). Make sure to include at least 6 – 10 sequence of the cycle.
- On a scale from 1-10, how well did you utilize reflective listening? What time in the video best demonstrates your ability to implement reflective listening (include a rationale)? How might you have improved your reflective listening during the role play?
- What inner critics emerged as you were watching your video or preparing for this assignment? What names would you give to each critic? What thoughts did they plant in your mind? How did they make you feel? What good are they trying to do (however misguided)? What are their greatest fears in reducing their control? How can you show compassion toward those critics and yourself in general?
- At what points was your Self in the lead during this assignment? What was different about your thoughts, feelings, and sensations during these times? Did diversity factor into your Self (e.g., sameness, diverse culture, diverse ethnicity, sexual identify)?
- What are your five strengths and three growth areas moving forward as you continue to evolve as a clinician?

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Please note: The DVD must be turned in by **4:00PM on March 10th** at the start of class. The paper must be submitted via *Bb* by 4:00PM on that same date.

### 5) Case Conceptualization (100 points)

Assess your case using the Case Conceptualization form available on Blackboard (integration across theories). This should have a solid systemic base. Include a minimum of four sources of research from peer-reviewed journals to support your conceptualization. Note: the conceptualization includes a genogram. **CECC:** 2.1.8, 4.3.2, 4.3.7, 5.1.4, 5.3.4

**\*\*Due 3/31/21**

### 6) Treatment Plan (100 points)

Using the case you wrote about in the Case Conceptualization assignment, write a treatment plan. The treatment plan should be designed using your selected *single theory*. Use Gehart's treatment plan form as the base and add additional components as needed. Include a minimum of four sources of research from peer-reviewed journals to support your conceptualization. These may be the same sources that you used in the Case Conceptualization assignment. **CECC:** 2.1.8, 4.3.2, 4.3.7, 5.1.4, 5.3.4

**\*\*Due 4/14/21**

### 7) Final Exam Presentation (100 points)

Give a 20-minute presentation using PowerPoint or other media platform on the case you described in your treatment plan. The presentation must include (1) your case conceptualization, (2) goals of therapy, and (3) at least one standardized assessment (4) at least two interventions that support those goals, all clearly connected to your chosen theory. You may include up to 15 minutes of video showing relevant relational issues in the case.

**\*\*Final Exam 4/28/21**

### 8) Student Classroom Evaluation – Participation (50 points)

Students are expected to attend and be an active participant in every class. Some information discussed in class will not covered in the textbook. Please note that role plays are also an essential part of this coursework and will require attendance. Participation will be included in the SCE evaluation and students must be present during every final presentation to receive full points. 10 points deduction will be added in addition to the absence for missing a final presentation.

#### Evaluation

Family Genogram	100 points
Reading Reflections	150 points
Chapter Presentation	50 points
Demonstration (DVD) and Paper (include sequence of cycle)	100 points
Case Conceptualization	100 points
Treatment Plan	100 points
Student Classroom Evaluation (SCE) ( <i>Included - see Participation</i> )	50 points
Final Exam - Presentations	100 points

**Total: 750 Points**

**All assignments** are due at the beginning of the class on the dates scheduled. **Note: FIVE POINTS WILL BE DEDUCTED FOR EVERY DAY THE PAPER IS LATE!!**

**Final Exams:** Final Exams are scheduled during regular class time on the 16<sup>th</sup> week of class. The final exam schedule will not be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused due to a medical certificate, the make-up time will be at the discretion of the professor.

**Final Grades:** Final grades will be based on the average of grades received during the semester with a letter grade assigned per the following schedule:

93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

**Attendance Policy:** There are 16 weeks during the fall and spring semester: 15 weeks of instructional class and a final exam during the 16<sup>th</sup> week which requires a minimum of a 2-hour exam experience. Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, any student who misses more than (3) classes during the semester will receive an automatic failing grade. If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

For clarification, two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade. For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

**Supplemental Technology:** *Blackboard* (<http://blackboard.pfeiffer.edu/>) is a web--based course management tool that I will use to post documents and email announcements and critical messages. For assistance accessing your new Blackboard account, please contact the Help Desk at 704.463.3002.

**To Get Help:** Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule

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another time to meet. Do not rely solely on other students who have previously taken the class.

- 1) Online Help Writing: [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) (use Pfeiffer email to signup)
- 2) Writing Coach: [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) (online and face-to-face by appt)
- 3) Certified Tutors: for access information, email [studysmart@pfeiffer.edu](mailto:studysmart@pfeiffer.edu)
- 4) Career Coach: [careersmart@pfeiffer.edu](mailto:careersmart@pfeiffer.edu)

For self-help information on time management, test taking, or dealing with stress, check with Dr. Zukowski in the Graduate Success Center.

For Research Assistance & Library Services, the Charlotte Campus and Virtual Library provides adult students with access to research databases, books, and journals. Visit <http://library.pfeiffer.edu/> or contact Jeri Brentlinger, the Director of Information Support Services at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call 704.945.7305. For evening hours, contact Linda Fidelle at [linda.fidelle@pfeiffer.edu](mailto:linda.fidelle@pfeiffer.edu) or call 704.945.7354. Charlotte, RDU, and distance learning students can secure live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>.

For personal growth in Charlotte, please be sure to reach out to our designated extern counselors or continue with your own personal counseling and just provide his/her current active mental health license. Counseling with our extern counselors is gratis. (see *Student Handbook for MMFT Program Requirements*).

**Students with Special Concerns:** Any Graduate student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and schedule an appointment with the Charlotte 504 coordinator. Current documentation to support accommodations must be provided with the request. Section 504: Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for classes: Misenheimer- based students should contact Dr. Jim Gullledge at (704) 463-3366 or [jim.gullledge@pfeiffer.edu](mailto:jim.gullledge@pfeiffer.edu). Charlotte students should contact Dr. Joanne Zukowski at 704.945.7309 (Director of Graduate/Adult Student Development & Academic Success) or email [joanne.zukowski@pfeiffer.edu](mailto:joanne.zukowski@pfeiffer.edu).

**Title IX:** If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus. Sexual Harassment is such conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note

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that it is unethical behavior at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.

**Breaks:** There will be **one 20-minute break** that will occur at an hour and half after class has started. Students are expected to report back to the class promptly within the 20-minute time frame. The class will dismiss at approximately 10-minutes before class ends. (see *Student Classroom Evaluation*)

**Statement of Academic Integrity:** In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your University Student Handbook.

**Plagiarism:** When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism – theft of intellectual property – and violates the University honor code. It will be handled according to the honor code policies. **At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper.** American Heritage dictionary defines the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a reference. When in doubt, reference it. Your best option is to read the material, close the book, and write a summary in your own words. This should help you avoid the temptation to copy the material.

PLEASE NOTE: There are reference materials on APA style in the library. All writing should reflect your understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations.

**Collegial Respect:** As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge.

**Civility in the Classroom:** Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, students are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom. (see *Professional Fitness Evaluation*)

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If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see *Student Handbook*).

**Cell Phones:** During class, cell phones **MUST BE IN THE OFF POSITION and put away**. On an added note, please **DO NOT** impose the sound of vibrating phones on our class while it is in session. It is interruptive and rude!! If you have an emergency situation, please speak to me before class so we can make other arrangements with the building manager. Additionally, text messaging is prohibited during classroom instruction. If students breach this policy, they will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

**Safety:** Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that he/she is in danger. Do not hesitate to report any suspicious activities to university officials. Please visit the Misenheimer Police web site to learn more about campus safety:  
<http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>.

**Laptop Computers:** Laptop computers will no longer be allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

Major Models: Dr. Thorana Nelson

[http://www.aamft.org/Institutes13/Supervision/Individual\\_Documents/Saturday/mft%20model%20charts%202012%20sup.pdf](http://www.aamft.org/Institutes13/Supervision/Individual_Documents/Saturday/mft%20model%20charts%202012%20sup.pdf)

\* The instructor reserves the right to make all changes on the syllabus and evaluation.

<b>Proposed Course Schedule – MMFT 630 Assessment &amp; Treatment Planning in Family Therapy</b>				
<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
1	1/6	Introduction to course Categories and purpose of assessment Introduction to case conceptualization & treatment planning		
2	1/13	Common Factors Competencies, research, <b>ethics</b> , and diversity	Gehart Ch 1, 2	Reading Reflections
		Introduction to assessment Stages of therapy The initial interview Case conceptualization	Williams Ch 1	
3	1/20	Case conceptualization Tools for assessment -Mental health status exam Tools specific for systemic assessment -Circular questioning ECOMAPS	Williams Ch 2, 9	Reading Reflections
4	1/27	Genograms and multi-generational family assessment	Williams Ch 10	Reading Reflections



		From assessment to treatment planning	Williams Ch 13 pp 228-235	
		Treatment planning	Gehart Ch 3	
5	2/3	Systemic CC and TP Practice	Gehart Ch 5	Reading Reflections
6	2/10	Strategic	Gehart Ch 6	Reading Reflections
		Assessing family interactions	Williams Ch 9	Chapter Presentation
7	2/17	Structural	Gehart Ch 7	Reading Reflections Chapter Presentation
		Assessing couples Special topics in couple assessment	Williams Ch 11, 12	
8	2/24	Intergenerational/Bowen	Gehart Ch 10	Reading Reflections
		Psychoanalytic		Chapter Presentation
		Assessing safety	Williams Ch 4	**Genogram Due
9	3/3	Cognitive Behavioral Therapy	Gehart Ch 11	Reading Reflections Chapter Presentation
		Mindfulness		
		Assessing adults Standardized assessments ORS	Williams Ch 5, 6, Appendix ORS readings	
10	3/10	Satir	Gehart Ch 8	Reading Reflections
		Assessing children	Williams Ch 7, 8	Chapter Presentation **Video Demo and Self-Analysis
11	3/24	Symbolic Experiential	Gehart Ch 9	Reading Reflections

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		Internal Family Systems		
		Integrating research	Supplemental reading	
12	3/31	Postmodernism Collaborative	Gehart Ch 4, 14	Reading Reflections <b>**Case Conceptualization</b>
		Collaborative treatment planning	Supplemental reading	
13	4/7	Solution-Focused Assessing therapy SRS and other standardized assessments	Gehart Ch 12 Williams Ch 13 pp 235-242 SRS readings	Reading Reflections
14	4/14	Narrative <b>Multicultural</b> issues in CC and TP Assessing rapport	Gehart Ch 13 Supplemental reading	Reading Reflections <b>**Treatment Plan</b>
15	4/21	Integrating theories Getting unstuck in therapy	Gehart Ch 17 Supplemental reading	Reading Reflections
16	4/28	<b>FINAL EXAM PRESENTATIONS</b>		



FALL 2021- CAWN MMFT 690 (01) & (03)

***Pfeiffer University***  
***Marriage and Family Therapy***  
***Charlotte Campus***

**MMFT 690 – Internship in Marriage & Family Therapy**  
**Fall 2021 Section M01 & M03**  
**Mondays and Thursdays, 5-7pm (Group Supervision)**  
**(1 hour of individual/dyad supervision scheduled separately on the same day)**

**Professor:** Michelle Kipick Cawn, Ph.D., LMFT (NC)  
**Office Hours:** Wednesday 4-7pm OR by appointment (Please email me ahead of time)  
**Office Location:** Pfeiffer University, Charlotte Campus, 2<sup>nd</sup> floor, Room 212  
**Email:** Michelle.cawn@Pfeiffer.edu  
**Office/Cell Phone:** (704)-258-5593

**Required Textbooks**

Gehart, D. (2018). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. Belmont, CA: Brooks/Cole.

Patterson, H. Williams, L. Edwards, T. M., Chamow, L. & Grauf-Grounds, C. (2009). *Essential skills in family therapy: From the first interview to termination* (2<sup>nd</sup> ed.). New York, NY: The Guilford Press.

Pfeiffer Institute: Clinic Policies and Procedures Manual

AAMFT Code of Ethics ([https://www.aamft.org/AAMFT/Legal\\_Ethics/code\\_of\\_ethics.aspx](https://www.aamft.org/AAMFT/Legal_Ethics/code_of_ethics.aspx))

AAMFT Core Competencies

[..\SUMMER 2020 MMFT690\MFT Core Competencies \(COAMFTE Website\).pdf](#) \*Info

also available on the PIMFT Organization page via Blackboard.

**Articles Assigned for Reading – digital copies will be provided, if articles are not available from the Pfeiffer Library**

A list of additional readings is included at the end of this syllabus \*\*\*Note:

This instructor has the right to modify readings during the semester as necessary.

**Suggested Readings**

- Caldwell, B. E. (Ed). (2015). User's guide to the 2015 AAMFT Code of Ethics. Alexandria, VA: American Association for Marriage and Family Therapy. ISBN-10: 1514762412 (will be required text beginning Fall, 2019)
- Christensen, A., Doss, B. D., & Jacobson, N. S. (2014). *Reconcilable differences: Rebuild your relationship by rediscovering the partner you love – without losing yourself* (2<sup>nd</sup> ed.). New York, NY: The Guilford Press.
- Cozolino, L. (2004). *The making of a therapist: A practical guide for the inner journey*. New York, NY: Norton. ISBN 0393704246.
- Griffin, W. A. & Green, S. M. (1999). *Models of family therapy: The essential guide*. Philadelphia, PA: Brunner/Mazel.
- Gottman, J. S. & Gottman, J. M. (2015). *10 Principles for doing effective couples therapy*. New York, NY: W. W. Norton & Co., Inc.
- Friedlander, M. L., Escudero, V., & Heatherington, L. (2006). *Therapeutic alliances in couple and family therapy: An empirically informed guide to practice*. Washington, DC: APA.
- Jongsma, Arthur E., Peterson, Mark L., Bruce, Timothy J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Kottler, J. A. (2010). *On being a therapist*. San Francisco, CA: Wiley.
- Patterson, H. Williams, L. Edwards, T. M., Chamow, L. & Grauf-Grounds, C. (2018). *Essential skills in family therapy: From the first interview to termination* (2<sup>nd</sup> ed.). New York, NY: The Guilford Press.
- Walsh, F. (2011). *Strengthening family resilience* (2nd ed.). New York, NY: Guilford.

### **Pfeiffer University Mission**

Reflecting its relationship with the Methodist Church, Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Pfeiffer University Graduate Catalog, p. 3).

### **Pfeiffer University Academic Integrity**

**Pfeiffer University values and will act to protect truth, honesty, and academic integrity.**

As a student of Pfeiffer University, the following expectations for my behavior have been explained to me:

- (1) I understand that for any and all work expected of me at the University that “I have neither given nor received any unauthorized help.”
- (2) I understand that the expectation of the University is that all of the work which I submit is entirely my own unless otherwise directed
- (3) I understand that I have committed plagiarism in a written assignment unless I specifically provide internal credit (...according to Dr. John Jones, etc.) and formal footnotes or endnotes to give full evidence that I am using words and/or ideas which are not my own.

- (4) I understand that any words and/or ideas which I find in print or electronic sources which are not my own are intellectual property of the author who wrote them. Using them without internal credit and formal endnotes or footnotes is stealing and is a violation of the Honor Code.
- (5) I understand that violating any of the testing conditions established by my professor through using unauthorized print or electronic information is cheating and is a violation of the Honor Code.
- (6) I understand that it is not in my best interest to share any of my credit bearing work for a class with anyone else. Doing so and having the material copied by another person could make me guilty of violating the Honor Code.
- (7) I understand that signing in as another person in class, falsifying time sheet for work placements, and falsifying materials for the Cultural Program is a violation of the Honor Code.
- (8) I understand that the punishment for a first offense Honor Code violation is usually to receive a grade of “F” for the semester. Second offenses result in at least one semester of suspension, and third offenses lead to immediate and permanent dismissal from the University.
- (9) I understand that helping another person violate the Honor Code is a violation on my part of the Honor code.
- (10) I understand that not reporting a violation of the Honor Code is a violation on my part of the Honor Code.

I have been informed of my responsibility as a member of the Pfeiffer community for maintaining academic integrity and take full responsibilities for all of my actions and their consequences for the duration of my enrollment at Pfeiffer University.

### **Educational Goals for the Graduate Program**

The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program (see Pfeiffer University Graduate Catalog).

### **Statement of Values**

Pfeiffer University emphasizes the following values: 1) Liberal Learning and Professional Competence, 2) Free Inquiry and Intellectual Integrity, 3) Service and Leadership, 4) Unity in Diversity, 5) Faith and Reason, and 6) Personal Piety and Social Action.

### **Marriage and Family Therapy Program Mission**

The mission of the Master of Arts Degree (MA) in the Marriage and Family Therapy (MMFT) Program at Pfeiffer University “is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings.” The mission also engenders “effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through lifelong learning and competent practice of marriage and family therapy” (see MMFT Student Handbook and Marriage and Family Therapy Website – Mission and Vision).

## Overview of the Course

The central goal of this course is to assist students in applying theory, modalities, and methods of therapeutic processes to face-to-face counseling sessions. Interns will learn the process of proper record keeping, confidentiality, intake processes, and treatment planning. Interns will participate in the process of supervision of counseling and case conferencing which are processes that must continue following graduation from the program and needed for licensure. Interns will be encouraged to integrate theory and practice into their therapy sessions.

### ***Confidentiality***

*You may know some clients who come to PIMFT. Your spouses, family, and friends are not to know who those persons are under any circumstances. Give them the respect you would want if the situation were reversed. It is in the best interest of both you and the clients to refrain from observing sessions of clients you know personally.*

## Course Rationale

This course is designed for the interns to apply their knowledge to become effective therapists by doing the following:

1. Apply marriage and family therapy theories and techniques in a clinical setting.
2. Identify and articulate therapeutic models employed by themselves and their colleagues.
3. Develop a sense of personal therapeutic style.
4. Identify personal supervision goals.
5. Be respectful of clients, colleagues, clinic staff, and supervisors.
6. Adhere to clinic policies.
7. Challenge personal biases.
8. Maintain an active caseload.
9. Demonstrate an understanding, through practice and articulation, of multiple perspectives and systemic influences.
10. Actively seek and utilize supervision.
11. Become informed about how credentials earned in the program relate to eligibility for AAMFT Clinical membership, state licensure, eligibility for employment, salary expectations, and post degree requirements for credentialing.
12. Form an understanding of how the person, values, and presence of the therapist, and the cultural, gender, age, and ethnicity of the clients influence the therapeutic process.
13. Appropriately assess, develop systemic hypotheses, and apply interventions with individuals, couples, and families following appropriate legal and ethical guidelines.
14. Learn how to collaborate with others in the “helping professions” i.e. psychiatrists, psychologists, medical doctors, nurses, counselors, school counselors, and social workers.

## AMFTRB Domains for Coursework

**Domain 3: Designing and Conducting Treatment.** Tasks related to developing and implementing interventions with the client system.

**Domain 6: Maintaining Ethical, Legal, and Professional Standards.** Tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism.

### Student Learning Outcomes (SLOs)

**SLO #2: Diversity:** Students will demonstrate an awareness of and sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation, and socio/economic status.

**SLO #3: Clinical Effectiveness:** Students will demonstrate effective clinical practice from a systemic perspective.

**SLO #4: Individual & Relational Development:** Students will engage in self of the therapist development and personal growth exploration.

**SLO #5: Professional Identity & Ethics:** Students will demonstrate professional and ethical behavior and follow legal standards of the profession.

### Professional MFT Principles (PMFTPs)

#### Relevant State Licensing Regulations – VII. Clinical Practice

#### MMFT 690 Course-Embedded Core Competencies (CECCs)

Students will become knowledgeable of the selected COAMFTE Core Competencies and their application to the practice of therapy:

**1.1.2 (Conceptual)** Understand theories and techniques of individual, marital, couple, and group psychotherapy **1.2.1 (Perceptual)** Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).

**1.2.2 (Perceptual)** Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., court, social services).

**1.3.1 (Executive)** Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.

**1.3.4 (Executive)** Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.

**1.3.6 (Executive)** Establish and maintain appropriate and productive therapeutic alliances with the clients.

**1.3.7 (Executive)** Solicit and use client feedback throughout the therapeutic process.

**1.3.9 (Executive)** Manage session interactions with individuals, couples, families, and groups.

**1.4.1 (Evaluative)** Evaluate case for appropriateness for treatment within professional scope of practice and competence.

**1.5.2 (Professional)** Complete case documentation in a timely manner and in accordance with relevant laws and policies.

**2.1.1 (Conceptual)** Understand principals of human development; human sexuality; gender development; psychopathology; psychopharmacology, couples processes, and family development and processes (e.g., family, relational, and system dynamics).

**2.1.2 (Conceptual)** Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.

**2.3.1 (Executive)** Diagnose and assess client behavioral and relational health problems systemically and contextually.

**2.3.6 (Executive)** Assess family history and dynamics using a genogram or other assessment instruments.

**2.3.8 (Executive)** Identify clients' strengths, resilience, and resources.

**2.4.4 (Evaluative)** Assess the therapist-client agreement of therapeutic goals and diagnosis.

**2.5.1 (Professional)** Utilize consultation and supervision effectively.



- 3.2.1 (Perceptual) Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.
- 3.3.1 (Conceptual) Know which models, modalities, and/or techniques are most effective for presenting problems.
- 3.3.3 (Executive) Develop a clear plan of how sessions will be conducted.
- 3.3.5 (Executive) Manage progression of therapy toward treatment goals.
- 3.3.6 (Executive) Manage risks, crises, and emergencies.
- 3.4.5 (Professional) Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.
- 3.5.3 (Professional) Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws.
- 3.5.4 (Professional) Utilize time management skills in therapy sessions and other professional meetings.
- 4.3.1 (Executive) Match treatment modalities and techniques to clients' needs, goals, and values.
- 4.3.2 (Executive) Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
- 4.3.11 (Executive) Move to constructive termination when treatment goals have been accomplished.
- 4.4.1 (Evaluative) Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.
- 4.4.4 (Evaluative) Evaluate clients' reactions or responses to interventions.
- 4.5.1 (Professional) Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).
- 4.5.2 (Professional) Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships.
- 4.5.3 (Professional) Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.
- 5.1.2 (Conceptual) Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
- 5.1.3 (Conceptual) Know policies and procedures of the practice setting.
- 5.2.1 (Perceptual) Recognize situations in which ethics, laws, professional liability, and standards of practice apply.
- 5.2.2 (Perceptual) Recognize ethical dilemmas in practice setting.
- 5.3.1 (Executive) Monitor issues related to ethics, laws, regulations, and professional standards.
- 5.3.5 (Executive) Take appropriate action when ethical and legal dilemmas emerge.
- 5.3.7 (Executive) Practice within defined scope of practice and competence.
- 5.4.1 (Evaluative) Evaluate activities related to ethics, legal issues, and practice standards.
- 5.4.2 (Evaluative) Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
- 5.5.1 (Professional) Maintain client records with timely and accurate notes.
- 5.5.2 (Professional) Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.
- 5.5.3 (Professional) Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.

**COAMFTE Core Competencies:** Designated Core Competencies will be clarified at the beginning of the first class meeting and will be assessed through the master of specific primary assignments with a passing grade. Carefully review the *Criteria for Evaluation* found at the end of the syllabus to determine the point system for evaluation in each and every course. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who may determine that the student will need

to retake the course during the following academic year to establish fulfillment of the minimal performance level. If the student does not address the student learning outcome(s) prescribed or cannot meet a minimal performance level of “3,” the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

**\* Assessment Rubric Rating Scale**

**N = No opportunity to observe**

**O = Does not meet criteria:** Significant remediation needed; deficits in knowledge/skills

**1= Meets criteria minimally or inconsistently for program level:** Minor conceptual and skill errors; in process of developing

**2= Meets criteria consistently at this program level:** Understanding of concepts/skills evident

**Note:** Ratings of “2” are required on all items to be eligible for graduation at the end of the third semester.

**MMFT 690A**

As explained in the *PIMFT* Policies and Procedures manual,

Student therapists are eligible to register for MMFT690A *after* they have completed three semesters of MMFT690 and met all of the Core Competencies in MMFT690. In MMFT690A, students continue to see clients at the *PIMFT* and field placement site for the purpose of accruing client contact hours. Since the core competencies have already been met, student therapists are not required to complete the written assignments in MMFT690 (with the exception of Supervision Snapshots, MCSRs, and end of the semester documentation), yet they are required to participate in individual and group supervision throughout the semester (i.e., even if hours requirement is reached during the semester). *PIMFT* and field placement supervisors will complete the Clinical Performance Assessment (CPA) to monitor progress, as well as the Office Performance Evaluation to monitor appropriate record keeping, documentation procedures, and overall positive and professional attitude in the clinic. If time allows: Students enrolled in 690A may present a capstone video, without the paper. Students enrolled in 690A may also participate in facilitating group workshops if they would like, and if space is available.

MMFT 690A is a **pass/fail** class; the judgment will be determined by 1) maintaining an active caseload at the *PIMFT* and field placement site (if applicable), 2) attendance at and participation in individual and group supervision, 3) scores on the Clinical Performance Assessment (see description below), and 4) scores on the Office Performance Self-Evaluation (see description below).

**Course Topics**

The major topic(s) to be considered is the application of Marriage and Family Therapy and systemic constructs in a clinical setting.

*The internship experience must be flexible to accommodate the needs of each student. As a result, the specific topics addressed in this course will be determined on both an individual and group basis. The application of theories and clinical models and techniques will be the focus of this course, with ethical and legal consideration, and professional development ever present.*

<b>Course Requirements</b>
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**1) Preparation:**

You are expected to acquire and read the required textbooks identified above and other readings as scheduled. In order to make informed and productive remarks, it is necessary that you complete the assigned readings and integrate them into your projects, papers, and case presentations. For your convenience, the readings have been posted on the PIMFT Organization page via Blackboard. Given that in this class you will be meeting with actual clients, it is important to utilize class readings to support your personal and professional navigation of client issues and concerns your clients bring up in session (core competency 5.3.8). You are encouraged to ask for information from your supervisor and peers, but also take responsibility for your own learning. Indeed, the class assignments and projects below are designed to support both personal and professional growth as a therapist in training.

**2) Participation:**

- a. **Group Supervision:** All students must spend the full 2 hours in group supervision. The first group supervision hour (denoted “Consultation”) is used to review progress on treatment plans, case conceptualization, progress notes, and any other clinical documentation or class related tasks. We may also use this time to grow in our theoretical application of major MFT models, and expand our application of systemic frameworks, such as implementation of a genogram. In addition, you are encouraged to raise any safety or risk concerns that arise as part of your treatment of clients. Raising concerns to both your supervision and peer consultation team is to the benefit of everyone involved, as we learn how to address these issues collectively. For the second hour (and third hour in Summer sessions), one therapist intern will present a case and we will review the video as a group. Please note that every student may present up to 2 times in one semester (Fall/Spring) and 3-4 in the summer, and that a sign-up form will be distributed at the start of the semester so you can prepare ahead of time. The sign-up form is also the course schedule, which can be found at the end of this syllabus. Please also note that this is not a presentation for a grade, but rather, part of the requirements for the course in order to develop your clinical skills. Please keep in mind the major points of discussion, including client demographics/background, perception of the problem, your view of the presenting concern or problem, diagnostic impressions, systemic influences (e.g., social support, family, friends) and treatment goals/objectives. Most importantly, please think of ONE learning question you might have that your supervisor and team can help answer. For example, you may have the following questions: (1) “What do I need to do about this issue going on right now?” (2) “How do I address the partner’s problems/issues?” (3) “How can I manage my frustration with this case?” (4) “Am I making gains with this case? How can I improve the alliance/rapport?” (5) “Does this model/diagnosis seem appropriate for this client? What other diagnosis/es or model/s should I consider?” etc.
- b. At the end of the semester, we will have **three weeks of scheduled capstone presentations**. Please note that 3<sup>rd</sup> semester interns will be asked to present first, then 2nd semester interns, and finally, 1st semester interns will present on the last week of class.
  - i. Classmates will provide feedback via the observation feedback form in class. Please note that the supervisor will lead in feedback, while students are to pose hypotheses for further discussion (e.g., theory, problem client is facing, process in the room etc.). Please ensure constructive feedback to the presenter.

*Each student enrolled in 690 and each student enrolled in 690A is required to present a minimum of two cases in group supervision each semester, whether live clients or video report and case discussion. Please note that a sign-up sheet will be circulated at the start of the semester.*

**Live Supervision Sessions:**

- Throughout the semester, you will be lived supervised for 1-2 of your client sessions. This means that your supervisor will watch your session in the supervision room, as it occurs. For first semester interns, your supervisor will likely watch at least 1-2 intake sessions to ensure that you are following the guidelines of communicating informed consent, the fee agreement form, and conducting a proper risk and safety assessment, as well as generating a living safely plan and risk and safety assessment. In addition, you are encouraged to take a mid-session break to discuss the progress of the session, and receive direct feedback on next steps to take directly into the rest of the session.
- **Reflecting Teams:** Your supervision group may also participate in traditional, MFT reflecting teams. This means that your peer supervision group and your supervisor may arrange to view a live session, in which you are encouraged to take a mid-session break. Please let your client know ahead of time about the purpose of the reflecting team, and, that you will likely take a mid-session break. You are encouraged to share the feedback from the team, in order to bolster the client's sense of strengths, resiliency, and abilities. Information may also be shared with the client regarding next steps or hypothetical questions the team had to enhance their treatment.
- Each member of the team will count up to 1 hour as an alternative client contact hour (individual or relational determined by clients) and 1 hour of supervision (group live). The therapist being observed will count the hour per usual (i.e., client contact hour and individual live supervision hour—provided they break during the session AND return to the supervision room on time). \*Please note the determination of whether criteria has been met to award an alternative client contact hour is at the sole discretion of the supervisor. Please keep in mind that each supervisor will utilize the reflecting team in their own manner, consistent with their style and model of therapy.

**Video Observations:**

- ii. During the second hour of supervision, one student (previously scheduled) will present a current case to the class. Please come prepared to discuss the client background, reason for seeking therapy, theory, treatment progress, self-of-the-therapist needs, etc. Bring your learning question with you.
- iii. Classmates will provide feedback in discussion and by using a feedback form in class.
- iv. Please note that students are expected to accrue up to **50 “Observable Data” hours** for the duration of their time in the clinic. This means that in the summer, at least 2 hours are either review of a live or video session. In the Spring and Fall, at least 1 hour of the 2 hour supervision groups is dedicated to live or video observation. Please note that supervisions across Summer, Fall and Spring, are desired to ensure that you meet, and even exceed, the 50-hour requirement. Finally, the Clinic Director has

arranged the course schedule in the syllabus to automatically ensure that criteria has been met.

**c. Individual Supervision:**

- i. Come prepared to discuss your clients. Make sure to talk about the most pressing concerns first, since it is unlikely you will be able to discuss all clients during every supervision session. *Always discuss any issues of safety/risk first.*
- ii. Come Prepared to show 5-10 minutes of video that shows something you want to discuss – what the client did, what you did, questions you have. Know the time you want to start the video; best practice – save a session you want feedback on, preferably in your folder on the server. Be planful and take initiative!
- iii. Submit your monthly case summaries (Monthly Supervision Snapshot for the clinic and externship site) at the beginning of each month (due latest, the 10<sup>th</sup> of each month). Please note that after the 25<sup>th</sup> of each month, according to the policies and procedures manual—that no hours will be accepted after that point. You will print a copy to give to your supervisor during your first individual session of the month. You will also email the electronic copy to the Clinic Director. This aids you in tracking your full caseload and ensures that your supervisor is aware of every client on your case load. Make sure you discuss every client in supervision at least once a month. When clients are discussed in supervision, note any specific directives received by your supervisor (e.g., obtain a release of information, conduct a risk and safety assessment, report to DSS etc.) and document the directive on the Case Review Form. There, you will obtain your supervisor’s signature, and file this form in the client’s file.
- iv. Bring any paperwork that needs to be signed (e.g., MCSR, Field Placement Agreements, vacation requests) to individual supervision.

**3) Monthly Supervision Snapshots and MCSRs (Hours Form) 80 points** (4 months for two sites @ 10 points for each)

Students must complete a client tracking form (Supervision Snapshot) at the beginning of each semester, and submit it to both their supervisor and the Clinic Director, no later than the 10<sup>th</sup> of each month. These forms are available on Blackboard, and will be turned into the student’s current supervisor at the first scheduled individual supervision with the supervisor each month. **Note: These forms are not optional.** An updated snapshot for each the clinic and the externship must be turned in each month, points are awarded for thoroughness. Snapshots turned in more than one calendar week late, are still required, but will receive zero points.

(Core Competencies Addressed: 1.2.1, 2.4.4, 2.5.1, 3.4.5, 4.3.1, 4.5.3, 5.2.1, 5.2.2, 5.3.1).

- Students will complete one form for their clients in the clinic, and a separate form for their clients at their externship (two forms per month). **All forms should include nonidentifying initials or client ID numbers, no full names should be included on either form.**
- All active clients/open files must be included on this form. Clients may only be removed from the clinical form once the supervisor has signed off on closing the file. Then the client may be removed from the clinic version of the Supervision Snapshot. Any clients actively seen at the externship site must also be included on the externship version of this form.

- All information must be completed for all clients (at both sites) for this form to be considered complete.
- **An electronic copy of each of these forms must be emailed to the Clinic Director at the first of each month, and no later than the 10<sup>th</sup>.**

#### **4) Self-Supervision Reflection Papers (2 at 100pts each; 200 points total):**

Each therapist intern is required to review one of their 50-minute, pre-recorded sessions with a case currently in treatment. **In your paper, please document the date of the session, time, and therapy room, so that your supervisor grading the paper can refer to the session you have selected.** Interns will be asked to evaluate several elements of the session (e.g., therapeutic alliance/rapport, content vs. process, interpersonal dynamics etc.), elements of therapy/therapeutic process (e.g., theory of change with the client, theory/model implementation, techniques used etc.) and finally, processes associated with the therapist (e.g., personal confidence, abilities, self-of-the-therapist issues/strengths, and any ethical concerns/issues). **Be sure to refer to specific articles in the assigned reading and to connect your reflections to how the information may be applied to helping you develop as a therapist. In other words, citations are required in this assignment. Please use at least 23 references, using APA 7<sup>th</sup> edition format.**

- Entries will be evaluated on thoughtfulness, substance, and how it directly relates to clinical and professional growth both in the session reviewed, and in general.
- 4-5 pages per entry (not to exceed 5 pages per entry), typed, double-spaced, 12 pt. font, Times New Roman. **2-3 References.**
- Please also follow all 7<sup>th</sup> ed APA formatting requirements (*Core Competency: 5.4.2.*)

#### *Guidelines per Semester:*

- **1<sup>st</sup> Semester Interns:** You may focus on 2 different cases for paper 1 and 2, in order to develop your skills in assessing your work in session. Choosing two different cases for paper 1 and 2 may also help you in learning to ask and answer the questions presented in the paper elements below.
- **2<sup>nd</sup> and 3<sup>rd</sup> Semester Interns:** You are encouraged to follow 1 case for BOTH papers. In paper 1, answer the elements of the questions below, and by paper 2, you should have several sessions since the first reflection with that client. Please focus on the plan you made to improve from paper 1 to 2, and the progress you've noticed overtime in your work with this client. Following this format will help you develop a sharper lens on case progression overtime, and deepen case conceptualization.

#### **Paper Elements:**

##### **(1) Brief Introduction and Overview of the Case (de-identified). (1/2 page)**

- Please include basic background info on the case (e.g., how client identifies, primary presenting concern/reason for seeking treatment, individual concerns, relational/contextual factors etc.)
- Please also explain the number of sessions thus far, the diagnosis, and your model/theory chosen.
- List the current goals on the treatment plan.

**(2) Therapeutic Alliance and Rapport (1 page):**

- a. As you watch the session, what are your thoughts on the strength of the therapeutic alliance? How do you know if the alliance is weak or strong? Comment on any weaknesses, or areas of growth to consider.
- b. What can you do to continue strengthening the alliance?
- c. What is the balance or flow of content discussed, and the process (e.g., joining, emotions, and receptivity of the client) in session?

**(3) Direct Elements of the Therapeutic Process (1 page)**

- a. What is your theory of change (recall from your previous paper written).
- b. How does your theory of change play out in the session?
- c. Comment on your progression with your model/theory. What's working/not working? What do you need to change or reconsider?
- d. What diversity/difference/inclusion strengths, issues/challenges are present? How will you address them directly in session?
- e. What specific techniques have you used in session? Which would you consider using in the future, according to your model? Why?

**(4) Self-of-the-Therapist (1 page)**

- a. Are there any personal challenges (e.g., countertransference; strong emotions/biases) that have come up in working with this case?
- b. What cross-cultural factors have you addressed or not addressed in session? (e.g., race, religion, SES, sexual orientation, gender etc.?).
- c. What ethical/legal challenges have you addressed, or may need to address?
- d. In what ways can you work through these challenges? How can you use them to benefit the case?
- e. What would you go back and change, if you could?
- f. Strengths you see in your session, specifically in your developing work. List three!

**(5) Conclusion (1/2 page)**

- a. What have you learned from this case video review? What do you plan for the next session?
- b. Anything else you'd like to add.

**Due:**

**Self-Supervision Paper # 1: Week 6 for all sections- due at the time group supervision begins (BB)**

**Self-Supervision Paper #2: Week 12 for all sections—due at the time group supervision begins (BB)**

*Student Learning Outcomes (SLOs): (3.4.5, 4.4.1, 4.4.4; 4.5.3; 5.5.3)*

**5. Treatment Plan Assignment (100 points total):**



Each intern will complete a treatment plan for a current client (preferably a couple or family) using the format currently used in the clinic. The student MAY use a treatment plan for a current client, provided it has not been used previously for an assignment. It is important to consider bringing in the treatment plan for a review with your current client, and discussing progress on goals as part of your treatment plan paper narrative. The written portion of the assignment will be typed and include the following:

1. **Summary of client description** – presenting concern(s), extended family description of problem(s), broader system problem descriptions, diversity concerns, ethical/legal concerns, systemic contributors, etc. (This is a 2-3 page typed summary.) The written portion of this paper should explain why you have selected the model and interventions to use with this client. What is it about this client, and their systems, that has caused you to select the model/interventions that you have? What factors did you consider when you were creating your treatment plan. In other words, the narrative portion of this assignment should “justify” why you wrote the treatment plan the way that you did.
2. Assignment should be in appropriate APA format, 12 point Times New Roman font, include a cover page, use headings to organize material, and be no more than three (3) pages. Please submit a copy of your paper via BB, and be sure there’s no client information.
3. **A printed copy of the [proposed] treatment plan currently in use with the client. Be sure to de-identify and provide copies to all of your peers so you can present for 10 minutes in class on the day it is due.** As always, treatment plans should be congruent throughout (i.e., interventions should match the client’s presenting issues, and correlate to the model being used). Please remember to attend to 3 primary presenting issues, starting with any safety concerns, and working on the other 2 primary concerns as represented in the goals-section.

The client for this assignment may be the same client for the final capstone case presentation and paper. Ideas for how to word possible goals and interventions can be found in the *Adult Psychotherapy Treatment Planner* text, but do not simply cut and paste (aka plagiarism). Your treatment plan must reflect your chosen theoretical model/approach; examples can also be found in *Mastering Competencies*, but do not directly copy from those examples. (*Core competencies 3.2.1, 3.3.5, 3.5.3*).

**Due: Week 8 for all supervision groups—due at the start of group supervision class (to BB)**

#### **6. Final Capstone Case Presentation and Paper ( 100= Paper, 50 = Presentation; 150 points total)**

\*\* (*Core Competencies: 1.3.1, 1.3.4, 1.3.6, 1.3.7, 1.3.9, 1.4.1, 2.3.1, 2.3.6, 2.3.8, 2.5.1, 3.3.5, 4.3.1, 4.3.11, 4.3.2, 4.4.1, 4.4.4, 4.5.1, 4.5.2, 4.5.3, 5.3.5, 5.4.2*).

The ability to concisely describe your theory-based conceptualization of and therapeutic process with a client is an important skill. In order to develop this ability, you will formally present, in written and verbal format, one case (preferably a couple or family) in your current client load.

- The student will complete the following: 1) Write a case study paper and 2) Give a PowerPoint presentation on the case and include 10-minutes of video clip(s) illustrating the case study. The student is encouraged to use the same case used for the Treatment Plan assignment, make edits as required, and build from the treatment plan assignment for the capstone assignment. This does not mean that you use the same written work from the Treatment Plan assignment, however. For



example, if you discussed justification for your diagnosis in the treatment plan paper, please expand on the diagnosis by discussing whether it still holds for your case, differential diagnostic considerations, or if the client needs to be reassessed for diagnosis. Similarly, re-evaluate the effectiveness of your interventions, theory, etc., on the treatment plan. Are there updated techniques you'd like to use? What interventions worked or didn't work? Therefore, you must show original, new thought to existing concepts, and the progress you've made since writing that first treatment plan.

- There are various competencies per semester. Please see the breakdown below:

*a) Case study paper requirements:*

ALL SEMESTERS	FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
*Genogram. *Briefly describe the client(s) (e.g.,	Joining skills and therapeutic alliance (1.3.6)	Describe your conceptualization of the case (use theory	Describe your conceptualization of the case (use theory

demographic information, info from intake). Use confidential format. *Discuss the basis for your impressions. *Identify and describe the relevant contextual considerations (e.g., social, cultural, ethnic, racial, gender). (1.3.1) *Describe strengths, resources, and resiliency of client(s) (2.3.8) *Using the DSM-5, state your diagnostic impressions for each member of the family.		and references to support your conceptualization). (4.5.3)	and references to support your conceptualization). Assess how your work in this case reflects your theory of therapy (or not). (4.5.3)
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<p>*Discuss any relevant ethical and legal issues. (5.3.5)</p> <p>*Describe your conceptualization of the case (use theory and references to support your conceptualization).</p> <p>*Describe your treatment plan – goals &amp; objectives – both short and long term (if using same client this can be from your treatment plan assignment) *Describe one intervention you used (use theory and references to support rationale for specific intervention).</p> <p>*Describe the progress of the case over time.</p>	<p>Therapist interaction in the system: Demonstration of a curious stance (including nonverbals such as tone, articulation, facial gestures, posture) and ability to manage multiple clients (e.g., engaging all clients) (1.3.9)</p>	<p>Using the DSM-5, state your diagnostic impressions for each member of the family/couple. Discuss the basis for your impressions using systemic language. (2.3.1)</p>	<p>Describe one intervention you used (use theory and references to support rationale for specific intervention). Examine intervention's congruence with model of therapy, cultural and contextual relevance, and goals of the treatment plan. (4.3.2, 4.4.1)</p>
<p>*Integration of feedback – use of SRS and ORS in session (1.3.7)</p> <p>*Evaluate the quality of your therapy with this case: what you like about what you've done</p>	<p>Genogram showing 3 generations (2.3.6). Put it in the paper, or attach to submission.</p>	<p>Describe at least one instance of each of the following, including how you handled it in therapy: setting appropriate boundaries, managing</p>	<p>Describe client's response to intervention and how you dealt with that feedback. (4.4.4)</p>
<p>so far, what you wish you'd done differently. (1.4.1)</p>		<p>issues of triangulation (4.5.2)</p>	
<p>*If applicable, discuss all referrals and /or consultations you actually made and considered making with reference to this case (4.5.1), including your work with your supervisor (2.5.1).</p>	<p>Self-of-Therapist: Describe your reaction to client(s) (e.g., did not like them). (5.4.2)</p>	<p>Use of client feedback throughout therapy; integrate with assessment, contextual information, and goals. (3.2.1)</p>	<p>Describe the progress of the case over time (3.3.5), including termination (if applicable). (4.3.11)</p>

*Video: Include at least 10 but no more than 25 minutes of video. Know where you want to start and stop the recording; have it ready to start at the appropriate place in the presentation.	Video: <b>Demonstrate</b> intake session explaining intake paperwork (forms to sign and complete; 1.3.4) <b>and</b> joining skills and strong therapeutic alliance (1.3.6).	Video: <b>Demonstrate</b> either setting appropriate boundaries or managing issues of triangulation. (4.5.2) <b>Demonstrate</b> integration of client feedback into therapy process. (3.2.1)	Video: <b>Demonstrate</b> client's change over time (3.3.5). <b>Explain</b> progress (or lack) using theory of therapy (4.5.3).
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**a) Paper requirements 100/150 points** (applies to ALL papers)

- The paper (6-10pages) must follow APA format, and a cover page is required. Use headings as provided to identify each element. Six page minimum; not to exceed 10 pages; typed and doublespaced; 12 pt font, Times New Roman. In addition, the paper **must include at least 3 references**, beyond the textbook(s) used in class. Remember that any information that is not the student's original thought requires a citation. Failure to cite information from a source is plagiarism and will be addressed via the Academic Honor's Code policy and procedures. A printed (revised as appropriate) treatment plan is required. A full page, legible genogram (with at least 3 generations) is required. Please also include a key for your symbols.
- **For EACH required element:**
- Use scholarly references (*not* just survey textbooks like Gehart and Becvar & Becvar) and your theory to explain why the element is important.
- Give specific clinical examples from your selected case for **each** element.
- **Papers may be submitted to "Turnitin" on Blackboard, as required by your supervisor. Hard copy is given to the supervisor and is due at the beginning of class on the due date listed. This is important, as a printed copy goes in the student's record.**
- Video clip requirements:
  - 10-minute clip(s) queued and ready to play **Note: Clinic videos are only available for approximately 110 days – download your clips early!**
  - **Remember, all clinic videos MUST stay in the clinic, and are not to be placed onto portable devices such as flash drives. You are allowed to download/keep video of client sessions in your shared file ONLY.**
  - Use selected video from recorded sessions to **demonstrate at least** what was assigned for the first, second, and third semester categories. Also include therapist interacting with client system (e.g., empathy, positive regard, genuine warmth, intervention)
    - The clip(s) must relate to and support written case illustration
    - The clip(s) must show progression of case over time - at least 2 different sessions. This is especially important for 2<sup>nd</sup> and 3<sup>rd</sup> semester interns.

**b) Presentation Requirements (50/150 points)**

- Each intern will make a case presentation\* during supervision on a designated night.

- Using PowerPoint, present the most pertinent parts of your paper about this case. Be sure to use video clips to support the information you are presenting. It is most helpful to follow the rubric exactly, so that you are touching on each element of the presentation.
- To ensure confidentiality, please use non-identifying information in paper and presentation (e.g., disguise real name of client).
- Facilitate a discussion about any questions you have in this case. For example, you could ask the group for suggestions about getting unstuck, what theory they see in your work, and/or any self-of-therapist issues in the case. Part of your grade will come from facilitating this discussion.
- The presentation/facilitation should be 30-40 minutes long, including a 20-30 minute presentation via PPT, then 10-15 minutes of video, and 5-10 minutes of discussion, and feedback from your supervisor.
- It is up to the intern to track the actual presentation time, and end on time. Running over the allotted time will negatively impact the grade for this assignment.
- Presentation must include a PowerPoint presentation.
- Please upload your paper to BB, and hand in a hard copy to your supervisor. Please pass in a hard copy of your paper and PPT to your supervisor on the day of your capstone.

For the following due dates below, please note that for supervision classes with only 4 students, you will start your capstone presentations week 10.

### **Final Capstone Presentations Schedule/Due Dates:**

**Three rounds—Please see the course schedule and sign up below.**

Please Note: Capstone Presentations are considered your “Final Exam Experience” and cannot be missed/rescheduled unless there is an emergency. Please see your Supervisor in advance if you anticipate any problems.

### **7. Office Performance Evaluation (OPE) (60 points total):**

At the end of each semester, your supervisor will evaluate your compliance to the policies and procedures of the PIMFT and each intern’s investment in documentation/record keeping, as well as overall professionalism in the clinic. Interns are expected to treat their internship experience as a professional place of work, and in doing so, comply with record keeping procedures, professional dress, showing up on time for class, and other elements listed in the OPE. Please note that any documentation (e.g., treatment plans, progress notes) that are not handed in for initial review by their supervisor within a 7-day turnaround, will receive a lower performance grade, as reflected on the OPE. Points at the end of the semester are provided based on these reviews throughout the semester. (*Core Competencies: 1.3.4, 1.3.7, 3.5.3*)

- Specifically, the intern will be assessed on the following areas:
  - Accurate Calendar and Submissions of MCSRs/Snapshots on time
  - Starting and ending sessions on time
  - Reserving therapy rooms
  - Maintaining fees
  - Case note/documentation completion
  - Distributing Client Satisfaction Survey
  - Overall Clinic Impact and Attitude

- Client Consistency—booking and keeping appts with clients

**Due (to be provided by your supervisor): Week 16**

**8. Student Classroom Evaluation (SCE) (50 points):**

Your supervisor will complete this evaluation, which reflects your classroom performance, prior to the final exam and discuss the results with you.

**Due (to be provided by your supervisor): Week 14**

**9. Clinical Performance Assessment (CPA) (completed for mastery, not points):**

As noted in the Pfeiffer Institute Policies and Procedures Manual, twice during each semester of internship, you will be evaluated by your clinic supervisor and once by your field placement site supervisor using the Clinical Performance Assessment (CPA). Around midterms, and during the penultimate week of class, you will meet individually with your clinic supervisor (during regularly scheduled individual supervision) to provide feedback and review the evaluation. The clinic director will ask all your site supervisors to review the CPA and provide feedback. Any scores below a “2” indicate a need for improvement. If you do not improve in that area by the next evaluation, the clinic supervisor may initiate a Faculty Review Committee (FRC) meeting and recommend the appropriate Individual Remediation Plan (IRP) for corrective feedback and remediation. The purpose of the evaluation is to provide you with feedback and track your progress; as such, scores on this form will not be calculated as part of the grade for this class. (*Core Competencies addressed by the CPE: 1.3.1, 4.3.2, 4.3.11, 4.4.1, 5.3.5, 5.4.2*)

**Due (to be provided by the Clinic Director or your Direct Supervisor, both at externship and internship): Mid-term and the Final week of class.**

**Please note: All 3<sup>rd</sup> Semester graduating interns must have a CPA and a final, PFE alongside their graduation audit checklist. Your supervisor and the Clinic Director will walk all 3<sup>rd</sup> semester interns through this process.**

**10. Professional Fitness Evaluation (PFE) (completed for mastery, not points):**

During each semester of MMFT 690, the student intern’s professional fitness – as demonstrated in *PIMFT* and field placement sites – will be evaluated by the supervisor. Each supervisor will meet with the intern to provide feedback and review the evaluation. The student must earn at least a 4 (meets expectations in all respects); if the student is not evaluated as meeting expectations in all respects (less than 4) on any item, the supervisor will discuss ways with the student how he/she can improve. The supervisor will give the form to the Clinic Director, who will give it to the second semester supervisor so the student’s progress can be monitored and re-evaluated with a Professional Fitness Evaluation during the second semester of internship. If the student again does not have 4 for all items, an IRP (Individual Remediation Plan) may be necessary. The student may request a copy of the evaluation; the original will be kept in the student intern’s clinical file.

**Due (to be provided by the Supervisor): Final week of class**

**11. Professional Marriage and Family Therapy Principles (PMFTP)** (completed for mastery, not points): The PMFTP directly reflects the Domains, SLOs, Professional MFT Principles, and the Course-Embedded Core Competencies identified for this class. As primary assignments are completed and graded in the course and returned to confirm student passing and completion of corresponding core competencies, etc., please check off and initial that a specific PMFTP has been completed by virtue of earning an A or B on the designated assignment. On *the date of the final exam* I will collect the PMFTP Form from each student and make copies of each for the class file, and then pass back the student copy for their records. Any student who does not earn a grade of A or B on an assignment will need to meet with me individually to reconcile evidence that the PMFTP is understood and demonstrated. However, the grade for the actual assignment will not be changed. Notice that the PMFTPs covered in the final assignments for this class will not be checked off on the form because the final case presentations and papers will not be completed and graded when the PMFTPs are collected. Therefore, it is the student's responsibility to keep this form and document that the PMFTPs were completed or not completed after the final papers and case presentations are graded.

**Due (Students to sign and submit to their supervisor): Final week of class**

**12. Mock Sessions:** In lieu of 3 required professional success (PS) Talks, we are asking that all student interns participate in 3 mock sessions. You will be able to count these mock sessions as both supervision and alternative client contact hours. Please sign up and reflect your participation on your MCSRs.

*If a student clarification on any course assignment, then it is his/her responsibility to request clarification from the instructor. To increase the likelihood of successful performance on any course assignment, the student is encouraged to attend each class, take notes, and read assigned materials.*

**Evaluation (See Criteria of Evaluation)**

- A. Supervision Snapshot – 80 points (four sets of 2 @ 10 points each)
- B. Self-Supervision Papers – 200 points (2 @ 100 points each)
- C. Treatment Plan Assignment – 100 points
- D. Final Capstone Case Presentation and Paper – 150 points (100 points for paper, 50 points for presentation)
- E. 3 Mock Sessions—0 points
- F. Office Performance Evaluation – 60 points
- G. Student Classroom Evaluation – 50 points
- H. Clinical Performance Assessment – 0 points

**Total: 640 points**

## Final Grade

Final grades will be based on the average of Evaluation A-D with a letter grade assigned on the following schedule:

93%-100% = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

## Final Exams

Final exams are taken in person during regular class time on the **16th week** of all classes. The final exam schedule is determined by the university and will NOT be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused for the final exam due to a medical certificate, the student will receive a grade of "I," and the grade will be reconciled no later than 30 days within the next semester. If the final exam is not completed in due time, the student will receive a grade of "F," and the course will be repeated a second time.

## Attendance Policy

**MMFT Program Attendance Policy** (applicable to Group Supervision/"Classroom" time): Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, any student who misses more than (3) classes during the long semester(s), or two (2) classes during the ten week summer term, will receive an automatic failing grade. If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session.

For clarification, two (2) absences during the regular semester and one (1) absence during the summer are excused regardless of the reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade. For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

**PLEASE NOTE:** \*\* Internship "class" is broken into two sections: individual supervision (1 hour) and group supervision (2 hours). Missing 15 minutes or more of *either* section will result in an absence for the *entire* week. For example, if an intern attends group supervision, but misses their individual supervision, they will be considered absent for that week. The intern *will* be able to count the group supervision on his/her MCSR.\*\*

**MMFT Clinical Attendance Policy** (applicable to Supervision time, specifically):



Rationale and Explanation: Under COAMFTE, traditional classroom education and clinical education are treated slightly differently. Each of these are treated as semester hours (for our program; quarter hours for some programs), and require a certain amount of time in the seat (i.e., classroom/clock hours). Based upon these hour requirements, most of our classes allow for up to three absences a semester. This means that a student could miss up to three classes, and still meet the seat/clock hour requirements for COAMFTE. Of course, missing classes impacts a student's learning, so fewer absences is always ideal, and three absences will be reflected in a student's grade.

However, there is a significant difference in regards to clinical training. In addition to these semester hours that are required (which translate into seat hours, and would still allow for up to 3 absences and still meet the COAMFTE seat hour requirement for the "class" portion of these requirements), there is also a requirement for supervision in relation to client contact hours.

Specifically, COAMFTE requires that each week that a student intern sees clients, the intern must receive at least one hour of supervision by an AAMFT Approved Supervisor/Candidate (Key Element IV-C in COAMFTE Standards Version 12), and failure to receive this one hour/week of supervision would mean that an intern cannot count their client contact hours from the week in which they missed supervision. In other words, if an intern sees clients on Monday, but is sick on Thursday when they normally would attend supervision, the intern may not count ANY client contact hours for that week. So while a student is allowed three absences from "class" these do not transfer to absences from a minimum of one hour/week of supervision.

Therefore, the MMFT program and clinic have established the following policy regarding absences for MMFT 690: The policy regarding missing 15 minutes or more of a class period will still be used to determine absences for overall attendance purposes. Students may still miss up to three classes (in long semesters, one in the summer), in accord with the program's general attendance policy. However, missing all three hours of supervision any given week may affect the student's ability to count ANY client contact hours (at the clinic AND at an externship site).

Students are allowed one "free" absence. The student still needs to notify the supervisor that they will be absent, but they do not need to provide an excuse for the absence. The student will not be required to attempt to "make up" the missed supervision that week, and may still count any client contact hours obtained that week.

Any subsequent absences (i.e., the second or third absence) will either be made up (if there is an opportunity present; understand it is not the supervisor's responsibility to make times available for an intern who missed scheduled supervision), or requires the clinic director's approval for the intern to be allowed to count client contact hours during the week that the intern missed supervision. Any intern who fails to receive at least one hour of supervision in a given week, for a second or third time in a semester, is 1) in violation of clinical policy and likely practicing unethically, and 2) must still notify their direct supervisor of the absence. They must also 1) notify the clinic director of the second or third absence (via email), and 2) set up a time to meet with the clinic director and explain the second or third absence to determine if the intern will be allowed to count client contact hours from the weeks in which the intern missed obtaining an hour of supervision. The clinic director is the only person who can authorize an intern to count client contact hours (beyond the first "free" absence) if the intern does not receive an hour of supervision in a given week.



Also, due to these requirements, all interns must also receive supervision on a weekly basis, *even between semester breaks*, **if the intern will be seeing clients**. The exception to this is when the university is closed (e.g., over the Christmas break), when interns CANNOT see clients unless previous arrangements have been made (in writing) with the clinic director. The clinic director will determine a supervision schedule for all interns during these breaks. Interns are expected to attend a minimum of one hour of supervision each week. It is the intern's responsibility to sign up for a supervision time (if required) and attend at that time.

### Supplemental Technology

*Blackboard* (<http://blackboard.pfeiffer.edu>) is a web-based management tool that I will use to post articles, documents, the syllabus, and the assignments. Certain papers will also be required to be submitted through *Turnitin* on *Blackboard*. For assistance accessing your Blackboard account, please contact the Help Desk at 704-463-3002.

### To Get Help

Students are encouraged to meet with the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

Through Pfeiffer University, **Write Smart Services** are also available to students who need help with writing instruction (not proofreading). You can receive **writing help online or in person**. If face-to-face writing help is preferred, send an email to [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) to schedule a personal appointment with a writing coach on campus or via a live internet session in Blackboard Collaborative.

For automated online assistance 24/7, **Grammarly** can help you complete your assignments as well. Go to [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) to create a free account using your Pfeiffer email.

With **Study Smart online tutoring**, you can also support your academic success by working face-to-face online with certified tutors from Upswing on 350+ subjects without ever leaving your computer desk. For access information, email [studysmart@pfeiffer.edu](mailto:studysmart@pfeiffer.edu).

Students can schedule face-to-face online help from certified tutors on any of their Pfeiffer courses! Contact [StudySmart@pfeiffer.edu](mailto:StudySmart@pfeiffer.edu) for details or refer to your Achieve Success flyer for login information. All Pfeiffer courses are mapped to tutors that are available 24/7.

Students can obtain assistance in developing study skills, time management techniques, and personal success plans—a must for working adults. To schedule a personal appointment, email [LiveSmart@pfeiffer.edu](mailto:LiveSmart@pfeiffer.edu).

For **self-help information** on time management, test taking, or dealing with stress, check with Jim Gulledge, in the Graduate Success Center.

For **professional growth counseling** in Charlotte or RDU, please be sure to reach out to our designated extern counselors or continue with your own personal counseling and just provide his/her current active mental health license. Counseling with our extern counselors is gratis (free).

For **Research Assistance & Library Services**, the Charlotte Campus and Virtual Library provides adult students with access to research databases, books, and journals. Visit <http://library.pfeiffer.edu/> or contact Jeri Brentlinger, the Director of Information Support Services at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call (704) 945-7305. For evening hours, contact Linda Fidelle at [linda.fidelle@pfeiffer.edu](mailto:linda.fidelle@pfeiffer.edu) or call (704) 945.7354. Charlotte, RDU, and distance learning students can secure live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>.

### **Students with Special Concerns:**

Section 504: Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for this class, Misenheimer- based students should contact Dr. Jim Gulledge at (704) 463-3366 or [jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu).

**ADA Policy:** Any Graduate student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and schedule an appointment with the Charlotte 504 coordinator. Current documentation to support accommodations must be provided with the request. Section 504: Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for classes: Charlotte and RDU-based students should contact Dr. Jim Gulledge at (704) 463-3366 or [jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu)

### **Title IX**

If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus, please contact Twyla Kidd at [April.Kuhn@Pfeiffer.edu](mailto:April.Kuhn@Pfeiffer.edu). Sexual Harassment is such conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note that it is unethical behavior at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.

### **Statement of Academic Integrity**

It is the aim of Pfeiffer University to cultivate an environment of complete honesty, and a high standard of integrity. The attempt of a student to present as his/her own any work that he/she has not honestly performed is regarded as a serious offense and renders the offender liable to serious consequences, including the possibility of suspension.

Two types of academic dishonesty are **cheating** and **plagiarism**. **Cheating** includes, but is not limited to (a) dishonesty on examinations/ quizzes/written assignments, (b) illegal possession of examinations, (c) use of unauthorized notes during an examination/quiz, (d) obtaining information during an examination/quiz from the examination/quiz paper or from another student, (e) assisting others to cheat, (f) alteration of grade records, (g) illegal entry to or unauthorized presence in an office. **Plagiarism** includes, but is not limited to (a) offering the work of another as one's own without proper acknowledgment, (b) failure to give credit for quotations, (c) essentially identical expression of material taken from books, encyclopedias, magazines, websites, or all other forms of reference works, (d) essentially identical expression of material taken from fellow students.

The Marriage and Family Therapy Program policy is consistent with university policy. Therefore, the consequences of academic dishonesty may range from a grade of zero (0) for the assignment to a grade of F for the course. In addition, the dishonest activity will be reported to department authorities for consideration of additional consequences (e.g., expulsion from the course, suspension from the university). It is understood that all work in this class should be original work. **Self-plagiarism** is also not allowed. You may not duplicate a paper and use it for multiple classes and/or purposes.

**Collegial Respect:** As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge.

**Civility in the Classroom:** Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, students are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom.

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see Student Handbook).

#### Cell Phones

During class, cell phones **must be off**. Vibrating phones are also not acceptable. If you have an emergency situation, please speak to the instructor before class to discuss options. Additionally, text messaging is prohibited during classroom instruction. If a student does not abide by this policy, he/she

will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

Phone calls are never to be taken in the supervision room. Accepting a call during supervision (or walking into supervision while on an active call) could result in your caller hearing information being discussed, and is a violation of the client's privacy. Additionally, the same consideration must be made in the intern room. Recall that if other interns are in the room and discussing client information, your caller may overhear this information and again you are violating client confidentiality. All interns must be mindful of their environment when using a cell phone in the clinic.

Additionally, using your cell phone to text a client is not HIPAA compliant. All interns are encouraged to only communicate with their clients via phone calls on-site, or email (from the intern's Pfeiffer.edu email account ONLY). If you need to reach your client for an emergency, and you are not at the clinic, you may use \*67 to restrict your number and to preserve your confidential phone number.

Finally, remember that many people have personal assistant applications on their phone. Many of these are voice recognition based apps. This means that anytime that you (or your client) carry your phone into the clinic that this app may be recording what is being discussed. Interns should NOT be carrying their phone into client sessions. Interns should also turn off any such apps if they will be carrying their phone into the intern workroom or supervision.

### **Safety Statement**

Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that s/he is in danger. Do not hesitate to report any suspicious activities to university officials. Please visit the Misenheimer Policy website to learn more about campus safety: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>.

Within the clinic, any and all concerns about safety (prior to a session occurring, if known or reasonably expected, or immediately after an incident, the clinic director must be notified of said incident). The student's supervisor must also be informed. The student will also write a narrative of any incident within 24 hours and present to the clinic director, and be prepared to review the video of any such sessions with their supervisor within 48 hours or at the supervisor's discretion.

### **Laptop Computers**

Laptop computers will no longer be allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

## COURSE SCHEDULE

Each intern is to present up to **2 case observations** each semester (classes with a max of 6 students). Please note that for classes of 4-5 students, more than 2 presentations may occur. Case observations are separate from a formal capstone, and are part of the requirements for the course, but not graded. Thus, 1 hour of supervision will consist of video (previously taped session) to count towards their “observable data” requirements, and, towards their total supervision hours. Please sign up below, and mark these dates in your calendar. The final sign-up form will be posted on blackboard under our course.

Beginning Week	Consultation Hour 1:	Video Hour 2:	Assignments/Paperwork Due (Please see the Syllabus for ALL assignments)
1: August 16th	Syllabus Review Dyads: Supervision Agreements Signed <i>Generating Snapshots and MCSRs (1<sup>st</sup> semester interns)</i> <i>Sign-up for Case Presentations (Hour 2) and Capstones Intake Process</i>	Syllabus Review <i>Generating Snapshots and MCSRs</i> <i>Sign-up for Case Presentations (Hour 2) and Capstones Intake Process</i>	MCSRs and Supervision Snapshots were due the Jan 10 <sup>th</sup> .All 1 <sup>st</sup> semester interns: Paperwork must be turned in
2: August 23rd	Consultation: <i>Intake Process</i> <i>Writing your progress notes—the SOAP method (1<sup>st</sup> semester group)</i> <i>2<sup>nd</sup> &amp; 3<sup>rd</sup> Semester Group:</i> <i>Supervisor’s Topic of Choice</i>	Name: _____	
3: August 30th	Consultation: <i>Writing your progress notes-the SOAP method (1<sup>st</sup> semester group)</i>  <i>2<sup>nd</sup> &amp; 3<sup>rd</sup> Semester Group:</i> <i>Supervisor’s Topic of Choice</i>	Name: _____	
4: September 6 <sup>th</sup> <b>LABOR DAY-Clinic Closed on the 6<sup>th</sup> Monday supervision must be made up</b>	Consultation: <i>Facilitating the genogram with clients (by 3<sup>rd</sup> session)—All TIs</i>	Name: _____	MCSRs and Snapshots due the 10 <sup>th</sup>

5: September 13th	Consultation:	Name: _____	
	<i>Treatment Plans (by 5<sup>th</sup> session) &amp; Diagnosis (by 3<sup>rd</sup> session) Chart Audit Day—bring your records! How to Diagnose—All TIs</i>		
6: September 20th	Consultation: <i>Treatment Plans (by 5<sup>th</sup> session) &amp; Diagnosis (by 3<sup>rd</sup> session) Chart Audit Day—bring your records! Writing a Treatment Plan—All TIs</i>	Name: _____	<b>Self-Supervision Paper #1 Due to BB</b>
7: September 27th	Consultation <i>Clinical Application of MFT Theories</i>	Name: _____	<i>(Prepare to bring a deidentified copy for next week's treatment plan presentations)</i>
8: October 4 <sup>th</sup>  <b>FALL BREAK- Oct. 8-12<sup>th</sup> CLINIC CLOSED 8<sup>th</sup>-12<sup>th</sup> Friday group must be rescheduled</b>	Consultation <i>Discuss Treatment Plan Assignment (10 min per student—bring de-identified plan to discuss and share with your peers) Clinical Application of MFT Theory</i>	Name: _____	<b>Treatment Plan Paper Due to BB</b>  MCSRs and Snapshots Due the 10th
9: Oct. 11 <sup>th</sup>  <b>Monday Supervision must be rescheduled (Closed the 11<sup>th</sup>)</b>	Consultation <i>Ethical/Legal Review of AAMFT Codes &amp; Clinical Application</i>	Name: _____	
10: Oct. 18th	Consultation <i>Ethical/Legal Review of AAMFT Codes &amp; Clinical Application</i>	Name: _____	

12: Oct. 25th	Consultation <i>Preparing your Capstone          Presentation          Supervision Focus/Topic Chosen          by Supervisor</i>	Name: _____	<b>Self-Supervision Paper #2          Due to BB</b>
13: Nov. 1st	Consultation <i>Preparing your Capstone          Presentation          Supervision Focus/Topic Chosen          by Supervisor</i>	Name: _____	<i>Professional Fitness          Evaluations (PFEs) may          begin</i>  <i>CPAs may also begin          (Supervisors to contact          Supervision Sites, and          conduct an internal CPA          for all students)</i>
14: Nov. 8th	Consultation:  <i>Topic: Self-of-the Therapist</i>	Name: _____	<b>MCSRs and Snapshots Due          the 10<sup>th</sup></b>  <i>Student Classroom          Evaluations (SCE) to be          given to students</i>
15: Nov. 15th	Consultation Hour:  <i>Topic of Choice</i>	Student 2: _____	

<p>16: Nov. 22nd</p> <p>Capstone Presentations Round 1</p> <p>(If there are 6 students in a supervision course</p> <p>(3<sup>rd</sup> semester interns should go first, then 2<sup>nd</sup>, then 1<sup>st</sup>)</p> <p><b>THANKSGIVING</b> 24th-28th</p> <p><b>Clinic Closed the 24th</b></p>	<p>Student 1:</p> <p>_____</p>	<p>Student 2: _____</p>	<p><b>Round 1 Capstone Paper &amp; Presentation PPT Due</b></p> <p>Please submit papers to BB</p> <p><i>Office Performance Evaluations (OPE) Due (to be given by your supervisor)</i></p>
<p>17: Nov. 29th</p> <p>Capstone Presentations Round 2</p> <p>(1<sup>st</sup> or 2<sup>nd</sup> Semester Students Only)</p>	<p>Student 1:</p> <p>_____</p>	<p>Student 2: _____</p>	<p><b>Round 2 Capstone Paper &amp; Presentation PPT Due</b></p> <p>Please submit papers to BB</p> <p><b>PMFTP Forms Due</b></p> <p>All Progress Notes and Treatment Plans must be</p>
			<p>placed in Supervisor's folder for final review. All semester interns should have conducted a final chart audit of all cases and obtain signatures.</p>
<p>Week 18: Dec. 6<sup>th</sup></p> <p>Capstone Presentations Round 3</p> <p>(1<sup>st</sup> and/or 2<sup>nd</sup> semester students only)</p>	<p>Student 1:</p> <p>_____</p>	<p>Student 2:</p> <p>_____</p>	<p><b>Round 3 Capstone Paper &amp; Presentation PPT Due</b></p> <p>Please submit papers to BB</p> <p><b>**ALL CAPSTONE PAPERS DUE TO BB**</b></p> <p><b>MCSRs and Snapshots Due by the 10th</b></p> <p>3<sup>rd</sup> Semester Graduating Interns must have all chart audits completed and have met with their Supervisor for all exit paperwork. Please see Clinic Director for details.</p>

**Suggested Readings for MMFT 690: Internship**



## **First Semester**

### ***Therapist Development (CHOOSE READING #1 FROM THIS SECTION)***

Edwards, T. M., & Patterson, J. E. (2012). The daily events and emotions of master's level family therapy trainees in off-campus practicum settings. *Journal of Marital and Family Therapy*, (38)4, 688-696. DOI: 10.1111/j/1752-0606.2012.00263.x

Ralph, N. B. (1980). Learning psychotherapy: A developmental perspective. *Psychiatry*, (43)3, 243-250.

### ***Therapeutic Relationship (CHOOSE READING #2 FROM THIS SECTION)***

Edelstein, L. N., & Wachler, C. A. (2011). Introduction to part I: Client questions in a broad context. pp. 2-23. In Edelstein, L. N., & Wachler, C. A. *What do I say?: The therapist's guide to answering client questions*. Hoboken, NJ: Wiley.

Norcross, J. C. (Ed.) (2010). *Evidence-based therapy relationships*. Available online at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.7645&rep=rep1&type=pdf>

### ***Safety (CHOOSE READING #3 FROM THE FOLLOWING TWO SECTIONS)***

Stanley, B., & Brown, G. K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. *Cognitive and Behavioral Practice*, (19), 256-264.

### ***Supershrinks; Feedback; ORS/SRS***

Duncan, B., Miller, S., & Hubble, M. (2007). How being bad can make you better. *Psychotherapy Networker*, November/December, 36-45, 57.

Miller, S., Hubble, M., & Duncan, B. (n.d.). The secret of supershrinks: Pathways to clinical excellence. *Psychotherapy Networker Clinical Guide*. Available online at: <http://psychotherapynetworker.org/free-reports>

## **Second Semester**

### ***Therapeutic Relationship (CHOOSE READING #1 FROM THIS SECTION)***

D'Aniello, C., Piercy, F., Dolbin-MacNab, M. L., & Perkins, S. N. (2018). How clients of marriage and family therapists make decisions about therapy discontinuation and persistence. *Contemporary Family Therapy*. DOI: 10.1007/s10591-018-9469-7

McAdams, C. R., Foster, V. A., Tuazon, V. E., Kooyman, B. A., Gonzalez, E., et al. (2018). In session therapist actions for improving client retention in family therapy: Translating empirical research into clinical practice. *Journal of Family Psychotherapy*. DOI: 10.1080/08975353.2017.1368814

### ***Theory (CHOOSE READING #2 FROM THE FOLLOWING TWO SECTIONS)***

Loras, L., Bertrando, P., & Ness, O. (2017). Researching systemic therapy history: In search of a definition. *Journal of Family Psychotherapy*, (28)2, 134-149. DOI: 10.1080/08975353.2017.1285656

### ***Treatment Planning and Interventions***

Croffie, A. L., & Lertora, I. M. (2018). Harry Potter and the relational child: Engaging millennials in a new generation of counseling. *Journal of Creativity in Mental Health*. DOI: 10.1080/15401383.2018.1430643

### ***Contextual Awareness (CHOOSE READING #3 FROM THIS SECTION)***

Grimes, M. E., & McElwain, A. D. (2008). Marriage and family therapy with low-income clients: Professional, ethical, and clinical issues. *Contemporary Family Therapy* (30), 220-232. DOI: 10.1007/s10591-008-9071-5

Timm, T. M. (2009). "Do I really have to talk about sex?": Encouraging beginning therapists to integrate sexuality into couples therapy. *Journal of Couple & Relationship Therapy*, (8), 15-33. DOI: 10.1080/15332690802626692.

Walsh, F. (2016). Foundations of a family resilience approach. Pp. 3-21. In Walsh, F. *Strengthening family resilience, 3<sup>rd</sup> Ed.* New York, NY: Guilford.

Walsh, F. (2016). Assessing family resilience: Useful maps for practice and research. Pp. 101-130. In Walsh, F. *Strengthening family resilience, 3<sup>rd</sup> Ed.* New York, NY: Guilford.

Walsh, F. (2016). Practice principles and guidelines to strengthen family resilience. Pp. 131-153. In Walsh, F. *Strengthening family resilience, 3<sup>rd</sup> Ed.* New York, NY: Guilford.

Walsh, F. (2016). Walsh Family Resilience Questionnaire. Developing resilience-based genograms: outline and sample questions. Pp. 357-359. In Walsh, F. *Strengthening family resilience, 3<sup>rd</sup> Ed.* New York, NY: Guilford.

### **Third Semester**

### ***Therapeutic Relationship (CHOOSE READING #1 FROM THIS SECTION)***

Norcross, J. C. (Ed.) (2010). *Evidence-based therapy relationships*. Available online at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.7645&rep=rep1&type=pdf>

### ***Improvement of Skills (OPTIONAL READING)***

Miller, S., & Hubble, M. (2011). The road to mastery. *Networker*, May/June, 22, 24-31, 60.

### ***Ethical Decision-Making Processes (CHOOSE READING #2 FROM THIS SECTION)***

Zygmund, M. J., & Boorhem, H. (1989). Ethical decision making in family therapy. *Family Process* (28), 269-280.

### ***Self-of-the-Therapist (CHOOSE READING #3 FROM THIS SECTION)***

Duncan, B., Miller, S., & Hubble, M. (2007). How being bad can make you better. *Psychotherapy Networker*, November/December, 36-45, 57.

Miller, S., Hubble, M., & Duncan, B. (n.d.). The secret of supershrinks: Pathways to clinical excellence. *Psychotherapy Networker Clinical Guide*. Available online at: <http://psychotherapynetworker.org/free-reports>

Thomas, F. N. (2010). Impaired or compromised?: Plan for the worst, hope for the best. *Family Therapy Magazine*, 32-36.

Todd, T. (1992). Self-supervision?: A goal for all supervisors. *AAMFT Supervision Bulletin*, (V)1, 2122.

### **OTHER**

#### ***Reflecting Team***

Anderson, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process* (26), 415-428.

**Pfeiffer University**  
**PSYC 600: Advance Human Growth and Development**  
**Spring 2021**

**Instructor:** Robert m Cox, EdD LCMHC LCAS CCS CCMHC ACS  
Assistant Professor, Marriage and Family Therapy  
Director, Misenheimer Campus Counseling & Wellness Center  
Pfeiffer University-Charlotte  
Room 205

**Office Hours:** Mondays 400p-700p or by appointment

**Phone:** 704.945.7329

**Email:** Robert.Cox@Pfeiffer.edu

**Class Time:** Monday 7:00-10:00pm

**Course Location:** F2F & via Blackboard

**Required Textbook:**

- 1) American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association
- 2) Capuzzi, D., & Stauffer, D. M. (2016). *Human growth and development across the lifespan: Applications for counselors*. Hoboken, NJ: John Wiley & Sons.

**Supplemental Textbook**

McGoldrick, M., Garcia Preto, N. A., & Carter, B. A. (2015). *The expanding family life cycle: Individual, family, and social perspectives* (5<sup>th</sup> ed). New York: Pearson\*

\*Please note that this textbook provides an expanded view of the family life cycle. You may want to purchase this textbook to have in your library.

**Articles Assigned for Reading – digital copies posted in Blackboard or by hard copy.**

Please be aware that I may provide additional peer-reviewed journal articles and handouts as needed to supplement the chapters in our main textbook. These additional materials will also help you to write class papers and assignments. Please check Blackboard weekly to ensure you have read the material prior to the start of class.

\*\*\*Note: This instructor has the right to modify readings and schedule as necessary.

Ballard, M. B. (2012) The Family Life Cycle and Critical Transitions: Utilizing Cinematherapy to Facilitate Understanding and Increase Communication, *Journal of Creativity in Mental Health*, 7:2, 141-152, DOI: 10.1080/15401383.2012.685004

Walsh, F. & McGoldrick, M. (2013) Bereavement: A family life cycle perspective, *Family Science*, 4:1, 20-27, DOI: 10.1080/19424620.2013.819228 [available at [https://www.researchgate.net/profile/Froma\\_Walsh/publication/258219041\\_Bereavement](https://www.researchgate.net/profile/Froma_Walsh/publication/258219041_Bereavement)

[\\_A\\_family\\_life\\_cycle\\_perspective/links/55ca19e208aeb975674a4319/Bereavement-A-family-life-cycle-perspective.pdf\]](#)

### **Pfeiffer University Mission**

Reflecting its relationship with the Methodist Church, Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Pfeiffer University Graduate Catalog 2019-2020).

### **Educational Goal for the Graduate Program**

The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program (see Pfeiffer University Graduate Catalog 2019-2020).

### **Statement of Values**

Pfeiffer University emphasizes the following values: 1) Liberal Learning and Professional Competence, 2) Free Inquiry and Intellectual Integrity, 3) Service and Leadership, 4) Unity in Diversity, 5) Faith and Reason, and 6) Personal Piety and Social Action.

### **Marriage and Family Therapy Program Mission**

The mission of the Master of Arts Degree (MA) in the Marriage and Family Therapy (MMFT) Program at Pfeiffer University “is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings.” The mission also engenders “effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy” (see MMFT Student Handbook and Marriage and Family Therapy Website – Mission and Vision).

## **Course Policies**

### **Overview of the Course**

An examination of the principles of human development and a survey of the stages of lifespan development with emphasis on the resultant issues influencing family development and its subsequent therapeutic process. Developmental crises, disability, addictive behavior, psychopathology, and environmental factors are discussed, in addition to multi-cultural perspectives across the lifespan, and relevant case conceptualization. The central purpose of this

course is to provide a systemic lens on the principles of human development and various developmental stages and issues across the lifespan, with an intentional emphasis on clinical skill development in the field of marriage and family therapy.

### **Student Learning Outcomes (SLO's)**

**SLO #2: Diversity:** Students will demonstrate an awareness of and sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation, and socio/economic status.

### **AMFTRB Domains**

**Domain 1:** The Practice of Systemic Therapy. Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system.

### **Professional MFT Principles – Relevant State Licensing Regulations**

Relevant State Licensing Regulations – II. Human Development and Family Relations

### **PSYC 600 Course-Embedded Core Competencies (CECCs)**

- 1.2.1 Recognize contextual and systemic dynamics (e.g. gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- 2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
- 2.2.3 Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
- 4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.

### **COAMFTE Core Competencies**

Designated Core Competencies will be clarified at the beginning of the first class meeting and will be assessed through the master of specific primary assignments with a passing grade. Carefully review the *Criteria for Evaluation* found at the end of the syllabus to determine the point system for evaluation in each and every course. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC)

who may determine that the student will need to retake the course during the following academic year to establish fulfillment of the minimal performance level. If the student does not address the student learning outcome(s) prescribed or cannot meet a minimal performance level of “3,” the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

**\* Assessment Rubric Rating Scale**

**5 = Exceptional:** Skills and understanding significantly beyond developmental level

**4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts

**3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident

**2 = Developing:** Minor conceptual and skill errors; in process of developing

**1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of “3” and above indicate performing well for developmental level

**Sensitivity to Course Material**

This course may contain difficult topics for you, as well as prompt an emotional experience that may be powerful, yet challenging throughout your time in this class. Remember that both content and discussion in class are designed to help prepare you both personally and professionally for your future clinical work. Therefore, please be mindful of your own reactions, and mindful of the learning needs of your peers. The intent for this class is to generate a rich understanding of the material, as well as assist you in your development of *self-of-the-therapist*. If you need to take a second to collect your thoughts, or regroup, please step out of the classroom for no more than 5 minutes. If you continue struggle with certain topics or points of conversation/interpersonal relations, please do not hesitate to reach out to me to discuss these issues. Finally, please reach out *early on or as soon as you are aware* so that we can create a plan for success. In sum, do not wait until the end of the semester.

**Course Requirements**

You are expected to purchase and read the required textbook identified above and other readings as assigned. Readings should be completed prior to the class period identified so that all students can actively participate in discussion. If you are experiencing financial difficulty that prevents you from purchasing the textbook, please let me know in advance. There should be a copy of the book in our library. Please utilize this free resource as necessary. Reading the chapter(s) each week is critical to your success in this course, and for performing well on the final exam.

**Assignments Policy**

All assigned readings are vital to the course and must be completed prior to class time. Active participation in the classroom setting is expected. All written assignments must be submitted prior to the start of class (6:59pm) on the day the assignment is due. **An assignment will be deducted by 5 points for each day that it is late. After 5 days, I will not accept the**

**assignment for points.** I reserve the right to modify any assignment or course schedule as the semester evolves based on time and need.

**PLEASE NOTE: We are a “competency-based” program, therefore, assignments are NOT optional; you must complete ALL assignments in order to fully demonstrate your capacity to achieve all corresponding PMFTPs satisfactorily. If you have missed the deadline for turning an assignment in (e.g., past the allotted 5 business days), please note that you will have 1 week to turn the assignment in, though you will not be able to earn points. Assignments that are not turned in may require an (I) Incomplete by the end of the semester.**

All written assignments (academic papers, reflection/summary papers, presentation outlines, etc.), will require a proper **cover page and/or reference page according to APA format.**

**To Students from Faculty:** Please make an appointment to speak with me if you find yourself behind or struggling. I cannot second guess when or how you need help. After (2) absences, please note that I will reach out to you regarding these absences and make a plan to ensure that you are not failing to course, or, in need of dropping it.

### **Final Exam Policy**

Final exams are taken in person during regular class time on the **16th week** of all classes. The final exam schedule is determined by the university and will NOT be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused for the final exam due to a medical certificate, the student will receive a grade of “I,” and the grade will be reconciled no later than 30 days within the next semester. If the final exam is not completed in due time, the student will receive a grade of “F,” and the course will be repeated a second time.

### **LIST OF ASSIGNMENTS:**

#### **1) Participation (15 x 5 points = 75 possible points)**

Class discussion and participation in case studies and other activities are vital to your learning and success in this class. You will be rated after each class with the participation rubric.

0 = no attendance

1 = attendance + disruptive, inattentive, or subtractive comments or behavior

3 = attendance + behavior that neither subtractive or additive

5 = attendance + additive comments or behavior

You are expected to come to class prepared to apply readings to class discussion and activities. It is the student’s responsibility to initiate class participation.

#### **2) Participation: Reading Discussion Boards (9 points x 12 weeks =108 points)**

You are expected to contribute to the discussion board conversations about our weekly chapter readings. The purpose of this summary is to help you reflect on what you learned,



what you liked/agreed with, and what you didn't like/didn't agree with about the reading. If you know that you are going to miss a class period one week, you must post to the discussion board by 6:59pm on the day that it is due to receive credit.

Please create one original thread and post to two other colleagues' threads (for a total of 3 posts). Your original post should consist of 100+ words, while follow-up posts may be 50+ words.

The rubric for each individual post is:

Making the post—1 pt.

Adding to the conversation by commenting reflectively on the material—1 pt.

Adding to the conversation by commenting on the application of the material—1 pt.

**DUE: Weekly, at the start of each class.**

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

3) **Experiential Activities (50 points X 2 = 100 points)**

Please choose two tasks from the following items (film analysis, interview reports) for a total of 100 points. You can choose either 2 film analyses, 2 interviews, or 1 of each. **Please email me your selections no later than 01 Feb 2021.**

**Due Dates: 22 February & 05 April 2021**

**Film Analyses**

- The purpose of this assignment is for students to demonstrate an ability to analyze family life cycle patterns in different contexts. For this project, you will watch **two movies** of your choosing and you will analyze them according to a lifecycle framework. Your movie *must* be approved by me prior to watching the movie for credit. Please try to refrain from movies that are comedy-based, or may not accurately portray life's developmental stages and issues.
- The paper should be **3-4 pages** in length, including at least **2 references** (one from the textbook and 1 from any course readings or peer-reviewed journal articles that you find), and follow APA style. Please note that your textbook has a version of the family lifecycle development according to Carter & McGoldrick (Chapter 1), but it is brief. I will provide additional handouts and readings to help understand the systemic viewpoint of family life cycles. Please check BB on weeks 1 and 2 for these additional readings. In addition, your textbook is broken down into the lifespan stages of development from birth to death. Please also incorporate at least **5 major concepts/ideas/points** learned from the textbook to help analyze the family's lifecycle dynamics.
- Students will address the following (based off the life cycle framework):
  - Individual (body, mind, and spirit) – ½ to 1 page
  - Family (immediate, extended, and informed kin) -1 page
  - Socio-cultural context- 1 page

- Horizontal/vertical factors ½ to 1 page
  - Incorporate at least 5 various concepts/theoretical implications from our textbook.
- Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

### **Interview Reports:**

Throughout the semester, students will interview different people of different ages and briefly report on each interview. Each interview needs to be 30-90 minutes where the primary focus is to understand the experience of the person at their age. The age requirements are 5-8, 13-17, 30-40 (a couple), and over 75. None of the people are to be immediate family members. You may use content provided in our textbook and readings to help generate questions for your interviewee. We will use the second half of class to discuss our findings based on age group.

Feel free to talk about or ask any questions you like in your interview. However, in your report (2 pages), you will need to address the following questions:

1. What is the person's developmental stage?
2. What issues a/typical of individuals in this stage has the person faced?
3. What environmental/cultural/diversity factors contributed to the person's personality and/or development?
4. How did the family context/multi-generational patterns influence the person?
5. What problems might bring the person into therapy?
6. How might the person's developmental levels help or hinder growth in treatment?
7. How would you adjust treatment to fit the person's level of development?

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

#### 4) **Case Study Facilitation (50 points)**

- The purpose of this assignment is for students to demonstrate an understanding/application of the assigned reading and an ability to facilitate discussion with a group.
- Each student will select a week/topic and facilitate a lively **25-30-minute discussion/activity** based on the cases and content in that week's chapters.
- The discussion/activity can connect course content and clinical case scenarios to therapeutic interventions, policy, current events, related peer-reviewed journal articles on the topic(s), diversity/cross-cultural considerations, or other topics appropriate for application to families and individuals across the life cycle. Your presentation can be creative, and incorporate an expanded view of the topic, a clinical case application, and/or anything else you think would enhance our understanding of that chapter(s). For example, in our textbook, there are clinical case scenarios that help you apply the theory or physical/cognitive/emotional/social development of that stage of life (e.g., early childhood, middle childhood, etc.). You may use those case scenarios to discuss treatment options, and incorporate relevant journal articles, policy initiatives,

or other considerations to expand clinical awareness for the class. If there are no case scenarios in the textbook, you may create one. For instance, if the chapter discusses the impact of divorce on young children, you might pull supplemental information on how to work with parents who are going through divorce. You might also discuss the role of the MFT therapist in working with families going through divorce. If you need help, please come see me, and prior to your day of presentation to ensure that you are on track. Please see the schedule below for your assigned date!

- You may use PPT and handouts as needed to facilitate discussion and participation.

**Due on the week each student presents. – 50 points**

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

5) **Family Life Cycle Personal Application Paper (150 points):**

- The purpose of this assignment is to demonstrate an understanding of your personal life applied to the family life cycle stage and gain personal insight in the process.
- For this assignment, students are required to analyze their current family life cycle stage in a **5-7 page, APA formatted paper, including 5 references** (each chapter in the textbook is cited individually, at least 3 references should not be from the textbook—for instance, you may use peer-reviewed journal articles or other textbooks to supplement). The paper should address the following:
  - Introduction
  - What stage are you in? (2 pages)
    - Why do you consider yourself in the selected stage?
    - Compare and contrast your current stage to 2 other stages that you have already completed or are likely to complete in the future
  - Self-of-the-Therapist (3 pages)
    - What social locations do you identify with?
    - How might your current stage/social location help your ability to function as a therapist?
    - How might your current stage/social location limit your ability to function as a therapist?
  - What specific lifespan areas/issues will be the most challenging for you to work with clinically? Why? (1 page)
  - Conclusion

**Due 19 April – 150 points**

*CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

6) **Family Life Cycle Presentation (50 points)**

Using your Family Life Cycle paper as a guide, you will make a **20- minute presentation** on your own personal family life cycle. You will follow the same general outline as you did for your Family Life Cycle paper. As so, it will be comprised of the following sections:

- Introduction (5 points)
- What developmental stage are you currently in? (15 points)

- Self of the therapist (15 points)
- Developmental challenges (10 points)
- Conclusion (5 points)

**Due:**

**Round 1, 19 April, or**

**Round 2, 26 April**

*CECCs 1.2.1, 2.1.1, 2.2.3*

**8) Final Exam (50 Multiple Choice Questions, 2pts each, at 100pts)**

Students will complete a comprehensive exam during the **16<sup>th</sup> or final week of class**. The exam will be comprised of 50 multiple choice questions at 2 points each, based on the content covered in the course throughout the entire semester, including textbook chapters and pdf readings.

**PMFTP Reg VIII.**

**9) Student Classroom Evaluation (50 points):**

It is important that students demonstrate professionalism in the classroom, and in preparation for clinical work. The student classroom evaluation reviews your professionalism throughout the course (e.g., arriving on time to class, active and constructive participation, respect towards self, students, and professor, etc.). Dr. Cox will complete this evaluation, which reflects your classroom performance. You will receive the score **before the 13th week** of class. Please see me **before the final exam** if you would like to discuss your evaluation score.

*CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

**10) PMFTP Form**

(10 points; *see attached*): You will be keeping a record of the PMFTP Form for MMFT 608 which confirms that you have successfully completed the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of “A” or “B” on the primary assignment, your letter grade indicates you have achieved the PMFTP and can initial and check it off on the form. If you receive a grade of “C,” you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTP by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the course professor.

**Evaluation (See Criteria of Evaluation)**

- 1) Participation – 15 X 5 (possible) (75)
- 2) Weekly Reading Discussion Boards – 12 X 9 points each (108)
- 3) Experiential Activities – 2 X 50 points each (100)
- 4) Case Study Facilitation – 50 points

- 5) Family Life Cycle Personal Application Paper – 150 points
- 6) Student Classroom Evaluation (SCE) – 50 points
- 7) PMFTP completion 10 points
- 8) Final Presentation – 50 points
- 9) Final Exam (Multiple Choice)-100pts

**Total: 693 points**

**\*Note: 5 points will be deducted from your final grade if you are absent for more than 2 classes (e.g., 3 classes total). Thus, if you have missed class 3 times, you will have 5 points deducted from your overall final score. Always be sure to notify me prior to class if you are going to be absent.**

**Note: All assignments are due by 6:59pm on the class date listed (see below).** Please submit a Microsoft word document via Blackboard on or before the day the assignment is due. Each 24-hour period an assignment is late, there will be a 5-point reduction, with no more than 5 business days late. Further, students are required to be present on the dates and time periods assigned for Presentations and the Final.

**Final Grade**

Final grades will be based on the average of Evaluation A-D with a letter grade assigned on the following schedule:

- 93-100 = A
- 90-92.9 = A-
- 87-89.9 = B+
- 80-86.9 = B
- 70-79.9 = C
- Below 70 = F

**General Class Structure (3 hours 1900p-2200p)**

1900p-1910p	Entering Exercise
1910p-1915p	Housekeeping & Follow-up
1915p-1945p	Discussion Board Review
1945p-2015p	Lecture
2015p-2030p	BREAK
2030p-2100p	Lecture
2100p-2130p	Discussion facilitation/skills demo
2130p-2145p	Debrief & Final Q&A

## Course Schedule

Week	Date	Topics	Reading: Capuzzi & Stauffer (2016)	Assignments Due
1	1/04/20	Introductions & Review of Course Syllabus; Review Chapter 1	Intro to our Textbook: Chapter 1	
2	1/11/20	<i>Human Development: Counseling the Ever-Changing Person in Context</i> ; Carter & McGoldrick (2005) <i>The Extended Family Life Cycle</i>	Chapters 1 & 2  On BB: (1) Carter & McGoldrick (2005) <i>The Extended Family Life Cycle</i> (2) Family Life Cycle Illustration (PDF)	
NO CLASS	1/18/20	<b>Martin Luther King, Jr. Day</b>		
3	1/25/20	<i>The Many Facets of Human Development: Spiritual and Moral Development Theories</i>	Chapter 3	By 01 Feb: Experiential Activities-Please email! Facilitation #1:
4	2/01/20	<i>Cross-Cultural Counseling and Human Development</i>  Discussants/Facilitator Presentations	Chapter 4	Facilitation #2:
5	2/08/20	<i>Birth and Infancy: Physical and Cognitive Development</i>  Discussants/Facilitator Presentations	Chapter 5	Facilitation #3:
6	2/15/20	<i>Birth and Infancy: Emotional and Social Development</i> ;  <i>Early Childhood: Physical and Cognitive Development</i>  Discussants/Facilitator Presentations	Chapters 6 & 7	Facilitation #4:
7	2/22/20	<i>Early Childhood: Emotional and Social Development</i> ;	Chapters 8 & 9	<b>Film Paper # 1 Due</b> Facilitation #5:

		<i>Middle Childhood: Physical and Cognitive Development</i> Discussants/Facilitator Presentations		
8	3/01/20	<i>Middle Childhood: Emotional and Social Development;</i> <i>Adolescence: Physical and Cognitive Development</i> Discussants/Facilitator Presentations	Chapters 10 & 11	Facilitation # 6:
9	3/08/20	<i>Adolescence: Emotional and Social Development;</i> <i>Young Adulthood: Physical and Cognitive Development</i> Discussants/Facilitator Presentations	Chapters 12 & 13	Facilitation #7:
	3/15/20	<b>Spring Break- NO CLASS!</b>		
10	3/22/20	<i>Young Adulthood: Emotional and Social Development</i> <i>Middle Adulthood: Physical and Cognitive Development</i> Discussants/Facilitator Presentations	Chapters 14 & 15	Facilitation #8:
11	3/29/20	<i>Middle Adulthood: Emotional and Social Development;</i> <i>Late Adulthood: Physical and Cognitive Development</i> Discussants/Facilitator Presentations	Chapters 16 & 17	Facilitation #9:
12	4/05/20	<i>Late Adulthood: Emotional and Social Development</i> Discussants/Facilitator Presentations	Chapters 18	Facilitation #10: <b>Film Paper #2 Due</b>
13	4/12/20	<i>End of Life: Generativity, Death, Dying and Bereavement</i>	Chapter 19	Facilitation # 11

		Discussants/Facilitator Presentations		
14	4/19/20	Discuss Elder Interviews from last week; Second Half of Class: Family Life Cycle Presentations		<b>ALL Family Life Cycle Personal Application Papers Due</b>  <b>Round 1: Family Life Cycle Presentations-</b>
15	4/26/20	Family Life Cycle Presentations  Final Exam Review (Study Guide Distributed)		<b>Round 2: Family Life Cycle Presentations-</b>
16	5/03/20	<b>FINAL EXAM</b>		

*\*Syllabus and schedule are subject to change.*



## University/Program Policies

### Attendance Policy

There are 16 weeks during the fall and spring semester: 15 weeks of instructional class and a final exam during the 16th week which requires a minimum of a 2-hour exam experience. Students are expected to attend **all** class meetings and come to class prepared to apply readings to class discussion and activities. **Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class.** In accordance with Pfeiffer policy, any student who misses **more than (3) classes** during the semester will receive an automatic failing grade. If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

**Students are expected to arrive on time for class.** The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. **Please note that class begins promptly at 7pm.** Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material discussed, relevant announcements, and you are not able to participate in class discussions.

For clarification, two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade. For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

### Personal Counseling:

**Pfeiffer Institute for Marriage & Family Therapy (PIMFT)** provides private professional counseling Monday through Saturday at the Charlotte campus. All services are professional and confidential. Students need to know that sometimes taking that first step to get help is the hardest, but one of the best things you can do for yourself and your family. No problem is too small. Pfeiffer student rates are \$10/session. Other rates are very reasonable and based on a sliding scale.

#### Examples of types of problems:

Couple/Marriage Issues, Anxiety

Parent/Child/Teen Issues, Post-Traumatic Stress, Depression, Eating Disorders, Substance Abuse, Adjustment/Life Transitions, Sexual Abuse, Self Esteem, Grief and Loss Issues, Infidelity, Stress Management.

### Students in the Charlotte area contact:

Sarah Wolford, Ph.D. LMFT  
Clinic Director, Pfeiffer Institute for Marriage & Family Therapy

[Sarah.Wolford@Pfeiffer.edu](mailto:Sarah.Wolford@Pfeiffer.edu) (704) 945-7324

### **Students in the Raleigh area contact:**

Isha Williams, Ph.D., LMFT  
Site Director, Pfeiffer Institute Reach  
[Isha.Williams@Pfeiffer.edu](mailto:Isha.Williams@Pfeiffer.edu) (919) 941-2402

### **Supplemental Technology**

*Blackboard* (<http://blackboard.pfeiffer.edu>) is a web-based management tool that I will use to post articles, documents, the syllabus, and the assignments. Certain papers will also be required to be submitted through *Turnitin* on *Blackboard*. For assistance accessing your Blackboard account, please contact the Help Desk at 704-463-3002

### **To Get Help**

Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

Through Pfeiffer University, **Write Smart Services** are also available to students who need help with writing instruction (not proofreading). You can receive **writing help online or in person**. If face-to-face writing help is preferred, send an email to [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) to schedule a personal appointment with a writing coach on campus or via a live internet session in Blackboard Collaborative.

For automated online assistance 24/7, **Grammarly** can help you complete your assignments as well. Go to [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) to create a free account using your Pfeiffer email.

With **Study Smart online tutoring**, you can also support your academic success by working face-to-face online with certified tutors from Upswing on 350+ subjects without ever leaving your computer desk. For access information, email [studysmart@pfeiffer.edu](mailto:studysmart@pfeiffer.edu).

For **self-help information** on time management, test taking, or dealing with stress, check with Dr. Jim Gulledge in the Graduate Success Center at (704) 945-7309.

For **personal growth** in Charlotte or Raleigh-Durham, please be sure to reach out to our designated extern counselors or continue with your own personal counseling and just provide his/her current active mental health license. Counseling with our extern counselors is gratis.

For **Research Assistance & Library Services**, the Charlotte Campus and Virtual Library provides adult students with access to research databases, books, and journals. Visit <http://library.pfeiffer.edu/> or contact Jeri Brentlinger, the Director of Information Support Services at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call (704) 945-7305. For evening hours, contact Linda Fidelle at [linda.fidelle@pfeiffer.edu](mailto:linda.fidelle@pfeiffer.edu) or call (704) 945-7354. Charlotte, RDU, and distance

learning students can secure live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>.

## **Students with Special Concerns**

Any Graduate student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and schedule an appointment with the Charlotte 504 coordinator. Current documentation to support accommodations must be provided with the request.

## **Section 504**

Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for this class, Misenheimer-based students should contact Dr. Jim Gullledge at (704) 463-3366 or [jim.gullledge@pfeiffer.edu](mailto:jim.gullledge@pfeiffer.edu).

## **Title IX**

If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus, please contact April Kuhn at [April.Kuhn@Pfeiffer.edu](mailto:April.Kuhn@Pfeiffer.edu). Sexual Harassment is such *conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note that it is unethical behavior at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.*

## **Statement of Academic Integrity**

It is the aim of Pfeiffer University to cultivate an environment of complete honesty, and a high standard of integrity. The attempt of a student to present as his/her own any work that he/she has not honestly performed is regarded as a serious offense and renders the offender liable to serious consequences, including the possibility of suspension.

Two types of academic dishonesty are **cheating** and **plagiarism**. **Cheating** includes but is not limited to (a) dishonesty on examinations/ quizzes/written assignments, (b) illegal possession of examinations, (c) use of unauthorized notes during an examination/quiz, (d) obtaining information during an examination/quiz from the examination/quiz paper or from another student, (e) assisting others to cheat, (f) alteration of grade records, (g) illegal entry to or

unauthorized presence in an office. **Plagiarism** includes, but is not limited to (a) offering the work of another as one's own without proper acknowledgment, (b) failure to give credit for quotations, (c) essentially identical expression of material taken from books, encyclopedias, magazines, websites, or all other forms of reference works, (d) essentially identical expression of material taken from fellow students.

The Marriage and Family Therapy Program policy is consistent with university policy. Therefore, the consequences of academic dishonesty may range from a grade of zero (0) for the assignment to a grade of F for the course. In addition, the dishonest activity will be reported to department authorities for consideration of additional consequences (e.g., expulsion from the course, suspension from the university). It is understood that all work in this class should be original work. **Self-plagiarism** is also not allowed. You may not duplicate a paper and use it for multiple classes and/or purposes.

### **Collegial Respect**

As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge. Please also remember that as therapists in training, it is important to collaborate with and engage in discussion with peers that are respectful, professional, and appropriate to clinical application.

### **Civility in the Classroom**

Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, students are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom.

If a student engages in any of the above-mentioned behaviors, the student will first receive a verbal warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see Student Handbook).

### **Cell Phones**

During class, cell phones **must be off**. Vibrating phones are also not acceptable. If you have an emergency, please speak to the instructor before class to discuss options. Additionally, text messaging is prohibited during classroom instruction. If a student does not abide by this policy, he/she will be asked to leave the class session immediately. A second offense will result in

lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

### **Safety Statement**

Pfeiffer University is committed to protecting all community members from all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that s/he is in danger. Do not hesitate to report any suspicious activities to university officials. Please visit the Misenheimer Policy website to learn more about campus safety: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>

### **Laptop Computers**

Laptop computers will no longer be allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

## Student Classroom Evaluation

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Above average performance	Satisfactory performance	Below average performance	Lowest level of performance	No opportunity to observe
Student remains in their seat during student panels and presentations/external speaker presentations.	5	4	3	2	1	N/A
Student is in their seat when the professor begins the class and returns to class on-time after break.	5	4	3	2	1	N/A
<b>Student is verbally and non-verbally respectful to the professor and other students.</b>	5	4	3	2	1	N/A
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	N/A
Student's attention and focus are fully conducive to classroom learning.	5	4	3	2	1	N/A
Student is discreet in classroom attire.	5	4	3	2	1	N/A
Student waits until the class is dismissed by the professor before packing up their belongings.	5	4	3	2	1	N/A
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	N/A
Student actively participates in class discussions.	5	4	3	2	1	N/A
Student respects silence and is focused while either the professor is speaking or classmates are sharing thoughts in discussion.	5	4	3	2	1	N/A

Additional comments/feedback:

41-50 pts/50 points = Above Average

31-40 pts/50 points = Satisfactory

21-29 pts/50 points = Below Average

11-19 pts/50 points = Unsatisfactory

1-9 pts/50 points = Lowest Level of Performance

**Score:** \_\_\_\_\_

# PSYC 600 PMFTP Form

Student's Name: \_\_\_\_\_ Semester: \_\_\_\_\_

This form provides a method for students to identify and acknowledge the Professional Marriage and Family Therapy Principles (PMFTPs) in each course across the curriculum. These Principles represent important elements of applied knowledge in the MFT field. Students are expected to initial next to each Principle once it is demonstrated developmentally through an interactive discussion, experiential activity, or appropriate designated assignment.

This form will be submitted to the professor at the end of the course. A copy will be returned to the student for their records.

Professional Marriage and Family Therapy Principles	Student Initial
<b>Student Learning Outcomes</b>	
SLO #2 – Diversity: Students will demonstrate an awareness of the sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation and socio/economic status.	
<b>North Carolina LMFT Application Educational Qualification Areas</b>	
IV. Human Development & Family Relations	
<b>Association of Marital &amp; Family Therapy Regulatory Boards Domains</b>	
Domain 1 – The Practice of Systemic Therapy: Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system.	
<b>MFT Core Competencies</b>	
<b>Domain 1: Admission to Treatment</b>	
1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).	
<b>Domain 2: Clinical Assessment and Diagnosis</b>	
2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).	
2.2.3 Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.	
2.3.6 Assess family history and dynamics using a genogram or other assessment instruments.	
2.3.7 Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.	
<b>Domain 4: Therapeutic Interventions</b>	

4.1.1	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.	
<b>AAMFT Code of Ethics</b>		
<b>Standard I: Responsibility to Clients</b>		
1.1	Non-Discrimination. Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.	
1.3	Multiple Relationships. Marriage and family therapists are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships with clients that could impair professional judgment or increase the risk of exploitation. Such relationships include, but are not limited to, business or close personal relationships with a client or the client's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists document the appropriate precautions taken.	
1.7	Abuse of the Therapeutic Relationship. Marriage and family therapists do not abuse their power in therapeutic relationships.	
1.8	Client Autonomy in Decision Making. Marriage and family therapists respect the rights of clients to make decisions and help them to understand the consequences of these decisions. Therapists clearly advise clients that clients have the responsibility to make decisions regarding relationships such as cohabitation, marriage, divorce, separation, reconciliation, custody, and visitation.	
1.9	Relationship Beneficial to Client. Marriage and family therapists continue therapeutic relationships only so long as it is reasonably clear that clients are benefiting from the relationship.	
1.10	Referrals. Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.	
<b>Standard II: Confidentiality</b>		
2.7	Confidentiality in Consultations. Marriage and family therapists, when consulting with colleagues or referral sources, do not share confidential information that could reasonably lead to the identification of a client, research participant, supervisee, or other person with whom they have a confidential relationship unless they have obtained the prior written consent of the client, research participant, supervisee, or other person with whom they have a confidential relationship. Information may be shared only to the extent necessary to achieve the purposes of the consultation.	
<b>Standard III: Professional Competence and Integrity</b>		
3.1	Maintenance of Competency.	



	Marriage and family therapists pursue knowledge of new developments and maintain their competence in marriage and family therapy through education, training, and/or supervised experience.	
3.2	<p>Knowledge of Regulatory Standards.</p> <p>Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.</p>	
3.3	<p>Seek Assistance.</p> <p>Marriage and family therapists seek appropriate professional assistance for issues that may impair work performance or clinical judgment.</p>	
3.4	<p>Conflicts of Interest.</p> <p>Marriage and family therapists do not provide services that create a conflict of interest that may impair work performance or clinical judgment.</p>	
3.6	<p>Development of New Skills.</p> <p>While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.</p>	

**Criteria for Evaluation**  
PSYC 600: Advanced Human Growth & Development  
Spring 2021  
Robert m Cox, EdD LCMHC LCAS

**1) Participation (15 x 5 points = 75 possible points)**

Class discussion and participation in case studies and other activities are vital to your learning and success in this class. You will be rated after each class with the participation rubric.

0 = no attendance

1 = attendance + disruptive, inattentive, or subtractive comments or behavior

3 = attendance + behavior that neither subtractive or additive

5 = attendance + additive comments or behavior

You are expected to come to class prepared to apply readings to class discussion and activities. It is the student's responsibility to initiate class participation.

**2) Participation: Reading Discussion Boards (9 points x 12 weeks =108 points)**

You are expected to contribute to the discussion board conversations about our weekly chapter readings. The purpose of this summary is to help you reflect on what you learned, what you liked/agreed with, and what you didn't like/didn't agree with about the reading. If you know that you are going to miss a class period one week, you must post to the discussion board by 6:59pm on the day that it is due to receive credit.

Please create one original thread and post to two other colleagues' threads (for a total of 3 posts). Your original post should consist of 100+ words, while follow-up posts may be 50+ words.

The rubric for each individual post is:

Making the post—1 pt.

Adding to the conversation by commenting reflectively on the material—1 pt.

Adding to the conversation by commenting on the application of the material—1 pt.

**DUE: Weekly, at the start of each class.**

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

**3) Experiential Activities (50 points X 2 = 100 points)**

Please choose two tasks from the following items (film analysis, interview reports) for a total of 100 points. You can choose either 2 film analyses, 2 interviews, or 1 of each.

**Due Dates: 22 February & 05 April 2021**

### 3a) **Film Analyses**

- The purpose of this assignment is for students to demonstrate an ability to analyze family life cycle patterns in different contexts. For this project, you will watch **two movies** of your choosing and you will analyze them according to a lifecycle framework. Your movie *must* be approved by me prior to watching the movie for credit. Please try to refrain from movies that are comedy-based, or may not accurately portray life's developmental stages and issues. **Please email me your selections no later than 01 Feb 2021.**
- The paper should be **3-4 pages** in length, including at least **2 references** (one from the textbook and 1 from any course readings or peer-reviewed journal articles that you find), and follow APA style. Please note that your textbook has a version of the family lifecycle development according to Carter & McGoldrick (Chapter 1), but it is brief. I will provide additional handouts and readings to help understand the systemic viewpoint of family life cycles. **Please check BB on weeks 1 and 2 for these additional readings.** In addition, your textbook is broken down into the lifespan stages of development from birth to death. Please also incorporate at least **5 major concepts/ideas/points** learned from the textbook to help analyze the family's lifecycle dynamics.
- Students will address the following (based off the life cycle framework):
  - Individual (body, mind, and spirit) – ½ to 1 page
  - Family (immediate, extended, and informed kin) -1 page
  - Socio-cultural context- 1 page
  - Horizontal/vertical factors ½ to 1 page
  - Incorporate at least 5 various concepts/theoretical implications from our textbook.

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

### 3b) **Interview Reports:**

Throughout the semester, students will interview different people of different ages and briefly report on each interview. Each interview needs to be 30-90 minutes where the primary focus is to understand the experience of the person at their age. The age requirements are 5-8, 13-17, 30-40 (a couple), and over 75. None of the people are to be immediate family members. You may use content provided in our textbook and readings to help generate questions for your interviewee. We will use the second half of class to discuss our findings based on age group.

Feel free to talk about or ask any questions you like in your interview. However, in your report (2 pages), you will need to address the following questions:

5. What is the person's developmental stage?
6. What issues a/typical of individuals in this stage has the person faced?
7. What environmental/cultural/diversity factors contributed to the person's personality and/or development?

8. How did the family context/multi-generational patterns influence the person?
8. What problems might bring the person into therapy?
9. How might the person's developmental levels help or hinder growth in treatment?
10. How would you adjust treatment to fit the person's level of development?

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

#### 4) Case Study Facilitation (50 points)

- The purpose of this assignment is for students to demonstrate an understanding/application of the assigned reading and an ability to facilitate discussion with a group.
- Each student will select a week/topic and facilitate a lively **25-30-minute discussion/activity** based on the cases and content in that week's chapters.
- The discussion/activity can connect course content and clinical case scenarios to therapeutic interventions, policy, current events, related peer-reviewed journal articles on the topic(s), diversity/cross-cultural considerations, or other topics appropriate for application to families and individuals across the life cycle. Your presentation can be creative, and incorporate an expanded view of the topic, a clinical case application, and/or anything else you think would enhance our understanding of that chapter(s). For example, in our textbook, there are clinical case scenarios that help you apply the theory or physical/cognitive/emotional/social development of that stage of life (e.g., early childhood, middle childhood, etc.). You may use those case scenarios to discuss treatment options, and incorporate relevant journal articles, policy initiatives, or other considerations to expand clinical awareness for the class. If there are no case scenarios in the textbook, you may create one. For instance, if the chapter discusses the impact of divorce on young children, you might pull supplemental information on how to work with parents who are going through divorce. You might also discuss the role of the MFT therapist in working with families going through divorce. If you need help, please come see me, and prior to your day of presentation to ensure that you are on track. Please see the schedule below for your assigned date!
- You may use PPT and handouts as needed to facilitate discussion and participation.

**Due on the week each student presents. – 50 points**

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

#### 5) Family Life Cycle Personal Application Paper (150 points):

- The purpose of this assignment is to demonstrate an understanding of your personal life applied to the family life cycle stage and gain personal insight in the process.
- For this assignment, students are required to analyze their current family life cycle stage in a **5-7 page, APA formatted paper, including 5 references** (each chapter in the textbook is cited individually, at least 3 references should not be from the textbook—for instance, you may use peer-reviewed journal articles or other textbooks to supplement). The paper should address the following:
  - Introduction

- What stage are you in? (2 pages)
  - Why do you consider yourself in the selected stage?
  - Compare and contrast your current stage to 2 other stages that you have already completed or are likely to complete in the future
- Self-of-the-Therapist (3 pages)
  - What social locations do you identify with?
  - How might your current stage/social location help your ability to function as a therapist?
  - How might your current stage/social location limit your ability to function as a therapist?
- What specific lifespan areas/issues will be the most challenging for you to work with clinically? Why? (1 page)
- Conclusion

**Due 19 April – 150 points**

*CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

**6) Family Life Cycle Presentation (50 points)**

Using your Family Life Cycle paper as a guide, you will make a **20- minute presentation** on your own personal family life cycle. You will follow the same general outline as you did for your Family Life Cycle paper. As so, it will be comprised of the following sections:

- Introduction (5 points)
- What developmental stage are you currently in? (15 points)
- Self of the therapist (15 points)
- Developmental challenges (10 points)
- Conclusion (5 points)

**Due:**

**Round 1, 19 April, or**

**Round 2, 26 April**

*CECCs 1.2.1, 2.1.1, 2.2.3*

**7) Final Exam (50 Multiple Choice Questions, 2pts each, at 100pts)**

Students will complete a comprehensive exam during the **16<sup>th</sup> or final week of class**. The exam will be comprised of 50 multiple choice questions at 2 points each, based on the content covered in the course throughout the entire semester, including textbook chapters and pdf readings.

**PMFTP Reg VIII.**

**8) Student Classroom Evaluation (50 points):**

It is important that students demonstrate professionalism in the classroom, and in preparation for clinical work. The student classroom evaluation reviews your professionalism throughout the course (e.g., arriving on time to class, active and constructive participation, respect towards self, students, and professor, etc.). Dr. Cox will complete this evaluation, which

reflects your classroom performance. You will receive the score **before the 13th week** of class. Please see me **before the final exam** if you would like to discuss your evaluation score.

*CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

#### 9) **PMFTP Form**

(10 points; *see attached*): You will be keeping a record of the PMFTP Form for MMFT 608 which confirms that you have successfully completed the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of “A” or “B” on the primary assignment, your letter grade indicates you have achieved the PMFTP and can initial and check it off on the form. If you receive a grade of “C,” you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTP by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the course professor.

#### **Evaluation (See Criteria of Evaluation)**

- 1) Participation – 15 X 5 (possible) (75)
- 2) Weekly Reading Discussion Boards – 12 X 9 points each (108)
- 3) Experiential Activities – 2 X 50 points each (100)
- 4) Case Study Facilitation – 50 points
- 5) Family Life Cycle Personal Application Paper – 150 points
- 6) Final Presentation – 50 points
- 7) Final Exam (Multiple Choice)-100pts
- 8) Student Classroom Evaluation (SCE) – 50 points
- 9) PMFTP completion 10 points

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**Total: 693 points**



**Psyc 615: Advanced  
Psychopathology in the  
Family Context**

PSYC 615: Advanced Psychopathology in the Family Context  
Pfeiffer University at Charlotte  
Spring 2021

Time: Thursdays, 4-6:45pm.

Room: Charlotte Campus, 2<sup>nd</sup> Floor

Instructor: Deborah S. Lung, Psy.D., LPC.

Office: 318 (Clinic 3<sup>rd</sup> floor)

Email: [Deborah.lung@pfeiffer.edu](mailto:Deborah.lung@pfeiffer.edu)

Hours: Thursdays, 2-4 pm

Wednesdays, 1-2pm, or by appointment (please email, not via text – thanks!)

Phone: 803.431.0037 (not after 8pm, please – please try to send an email to me initially)

**Required Textbooks:**

Woo, S. M., & Keatinge, C., (2016). *Diagnosis and treatment of mental disorders across the lifespan (2<sup>nd</sup> ed.)*. Hoboken, NJ: John Wiley & Sons.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

**Recommended:**

Baiak, P., & Hare, R. D. (2006). *Snakes in suits: When psychopaths go to work*. New York, Regan Books.

Calalan, Susannah (2018). *Brain on fire: My month of madness*. New York, Simon & Schuster.

Hothersall, David (2014). *History of Psychology (4<sup>th</sup> ed.)*. New York, McGraw-Hill.

Jamison, K. R. (1999). *Night falls fast: Understanding suicide*. New York: Knopf.

Seiligman, L., & Reichenberg, L. (2014). *Selecting effective treatments: A comprehensive systematic guide to treating mental disorders -includes DSM-update chapter (4<sup>th</sup> ed.)*. San Francisco: John Wiley & Sons.

Sacks, O. (1985). *The man who mistook his wife for a hat and other clinical tales*. New York: Summit Books.

Thomas, M.E. (2013). *Confessions of a sociopath: A life spent hiding in plain sight*. New York, Random House Company.

**Pfeiffer University Mission:**

Pfeiffer is a globally engaged, regional university distinctive for its new transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United

Methodist-related university, and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Graduate Catalog, p. 3).

## **Educational Goals for the Graduate Program:**

The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program" (see Pfeiffer University Graduate Catalog 2019-2020)

## **Statement of Values:**

- Liberal Learning and Professional Competence
- Free Inquiry and Intellectual Integrity
- Service and Leadership
- Unity in Diversity
- Faith and Reason
- Personal Piety and Social Action

## **Course Overview**

This course is designed for advanced students in the helping professions who will need a broader and firmer background in **psychopathology** and **treatment** to administer client care at a professional level. Students will examine the interactive processes of hypothesized in the etiology and maintenance of various mental and emotional disorders and be introduced to effective treatment planning and the combined effects of currently used psychotropic medications.

Diagnostic dilemmas and approaches with special emphasis on cultural and ethical considerations will be presented with an overall focus on the development of strong diagnostic skills.

## **Course Rationale**

In order for professional therapists to demonstrate the highest standards of client care and best practices, it is necessary that they expand their clinical knowledge base and build strong thinking skills to guide practitioner decisions in appropriate assessment and treatment planning for all populations and in all professional contexts within their scope of training.

## **Student Learning Outcomes (SLOs)**

### **#1 - Theoretical Knowledge/Academic Training**

Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

## **Course-Embedded Core Competencies (CECCs)**

- 2.1.2 Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.
- 3.1.3 Understand the effects that psychotropic and other medications have on clients and the treatment process.

**COAMFTE Core Competencies** Designated Core Competencies will be clarified at the beginning of the first class meeting and will be assessed through the mastery of specific primary assignments. See your Criteria for Evaluation at the end of the syllabus. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of "3" on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of "3" after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of written Individual Remediation Plan (IRP) and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance level of "3," the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

### **\*Assessment Rubric Rating Scale**

- 5 = Exceptional:** Skills and understanding significantly beyond developmental level
- 4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts
- 3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident
- 2 = Developing:** Minor conceptual and skill errors; in process of developing
- 1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of "3" and above indicate performing well for developmental level



## Course Assignments

### 1. **NOTE: All assignments must be turned in via BB by the specified due date and time (no exceptions)**

### 2. **Class Readings**

You are expected to purchase and read the required textbooks identified in the course syllabus and other readings as assignment. Readings should be completed PRIOR to the class period identified so that all students can actively participate in discussion.

### 3. **Class Participation (7 points x 14 classes)**

You are expected to participate in our weekly class discussions. You are required to contribute at least 1 relevant/appropriate verbal comment regarding the weekly readings/topic per class (at least). I will keep a weekly record of your participation.

### 4. **Reaction Papers (50 points each)**

There will be FOUR Reaction Papers (4 x 50 points)

- a. Two pages minimum to **4 pages maximum** worth a total of 50 points each.
- b. Documentaries or movies- write a short summary of the documentary/movie, but spend the bulk of your paper reflection your thoughts, ideas, opinions, and impressions of the current topic as it relates to psychopathology, treatment, ethical issues, family dynamics, etc.
- c. Papers are in the first-person and do not require APA formatting (7<sup>th</sup> edition), **except for the title page**, and double-spacing (12 font)
- d. Title page is required in APA formatting (7<sup>th</sup> edition)
- e. Submit final paper to **BB Course Assignments Folder** on the due date. For every hour late, 5 points will be deducted. For every day late (beginning 12:00 midnight after the due date), 10 additional points will be deducted.
- f. **Proof-read your papers**
  - Graduate level writing is expected (i.e., organized, correctly punctuated, grammatical correct sentence and paragraph structure, excellent writing mechanics). Please take advantage of Pfeiffer's Writing Coach services to assist you in producing a well-crafted, graduate level paper. Write a paper that you are proud of and would want to read. If the paper is below what I consider to be a graduate level paper, I will not read it. I will return it to you and you will either have the choice of accepting a failing grade or attend a consultation appointment with the Pfeiffer Writing Coach. If you choose to consult with the university writing coach, you may rewrite the paper and receive a new grade (which includes a 10-point deduction).

### 5. **Final Exam (100 points)**

You will complete a closed-book final exam consisting of essay, multiple choice, short answer, matching, T/F questions. The exam will be held on the last day of class and attendance is mandatory. Please do not plan to leave the state 14 days prior to your mandatory seated exam. If you do and cannot attend the final exam due to quarantining, you will receive and Incomplete for the course.

### 6. **Case Conceptualization & Treatment Plan Team Presentation (200 points):**

Working as a professional practice treatment team of at 3-4 group members, you will choose a famous person in the public eye who displays a mental or emotional disorder (politicians, actors, historical figures, etc.). The quality of your team's presentation would be at the level expected at an annual professional conference (highly professional in presentation and dress). Examples of stellar case study presentations from previous class treatment teams included Marilyn Monroe, Jeffery Dahmer, R. Kelly, O.J. Simpson, J. K. Rowling, and Michael Jackson. Please choose a famous or infamous person in which a large amount of historical information is available (via biographies, articles, etc.).

- a. You will hypothesize that your therapy team resides in a mental health setting and is called upon to highlight this famous person and their symptomatology at an international professional conference.
- b. You will Introduce each team member (and credentials) and the name of your practice at the beginning of the presentation.
- c. Introduce to the audience (via film/video clip) your client and **describe the client's presenting issue(s)** – reason why did this person sought treatment from your practice. Please include his/her age, gender, relationship status, current employment, cultural considerations, and history of previous treatment (if any). If the person is deceased in reality, choose the time within a year or two prior to death.
- d. To give the audience a clear picture of your client, your team will present the following:
  - Client's presenting problem (if the client is deceased, identify what would have been was most likely his/her presenting problem prior to death)
  - Current diagnostic signs and symptoms (what the client reports and demonstrates during the intake) – you must refer to the **full** criteria presented in the DSM-5 (remember MMFT 604?).
  - History of Presenting Problem(s) – please walk us through the client's history that is relevant to the development of his/her current

problems (and resiliencies)

- Family and Social History (relationship with primary caregivers growing up, friendships (or lack thereof) while growing up)
- Educational history – successful, difficulty with grades, relationships with peers and teachers
- Relationship conflicts, concerns – current significant relationships (partners, friends, family, children, etc.)
- Significant relationship history of close/significant others, etc.
- Work history (employment stability, relationships with coworkers/employers, etc.)
- Legal Problems (childhood, adolescence, adulthood?)
- Very Important - Substance Use/Abuse (when did this development? How does use/abuse impact relationships, work, etc.)
- Any history of domestic violence
- Any history of self-harming or attempted death by suicide?
- Does the client's family have any history of death by suicide?
- Very Important - Cultural considerations (focus how this may have impacted client's development across the lifespan and currently)
- Religious/Spiritual
- Trauma history
- Early developmental concerns – did the client have any difficulties in childhood? Early education? Cognitive challenges?
- Medical Concerns – any medical issues that have significantly impacted your client?
- Support Systems (if any)
- Strengths and Resiliencies- very important!
- Current Medications (if any)
- Any previous mental health treatment or hospitalizations? If so, please include
- Full DSM-5 diagnosis (code, descriptor(s), and specifiers (if appropriate))

- e. Please describe at least two (2) **"best practices" assessment tools** your team used to assist in the diagnostic formulation and treatment process (i.e., Beck Depression Inventory, MMPI-2, Hare Psychopathy Checklist, Obsessive Beliefs Questionnaire, etc.). Present the results of the assessment/questionnaire to the class in your presentation and as a handout.
- f. Present your complete DSM-5 Diagnosis (appropriate codes, descriptors, and all required and/or appropriate specifiers) -- make sure **your team's final diagnosis captures all of the above history, concerns, etc., to support your chosen diagnosis.**
- g. Present all the criteria for your selected diagnosis. Under each of the criteria, provide (specific evidence/examples from your case study.
- h. Present the possible **etiology** of the underlying your client's presenting problem – in other words, based on your team's research (**refer to the findings in at least 5 peer-reviewed journals**) share with the audience your team's hypothesis regarding the client's development of the disorder(s). Journal articles must be current (2007 – 2020) – the information/findings in older publications is most likely outdated and not considered reliable, accurate, valid.
- i. Based on your client's diagnosis (as well as age, developmental factors, gender, cultural considerations, etc.) identify **what treatment (s) your team recommends for this client (the treatment recommendation must be based on "best practices." Please explain the reason you choose the treatment approach (based on current valid research/peer-reviewed journals).** If you are having difficulty finding appropriate journal articles, please make an appointment with our graduate librarian, Ms. Jeri Brentlinger, to assist in locating relevant resources/journal articles.
- j. State **one long term goal** and **three short-term treatment goals** in behavioral terms and give an explanation supporting your client's prognosis (must refer to the professional literature).

*Example: Client who meets the criteria for Borderline Personality Disorder*

Long Term Goal: John Jacobs will decrease or eliminate frequency of self-harming gestures on a weekly basis

Short Term Goal:

1. Will meet with psychiatrist to evaluate the need for psychotropic medication.
2. Will demonstrate the use of appropriate emotion regulation skills on a weekly basis via self-report and daily diary cards.
3. Will demonstrate the use of effective distress tolerance skills on a weekly basis via self-report and daily diary cards.

- k. Present a role play/skit of your client participating in your team's recommended treatment/therapy. You may include the client's family, spouse, etc. in your portrayal.
- l. Provide **each member of the class** and the instructor handout including (stapled) that includes the following:

- Copy of your teams' PowerPoint presentation
  - Reference page including all professional articles (minimum of 5 peer-reviewed professional journal articles – one of the articles must address “best practices” for treatment of client’s diagnosis) your group used to construct your case conceptualization *and treatment*.
- n. **In addition, please email me a copy of your PowerPoint and Reference Page** the day of your presentation (before class).
- o. Your team will also be responsible for setting up your laptop for your presentation, so arrive early to class. **Professional dress expected.** Maximum length, including time for class questions, discussion, 60 minutes. Please allow 10 minutes for audience questions.

### **BIG TIPS for a Successful POWERPOINT presentation:**

1. **Write a script**  
A little planning goes a very long way. make sure your script follows good storytelling conventions: give it a beginning, middle, and end; have a clear arc that builds towards some sort of climax; make your audience appreciate each slide but be anxious to find out what’s next; and when possible, always leave your audience wanting more
2. **Do not read from your slides!**  
Reading from your slides is a presentation killer. Your slides are the *illustrations* for your presentation, *not* the presentation itself. Your slides should underline and reinforce what you’re saying as you give your presentation – save the paragraphs of text for your script.
3. **One point at a time - fewer words and larger text**  
At any given moment, what should be on the screen is the thing you’re talking about. Your audience will almost instantly read every slide as soon as it’s displayed; if you have the next four points you plan to make up there, they’ll be three steps ahead of you, waiting for you to catch up rather than listening with interest to the point you’re making.
4. **Use decorative fonts *only* for slide headers, and then *only* if they're easy to read.**
5. **Align text left or right.** Centered text is harder to read and looks amateurish. Line up all your text to a right-hand or left-hand baseline – it will look better and be easier to follow.
6. **PRACTICE** running through your presentation as a group at least 3x!!! It is very important you present as a unified, well-oiled team machine! Not only do your slides need display a uniform font, font size, and slide background, so does your team presentation. I cannot emphasize enough how important it is for you to practice your final presentation as a team – at least 3x times. I am looking for your team to WOW your classmates (audience) and me!

### **7. Treatment Team Meetings (50 points each meeting x 4 = 200 points):**

Your team must meet at least 4 times during the semester for a treatment team meeting to discuss your case. Treatment team members will take turns (1) being the leader of the treatment team meeting and (2) being the note-taker of the meeting. The note-taker will write up the meeting notes, have each team member sign and date the notes, and turn in a final copy of the meeting notes to me (hardcopy with all team member’s signatures/dates). Please include who was the leader and who was the notetaker for each meeting. Each team meeting is worth 25 points (4 x 25 points). The copy of the team’s meeting notes is worth 25 points (4 x 25 points). **Your final and fourth team meeting will consist of your team practicing your presentation by a dress rehearsal. For this meeting, worth 50 points, you will go through your presentation as if you are presenting to the class (yes, the entire presentation including the role play and a mock question and answer segment).**

You will be graded on the following areas (Please refer to grading rubrics posted on BB and at the end of the syllabus):

- a) Thoroughness of the presentation (team addressed every criterion)
- b) Accuracy of the information (evidence based)
- c) **VERY IMPORTANT! I am looking for each member to fully participate and contribute to your team presentation. I cannot emphasize this portion of your presentation more. Team collaboration** includes attending and participating in all meetings, promptly responding to emails, professional behavior towards other team members, degree of collaboration with the entire team, attitude, willingness to consider other team members’ ideas, opinions)
- d) **Quality and professionalism** of the final presentation – **does your team present as a unified and collegial group of professionals** – in other words, every team member should be 100% familiar with every other team members work/contribution and build up and refer to other team members’ contributions and findings (Please do not present as individuals – your final team grade will reflect the level of team unity and professionalism demonstrated)

- e) Quality and cohesiveness of your team's PowerPoint (are all of the slide fonts and layout the same, are the slides readable and attractive (one point per slide), is the presentation organized, are references cited correctly within the slides and on the reference page (final slide, are all words correctly spelled, and correct grammar and punctuation is used throughout the entire slide show.)
- f) Quality of the class handout
- g) Quality of the treatment demonstration
- h) Accuracy and thoroughness of answering audience questions.

This case conceptualization/treatment plan team demonstration is worth 200 points. Your team will be evaluated by the course instructor (100 points), by your peers (50 points), and by your treatment team members (50 points).

### Evaluation

Assignments will be deducted 5 points for every hour late, and an additional 10 points for every day late. All assignments must be turned in via the Dropbox on the course's BB site. I reserve the right to modify any assignment or the course schedule as the semester progresses. The assigned readings are central to the course and must be completed prior to class. All assignments must be turned in before the beginning of class (**before 4::00 p.m.**) unless otherwise specified.

If you find yourself struggling in the course, you should make an appointment to speak with me as soon as possible (please speak to me after class or email me for an appointment time).

1. Reaction Papers at 50 points each (4 x 50) = 200
2. Treatment Team Meetings and Notes (3x 25; 4<sup>th</sup> x 50) = 125 points
3. Case Conceptualization & Treatment Plan Team Presentation = 200 points
4. Student Classroom Performance Evaluation (15<sup>th</sup> or 16<sup>th</sup> week) = 50 points
5. PIMFT at 25 points (15<sup>th</sup> or 16<sup>th</sup> week) = 25 points
6. Class Participation (must contribute at least 1 comment regarding the topic per class – I will keep a record) 14 x 7pts = 98 points
7. Final Exam – 100 points (mandatory, in-class, seated)

**Total Points = 798 points**

**Note: (5) points will be deducted from your final numerical grade if a student is absent from more than (2) classes.**

### Final Exams

Final Exams are scheduled during regular class time on the 16<sup>th</sup> week of class. The final exam schedule will not be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior to or after the time allotted for the exam per your course syllabus. If a student must be excused for the final exam due to a medical certificate, the student will receive a grade of "I," and the grade will be reconciled no later than 30 days within the next semester. If the final exam is not completed in due time, the student will receive a grade of "F," and the course will be repeated a second time.

### Final Grades

Final grades will be based on the average of all the points received during the semester, with a letter grade assigned on the following ranges:

- 93-100 = A
- 90-92.9 = A-
- 87-89.9 = B+
- 80-86.9 = B
- 70-79.9 = C
- Below 70 = F

### Attendance Policy

Attendance and participation in class activities is imperative and therefore required. Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class and to follow-up with a classmate about work missed, assignment announcements, class notes, etc. In accordance with Pfeiffer policy, **any student who misses more than (3) classes during the semester will receive an automatic failing grade.** If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. **Arriving more than 15**

**minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session (including attending by Zoom\*).** If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

For clarification, **two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade.** For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

*\*Depending on the NC Governor's COVID orders, we will meet fully seated, hybrid (Zoom and seated), and/or fully Zoom. We will adjust our class format accordingly. Please be patient and flexible. All of us just have to do our best during this challenging time ☺.*

### **Supplemental Technology**

Blackboard (<http://blackboard.pfeiffer.edu/>) is a web--based course management tool that I will use to post documents and email announcements and critical messages. For assistance accessing your new Blackboard account, please contact the Help Desk at 704.463.3002.

### **Student Success and Academic Support**

Dr. Jim Gulledge,  
Director of Academic Support Services  
[Jim.gulledge@pfeiffer.edu](mailto:Jim.gulledge@pfeiffer.edu)  
704-463-1363

### **Disabilities Accommodations - Section 504:**

Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. Current documentation to support accommodations must be provided. Any student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and schedule an appointment with reasonable accommodations with Dr. Jim Gulledge at [jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu) or 704-463-1363

### **Academic Advising**

Each student is assigned an academic advisor to help them select, plan, and complete academic programs and explore graduate, professional, and career options. Advisors approve courses when a student registers. If you are unable to reach your advisor, email Rick Kivior, Student Success Coordinator and Graduate Academic Advisor, at [rick.kivior@pfeiffer.edu](mailto:rick.kivior@pfeiffer.edu).

### **Library Support**

The library is open Monday to Thursday from 12 p.m. to 10 p.m. and on Saturdays during Midterms and Finals. Contact Ms. Jeri Brentlinger, Director of Information Support Services, via email at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or by phone at 704/945-7305 or 704/945-7354. Students may access the library 24/7 online at <http://library.pfeiffer.edu>.

### **WriteSmart Success Center**

Students can get writing help online or in person. For automated online assistance 24/7, *Grammarly* can help you complete your assignments and check for errors including plagiarism. Contact [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) for details or refer to your Achieve Success flyer. If face-to-face writing help is preferred, send an email to [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) to request a personal appointment with Pfeiffer's WriteSmart coach on campus or virtually.

### **One-on-One Tutoring**

Students can schedule face-to-face online help from certified tutors on any of their Pfeiffer courses! Contact [StudySmart@pfeiffer.edu](mailto:StudySmart@pfeiffer.edu) for details or refer to your Achieve Success flyer for login information. All Pfeiffer courses are mapped to tutors that are available 24/7.

### **Technology Assistance and Online Learning Support**

Technology support is available for email, My.Pfeiffer, Blackboard, active directory account setup, on campus printing, and troubleshooting technical issues. Contact the Helpdesk at 704/463-3002 or email [techsupport@pfeiffer.edu](mailto:techsupport@pfeiffer.edu) for assistance.

### **Career Planning & Support**

1. Access the *Charlotte Business Journal* portal, exclusive to Pfeiffer adult students, to find regional business & industry trends, professional jobs, and networking events you can attend to promote your marketability. Check out the Book of Lists to see Charlotte's top employers. Just email [CareerSmart@pfeiffer.edu](mailto:CareerSmart@pfeiffer.edu).
2. Email [CareerSmart@pfeiffer.edu](mailto:CareerSmart@pfeiffer.edu) to schedule a personal appointment to enhance your professional resume and portfolio. Our Career Coach will work with you either online or in person on campus.
3. Check out opportunities available through our main campus at

<https://www.facebook.com/PfeifferCareerServices/>

### LiveSmart Resources

Students can obtain assistance in developing study skills, time management techniques, and personal success plans—a must for working adults. To schedule a personal appointment, email [LiveSmart@pfeiffer.edu](mailto:LiveSmart@pfeiffer.edu).

### Counseling Support: Pfeiffer Institute for Marriage & Family Therapy (PIMFT)

The Pfeiffer Institute provides private professional counseling Monday through Saturday at the Charlotte campus. All services are professional and confidential. Students need to know that sometimes taking that first step to get help is the hardest, but one of the best things you can do for yourself and your family. The Institute can help with numerous types of problems. Pfeiffer student rates are \$10/session. Other rates are very reasonable and can be based on a sliding scale.

### Examples of types of problems:

- Couple/Marriage Issues
- Anxiety
- Stress Management
- Adjustment/Life Transitions
- Parent/Child/Teen Issues
- Post-Traumatic Stress
- Depression
- Eating Disorders
- Substance Abuse
- Sexual Abuse
- Self Esteem
- Grief and Loss Issues
- Infidelity

#### Students in the Charlotte Area Contact:

Dr. Sarah Wolford, PhD, LMFT, Clinic Director, Pfeiffer Institute for Marriage & Family Therapy (PIMFT)

[Sarah.wolford@pfeiffer.edu](mailto:Sarah.wolford@pfeiffer.edu)

#### Students in the Raleigh area contact:

Dr. Travis Johnson, PHD, LMFT, Site and Clinic Director, Pfeiffer Institute Reach

[Travis.johnson@pfeiffer.edu](mailto:Travis.johnson@pfeiffer.edu)

### Collegial Respect (Non-negotiable)

As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge.

### Civility in the Classroom (Non-negotiable)

Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, **students are prohibited from using cell phones (including texting, phone vibration), computers, beepers**, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom.

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see Student Handbook).

### Cell Phones

During class, cell phones **MUST BE IN THE OFF POSITION**. On an added note, please DO NOT impose the sound of vibrating phones on our class while it is in session. It is interruptive and rude!! If you have an emergency situation, please speak to me before class so we can make other arrangements with the building manager.

Additionally, **text messaging is prohibited during classroom instruction**. If students breach this policy, they will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams

### Laptops

*Laptop computers will no longer be allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.*

### Zoom Class Format

*If it is necessary to conduct class via Zoom, the following on-line etiquette is expected:*

1. Find a quiet space where you will not be disturbed (not while driving or walking, etc.)
2. Dress appropriately (no pj's, etc.)
3. Make sure your full name shows up appropriately.
4. Be aware of your background, lighting, and noise (please do not sit in front of a window or bright light – we won't be able to see your face clearly).
5. Please sit upright so that I and your classmates can **see your face clearly**.
6. Mute until you are required to talk. Please **speak up** or raise your hand so that I may call on you.
7. Use an appropriate zoom background if you wish.
8. **Turn off/silence cell phone** and close other windows on your computer.
9. **Be on time to class**. Communicate with me if you will be late or if you lose your connection during class (you may text me if you lose connection).
10. Pay attention! **Maintain eye contact with the speaker on the screen**. If you are not maintaining eye contact, it appears that you are not paying attention. I do notice and find it very distracting when students are not fully engaged. I will directly address my concern with any students who appear to not be fully participating/engage in our class.
11. Be prepared to take notes (on your computer or in a designated notebook) or to access course material (have textbook, D2L course page, or readings available).

**Please do not:**

- Use the chat for side conversations with classmates.
- Sit in front of a window or bright light, this will make your face too dark to see.
- Have conversations with household members off camera.
- Allow household members to walk around behind you during the meeting.
- Engage in texting, social media, work from other classes, or other distractions while in class.

**Professional Expectations**

1. Participate actively in class discussion and assignments; work effectively with others; show respect and consideration for the thoughts and feelings of others; assume leadership roles and demonstrate reflective behavior.
2. Communicate effectively verbally, demonstrate an ability to write in a clear, organized, fluent manner, adhere to the conventions of the language when appropriate; recognize distinctions between formal and informal communication, and demonstrate the appropriate use of language at all times.
3. Solicit feedback that demonstrates an understanding of program and professional goals and objectives; receive feedback in a positive manner and make necessary adjustments; listen and respond to others.
4. Reflect on information provided and demonstrate an ability to apply ideas to his/her own practices and life; modify behavior and/or understanding when provided with new information and experience; demonstrate an interest in and commitment to lifelong learning.
5. Volunteer to assist others in the university classroom and/or practicum setting; demonstrate an openness to assistance from others.
6. Use language that demonstrates sensitivity to others; communicate effectively with peers, instructors, clients, and other professionals; show an awareness of the context in which s/he is interacting.
7. Listen to others' perspectives in a respectful manner; exhibit understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society.
8. Demonstrate an ability to identify, analyze, and evaluate complex issues; exhibit the ability to solve problems both independently and in cooperation with others; set and achieves high standards.
9. Demonstrate flexibility and patience in regards to the change in class format and online platform. Please keep in my that we are all (instructors and students) trying to do our best during this challenging time. Just expect that we probably with experience glitches with technology, scheduling, etc., during this time. Thanks so much!!

**Title IX Complaints**

If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus, please contact Dr. Deborah Lung at [deborah.lung@pfeiffer.edu](mailto:deborah.lung@pfeiffer.edu). Sexual Harassment is such conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's

work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note that it is unethical behavior at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.

### **Breaks**

There will be one 15-minute break that will occur at or about 5:15- 5:30/p – at or about 1 hour and 15 minutes – 1 hour 30 minutes after the class has started. An assigned timekeeper will remind us at a reasonable pause in instruction. The class will dismiss at 6:45/pm.

### **Statement of Academic Integrity**

In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your Student Handbook.

### **Plagiarism**

When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism – theft of intellectual property – and violates the University honor code. It will be handled according to the honor code policies. At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper. American Heritage dictionary defines the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a footnote. When in doubt, footnote. Your best option is to read the material, close the book, and write a summary in your own words. This should help you avoid the temptation to copy the material.

*PLEASE NOTE:* There are reference materials on APA style in the library. All writing should reflect your understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations.



## Course Schedule Spring 2021

### Required course textbook

Reading assignments need to be read for the date listed

This schedule is subject to change to meet course demands as the semester progresses.

\*Additional required readings will be posted on BB

Class	Topic(s)	Readings Due	Assignment	What's Due
Week 1 Jan 7	Topics: 1. Review Syllabus and Course Assignments 2. History of Psychopathology			
Week 2 Jan 14	Topic: 1. History of Psychopathology (con't) 2. Watch Documentary: <b>Mental: History of a Madhouse (In-Class)</b> 3. Defining Developmental Psychopathology 4. <i>Sign-Up for Treatment Team Groups (Time-permitting) -</i>		<b>Reaction Paper 1:</b> <i>Mental: History of a Madhouse</i>	
Week 3 Jan 21	Topic: 1. Brain Basics 2. Neurodevelopmental Disorders- <i>Autism Spectrum Disorder</i> <b>3. Treatment Team Meeting #1 (In-Class)</b>	Article: Why we need therapy – and why it works: A neuroscientific perspective (Cozolino & Santos, 2014) – located on Blackboard  Woo & Keatinge: Chapter 4 Neurodevelopmental Disorders: Autism Spectrum Disorder (pp.173 – 250)	<b>Reaction Paper #2</b> Watch Movie: <b>Life Animated</b> I have 2 copies of the DVD that you may check out (24 hour return). Can also be found on Prime Video <i>Write reaction paper (format and rubric on Bb)</i>	Due: Reaction Paper #1 Watch Documentary: <b>Mental: History of a Madhouse</b>  <b>Treatment Team Meeting #1 (Submit on Bb)</b> ▪ Case Study Decision ▪ Attendance and Notes #1
Week 4 Jan 28	Topic: 1. Neurodevelopmental Disorders- <i>Autism Spectrum Disorder</i> (con't) 2. Neurodevelopmental Disorders - Attention-Deficit/Hyperactivity Disorder	Woo & Keatinge: Chapter 5 Neurodevelopmental Disorders II: Attention-Deficit/Hyperactivity Disorder (pp. 251-310)		
Week 5 Feb 4	Topic: 1. Schizophrenia and Other Psychotic Disorders 2. Cultural and Ethical Considerations	Woo & Keatinge: Chapter 6 Schizophrenia and Other Psychotic Disorders (pp. 311 – 398)		Due: Reaction Paper 2: <b>Life Animated</b> Submit on Bb via Upload Assignments Folder on Bb <b>Treatment Team Meeting #2 (Submit on Bb)</b> Attendance and Notes #2

Week 6 Feb 11	Topic: 1. Anxiety & Obsessive-Compulsive Disorders 2. Hoarding Disorder	1. Woo & Keatinge: Chapter 9 Anxiety, Obsessive Compulsive, and Trauma Disorders 2. Article: Hoarding disorder: Diagnosis, assessment, & treatment (2016)		
Week 7 Feb 18	Topic: Trauma Disorders - Memory and Trauma	1. Woo & Keatinge: Chapter 9 Anxiety, Obsessive Compulsive, and Trauma Disorders 2. Article: Posttraumatic stress disorder: What happens in the brain? (Howard & Crandall, 2007) – located on Blackboard		
Week 8 Feb 25	Topic: EMDR Guest Presenter: Mary Ann McGannon, LCMHC, ATR-BC	An Introduction to EMDR and Related Approaches in Psychotherapy (Marich, 2016) – located on Bb	<b>Reaction Paper #3:</b> EMDR Experience	<b>Treatment Team Meeting #3 (Submit on Bb)</b> Attendance and Notes #3
Week 9 March 4	Topic: 1. Mood Disorders - Depressive Disorders 2. Mood Disorders - Bipolar Disorders	1. Woo & Keatinge: Chapter 7 Mood Disorders I: Depressive Disorders (pp. 399-470) 2. Article: ECT: A method to lift depression (2008) – located on Blackboard 3. Woo & Keatinge: Chapter 8 Mood Disorders II: Bipolar Disorders (pp. 471-537)		Reaction Paper #3: <b>EMDR Experience</b> Submit on Bb via Upload Assignments Folder on Bb
Week 10 March 11	Topic: Neurocognitive Disorders	Woo & Keatinge: Chapter 12 Neurocognitive Disorders (pp. 805-868)	<b>Reaction Paper #4</b> Watch Movie: <b>Still Alice</b> (DVD on Reserve in Library) & Write Reaction Paper	
<b>Spring Break</b> Sat, March 13 to Sun, March 21, 2021				
Week 11 March 25	Topic: Eating Disorders	Woo & Keatinge: Chapter 10 Eating, Oppositional Defiant, and Conduct Disorders (pp. 637-677)		Due: Reaction Paper #4: <i>Still Alice</i> Submit on Bb via Upload Assignments Folder on Bb
Week 12 April 1	Topic: Substance-Related Disorders	Woo & Keatinge: Chapter 11 Substance-Related Disorders (pp. 719-804)		
Week 13 April 8	Topic: Personality Disorders	Woo & Keatinge: Chapter 13 Personality Disorders (pp.		<b>Treatment Team Meeting #4 (Submit on Bb)</b>

		869-955) Article: Dialectical behavioral therapy in a nutshell (Dimeff & Linehan, 2001) – Older article, yet information is still valid & relevant for best-practices treatment.		Full Dress Rehearsal Attendance and Notes #4
Week 14 April 15	Treatment Team 1 & 2 Case Presentations		Audience members complete treatment team presentation evaluations for Team 1 & 2 and turn completed document (WORD DOC <b>not PDF</b> ) in BB Team Evaluations File	<b>Presenting Treatment Teams:</b> Send me a copy of your PowerPoint presentation reference page <u>before</u> class. Please distribute a copy of your PowerPoint and references to your peers and me when you present: <ul style="list-style-type: none"> <li>▪ Include with your team's PowerPoint handout of your 5 article references (APA formatting)</li> <li>▪ Turn in completed Team Member Evaluation for each member on your treatment team – submit WORD doc not PDF Submit to BB Assignment (Due the day your team presents by 4pm)</li> </ul>
Week 15 April 22	Treatment Team 3 & 4 Case Presentations		Audience members complete treatment team presentation evaluations for Team 3 & 4 and turn completed document (WORD DOC not PDF) in BB Team Evaluations File	
Week 16 April 29	<b>FINAL EXAM (Closed-book)</b> <b>Mandatory Attendance</b>			

## **Pfeiffer University Honor Code**

1. *Pfeiffer University values and will act to protect truth, honesty, and academic integrity. As a student of Pfeiffer University, the following expectations for my behavior have been explained to me:*
2. I understand that for any and all work expected of me at the University that "I have neither given nor received any unauthorized help."
3. I understand that the expectation of the University is that all of the work which I submit is entirely my own unless otherwise directed.
4. I understand that I have committed plagiarism in a written assignment unless I specifically provide internal credit ( ...according to Dr. John Jones, etc.) and formal footnotes or endnotes to give full evidence that I am using words and/or ideas which are not my own.
5. I understand that any words and/or ideas which I find in print or electronic sources which are not my own are intellectual property of the author who wrote them. Using them without internal credit and formal endnotes or footnotes is stealing and is a violation of the Honor Code.
6. I understand that violating any of the testing conditions established by my professor through using unauthorized print or electronic information is cheating and is a violation of the Honor Code.
7. I understand that it is not in my best interest to share any of my credit bearing work for a class with anyone else. Doing so and having the material copied by another person could make me guilty of violating the Honor Code.
8. I understand that signing in as another person in class, falsifying time sheet for work placements, and falsifying materials for the Cultural Program is a violation of the Honor Code.
9. I understand that the punishment for a first offense Honor Code violation is usually to receive a grade of "F" for the semester. Second offenses result in at least one semester of suspension, and third offenses lead to immediate and permanent dismissal from the University.
10. I understand that helping another person violate the Honor Code is a violation on my part of the Honor code.
11. I understand that not reporting a violation of the Honor Code is a violation on my part of the Honor Code.

I have been informed of my responsibility as a member of the Pfeiffer community for maintaining academic integrity and take full responsibilities for all of my actions and their consequences for the duration of my enrollment at Pfeiffer University.

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(PRINT NAME)

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Signature

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Date

## Student Classroom Performance Evaluation

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Average performance	Below average performance	Unsatisfactory performance	Lowest level of performance	No opportunity to observe
Student remains in his/her seat during student panels and presentations/external speaker presentations.	5	4	3	2	1	N/A
Student is in his/her seat when the professor begins the class and returns to class on-time after break.	5	4	3	2	1	N/A
Student does not leave campus during the mid-class break.	5	4	3	2	1	N/A
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	N/A
Student is sitting either in the first (3) rows of the side sections or middle sections...	5	4	3	2	1	N/A
Student is discreet in classroom attire.	5	4	3	2	1	N/A
Student waits until the class is dismissed by the professor before packing up his/her belongings.	5	4	3	2	1	N/A
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	N/A
Student actively participates in class discussions.	5	4	3	2	1	N/A
Student respects silence and is focused while either the professor is speaking or classmates are sharing thoughts in discussion.	5	4	3	2	1	N/A

Additional comments/feedback:

41-50 pts/50 points = Satisfactory  
 35-40 pts/50 points = Average  
 30-34 pts/50 points = Below Average  
 >29 pts/50 points = Unsatisfactory

Score: \_\_\_\_\_

\_\_\_\_\_  
 Instructor's Signature

\_\_\_\_\_  
 Date

**PSYC 615 PMFTP Form**

Student's Name: \_\_\_\_\_ (Print)

Semester: **Spring 2021**

This form provides a method for students to identify and acknowledge the Professional Marriage and Family Therapy Principles (PMFTPs) in each course across the curriculum. These Principles represent important elements of applied knowledge in the MFT field. Students are expected to initial next to each Principle once it is demonstrated developmentally through an interactive discussion, experiential activity, or appropriate designated assignment. This form will be submitted to the professor at the end of the course. A copy will be returned to the student for their records.

<b>Professional Marriage and Family Therapy Principles</b>		<b>Student Initial</b>
<b>Student Learning Outcomes</b>		
SLO #1 – Theoretical Knowledge/Academic Training: Student will demonstrate understanding of family systems and relevant theoretical conceptual knowledge.		
<b>North Carolina LMFT Application Educational Qualification Areas</b>		
III. Assessment & Diagnosis		
<b>Association of Marital &amp; Family Therapy Regulatory Boards Domains</b>		
Domain 1 – The Practice of Systemic Therapy: Tasks related to incorporating systemic theory and perspectives into practice activities and establishing and maintaining ongoing therapeutic relationships with the client system.		
Domain 2 – Assessing, Hypothesizing, and Diagnosing: Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system.		
Domain 3 – Designing and Conducting Treatment: This domain encompasses tasks related to developing and implementing interventions within the client system.		
<b>MFT Core Competencies</b>		
<b>Domain 1: Admission to Treatment</b>		
1.1.1	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy	
<b>Domain 2: Clinical Assessment and Diagnosis</b>		
2.1.2	Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.	
<b>Domain 3: Treatment Planning and Case Management</b>		
3.1.3	Understand the effects that psychotropic and other medications have on clients and the treatment process.	
<b>AAMFT Code of Ethics</b>		
<b>Standard I: Responsibility to Clients</b>		
1.1	<i>Non-Discrimination.</i> Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.	
1.2	<i>Informed Consent.</i> Marriage and family therapists obtain appropriate informed consent to therapy or related procedures and use language that is reasonably understandable to clients. When persons, due to age or mental status, are legally incapable of giving informed consent, marriage and family therapists obtain informed permission from a legally authorized person, if such substitute consent is legally permissible. The content of informed consent may vary depending upon the client and treatment plan; however, informed consent generally necessitates that the client: (a) has the capacity to consent; (b) has been adequately informed of significant information concerning treatment processes and procedures; (c) has been adequately informed of potential risks and	

	benefits of treatments for which generally recognized standards do not yet exist; (d) has freely and without undue influence expressed consent; and (e) has provided consent that is appropriately documented.	
1.8	<i>Client Autonomy in Decision Making.</i> Marriage and family therapists respect the rights of clients to make decisions and help them to understand the consequences of these decisions. Therapists clearly advise clients that clients have the responsibility to make decisions regarding relationships such as cohabitation, marriage, divorce, separation, reconciliation, custody, and visitation.	
<b>Standard II: Confidentiality</b>		
2.1	<i>Disclosing Limits of Confidentiality.</i> Marriage and family therapists disclose to clients and other interested parties at the outset of services the nature of confidentiality and possible limitations of the clients' right to confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures.	
<b>Standard III: Professional Competence and Integrity</b>		
3.1	<i>Maintenance of Competency.</i> Marriage and family therapists pursue knowledge of new developments and maintain their competence in marriage and family therapy through education, training, and/or supervised experience.	
3.2	<i>Knowledge of Regulatory Standards.</i> Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.	
3.6	<i>Development of New Skills.</i> While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.	
3.10	<i>Scope of Competence.</i> Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.	

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Student Signature

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Date

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Instructor Signature

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Date

## PSYC 615: Psychopathology in the Family Context

### FORMAT FOR REACTION PAPERS

As you can guess by its name, a reaction/response paper records a response the writer experiences to a particular reading, video, presentation, or event. I am looking for an honest personal response here, not what you think I might want to hear. Nevertheless, your reaction paper still needs to be written carefully.

A reaction/response paper needs to include not only your immediate reaction to the reading, video, presentation, or event, but also a brief explanation of reasons for that reaction.

#### General Information

1. Your reaction should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.

#### Title Page

The title page should contain the **title** of the paper, the **author's name**, and the **institutional affiliation**. Include the page header (described above) flush left with the page number flush right at the top of the page (APA formatting, 7<sup>th</sup> edition).

#### Major points in the paper *(Must be in narrative format)*

- Make sure you include an introductory paragraph.
- Be sure to include in your first sentence or two the complete **name of the video/movie** that you are reviewing.
- Each paragraph must have a minimum of 3 sentences. This is a must! You may have more than 3 sentences, but not less than 3.
- Because you are relating your personal opinions, please write in first person.
- The reaction paper must be typed and double-spaced.
- Please avoid contractions. Spell out such words as "can't" (cannot).
- Inclusive language should be used in the reaction paper (for example: gender references should be written as "he/she" when the gender is unknown).
- No citations are necessary.
- **Final paragraph**
  - *Your summary and conclusion*

#### Paper Body

Address the following in your reflection paper:

1. As a prospective practicing mental health clinician, what were your initial reactions (thoughts and feelings) about the situation and/or person and his/her mental health struggles/challenges?
  - Describe your reactions.
  - Explore possible reasons for those particular reactions
2. Explore areas that intrigued, disturbed, or shocked you.
  - Use specific examples
3. Do you know anyone or have worked with anyone who has similar symptoms to main character(s) in the video/documentary? Please elaborate.
4. How might your understanding of this information influence your work with similar clients and their families?
  - Please elaborate and provide specifics.



## Reflection Paper Rubric

Criteria	Superior	Sufficient	Minimal	Unacceptable (0 points)
<b>Depth of Reflection</b> _____/15	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b> _____/15	Response includes all components and meets or exceeds all requirements indicated in the instructions.  Each question or part of the assignment is addressed thoroughly.	Response includes all components and meets all requirements indicated in the instructions.  Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions.  Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions.  Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Cover Page</b> _____/5	Includes a correctly APA formatted cover page.	Includes an APA-formatted cover page, however a few minor errors in formatting (spacing, components) are present.	Includes a cover page, however several errors in APA-formatting are incorrect or missing.	Cover page is missing.
<b>Structure</b> _____/10	Writing is clear, concise, and well organized with excellent sentence/paragraph construction.  Thoughts are expressed in a coherent and logical manner.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.  Thoughts are expressed in a coherent and logical manner.	Writing is unclear and/or disorganized.  Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized.  Thoughts ramble and make little sense.
<b>Mechanics</b> _____/5	There are no more than two spelling, grammar, or syntax errors throughout the paper.	There are no more than three spelling, grammar, or syntax errors throughout the paper.	There are no more than five spelling, grammar, or syntax errors throughout the paper.	There are more than five spelling, grammar, or syntax errors throughout the paper.
	<b>Final Points Earned</b>			<b>/50</b>

**DIAGNOSTIC *TEAM* PRESENTATION RUBRIC**

To be completed by instructor (100 points) and audience members (50 points)

Team/Agency Name: \_\_\_\_\_

Names of Presenters: \_\_\_\_\_

Case Study: \_\_\_\_\_

	<b>Superior (10 - 9)</b>	<b>Good (8-7)</b>	<b>Average (6- 3)</b>	<b>Poor (4 - 0)</b>	<b>Points Awarded</b>
<b>Timing</b>	Whole group presentation is exactly within the allotted time frame.	Whole group presentation is within 5 minutes +/- of allotted time.	Whole group presentation is within 7 minutes +/- of allotted time.	Whole group presentation is 8 or more minutes above or below the allotted time.	
<b>Collaboration</b>	Presenters worked as part of a team: <ul style="list-style-type: none"> <li>▪ introducing team</li> <li>▪ providing effective transitions to next/previous speaker</li> <li>▪ making references to previous/next topics</li> </ul>	Evidence of teamwork: <ul style="list-style-type: none"> <li>▪ Introductions and transitions to next/previous speaker</li> <li>▪ Transitions to next or previous topics made <i>for the most part</i></li> </ul>	Some evidence of teamwork: <ul style="list-style-type: none"> <li>▪ Some elements of introductions and transitions to next/previous speaker</li> <li>▪ Some evidence of transitions to next/previous topics</li> </ul>	<ul style="list-style-type: none"> <li>▪ No evidence of teamwork.</li> <li>▪ No introductions/ made to next/previous speaker or topics</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>▪ Introduction is strong and engaging</li> <li>▪ Introduction provides overview of presentation</li> <li>▪ Presentation supports introduction</li> <li>▪ Conclusion reinforces main points</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mostly effective introduction or overview of presentation.</li> <li>▪ Conclusion appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some overview is given</li> <li>▪ Connection between introduction and presentation is sometimes unclear</li> <li>▪ Conclusion is limited</li> </ul>	<ul style="list-style-type: none"> <li>▪ No introduction/overview is given</li> <li>▪ Organization is unclear</li> <li>▪ Presentation ends without conclusion.</li> </ul>	
<b>Content/ Preparedness</b>	<ul style="list-style-type: none"> <li>▪ Content throughout the presentation is well-researched</li> <li>▪ Content presented <b>succinctly</b></li> <li>▪ Presentation is well-prepared</li> <li>▪ <b>Has obviously been rehearsed.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Content is presented succinctly for the most part.</li> <li>▪ Research and preparation are evident.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Content shows problems with research and succinct presentation.</li> <li>▪ More preparation of the material is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentation of content is disjointed and incoherent; little evidence of preparation.</li> </ul>	
<b>Evidence/ Sources</b>	<ul style="list-style-type: none"> <li>▪ Main ideas are presented with depth and effectively supported with facts</li> <li>▪ Use vivid details, and engaging examples</li> <li>▪ All key elements are included.</li> <li>▪ Several current (within the past 13 years) sources (5 +) are used, mentioned, and cited correctly (APA, 7<sup>th</sup> ed.).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Main ideas are supported with appropriate facts, examples, and details.</li> <li>▪ One or two key elements may be missing; 5 sources are used, mentioned, and cited.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some main ideas are supported with facts, examples, or details.</li> <li>▪ More than two key elements are missing; only 4 sources are used OR mentioned/cited inappropriately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Main ideas are unclear; facts, examples, and details are lacking or fail to support ideas.</li> <li>▪ Presentation lacks several key elements or contains inaccuracies; 3-0 sources are used/mentioned/cited.</li> </ul>	

<p><b>Speaking Skills/Voice</b></p>	<ul style="list-style-type: none"> <li>▪ Poised</li> <li>▪ Clear articulation/pronunciation</li> <li>▪ Proper volume, speaking rate, and pauses.</li> <li>▪ Presenters show enthusiasm through emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear articulation/pronunciation but not as polished.</li> <li>▪ Volume, rate, and pauses mostly appropriate.</li> <li>▪ Presenters' show of enthusiasm through emphasis is adequate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some mumbling; uneven rate and volume.</li> <li>▪ Some enthusiasm and emphasis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Volume too high or too low; rate too fast / slow.</li> <li>▪ Speakers seemed uninterested and used monotone.</li> <li>▪ Articulation/pronunciation often not clear</li> </ul>	
<p><b>Delivery/ Verbal Expression</b> (grammar, vocabulary, summarizing/ paraphrasing)</p>	<ul style="list-style-type: none"> <li>▪ Presenters effectively explain content-specific terms and concepts and are easy to follow.</li> <li>▪ Presenters summarize or paraphrase source material – <b>they do not read from the slides</b></li> <li>▪ Answer questions confidently and completely.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presenters use content-specific terms and concepts and are easy to follow.</li> <li>▪ Most source material is summarized or paraphrased; questions answered.</li> <li>▪ Presenters <b>rarely</b> read from the slides.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presenters use mostly general terms or use informal language.</li> <li>▪ Some source material may not be summarized or paraphrased.</li> <li>▪ Some difficulty answering questions.</li> <li>▪ Presenters mainly read from the slides.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presenters use no content-specific terms, speak in informal language, or are difficult to follow OR do not summarize or paraphrase source material.</li> <li>▪ Answers to questions are incorrect or incomplete.</li> <li>▪ Presenters read from the slides.</li> </ul>	
<p><b>Physical Expression</b> (non-verbal communication and appearance)</p>	<ul style="list-style-type: none"> <li>▪ Presenters communicate interest in topic with energy and poise,</li> <li>▪ Maintain eye contact with audience,</li> <li>▪ Use facial expressions and gestures effectively.</li> <li>▪ Posture and appearance convey confidence and credibility.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presenters communicate interest in topic,</li> <li>▪ Maintain eye contact for the most part, use appropriate facial expressions, gestures, and posture.</li> <li>▪ Appearance is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presenters have difficulty communicating interest in topic and maintaining eye contact.</li> <li>▪ Some facial expressions, gestures, posture, or appearance may not be appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presenters do not communicate interest in topic.</li> <li>▪ Maintain little eye contact.</li> <li>▪ Does not use facial expressions and gestures effectively.</li> <li>▪ Inappropriate posture and/or appearance.</li> </ul>	
<p><b>Visuals</b></p>	<ul style="list-style-type: none"> <li>▪ Visuals are attractive and effectively enhance the presentation.</li> <li>▪ Graphs and tables illustrate important points effectively</li> <li>▪ Graphics are theme/topic-related</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most visuals are attractive; graphs and tables generally enhance the presentation.</li> <li>▪ Graphics are theme/topic related.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visuals (graphics, graphs and tables) could have been used more effectively to support the content of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visuals do not include graphs or tables to support the presentation; graphics are unattractive, detract from the content of the presentation OR No theme/content-related graphics used</li> </ul>	
<p><b>PowerPoint Appearance</b></p>	<ul style="list-style-type: none"> <li>▪ Background, font formats (colors, size, type), and graphics significantly enhance the presentation.</li> <li>▪ No misspellings or grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Background, font formats, and graphics generally support the readability and content of the presentation.</li> <li>▪ Only 1-2 misspellings or grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some interference of background, font formats, or graphics with readability and content of the presentation.</li> <li>▪ Several misspellings or grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Background, font formats, or graphics make reading and understanding the material difficult OR detract from the presentation.</li> </ul>	

				▪ Many misspellings or grammatical errors.	
<b>Points Earned</b>					<b>Final Score /100</b>

**Comments:** Please provide constructive feedback to the presentation team members – Please be specific

**Team Member Participation Evaluation Rubric**  
*(Team members evaluation of each other's contributions and professionalism)*

Team Member Being Evaluated:	Team Member Evaluator:			Total
	10 - 9	8 - 7	6 - 4	
<b>Points</b>				
<b>Contributions</b>	Routinely provides useful ideas when participating in team discussion. A leader who contributes a lot of effort.	Usually provides useful ideas when participating in the team discussion. A strong team member who tries hard!	Sometimes provides useful ideas when participating in the team discussion. Does not always answer team member emails and/or does not regularly attend team meetings. A satisfactory team member who does what is required.	Rarely provides useful ideas when participating in the team discussion. May refuse to participate. Does not answer team member emails and/or does not attend team meetings.
<b>Problem-Solving</b>	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Does not try to solve problems or help others solve problems. Allows others do the work.
<b>Attitude</b>	Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Is occasionally publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Is often publicly critical of the project or the work of other members of the team. Is often negative about the task(s) or appears irritated or upset when asked to contribute in team discussions or tasks. Has difficulty getting along with team members.
<b>Focus on the Task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person	Focuses on the task and what needs to be done some of the time. Other team members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Allows others do the work - not pulling share of work responsibility.
<b>Working with Others</b>	Consistently listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
				<b>/50</b>

Team Member Comments: *Please give constructive feedback*

## Criteria for Evaluation

Spring 2021

PSYCH 600: Advanced Human Growth and Development

Dr. Robert m Cox, LCMHC LCAS CCS

### Evaluation (See Criteria of Evaluation)

- 1) Participation – 15 X 5 (possible) (75)
  - 2) Weekly Reading Discussion Boards – 12 X 9 points each (108)
  - 3) Film Analyses – 2 X 50 points each (100)
  - 4) Interview Reports – 4 X 25 points each (100)
  - 5) Case Study Facilitation – 50 points
  - 6) Family Life Cycle Personal Application Paper – 150 points
  - 7) Student Classroom Evaluation (SCE) – 50 points
  - 8) PMFTP completion 10 points
  - 9) Final Presentation – 50 points
  - 10) Final Exam (Multiple Choice)-100pts
- 

### **Total: 793 points**

#### 1. **Participation (15 x 5 points = 75 possible points)**

Class discussion and participation in case studies and other activities are vital to your learning and success in this class. You will be rated after each class with the participation rubric.

0 = no attendance

1 = attendance + disruptive, inattentive, or subtractive comments or behavior

3 = attendance + behavior that neither subtractive or additive

5 = attendance + additive comments or behavior

You are expected to come to class prepared to apply readings to class discussion and activities. It is the student's responsibility to initiate class participation.

#### 2. **Participation: Reading Discussion Boards (9 points x 12 weeks =108 points)**

You are expected to contribute to the discussion board conversations about our weekly chapter readings. The purpose of this summary is to help you reflect on what you learned, what you liked/agreed with, and what you didn't like/didn't agree with about the reading. If you know that you are going to miss a class period one week, you must post to the discussion board by 6:59pm on the day that it is due to receive credit.

Please create one original thread and post to two other colleagues' threads (for a total of 3 posts). Your original post should consist of 100+ words, while follow-up posts may be 50+ words.

The rubric for each individual post is:

Making the post—1 pt.

Adding to the conversation by commenting reflectively on the material—1 pt.

Adding to the conversation by commenting on the application of the material—1 pt.

**DUE: Weekly, at the start of each class.**

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

3. **Film Analyses (50 points x 2 = 100 points)**

- The purpose of this assignment is for students to demonstrate an ability to analyze family life cycle patterns in different contexts. For this project, you will watch **two movies** of your choosing and you will analyze them according to a lifecycle framework. Your movie *must* be approved by me prior to watching the movie for credit. Please try to refrain from movies that are comedy-based, or may not accurately portray life's developmental stages and issues. **Please email me your selections no later than 01 Feb 2021.**
- The paper should be **3-4 pages** in length, including at least **2 references** (one from the textbook and 1 from any course readings or peer-reviewed journal articles that you find), and follow APA style. Please note that your textbook has a version of the family lifecycle development according to Carter & McGoldrick (Chapter 1), but it is brief. I will provide additional handouts and readings to help understand the systemic viewpoint of family life cycles. Please check BB on weeks 1 and 2 for these additional readings. In addition, your textbook is broken down into the lifespan stages of development from birth to death. Please also incorporate at least **5 major concepts/ideas/points** learned from the textbook to help analyze the family's lifecycle dynamics.
- Students will address the following (based off the life cycle framework):
  - Individual (body, mind, and spirit) – ½ to 1 page
  - Family (immediate, extended, and informed kin) -1 page
  - Socio-cultural context- 1 page
  - Horizontal/vertical factors ½ to 1 page
  - Incorporate at least 5 various concepts/theoretical implications from our textbook.

**Due 22 February and 06 April – 50 points each**

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

4. **Case Study Facilitation (50 points)**

- The purpose of this assignment is for students to demonstrate an understanding/ application of the assigned reading and an ability to facilitate discussion with a group.
- Each student will select a week/topic and facilitate a lively **25-30-minute discussion/ activity** based on the cases and content in that week's chapters.
- The discussion/activity can connect course content and clinical case scenarios to therapeutic interventions, policy, current events, related peer-reviewed journal articles on the topic(s), diversity/cross-cultural considerations, or other topics appropriate for application to families and individuals across the life cycle. Your presentation can be creative, and incorporate an expanded view of the topic, a clinical case application, and/or anything else you think would enhance our understanding of that chapter(s).

For example, in our textbook, there are clinical case scenarios that help you apply the theory or physical/cognitive/emotional/social development of that stage of life (e.g., early childhood, middle childhood, etc.). You may use those case scenarios to discuss treatment options, and incorporate relevant journal articles, policy initiatives, or other considerations to expand clinical awareness for the class. If there are no case scenarios in the textbook, you may create one. For instance, if the chapter discusses the impact of divorce on young children, you might pull supplemental information on how to work with parents who are going through divorce. You might also discuss the role of the MFT therapist in working with families going through divorce. If you need help, please come see me, and prior to your day of presentation to ensure that you are on track. Please see the schedule below for your assigned date!

- You may use PPT and handouts as needed to facilitate discussion and participation.

**Due on the week each student presents. – 50 points**

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

**5. Interview Reports (25 points x 4 = 100 points):**

Throughout the semester, students will interview different people of different ages and briefly report on each interview. Each interview needs to be 30-90 minutes where the primary focus is to understand the experience of the person at their age. The age requirements are 5-8, 13-17, 30-40 (a couple), and over 75. None of the people are to be immediate family members. You may use content provided in our textbook and readings to help generate questions for your interviewee. We will use the second half of class to discuss our findings based on age group.

Feel free to talk about or ask any questions you like in your interview. However, in your report (2 pages), you will need to address the following questions:

1. What is the person's developmental stage?
2. What issues a/typical of individuals in this stage has the person faced?
3. What environmental/cultural/diversity factors contributed to the person's personality and/or development?
4. How did the family context/multi-generational patterns influence the person?
5. What problems might bring the person into therapy?
6. How might the person's developmental levels help or hinder growth in treatment?
7. How would you adjust treatment to fit the person's level of development?

**Due 08 February, 08 March, 29 March, 12 April – 25 points each**

*Domain 1, SLO#2, CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

**6. Family Life Cycle Personal Application Paper (150 points):**

- The purpose of this assignment is to demonstrate an understanding of your personal life applied to the family life cycle stage and gain personal insight in the process.



- For this assignment, students are required to analyze their current family life cycle stage in a **5-7 page, APA formatted paper, including 5 references** (each chapter in the textbook is cited individually, at least 3 references should not be from the textbook—for instance, you may use peer-reviewed journal articles or other textbooks to supplement). The paper should address the following:
  - Introduction
  - What stage are you in? (2 pages)
    - Why do you consider yourself in the selected stage?
    - Compare and contrast your current stage to 2 other stages that you have already completed or are likely to complete in the future
  - Self-of-the-Therapist (3 pages)
    - What social locations do you identify with?
    - How might your current stage/social location help your ability to function as a therapist?
    - How might your current stage/social location limit your ability to function as a therapist?
  - What specific lifespan areas/issues will be the most challenging for you to work with clinically? Why? (1 page)
  - Conclusion

**Due 19 April – 150 points**

*CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

**7. Family Life Cycle Presentation (50 points)**

Using your Family Life Cycle paper as a guide, you will make a **20- minute presentation** on your own personal family life cycle. You will follow the same general outline as you did for your Family Life Cycle paper. As so, it will be comprised of the following sections:

1. Introduction (5 points)
2. What developmental stage are you currently in? (15 points)
3. Self of the therapist (15 points)
4. Developmental challenges (10 points)
5. Conclusion (5 points)

**Due:**

**Round 1, 19 April, or**

**Round 2, 26 April**

*CECCs 1.2.1, 2.1.1, 2.2.3*

**8) Final Exam (50 Multiple Choice Questions, 2pts each, at 100pts)**

Students will complete a comprehensive exam during the **16<sup>th</sup> or final week of class**. The exam will be comprised of 50 multiple choice questions at 2 points each, based on the content covered in the course throughout the entire semester, including textbook chapters and pdf readings.

**PMFTP Reg VIII.**

9) **Student Classroom Evaluation (50 points):**

It is important that students demonstrate professionalism in the classroom, and in preparation for clinical work. The student classroom evaluation reviews your professionalism throughout the course (e.g., arriving on time to class, active and constructive participation, respect towards self, students, and professor, etc.). Dr. Cox will complete this evaluation, which reflects your classroom performance. You will receive the score **before the 13th week** of class. Please see me **before the final exam** if you would like to discuss your evaluation score.

*CECCs 1.2.1, 2.1.1, 2.2.3, & 4.1.1*

10) **PMFTP Form**

(10 points; *see attached*): You will be keeping a record of the PMFTP Form for MMFT 608 which confirms that you have successfully completed the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of “A” or “B” on the primary assignment, your letter grade indicates you have achieved the PMFTP and can initial and check it off on the form. If you receive a grade of “C,” you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTP by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the course professor.

**Pfeiffer University**  
**MMFT 605: Addiction in Family Systems**  
**Summer I 2021**

**Instructor:** Robert m Cox, EdD LCMHC LCAS CCS CCMHC ACS  
Assistant Professor, Marriage and Family Therapy  
Director, Misenheimer Campus Counseling & Wellness Center  
Pfeiffer University-Misenheimer  
Stokes Hall  
Wick Learning Center  
Room 117a

**Office Hours:** By appointment

**Phone:** 704.945.7329

**Email:** Robert.Cox@Pfeiffer.edu

**Class Time:** Mondays & Wednesdays 5:00-9:30pm

**Course Location:** CLT Campus, Room 228

**Required Text:**

- 1) Kelly, Virginia A. (2016). *Addiction in the Family: What Every Counselor Needs to Know*. Alexandria VA: American Counseling Association. ISBN: 9781556203343 (\$49.95)
- 2) Foote, J., Wilkens, C., Kosanke, N., & Higgs, S. (2014). *Beyond Addiction: How Science and Kindness Help People Change*. NY: Scribner. ISBN: 9781476709475 (\$13.89) Also available as an audiobook (although I recommend having a hardcopy to view/use the included tools and resources)
- 3) American Psychological Association (2011). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association
- 4) SAMSHA (2020) TIP 39, Substance abuse treatment and family therapy, [https://store.samhsa.gov/sites/default/files/SAMHSA\\_Digital\\_Download/PEP20-02-02-012-508%20PDF.pdf](https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-02-02-012-508%20PDF.pdf) (Free).
- 5) American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

**Supplemental Texts (Highly recommended)**

- 1) Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: Guilford Press.
- 2) Najavits, L. M. (2002). *Seeking Safety: A Treatment Manual for PTSD and Substance Abuse*. New York, NY: Guilford Press. ISBN-13: 978-1572306394
- 3) O'Farrell, Timothy J. & Fals-Stewart, William. (2006). *Behavioral Couples Therapy for Alcoholism and Drug Abuse*. New York: Guilford Press. ISBN: 9781593853242 (\$54.98)
- 4) The Center for Motivation and Change (2017). *The Parent's 20 Minute Guide*. <http://the20minuteguide.com/> (\$14.49)

### **Optional/ Recommended Texts**

- 5) Alcoholics Anonymous. (2001). *Big Book* (4th Ed). NY: A. A. World Services. ISBN-13: 978-1893007161. (Amazon Price: \$13.00).
- 6) Borchert, W., (2013). *When two loves collide: The inspiring story of Dr. John and Dot Mooney*. NY: Tasora Books. ISBN-13: 978-1934690611. (Amazon Price: \$16:10).
- 7) Coombs, R. H. & Howatt, W. A. (2005). *The Addiction Counselor's Desk Reference*. Hoboken, NJ: John Wiley & Sons. ISBN: 978-0471432456
- 8) Hari, Johann. (2015). *Chasing the scream: The first and last days of the war on drugs*. New York: Bloomsbury,
- 9) Harrison, T. F. & Connery, H. S. (2019). *The Complete Family Guide to Addiction*. NY: Guilford Press. ISBN: 978-1-4625-3854-6
- 10) Inaba, D. S., Cohen, W. E. (2014). *Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs* (8th Ed). Ashland, OR: CNS Publications. ISBN: 978-0926544390. (Amazon Price: \$99.75, new, other editions okay)
- 11) Miller, W., Forcehimes, A., & Zweben, A. (2011). *Treating addiction: A guide for professionals*. NY: Guildford. ISBN-13: 978-1609186388 (Amazon Price: \$44.42- Hardcover)
- 12) Mooney, A. J., Dold, C., & Eisenburg, H., (2014). *The Recovery Book: Answers to All Your Questions About Addiction and Alcoholism and Finding Health and Happiness in Sobriety*. ISBN-13: 978-0761176114. (Amazon Price: \$17.56).
- 13) U.S. Department of Health and Human Services (HHS), Office of the Surgeon General, *Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health*. Washington, DC: HHS, November 2016. (Free) <https://addiction.surgeongeneral.gov/>
- 14) Yau, Y. H., & Potenza, M. N. (2015). Gambling disorder and other behavioral addictions: recognition and treatment. *Harvard review of psychiatry*, 23(2), 134–146. doi:10.1097/HRP.0000000000000051 (free from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4458066/>)

### **Supplemental Reading:**

- Bird, M. (2006). Sexual addiction and marriage and family therapy: Facilitating individual and relationship healing through couple therapy. *Journal of Marital and Family Therapy*, 32(3), 297-311.
- Fishman, H. (2006). Juvenile anorexia nervosa: Family therapy's natural niche. *Journal of Marital and Family Therapy*, 32(4), 505-514.
- Fowler, J., Volkow, N., Kassed, C., & Chang, L. (2007). Imaging the addicted human brain. *Science and Practice Perspectives*, 3, 4-16.
- Gillitt, K., Harper, J., Larson, J., Berrett, M., & Hardman, R. (2009). Implicit family process rules in eating-disordered and non-eating-disordered families. *Journal of Marital and Family Therapy*, 35(2), 159-174.

- Knack, W. (2009). Psychotherapy and alcoholics anonymous: An integrated approach. *Journal of Psychotherapy Integration*, 19(1), 86-109.
- Kubey, R. & Csikszentmihalyi, M. (2003). Television addiction is no mere metaphor. *Scientific American Special Edition*, 14, 48-55.
- Leitch, L. (2017). Action steps using ACEs and trauma-informed care: a resilience model. *Health & Justice*, 5(1), 5. Doi:10.1186/s40352-017-0050-5
- Miller, M. & Bogenschutz, M. (2007). Spirituality and addiction. *Southern Medical Journal*, 100(4), 433-436.
- Miller, W. R. (1993). Alcoholism: Toward a better disease model. *Psychology of Addictive Behaviors*, 7(2), 129-136. doi:10.1037/0893-164X.7.2.129
- Pieterse, A. L. (2018). Attending to racial trauma in clinical supervision: Enhancing client and supervisee outcomes. *The Clinical Supervisor*, 37(1), 204-220. doi:10.1080/07325223.2018.1443304
- Parolin, M., & Simonelli, A. (2016). Attachment Theory and Maternal Drug Addiction: The Contribution to Parenting Interventions. *Frontiers in Psychiatry*, 7, 152. <http://doi.org/10.3389/fpsyt.2016.00152>
- Prado, G., Szapocznik, J., Maldonado-Molina, M., Schwartz, S., & Pantin, H. (2008). Drug use/abuse prevalence, etiology, prevention, and treatment in Hispanic adolescents: A cultural perspective. *The Journal of Drug Issues*, 5-36.
- Praissman, S. (2008). Mindfulness-based stress reduction: A literature review and clinician's guide. *Journal of the American Academy of Nurse Practitioners*, 20(4), 212-216.
- Quello, S., Brady, K., & Sonne, S. (2005). Mood disorders and substance use disorder: A complex comorbidity. *Science and Practice Perspectives*, 3, 13-24.
- Rhodes, P. & Brown, J. (2009). The Maudsley model of family-based treatment for Anorexia Nervosa: A qualitative evaluation of parent-to-parent consultation. *Journal of Marital and Family Therapy*, 35(2), 181-192.
- Rosario, M., Schrimshaw, E., & Hunter, J. (2009). Disclosures of sexual orientation and subsequent substance use and abuse among lesbian, gay, and bisexual youths: Critical role of disclosure reactions. *Psychology of Addictive Behaviors*, 23(1), 175-184.
- Sorensen, J., Masson, C., & Perlman, D. (2002). HIV/Hepatitis prevention in drug abuse treatment programs: Guidance from research. *Science and Practice Perspectives*, 1, 4-12.
- Trute, B., Docking, B., & Hierbert-Murphey, D. (2001). Couples therapy for women survivors of child sexual abuse who are in addiction recovery: A comparative case study of treatment process and outcome. *Journal of Marital and Family Therapy*, 27(1), 99-110.

### **Pfeiffer University Mission:**

Pfeiffer University is a comprehensive United Methodist-related university, with multiple campuses and delivery systems, committed to educational excellence, service, and scholarship. Within nurturing communities of learners, we value diversity and promote the attainment of full academic and personal potential through accessible undergraduate and graduate programs. It is the vision of the university that our you embrace the Christian values of human dignity, integrity, and service as they become servant leaders and lifelong learners.

### **Pfeiffer University Vision:**

We will be recognized as the model church-related institution preparing servant leaders for lifelong learning.

### **Trigger Warning:**

It is my intention to hold this course within a physically and emotionally safe space. I want this class to be a space where you can be yourself without fear of reprisal. And I want you to challenge yourself to explore new ideas and emotions. Personal attacks will not be tolerated. You are expected to be responsible for doing your own homework. You are not expected to speak for anyone other than yourself. Above, all *be good to you!*

However, we may talk about difficult topics and situations from time to time. This course may contain graphic material and language, especially related to potential consequences of alcohol and drug use. You may also encounter emotionally challenging material regarding substance use in families.

Please let me how I may improve my service and prepare you for your future career as a Marriage and Family Therapist. If you are uncomfortable communicating with me directly, you may also speak with the Program Director about your experience with this course.

### **Course Description:**

This course examines the various models and systemic views of addiction and treatment. Use disorders are identified as well as its impact on individuals, couples, and families. Specific attention to a systems perspective and various therapeutic approaches for the treatment of chemical dependency and substance use disorders will serve as a critical guide to assessment and intervention efforts.

### **Course Objectives:**

This course will take a hands-on, interactive approach to learning the material to ensure each student is able to fully grasp the principles and distinct factors related to addiction. You are expected to maximize their participation during class time by engaging in the interactive format.

Specifically, upon completing this course, student will be able to:

1. Outline the history of addiction treatment in the U. S.
2. Be able to screen and assess substance use and related behaviors
3. Demonstrate an understanding of the biopsychosocial-spiritual approach to addictions,
4. Describe the physiology and pharmacology of addiction
5. Understand the role of psychological trauma across the life-span and cultural contexts
6. Describe the role of community support in the recovery process,
7. Develop an effective treatment plan for individuals and families affected by addictive processes
8. Choose evidence-based counseling modalities for family systems struggling with addictive processes
9. Map the treatment continuum and refer clients to an appropriate level of care
10. Document counseling functions related to the treatment of addictions

### **Core Competencies:**

*See PMFTP chart later in this document*

## Course Requirements

All assignments must be submitted electronically prior to the start of class the day the assignment is due. Assignments will be deducted a letter grade for each day they are late. The professor reserves the right to modify any assignment or the course schedule as the semester progresses. You will receive any changes in written form via Blackboard. The assigned readings are central to the course.

### 1) **Participation (10 x 5 points = 50 possible points)**

Class discussion and participation in case studies and other activities are vital to your learning and success in this class. You will be rated after each class with the participation rubric.

0 = no attendance

1 = attendance + disruptive, inattentive, or subtractive comments or behavior

3 = attendance + behavior that neither subtractive or additive

5 = attendance + additive comments or behavior

You are expected to come to class prepared to apply readings to class discussion and activities. It is the student's responsibility to initiate class participation.

### 2) **Discussion Boards (10 X 9 points-Due Date: varies)**

There are several discussion boards to which you can respond. The discussion boards offer an additional venue for reflection and engagement with the course material. Except for the Nuggets video (due the first class meeting), all the discussion boards are linked to supplementary resources related to the course material for that session. You should review the materials and respond to the discussion boards before class.

For each discussion board you are to review the material before creating a discussion thread and replying to two of your classmates' posts. Your original thread should be thoughtful and reflective and should include about 300 words. You can link to external material to support your argument or point.

### 3) **Lab (8 x 5 points-Due Date: within 24 hours)**

You will participate in a practice counseling laboratory throughout the course. The lab sessions will occur every class meeting. The purpose of the lab experience is to provide you opportunity to practice their counseling skills in a peer environment. Peer counseling sessions will last 30 minutes. The labs will parallel class topics and support class activities.

You will document the counseling session using the SOAP format, as well as a self-evaluation of what went well and what could be different from the perspective of the student as counselor and as client. Case documentation should follow confidentiality guidelines. Use complete sentences and follow APA style. Upload your documentation within 24 hours of the session to earn credit. *Due to the compressed nature of the class late documentation will not receive credit.*

Case Documentation should follow the SOAP format.

**P: Purpose:** This should be *1-2 sentences* that reflect the client's goals and the direction of the session. It may also include reference to your plan for the course of treatment.

**S: Subjective:** How does the client describe their problem? This is usually a quote or statement from the client describing their subjective description of the problem.

**O: Objective:** What did you observe about this client? In this section you will describe your interventions and the client's response. These are written as factual notations related to the goal.

**A: Assessment:** What is your impression about/of this client, as it relates to progress toward their goal? Any crisis or dangerousness to self/others, as well as your response to the dangerousness, go into this section.

**P: Plan:** What is your plan with this client? Next steps (i.e., next appointment, planned interventions) go here.

**R: Reflection:** This section is for you to write about what went well in the session & what you would like to do over. It is a space for you to reflect on the session, the techniques used, feedback from the instructor, and your self in the session.

#### 4) **Peer Support Group Reflection Paper (50 Points-Due Date: 26 May)**

For this assignment you are to attend at least one peer-led recovery support group meeting (Alcoholics Anonymous Meeting, Al-Anon, Adult Children of Alcoholics, SMART Recovery, Celebrate Recovery, etc) in the community during the course. Although a face-to-face meeting is preferred, you can attend an online meeting.

Please choose a meeting place or type that you are unfamiliar with. You are encouraged to contact the meeting location/organizer to confirm that announced dates/times are correct. In-person meetings are preferred over online meetings, but both types are acceptable for this project.

Then, complete an APA formatted 4-5 page reflection paper based on their experiences. This reflection paper should include material describing the philosophy and practice of the meeting; this information is regularly available on a website dedicated to the program.

Please respond to the following questions in your paper:

- What is the philosophy and practice of the program? How do they define addiction & recovery?
- How did you learn about the meeting(s)?
- What did you learn in attending the meeting(s)?
- How were you treated at the meeting(s)?
- How are the meeting(s) similar/different to your expectations?
- What would you tell a client referred to the meeting(s)?
- What else do you want to share regarding your experience of the meeting(s)?
- How did the meeting(s) affect your understanding of addiction & recovery?
- How will what you learned help make you a better clinician?

#### 5) **Abstinence Experience & Use Log (50 points- Due Date: 03 Jun)**

The purpose of this assignment is to help you gain an experiential sense of the addiction process by challenging your behaviors that play a role in regulating moods and emotions in your own life, thus fostering a greater sense of empathy and understanding for clients engaged in the process of change. You will temporarily abstain from a behavior that may be detracting from your life satisfaction in some way and which plays some role in emotional regulation. The behavior will be abstained from 20 May through 03 Jun. The chosen behavior should be challenging but realistic to abstain from. For example, you might abstain from:

- using nicotine,
- eating certain types of comfort food (e.g., junk food),
- ingesting caffeine
- using alcohol
- eating sugar, carbs, and processed food



If you have difficulty choosing a behavior to change speak with Dr. Cox for possibilities.

You will maintain a log detailing your participation in the behavior throughout the course. The log should detail when you perform the behavior, your affective, behavioral, and cognitive reactions (ABCs) prior to, during, and post use, and any context related to your use.

During Week 1 you will chart a baseline of use for the chosen behavior. Weeks 2 & 3 will be an abstinence period when you will chart urges/cravings, near misses and using behaviors. In Week 4 you will chart a post-experience baseline for use of the chosen behavior.

**6) Autoethnography (150 points- Due Date: 09 Jun)**

Reflecting upon your personal experience (e.g., family history, this abstinence experience and lab, media exposure), you will type a 10-12 page autoethnographic research paper with at least peer-reviewed 4 references in APA style; title pages, abstracts, and reference pages are not included in the page count.

Autoethnography is a research method in which the researcher views the wider culture through a personal lens and in turn uses the experiences of others to better understand themselves (Balaam, 2011. Retrieved from [http://staceyk.org/cheworkshopnew/submissions/AutoethnographicMethods\\_Balaam.pdf](http://staceyk.org/cheworkshopnew/submissions/AutoethnographicMethods_Balaam.pdf)).

Your autoethnography should combine your conceptualization of addiction and recovery, your reflections on the class laboratory experience, your reflections on addiction from the perspective of counselor and community member, the cultural role of addiction and recovery, and the implications of the abstinence experience for your career and practice. Reflect on your overall experience of use and refraining from use of the substance or behavior from a systems perspective.

Topics to cover include, but are not limited to the following prompts:

- What does it mean to be “addicted” or have a use disorder?
- Describe the role of substance use across your family history and how this contributed to what you carry into this work.
- Discuss your conceptualization of use disorders.
- Discuss what it means to be “in recovery”.
- Talk about the cultural context of substance use, as it applies to your life.
- Present a model of change
- How does change happen
- What is a relapse
- What does “chronic relapsing disease” mean for your future practice?
- What strategies are useful to promote change?
- Talk about the role of family in active use and recovery.

6) **Student Classroom Evaluation (50 points; see attached):** Your behavior and attitude in class are important not only to the atmosphere in the class but also to your development as a professional and a colleague. I will complete one of these evaluations for each student no later than the 4th week of class.

7) **Final exam (100 points):** A cumulative review of course material including objective questions and case review with conceptualization and treatment plan development options.

8) **PMFTP Form (0 points; see attached):** You will be keeping a record of the PMFTP Form for MMFT 605 which confirms that you have successfully completed the corresponding Domains, SLOs, PMFTPs, and

Core Competencies for all primary assignments. If you receive a grade of “A” or “B” on the primary assignment, your letter grade indicates you have achieved the PMFTP and can initial and check it off on the form. If you receive a grade of “C,” you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTP by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the course professor.

**Grade Distribution:**

Assignment	Points
Support Group Paper	50
Lab documentation	40
Discussion Boards	90
Abstinence Experience Log	50
Autoethnography	150
Class Participation	50
Student Classroom Evaluation	50
PMFTP	10
Final Exam	100
Total	590 points

**Final Grades:**

Final grades will be based on the average of the four grades received during the semester, with a letter grade assigned on the following ranges:

93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

<b><u>General Class Structure</u></b> (4.5 hours 1700p-2130p)	
500-510p	Entering the room exercise
510-515p	Housekeeping
515-545p	TECHNIQUE: demo and practice
545p-600p	BREAK
600p-700p	LAB
700p-715p	Lab debrief
715p-730p	BREAK
730p-915p	Lecture, case response, & discussion
915p-930p	Final debrief, Q&A, CLOSING

## ASSIGNMENT SCHEDULE

DATE	TOPIC	IMPORTANT DATES
<p>SESSION 1 10 May Monday</p>	<p style="text-align: center;"><u>Introduction &amp; Syllabus</u> Overview, ARRAY, and definitions</p> <p>READING: Beyond Addiction Introduction &amp; Chapter 1</p> <p>LAB: Assessing use &amp; motivation to change</p>	<p style="text-align: center;">Discussion 1</p> <p style="text-align: center;"><b>ASSIGNMENT: WEEK 1 OF ABSTINENCE LOG BEGINS</b></p>
<p>SESSION 2 12 May Wednesday</p>	<p style="text-align: center;">SBIRT &amp; BNI—a collaborative process</p> <p>READING: Beyond Addiction: Chapter 2 &amp; 3</p> <p>LAB: Assessing use &amp; stages of change</p>	<p style="text-align: center;">Discussion 2</p>
<p>SESSION 3 17 May Monday</p>	<p style="text-align: center;">The SUD Treatment Continuum.</p> <p style="text-align: center;">When to refer; Withdrawal management/crisis intervention; Support Groups</p> <p>READING: Beyond Addiction: Chapters 12 &amp; 13, Appendix</p> <p>LAB: Abstinence &amp; Withdrawal monitoring &amp; coping</p>	<p style="text-align: center;">Discussion 3</p> <p style="text-align: center;"><b>ASSIGNMENT: ABSTINENCE PERIOD BEGINS</b></p>
<p>SESSION 4 19 May Wednesday</p>	<p style="text-align: center;">Motivational Enhancement</p> <p>READING: Beyond Addiction Chapters 4-6</p> <p>LAB: Abstinence &amp; Withdrawal monitoring &amp; coping</p>	<p style="text-align: center;">Discussion 4</p>
<p>SESSION 5  24 May Wednesday</p>	<p style="text-align: center;">Trauma-Informed Care ACES &amp; Seeking Safety</p> <p>READING: Beyond Addiction Chapters 7-8</p> <p style="text-align: center;">LAB: Accountability plans</p>	<p style="text-align: center;">Discussion 5</p>
<p>SESSION 6  26 May Monday</p>	<p style="text-align: center;">Family Systems: CRAFT, BCT, TIP39 Treatment Modalities: Mindfulness, DBT, Attachment</p> <p style="text-align: center;">READING: TIP 39 Chapter 3</p>	<p style="text-align: center;">Discussion 6</p> <p style="text-align: center;"><b>SUPPORT GROUP REFLECTION DUE</b></p>

	Support group discussion LAB: Maintaining motivation	
<b>31 May</b>	<b>MEMORIAL DAY HOLIDAY</b>	<b>NO CLASS</b>
SESSION 7 02 Jun Monday	Behavioral Couples Therapy READING: BEYOND ADDICTION Chapters 9-11 & THE 20 MINUTE GUIDE LAB: Lessons learned and applied	Discussion 7 <b>ASSIGNMENT: WEEK 4 OF ABSTINENCE EXPERIENCE BEGINS</b>
SESSION 8 <b>THURSDAY</b> 03 Jun Wednesday	Medication Assisted Therapies (Recovery) READING: Beyond Addiction Chapters 13 and 14 LAB: Relapse prevention planning	Discussion 8 <b>ABSTINENCE EXPERIENCE LOG DUE MONDAY 03 JUN</b> <b>FINAL LAB DOCUMENTATION DUE 04 JUN</b>
SESSION 9 07 Jun Monday	Multicultural & Social Justice Behavioral Use Disorders	Discussion 9
SESSION 10 09 Jun Wednesday	Ethical Issues in SUD treatment	Discussion 10 <b>AUTOETHNOGRAPHY PAPER DUE</b>
SESSION 11 10 Jun <b>Thursday</b>	<b>FINAL EXAM</b> <b>6:00-8:30P</b>	

**Attendance:**

Attendance and participation in class activities is imperative and therefore required. It is your responsibility to notify me in advance if the you cannot attend class. This class is designed to foster discussion and interaction; you are expected to come to class prepared to apply readings to class discussion and activities. It is the your responsibility to participate in class. Simply reading the materials outside of class and being present to participate in the projects will not suffice.

In accordance with Pfeiffer policy, any student who misses more than 25% of classes during the semester will receive an automatic failing grade. Attendance will be taken at the beginning of class. If the student arrives late, it is the student's responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. If you are 15 or more minutes late to class, the class will be counted as an automatic absence. If you should choose to leave class prior to its conclusion, it will also be counted as an absence. The student must be present during the entire class period to be counted as present.

To clarify, two absences are excused regardless of reason for the compressed summer course. You who miss two (2) classes or 9 hours of class will receive a five (5)-point deduction from their final grade. For example, a student who would have earned a final average of a 90, will earn instead an 85 (B) in the course if they miss class a total of two nights. You who miss more than (2) classes will receive an automatic failing grade and should withdraw immediately from the class.

The MFT faculty reserve the right to revisit this and all program policies on a regular basis.

**Expected Behavior:**

As discussions in this class may often be of a personal nature, it is crucial to respect each class member's values and views. What is revealed of individuals during class meetings is considered confidential. Since you are taking this class, the instructor assumes that each person will act professionally when discussing personal issues around family of origin, ethnicity, gender, disability, and sexuality. If there are concerns that you have about the class, please make an appointment to talk with the me.

**Seeking Assistance:**

You are encouraged to seek help from the professor if assistance is needed throughout the semester. Please email [Robert.Cox@Pfeiffer.edu](mailto:Robert.Cox@Pfeiffer.edu) to schedule an appointment.

**Academic & career support services****Contact:****Academic Advising**

Each student is assigned an academic advisor to help them select, plan, and complete academic programs and explore graduate, professional, and career options.

**Library Support**

The library is open Monday to Thursday from 2 p.m. to 10 p.m. and on Saturdays during Midterms and Finals. Contact Ms. Jeri Brentlinger, Director of Information Support Services, via email at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or by phone at 704/945-7305 or 7354.

You may access the library online at <http://library.pfeiffer.edu>.

## **Writing Assistance**

You can get **writing help online or in person**. For automated online assistance 24/7, *Grammarly* can help you complete your assignments. Go to [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) to create a free account using your Pfeiffer email.

If face-to-face writing help is preferred, send an email to [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) to request a personal appointment with a WriteSmart coach on campus or virtually.

## **One-on-One Tutoring**

You can schedule face-to-face online help from certified tutors on any of Pfeiffer courses! Go to <https://pfeiffer.upswing.io/>, click on NEW USER to create an account with your Pfeiffer email. Then, select your Pfeiffer course and tutor. For more information, email [StudySmart@pfeiffer.edu](mailto:StudySmart@pfeiffer.edu).

## **Technology Assistance**

IT support is available for assistance using email, My.Pfeiffer, Blackboard, active directory account setup, on campus printing, and troubleshooting technical issues. Call the IT Helpdesk at 704/463-3002 or go to [pfeiffertechsupport.freshdesk.com](http://pfeiffertechsupport.freshdesk.com) and submit a tech support request.

## **Career Planning & Support**

1. **Search for jobs online** via College Central Network at [www.collegecentral.com/Pfeiffer](http://www.collegecentral.com/Pfeiffer) and register a new student account.
2. **Access the *Charlotte Business Journal*** portal to find regional business & industry trends, professional jobs, and networking events to promote your marketability. Access at: [www.bizjournals.com/charlotte/portal/pfeifferuniversitych](http://www.bizjournals.com/charlotte/portal/pfeifferuniversitych) and use the username **pfeiffer@pfeiffer.edu** & password: **pfeiffer**
3. **Develop your resume with a professional Career coach**. You should email [careersmart@pfeiffer.edu](mailto:careersmart@pfeiffer.edu) to request an appointment either in person or virtually.

## **You with Special Concerns:**

Any student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and schedule an appointment with the 504 Coordinator for the Charlotte campus. Current documentation to support accommodations must be provided.

## **Statement of Academic Integrity:**

In accordance with University guidelines, rigorous action is taken against you who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. You found in violation of the Honor Code will be treated in accordance with the policies as stated in the student handbook.

## **Plagiarism:**

When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism, violates the University honor code, and will be handled according to the honor code policies. At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper. You may be otherwise referred to the Honor Board on the Charlotte Campus. The American Heritage dictionary defines the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a footnote. When in doubt, footnote. Your best option is to read the material, close the book, and write a

summary in your own words. This should help you avoid the temptation to copy the material. PLEASE NOTE: there are reference materials on APA style in the library. All writing should reflect your understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations. It is also understood that all work in this class should be original work. You may not duplicate papers and use them for multiple assignments and/or multiple classes.

**Advice for Avoiding Plagiarism -- Great youtube video covers APA and MLA style:**

<http://www.businesscommunicationblog.com/blog/2010/01/11/advice-for-avoiding>

### **Cell Phones:**

To promote professionalism and confidentiality, during class, cell phones **MUST BE IN THE OFF POSITION**. If you have an emergency situation, please speak to the instructor before class to make arrangements with the building manager. Additionally, text messaging is prohibited during classroom instruction. If you choose to breach either policy, they will be asked to leave the class session immediately.

### **Laptops:**

Laptops are not allowed during regular classroom instruction unless need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams where short answer and/or essay questions have been implemented and require substantial narrative writing.

### **MFT Program COAMFTE Core Competencies:**

Rubrics for COAMFTE Core Competencies in each and every course will be distributed for review during the first class of the semester. The student will read each competency and review the corresponding primary assessment tool and student learning outcome (SLO). During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “**3**” on the 1-5 Assessment Rubric Rating Scale.\*

If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of a written Individual Remediation Plan (IRP) and timeline.

The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance level of “3,” the student will be dismissed from the program at the recommendation of the FRC Committee members (see *Student Handbook*).

### **\* Assessment Rubric Rating Scale**

- 5 = Exceptional:** Skills and understanding significantly beyond developmental level
- 4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts
- 3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident
- 2 = Developing:** Minor conceptual and skill errors; in process of developing
- 1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of “3” and above indicate performing well for developmental level

### **Civility in the Classroom**

Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, you are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom.

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see *Student Handbook*).

### **Safety**

Pfeiffer University is committed to protecting all community members from any and all threats at all locations. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that he/she is in danger. Do not hesitate to report any suspicious activities to university officials. For all emergencies call 911 immediately. To learn more about the university's safety policies, campus safety and crime statistics visit: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>



## Student Classroom Evaluation

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Above average performance	Satisfactory performance	Below average performance	Lowest level of performance	No opportunity to observe
Student remains in their seat during student panels and presentations/external speaker presentations.	5	4	3	2	1	N/A
Student is in their seat when the professor begins the class and returns to class on-time after break.	5	4	3	2	1	N/A
<b>Student is verbally and non-verbally respectful to the professor and other students.</b>	5	4	3	2	1	N/A
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	N/A
Student's attention and focus are fully conducive to classroom learning.	5	4	3	2	1	N/A
Student is discreet in classroom attire.	5	4	3	2	1	N/A
Student waits until the class is dismissed by the professor before packing up their belongings.	5	4	3	2	1	N/A
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	N/A
Student actively participates in class discussions.	5	4	3	2	1	N/A
Student respects silence and is focused while either the professor is speaking or classmates are sharing thoughts in discussion.	5	4	3	2	1	N/A

Additional comments/feedback:

41-50 pts/50 points = Above Average

31-40 pts/50 points = Satisfactory

21-29 pts/50 points = Below Average

11-19 pts/50 points = Unsatisfactory

1-9 pts/50 points = Lowest Level of Performance

Score: \_\_\_\_\_

# MMFT 605 PMFTP Form

Student's Name: \_\_\_\_\_ Semester: \_\_\_\_\_

This form provides a method for you to identify and acknowledge the Professional Marriage and Family Therapy Principles (PMFTPs) in each course across the curriculum. These Principles represent important elements of applied knowledge in the MFT field. You are expected to initial next to each Principle once it is demonstrated developmentally through an interactive discussion, experiential activity, or appropriate designated assignment.

This form will be submitted to the professor at the end of the course. A copy will be returned to the student for their records.

Professional Marriage and Family Therapy Principles	Student Initial
<b>Student Learning Outcomes</b>	
SLO #1 – Theoretical Knowledge/Academic Training: Student will demonstrate understanding of family systems and relevant theoretical conceptual knowledge.	
SLO #2 – Diversity: You will demonstrate an awareness of the sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation and socio/economic status.	
SLO #3 – Clinical Effectiveness: You will demonstrate effective clinical practice from a systemic perspective.	
<b>North Carolina LMFT Application Educational Qualification Areas</b>	
VIII. Electives	
<b>Association of Marital &amp; Family Therapy Regulatory Boards Domains</b>	
Domain 2 – Assessing, Hypothesizing, and Diagnosing: Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system.	
Domain 3 – Designing and Conducting Treatment: This domain encompasses tasks related to developing and implementing interventions within the client system.	
<b>MFT Core Competencies</b>	
<b>Domain 1: Admission to Treatment</b>	
1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy	
1.2.3 Recognize issues that might suggest referral for specialized evaluation, assessment, or care.	
<b>Domain 2: Clinical Assessment and Diagnosis</b>	
2.1.2 Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis.	
2.1.3 Understand the clinical needs and implications of persons with comorbid disorders (e.g., substance abuse and mental health; heart disease and depression).	
2.1.5 Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.	
2.2.4 Consider the influence of treatment on extra-therapeutic relationships.	
<b>Domain 3: Treatment Planning and Case Management</b>	
3.1.4 Understand recovery-oriented behavioral health services (e.g., self-help groups, 12-step programs, peer-to-peer services, supported employment).	
<b>Domain 4: Therapeutic Interventions</b>	

4.1.1	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.	
4.2.2	Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.	
<b>AAMFT Code of Ethics</b>		
<b>Standard I: Responsibility to Clients</b>		
1.1	<p>Non-Discrimination.</p> <p>Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.</p>	
1.2	<p>Informed Consent.</p> <p>Marriage and family therapists obtain appropriate informed consent to therapy or related procedures and use language that is reasonably understandable to clients. When persons, due to age or mental status, are legally incapable of giving informed consent, marriage and family therapists obtain informed permission from a legally authorized person, if such substitute consent is legally permissible. The content of informed consent may vary depending upon the client and treatment plan; however, informed consent generally necessitates that the client: (a) has the capacity to consent; (b) has been adequately informed of significant information concerning treatment processes and procedures; (c) has been adequately informed of potential risks and benefits of treatments for which generally recognized standards do not yet exist; (d) has freely and without undue influence expressed consent; and (e) has provided consent that is appropriately documented.</p>	
1.3	<p>Multiple Relationships.</p> <p>Marriage and family therapists are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships with clients that could impair professional judgment or increase the risk of exploitation. Such relationships include, but are not limited to, business or close personal relationships with a client or the client's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists document the appropriate precautions taken.</p>	
1.10	<p>Referrals.</p> <p>Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.</p>	
<b>Standard II: Confidentiality</b>		
2.1	<p>Disclosing Limits of Confidentiality.</p> <p>Marriage and family therapists disclose to clients and other interested parties at the outset of services the nature of confidentiality and possible limitations of the clients' right to confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures.</p>	
<b>Standard III: Professional Competence and Integrity</b>		
3.1	<p>Maintenance of Competency.</p> <p>Marriage and family therapists pursue knowledge of new developments and maintain their competence in marriage and family therapy through education, training, and/or supervised experience.</p>	

3.4	<p>Conflicts of Interest.  Marriage and family therapists do not provide services that create a conflict of interest that may impair work performance or clinical judgment.</p>	
3.6	<p>Development of New Skills.  While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.</p>	
<b>Standard IX: Advertising</b>		
9.7	<p>Specialization.  Marriage and family therapists represent themselves as providing specialized services only after taking reasonable steps to ensure the competence of their work and to protect clients, supervisees, and others from harm.</p>	

**Criteria for Evaluation**  
*Summer 2 2020*  
*MMFT 605: Addictions in the Family System*  
*Dr. Robert m Cox, LCMHC LCAS CCS*

**Assignments = Total of 590 points**

Assignment	Points
Support Group Paper	50
Lab documentation	40
Discussion Boards	50
Case Responses	50
Abstinence Experience Log	50
Autoethnography	150
Class Participation	50
Student Classroom Evaluation	50
PMFTP	0
Final Exam	100
<b>Total</b>	<b>590 points</b>

**Case Response (10 X 5 points—Due after each class meeting)**

During each class meeting we will respond to a case situation. You will be provided with some information about a situation. This information, by nature incomplete, will be used to develop a treatment plan. You will address each of the 12 Core Functions of SUD counseling in your case response. As a class we will examine the choices available and develop a plan. You will submit your case response following class.

**Discussion Boards (10 X 5 points-Due Date: varies)**

There are several discussion boards to which you can respond. The discussion boards offer an additional venue for reflection and engagement with the course material. Except for the Nuggets video (due the first class meeting), all the discussion boards are linked to video resources related to the course material for that session. You can view the videos and respond to the discussion boards before class if you like.

For each discussion board you are to view the video before creating a discussion thread and replying to two of your classmates' posts. Your original thread should be thoughtful and reflective and should include about 300 words. You can link to external material to support your argument or point.

**Peer Support Group Reflection Paper (50 points –Due Date 26 May 2021)**

Competencies addressed: 1.1.2, 1.2.3, 2.1.2, 2.1.3, 2.1.5, 2.2.4, 3.1.4, 4.1.1, 4.2.2

AMFTRB Domains Addressed: 2 and 3

SLO Addressed: 1, 2, and 3

Points	Criterion:	Note:
10	Student attends and observes at least one peer-led recovery support group meeting. Must be in-person.	Any group of your choosing: Alcoholics Anonymous Meeting, Al-Anon, Adult Children of Alcoholics, SMART Recovery, Celebrate Recovery, Refuge Recovery, etc. Obtain approval of group facilitator BEFORE attending group.  Cannot be a place of employment or internship, this is a new group that you find as a result of this course.

		May be an online meeting.
25	<p>Student writes an APA formatted 4-5 page reflection paper based on the experience.</p> <p>You will respond to the following questions in your paper:</p> <ul style="list-style-type: none"> <li>• What is the philosophy and practice of the program? How do they define addiction &amp; recovery?</li> <li>• How did you learn about the meeting(s)?</li> <li>• What did you learn in attending the meeting(s)?</li> <li>• How were you treated at the meeting(s)?</li> <li>• How are the meeting(s) similar/different to your expectations?</li> <li>• What would you tell a client referred to the meeting(s)?</li> <li>• What else do you want to share regarding your experience of the meeting(s)?</li> <li>• How did the meeting(s) affect your understanding of addiction &amp; recovery?</li> <li>• How will what you learned help make you a better clinician?</li> </ul>	<p>Proofread your paper before submitting...please!</p> <p>Address all information requested.</p>
15	Student displays with advanced graduate level preparation for discussion. Student discuss interactions with group leaders and members, theories, and personal experiences. Student engages in discussion with other classmates.	

**Lab (8 x 5 points-Due Date: within 24 hours)**

Competencies addressed: 1.1.2, 1.2.3, 2.1.2, 2.1.3, 2.1.5, 2.2.4, 3.1.4, 4.1.1, 4.2.2

AMFTRB Domains Addressed: 2 and 3

SLO Addressed: 1, 2, and 3

Points	Criterion:	Note:
5	<p>Student completes 1 page paper documenting their experience as a therapist-in-training with a peer during a mock counseling session.</p> <p>You will participate in a practice counseling laboratory throughout the course. The lab sessions will occur every class meeting. The purpose of the lab experience is to provide you opportunity to practice their counseling skills in a peer environment. Peer counseling sessions will last 30 minutes. The labs will parallel class topics and support class activities.</p> <p>You will document the counseling session using the SOAP format, as well as a self-evaluation of what went well and what could be different from the perspective of the student as counselor and as client. Case documentation should follow confidentiality guidelines. Use complete</p>	<p>Address all information requested.</p> <p>Proofread your paper before submitting...please!</p>

	<p>sentences and follow APA style. Upload your documentation within 24 hours of the session to earn credit. Due to the compressed nature of the class late documentation will not receive credit.</p> <p>Case Documentation should follow the SOAP format.</p> <p>S: Subjective: How does the client describe their problem? This is usually a quote or statement from the client describing their subjective description of the problem.</p> <p>O: Objective: What did you observe about this client? In this section you will describe your interventions and the client's response. These are written as factual notations related to the goal.</p> <p>A: Assessment: What is your impression about/of this client, as it relates to progress toward their goal? Any crisis or dangerousness to self/others, as well as your response to the dangerousness, go into this section.</p> <p>P: Plan: What is your plan with this client? Next steps (i.e., next appointment, planned interventions) go here.</p>	
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Abstinence Experience Log (50 points- Due Date: 09 June)

Competencies addressed: 1.1.2, 1.2.3, 2.1.2, 2.1.3, 2.1.5, 2.2.4, 3.1.4, 4.1.1, 4.2.2

AMFTRB Domains Addressed: 2 and 3

SLO Addressed: 1, 2, and 3

Points	Criterion:	Note:
50	<p>You will temporarily abstain from a behavior that may be detracting from your life satisfaction in some way and which plays some role in emotional regulation.</p> <p>The abstinence period is 22 Jun through 17 Jul.</p> <p>The chosen behavior should be challenging but realistic to abstain from. For example, you might abstain from:</p> <ul style="list-style-type: none"> <li>• using nicotine,</li> <li>• eating certain types of comfort food (e.g., junk food),</li> <li>• ingesting caffeine</li> <li>• using alcohol</li> <li>• eating sugar, carbs, and processed food</li> </ul>	<p>You can use any format for the use log, as long as it is decipherable by me at the time of submission. Your use log will be appended to your autoethnography.</p>

Autoethnography (150 points- Due Date: 09 June)

Competencies addressed: 1.1.2, 1.2.3, 2.1.2, 2.1.3, 2.1.5, 2.2.4, 3.1.4, 4.1.1, 4.2.2

AMFTRB Domains Addressed: 2 and 3

SLO Addressed: 1, 2, and 3

Points	Criterion:	Note:
75	<p>You will type a 10-12 page autoethnographic research paper with at least peer-reviewed 4 references in APA style; title pages, abstracts, and reference pages are not included in the page count.</p>	<p>Autoethnography is a research method in which the researcher views the wider culture through a personal lens and in turn uses the experiences of others to better understand themselves (Balaam, 2011. Retrieved from <a href="http://staceyk.org/chiworkshopnew/submissions/AutoethnographicMethods_Balaam.pdf">http://staceyk.org/chiworkshopnew/submissions/AutoethnographicMethods_Balaam.pdf</a>).</p>
75	<p>Topics to cover include, but are not limited to the following prompts.</p> <ul style="list-style-type: none"> <li>• Your conceptualization of addiction and recovery</li> <li>• Your conceptualization of the process of how change occurs</li> <li>• What behavior did you suspend for this course?</li> <li>• List and describe your affective, behavioral, and cognitive triggers to “relapsing” into the old behavior (e.g., stress, being around the old behavior). How did you counteract these triggers?</li> <li>• What plan did you put in place to support this behavior change?</li> <li>• What function does the behavior play in regulating your affect?</li> <li>• How does the stages of change model relate to changing this behavior?</li> <li>• When was it easiest/hardest to suspend/limit this behavior (e.g., times of day, levels of stress, and interactions with certain peers)?</li> <li>• Did you experience any periods of “relapse?” If so, please describe (e.g., How did you feel? What helped you get back on track?).</li> <li>• What did you learn about yourself through this activity and the nature of addiction?</li> <li>• How did your experience affect the way you view individuals struggling with addiction?</li> <li>• How will your experience with addiction/recovery help you as a clinician?</li> <li>• Your experience with addictive behaviors, including family &amp; friends experience</li> </ul>	



<ul style="list-style-type: none"> <li>• Folkways, cultural considerations, and family of origin rules about substance use</li> <li>• Why did you choose this particular behavior to limit/suspend?</li> <li>• The addictive qualities of that substance or behavior</li> <li>• The purpose of the substance or behavior in your life (then &amp; now)</li> <li>• Your experience with abstinence, including withdrawal, cravings/urges, and coping mechanisms</li> <li>• What was the effect of abstinence on your environment</li> <li>• Prevalence data for misuse of the substance or behavior</li> <li>• Implications for your professional work</li> <li>• How did this behavior come to serve this function?</li> <li>• When was your motivation to change strongest? Weakest? Why?</li> <li>• Has this behavior played a role in your family of origin? If so, please explain. Was it a part of any family rituals?</li> <li>• In what ways does your relationship to the behavior parallel the definition and course of addiction? In what ways is it different?</li> <li>• What was the most challenging aspect of limiting/suspending the behavior?</li> <li>• Did it become easier or harder to limit/suspend this behavior over time? Please explain.</li> <li>• What helped support you in limiting/suspending the behavior?</li> <li>• What made it more difficult to limit/suspend the behavior</li> <li>• What, if any, new behaviors replaced the old behaviors?</li> <li>• How did limiting/suspending the behavior alter your relationships? Did you feel more/less connected to some people? Did some people pressure you to change back?</li> <li>• What will your relationship be to the behavior moving forward? Will you continue the behavior? Limit the behavior?</li> </ul>	
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**Student Evaluation (50 points)**

Student evaluation will be included in your assignments worth 50 points. Please add it to your total points for the semester. It should be completed and delivered to the student during the 13th week of class. If students have questions or issues about the score, s/he should make an appointment to see professor during the 14th week and require his/her signature above your signature after the meeting is reconciled.

Final exam (100 points):

A cumulative review of course material including objective questions and case review with conceptualization and treatment plan development options.

**Pfeiffer University**  
**MMFT 608: Crisis Intervention**  
**Spring 2021**

**Instructor:** Robert m Cox, EdD LCMHC LCAS CCS CCMHC ACS  
Assistant Professor, Marriage and Family Therapy  
Director, Misenheimer Campus Counseling & Wellness Center  
Pfeiffer University-Charlotte  
Room 205

**Office Hours:** Tuesdays 400p-700p or by appointment

**Phone:** 704.945.7329

**Email:** Robert.Cox@Pfeiffer.edu

**Class Time:** Tuesday 7:00-10:00pm

**Course Location:** F2F & via Blackboard

**Required Texts**

- 1) James, R. K. (2016). Crisis intervention strategies (8th ed.). Belmont, CA: Brooks/Cole Cengage Learning. [ISBN-10: 1305271475; ISBN-13: 978-1305271470]
- 2) James, R.K. (2016). Chemical dependency: The crisis of addiction. In R.K. James (online chapter 18), Crisis intervention (8th ed). (pp.1-72).
- 3) American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). <https://doi.org/10.1176/appi.books.9780890425596>
- 4) American Psychological Association (2019). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association
- 5) SAMSHA, (2020). Crisis Services: Meeting Needs, Saving Lives. <https://store.samhsa.gov/product/crisis-services-meeting-needs-saving-lives/PEP20-08-01-001> (free)

**Optional/ Recommended Texts:**

**Additional Resources:**

National Center for PTSD: <https://www.ptsd.va.gov/>

Critical Incident Stress Management (CISM): [www.icifs.org](http://www.icifs.org)

**Pfeiffer University Mission:**

Pfeiffer University is a comprehensive United Methodist-related university, with multiple campuses and delivery systems, committed to educational excellence, service, and scholarship. Within nurturing communities of learners, we value diversity and promote the attainment of full academic and personal potential through accessible undergraduate and graduate programs. It is the vision of the university that our you embrace the Christian values of human dignity, integrity, and service as they become servant leaders and lifelong learners.

**Pfeiffer University Vision:**

We will be recognized as the model church-related institution preparing servant leaders for lifelong learning.

**Course Information****Trigger Warning:**

It is my intention to hold this course within a physically and emotionally safe space. I want this class to be a space where you can be yourself without fear of reprisal. And I want you to challenge yourself to explore new ideas and emotions. Personal attacks will not be tolerated. You are expected to be responsible for doing your own homework. You are not expected to speak for anyone other than yourself. Above, all *be good to you!*

However, we may talk about difficult topics and situations from time to time. This course may contain graphic material and language, especially related to potential consequences of alcohol and drug use. You may also encounter emotionally challenging material regarding substance use in families.

Please let me how I may improve my service and prepare you for your future career as a Marriage and Family Therapist. If you are uncomfortable communicating with me directly, you may also speak with the Program Director about your experience with this course.

**Course Description:**

This course is intended for advanced students pursuing studies in psychology, criminal justice, counselor education, and the human services and mental health professions. Basic issues and strategies in the theory and practice of trauma and crisis intervention will be addressed including the application of practical helping skills and techniques. Special topics include normal assessment of situation stress and chronic stress, grief and loss, lethality, suicide/homicide, mass disaster, child and elder abuse, domestic violence, rape and assault, violence in the schools and in the workplace, post traumatic therapy and recovery, Critical Incident Stress Debriefing (CISD), and compassion fatigue.

**Course Delivery:**

MMFT 685 is a hybrid course. A hybrid course combines in-class time with online learning activities. This course is designed to be completed using a *flex* model, where class preparation is completed in Blackboard and in-class time is used to discuss the material, answer student questions, and apply lessons. If necessary, we can rapidly switch between in-person and virtual classrooms.

This delivery method is subject to change as circumstances change in our shared social environment.

**Course Objectives:**

This course will take a hands-on, interactive approach to learning the material to ensure each student is able to fully grasp the principles and distinct factors related to the assessment and treatment of psychological trauma. You are expected to maximize their participation during class time by engaging in the interactive format.

### **Educational Goals for the Graduate Program:**

The Graduate Programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through a designated capstone course within each graduate program.

#### **AMFTRB Domains**

**Domain 3: Designing and Conducting Treatment.** Tasks related to developing and implementing interventions with the client system.

**Domain 5: Managing Crisis Situations.** Tasks related to assessing and managing emergency situations, and intervening when clinically indicated and/or legally mandated.

#### **Student Learning Outcomes (SLOs)**

**SLO #5 - Professional Identity:** Students will demonstrate professional and ethical behavior and follow legal standards of the profession.

#### **Professional MFT Principles (PMFTPs)**

### **Relevant State Licensing Regulations – VIII. Additional Core Coursework**

#### **Course-Embedded Core Competencies (CECCs)**

- 2.3.8 Identify clients' strengths, resilience, and resources.
- 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
- 4.3.7 Defuse intense and chaotic situations to enhance the safety of all participants.
- 5.1.4 Understand the process of making an ethical decision.
- 5.3.4 Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.

#### **COAMFTE Core Competencies**

Rubrics for COAMFTE Core Competencies in each and every course will be distributed for review during the first class of the semester. The student will read each competency and review the corresponding primary assessment tool and student learning outcome (SLO). During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of "3" on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of "3" after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of a written Individual Remediation Plan (IRP) and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance level of "3", the student may be required to repeat the course or may be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

#### **Course Assignments**

All assignments must be submitted electronically prior to the start of class the day the assignment is due. Assignments will be deducted a letter grade for each day they are late. The professor reserves the right to

modify any assignment or the course schedule as the semester progresses. You will receive any changes in written form via Blackboard. The assigned readings are central to the course and to be completed before the beginning of the class session.

Note: ALL Assignments must be completed--it is not an option to overlook an assignment just because you want to opt out. Assignments will not be accepted after a maximum of 5 days. Additionally, because course competencies are related to the primary assignments, students must demonstrate the PMFTP's designated in each class before the course can be successfully completed.

### **Participation**

(15 x 5 points = 75 possible points)

Class discussion and participation in case studies and other activities are vital to your learning and success in this class. You will be rated after each class with the participation rubric.

0 = no attendance

1 = attendance + disruptive, inattentive, or subtractive comments or behavior

3 = attendance + behavior that neither subtractive or additive

5 = attendance + additive comments or behavior

You are expected to come to class prepared to apply readings to class discussion and activities. It is the student's responsibility to initiate class participation.

### **Discussion Boards**

(14 X 9 points = 126 possible points) Due Date: Your discussion board responses are due before class begins (1859p).

There are several discussion boards to which you can respond. The discussion boards offer an additional venue for reflection and engagement with the course material. All the discussion boards are linked to video, audio, and text resources related to the course material for that session. For each discussion board you are to view the resources before creating a discussion thread and replying to two of your classmates' posts. Your original thread should be thoughtful and reflective and should include about 300 words. You can link to external material to support your argument or point. *Points are assigned by post; to earn all points for that session you will need to post in 3 threads.*

### **Skills Lab Practice/Reflection**

(14 x 5 points-Due Date: before next class begins)

You will participate in a skills practice counseling laboratory throughout the course. The lab sessions will occur every class meeting. The purpose of the lab experience is to provide you opportunity to practice your counseling skills in a peer environment. Peer counseling sessions will last 25 minutes. The labs will parallel class topics and support class activities. To maintain a safe classroom environment, you will be using instructor-provided case scenarios during this laboratory.

You will write a 2 to 3-page reflection on the technique practiced. Please write about the technique used, theoretical underpinnings, how you introduced and taught the technique, how the technique was received by your partner, when this technique might be useful, and reflections on your application of the technique (i.e., what you did well and what you might do differently in the future). Feel free to support your reflection with properly cited external resources. Reflections are due before the following class session.

### **Research Paper:**

(100 points-Due Date: 20 April 2021)

For this assignment, you will write 2000-2500 words (8-10 pages) plus 4+ peer-reviewed references in APA 7<sup>th</sup> style, excluding abstract, about a content area that was not covered in class and that interests you. You will develop a case of a person or family that is experiencing an acute crisis involving the content you

selected. Some examples of content include bullying/discrimination, LGBT+, older adults, developmental disabilities, autism spectrum disorder, criminal justice-involved, and intergenerational interactions.

- A. Present information on the content area about prevalence rates, settings where crises events are likely to take place, what a crisis might look like from affective, behavioral, and cognitive stances (reference the TAF form as needed for guidance), common stressors related to content area, and other information to help your reader understand the context of a crisis related to your content area.
- B. Present salient facts related to a human crisis reaction involving your selected content area. Facts include the social locations of the individuals (including the crisis responder) involved, the setting, precipitating events, and other relevant material.
- C. Using the Hybrid Crisis Assessment model presented in the primary text, describe an appropriate counseling response to the case presented. You should respond to all eight tasks and any tools you would use during the task. Describe common symptoms and your specific responses to those symptoms, indicate actual community resources available to the client, how you selected a specific option, and include any information relevant to developing a crisis resolution with this client.

### **Student Classroom Evaluation**

(50 points; *see attached*): Your behavior and attitude in class are important not only to the atmosphere in the class but also to your development as a professional and a colleague. If I have any questions or concerns, I will speak to you about my concerns before I complete the evaluations. I will complete one of these evaluations for each student no later than the 13th week of class.

### **Final exam**

(200 points; 27 April 2021): A cumulative review of course material including objective questions and case review with conceptualization and treatment plan development options. The exam will be based on the text.

### **PMFTP Form**

(10 points; *see attached*): You will be keeping a record of the PMFTP Form for MMFT 608 which confirms that you have successfully completed the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of “A” or “B” on the primary assignment, your letter grade indicates you have achieved the PMFTP and can initial and check it off on the form. If you receive a grade of “C,” you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTP by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the course professor.

### **Grade Distribution:**

<u>Assignment</u>	<u>Points</u>
Lab Reflections	70
Discussion Boards	126
Research paper	100
Class Participation	75
Student Classroom Evaluation	50
PMFTP	10
Final Exam	200
Total	631 points

**Final Grades:**

Final grades will be based on the average of the four grades received during the semester, with a letter grade assigned on the following ranges:

93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

**General Class Structure (3 hours 1900p-2200p)**

1900p-1910p	Entering Exercise
1910p-1915p	Housekeeping & Follow-up
1915p-1945p	Discussion Board Review
1945p-2015p	Lecture
2015p-2030p	BREAK
2030p-2040p	Lab overview & case distribution
2040p-2130p	Skills Practice
2130p-2145p	Debrief & Final Q&A



## Course Schedule

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>IMPORTANT DATES</b>
SESSION 1 05 January	Welcome & Syllabus Review  Topic: History & Theory Trauma-Informed Practice  Skills Practice: AIDET	James & Gilliland Chapter 1	
SESSION 2 12 January	Discussion:  Topic: Cultural Consistency  Skills Practice: ADDRESSING	James & Gilliland Chapter 2  Discussion Board 1:	
SESSION 3 19 January	Discussion:  Topic: Assessment  Skills Practice:	James & Gilliland Chapter 3  Discussion Board 2	
SESSION 4 26 January	Discussion:  Topic: Listening to Crisis  Skills Practice:	James & Gilliland Chapter 4  Discussion Board 3	
SESSION 5 02 February	Discussion:  Topic: Case Handling  Skills Practice:	James & Gilliland Chapter 5  Discussion Board 4	
SESSION 6 09 February	Discussion:  Topic: Distance Counseling  Skills Practice:	James & Gilliland Chapter 6  Discussion Board 5	
SESSION 7 16 February	Discussion:  Topic: PTSD  Skills Practice:	James & Gilliland Chapter 7  Discussion Board	
SESSION 8 23 February	Discussion:  Topic: Crises of Lethality  Skills Practice:	James & Gilliland Chapter 8  Discussion Board	

SESSION 9 02 March	Discussion: Lecture: Substance-Involved  Skills Practice:	<b>James &amp; Gilliland Chapter 18</b>  Discussion Board	
SESSION 10 09 March	Discussion: Topic: Sexual Assault/Interpersonal Violence  Skills Practice:	James & Gilliland Chapter 9 & 10  Discussion Board	
16 March	<b>SPRING BREAK</b>		
SESSION 11 23 March	Discussion: Topic: Family Crisis  Skills Practice:	James & Gilliland Chapter 11  Discussion Board	
SESSION 12 30 March	Discussion: Topic: Personal Loss, Bereavement and Grief  Skills Practice:	James & Gilliland Chapter 12  Discussion Board	
SESSION 13 06 April	Discussion: Topic: Disaster Response  Skills Practice:	<b>James &amp; Gilliland Chapter 17</b>  Discussion Board	<b>Student Classroom Evaluation</b>
SESSION 14 13 April	Discussion: Topic: Self-Care  Skills Practice:	James & Gilliland Chapter 16  Discussion Board	
SESSION 15 20 April	Discussion: Topic: Ethics  Skills Practice:	James & Gilliland Chapter 15  Discussion Board	<b>research paper due PMFTP due</b>
SESSION 16 27 April	<b>FINAL EXAM</b>		

## Classroom Policies

### **Seeking Assistance:**

You are encouraged to seek help from the professor if assistance is needed throughout the semester. Please email [Robert.Cox@Pfeiffer.edu](mailto:Robert.Cox@Pfeiffer.edu) to schedule an appointment.

### **Attendance:**

Attendance and participation in class activities is imperative and therefore required. It is your responsibility to notify me in advance if you cannot attend class. This class is designed to foster discussion and interaction; you are expected to come to class prepared to apply readings to class discussion and activities. It is your responsibility to participate in class. Simply reading the materials outside of class and being in class is insufficient.

In accordance with Pfeiffer policy, any student who misses more than 25% of classes during the semester will receive an automatic failing grade. Attendance will be taken at the beginning of class. If the student arrives late, it is the student's responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. If you are 15 or more minutes late to class, the class will be counted as an automatic absence. If you should choose to leave class prior to its conclusion, it will also be counted as an absence. The student must be present during the entire class period to be counted as present.

To clarify, two absences are excused regardless of reason for the compressed summer course. You who miss two (2) classes or 9 hours of class will receive a five (5)-point deduction from their final grade. For example, a student who would have earned a final average of a 90, will earn instead an 85 (B) in the course if they miss class a total of two nights. You who miss more than (2) classes will receive an automatic failing grade and should withdraw immediately from the class.

The MFT faculty reserve the right to revisit this and all program policies on a regular basis.

### **Expected Behavior:**

As discussions in this class may often be of a personal nature, it is crucial to respect each class member's values and views. What is revealed of individuals during class meetings is considered confidential. Since you are taking this class, the instructor assumes that each person will act professionally when discussing personal issues around family of origin, ethnicity, gender, disability, and sexuality. If there are concerns that you have about the class, please make an appointment to talk with me.

### **Academic & career support services:**

#### ***Academic Advising***

Each student is assigned an academic advisor to help them select, plan, and complete academic programs and explore graduate, professional, and career options.

#### ***Library Support***

Contact Ms. Jeri Brentlinger, Director of Information Support Services, via email at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or by phone at 704/945-7305 or 7354.

You may access the library online at <http://library.pfeiffer.edu> for research support, catalog and database searches, and 24/7 Ask-a-Librarian service.

#### ***Writing Assistance***

You can get **writing help online or in person**. For automated online assistance 24/7, *Grammarly* can help you complete your assignments. Go to [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) to create a free account using your Pfeiffer email.

### ***Technology Assistance***

IT support is available for assistance using email, My.Pfeiffer, Blackboard, active directory account setup, on campus printing, and troubleshooting technical issues. Call the IT Helpdesk at 704/463-3002 or go to [pfeiffertechsupport.freshdesk.com](http://pfeiffertechsupport.freshdesk.com) and submit a tech support request.

### ***Career Planning & Support***

1. **Search for jobs online** via College Central Network at [www.collegecentral.com/Pfeiffer](http://www.collegecentral.com/Pfeiffer) and register a new student account.
2. **Access the *Charlotte Business Journal*** portal to find regional business & industry trends, professional jobs, and networking events to promote your marketability. Access at: [www.bizjournals.com/charlotte/portal/pfeifferuniversitych](http://www.bizjournals.com/charlotte/portal/pfeifferuniversitych) and use the username **pfeiffer@pfeiffer.edu** & password: **pfeiffer**
3. **Develop your resume with a professional Career coach.** You should email [careersmart@pfeiffer.edu](mailto:careersmart@pfeiffer.edu) to request an appointment either in person or virtually.

### **Special Concerns/Accommodations:**

Any student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and contact Dr. Jim Gulledge, Director of Academic Support Services at (980) 621-2532 or email: [jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu) to schedule an appointment with the 504 Coordinator for the Charlotte campus. Current documentation to support accommodations must be provided.

### **Statement of Academic Integrity:**

In accordance with University guidelines, rigorous action is taken against you who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. You found in violation of the Honor Code will be treated in accordance with the policies as stated in the student handbook.

### **Plagiarism:**

When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism, violates the University honor code, and will be handled according to the honor code policies. At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper. You may be otherwise referred to the Honor Board on the Charlotte Campus. The American Heritage dictionary defines the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a footnote. When in doubt, footnote. Your best option is to read the material, close the book, and write a summary in your own words. This should help you avoid the temptation to copy the material. PLEASE NOTE: there are reference materials on APA style in the library. All writing should reflect your understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations. It is also understood that all work in this class should be original work. You may not duplicate papers and use them for multiple assignments and/or multiple classes.

**Advice for Avoiding Plagiarism – Great youtube video covers APA and MLA style:**

<http://www.businesscommunicationblog.com/blog/2010/01/11/advice-for-avoiding>

### **Cell Phones:**

To promote professionalism and confidentiality, during class, cell phones **MUST BE IN THE OFF POSITION**. If you have an emergency situation, please speak to the instructor before class to make arrangements with the

building manager. Additionally, text messaging is prohibited during classroom instruction. If you choose to breach either policy, they will be asked to leave the class session immediately.

**Laptops:**

Laptops are not allowed during regular classroom instruction unless need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams where short answer and/or essay questions have been implemented and require substantial narrative writing.

**Civility in the Classroom:**

Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, you are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom.

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see *Student Handbook*).

**Safety:**

Pfeiffer University is committed to protecting all community members from any and all threats at all locations. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that he/she is in danger. Do not hesitate to report any suspicious activities to university officials. For all emergencies call 911 immediately. Pfeiffer University uses the free LiveSafe app to communicate with students, faculty, and staff regarding important health and safety announcements; you are encouraged to obtain and use the LiveSafe app. To learn more about the university's safety policies, campus safety and crime statistics visit: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>

## Student Classroom Evaluation

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Above average performance	Satisfactory performance	Below average performance	Lowest level of performance	No opportunity to observe
Student remains in their seat during student panels and presentations/external speaker presentations.	5	4	3	2	1	N/A
Student is in their seat when the professor begins the class and returns to class on-time after break.	5	4	3	2	1	N/A
<b>Student is verbally and non-verbally respectful to the professor and other students.</b>	5	4	3	2	1	N/A
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	N/A
Student's attention and focus are fully conducive to classroom learning.	5	4	3	2	1	N/A
Student is discreet in classroom attire.	5	4	3	2	1	N/A
Student waits until the class is dismissed by the professor before packing up their belongings.	5	4	3	2	1	N/A
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	N/A
Student actively participates in class discussions.	5	4	3	2	1	N/A
Student respects silence and is focused while either the professor is speaking or classmates are sharing thoughts in discussion.	5	4	3	2	1	N/A

Additional comments/feedback:

41-50 pts/50 points = Above Average

31-40 pts/50 points = Satisfactory

21-29 pts/50 points = Below Average

11-19 pts/50 points = Unsatisfactory

1-9 pts/50 points = Lowest Level of Performance

Score: \_\_\_\_\_

## MMFT 608 PMFTP Form

Student's Name: \_\_\_\_\_ Semester: \_\_\_\_\_

This form provides a method for students to identify and acknowledge the Professional Marriage and Family Therapy Principles (PMFTPs) in each course across the curriculum. These Principles represent important elements of applied knowledge in the MFT field. Students are expected to initial next to each Principle once it is demonstrated developmentally through an interactive discussion, experiential activity, or appropriate designated assignment.

This form will be submitted to the professor at the end of the course. A copy will be returned to the student for their records.

Professional Marriage and Family Therapy Principles	Student Initial
<b>Student Learning Outcomes</b>	
SLO #5 – Professional Identity and Issues: Students will demonstrate professional and ethical behavior and follow legal standards of the profession.	
<b>North Carolina LMFT Application Educational Qualification Areas</b>	
VIII. Electives	
<b>Association of Marital &amp; Family Therapy Regulatory Boards Domains</b>	
Domain 3 – Designing and Conducting Treatment: This domain encompasses tasks related to developing and implementing interventions within the client system.	
Domain 5 – Managing Crisis Situations: Tasks related to assessing and managing emergency situations, and intervening when clinically indicated and/or legally mandated.	
<b>MFT Core Competencies</b>	
<b>Domain 2: Clinical Assessment and Diagnosis</b>	
2.3.8 Identify clients' strengths, resilience, and resources.	
<b>Domain 4: Therapeutic Interventions</b>	
4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).	
4.3.7 Defuse intense and chaotic situations to enhance the safety of all participants.	
<b>Domain 5: Legal Issues, Ethics, and Standards</b>	
5.1.4 Understand the process of making an ethical decision.	
5.3.4 Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.	
<b>AAMFT Code of Ethics</b>	
<b>Standard I: Responsibility to Clients</b>	
1.2 Informed Consent. Marriage and family therapists obtain appropriate informed consent to therapy or related procedures and use language that is reasonably understandable to clients. When persons, due to age or mental status, are legally incapable of giving informed consent, marriage and family	

	<p>therapists obtain informed permission from a legally authorized person, if such substitute consent is legally permissible. The content of informed consent may vary depending upon the client and treatment plan; however, informed consent generally necessitates that the client: (a) has the capacity to consent; (b) has been adequately informed of significant information concerning treatment processes and procedures; (c) has been adequately informed of potential risks and benefits of treatments for which generally recognized standards do not yet exist; (d) has freely and without undue influence expressed consent; and (e) has provided consent that is appropriately documented.</p>	
1.8	<p><b>Client Autonomy in Decision Making.</b>  Marriage and family therapists respect the rights of clients to make decisions and help them to understand the consequences of these decisions. Therapists clearly advise clients that clients have the responsibility to make decisions regarding relationships such as cohabitation, marriage, divorce, separation, reconciliation, custody, and visitation.</p>	
1.10	<p><b>Referrals.</b>  Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.</p>	
1.13	<p><b>Relationships with Third Parties.</b>  Marriage and family therapists, upon agreeing to provide services to a person or entity at the request of a third party, clarify, to the extent feasible and at the outset of the service, the nature of the relationship with each party and the limits of confidentiality.</p>	
<b>Standard II: Confidentiality</b>		
2.1	<p><b>Disclosing Limits of Confidentiality.</b>  Marriage and family therapists disclose to clients and other interested parties at the outset of services the nature of confidentiality and possible limitations of the clients' right to confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures.</p>	
2.4	<p><b>Confidentiality in Non-Clinical Activities.</b>  Marriage and family therapists use client and/or clinical materials in teaching, writing, consulting, research, and public presentations only if a written waiver has been obtained in accordance with Standard 2.2, or when appropriate steps have been taken to protect client identity and confidentiality.</p>	
2.7	<p><b>Confidentiality in Consultations.</b>  Marriage and family therapists, when consulting with colleagues or referral sources, do not share confidential information that could reasonably lead to the identification of a client, research participant, supervisee, or other person with whom they have a confidential relationship unless they have obtained the prior written consent of the client, research participant, supervisee, or other person with whom they have a confidential relationship. Information may be shared only to the extent necessary to achieve the purposes of the consultation.</p>	



<b>Standard III: Professional Competence and Integrity</b>	
3.3	<p><b>Seek Assistance.</b>  Marriage and family therapists seek appropriate professional assistance for issues that may impair work performance or clinical judgment.</p>
3.10	<p><b>Scope of Competence.</b>  Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.</p>
3.12	<p><b>Professional Misconduct.</b>  Marriage and family therapists may be in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.</p>
<b>Standard VII: Professional Evaluations</b>	
7.8	<p><b>Professional Opinions.</b>  Marriage and family therapists who provide forensic evaluations avoid offering professional opinions about persons they have not directly interviewed. Marriage and family therapists declare the limits of their competencies and information.</p>
<b>Standard IX: Advertising</b>	
9.7	<p><b>Specialization.</b>  Marriage and family therapists represent themselves as providing specialized services only after taking reasonable steps to ensure the competence of their work and to protect clients, supervisees, and others from harm.</p>

## Criteria for Evaluation

Spring 2021

MMFT 608: Crisis Intervention

Dr. Robert m Cox, EdD LCMHC LCAS CCS

### Grade Distribution:

Assignment	Points
Lab Reflections	75
Discussion Boards	126
Research paper	100
Class Participation	75
Student Classroom Evaluation	50
PMFTP	10
Final Exam	200
Total	636 points

### **Participation**

(15 x 5 points = 75 possible points)

Class discussion and participation in case studies and other activities are vital to your learning and success in this class. You will be rated after each class with the participation rubric.

0 = no attendance

1 = attendance + disruptive, inattentive, or subtractive comments or behavior

3 = attendance + behavior that neither subtractive or additive

5 = attendance + additive comments or behavior

You are expected to come to class prepared to apply readings to class discussion and activities. It is the student's responsibility to initiate class participation.

### **Discussion Boards**

(14 X 9 points-Due Date: varies); Your discussion board responses are due before class begins (1900p).

Core competencies 5.1.4, 5.3.4, 4.3.2, 4.3.7, 2.3.8, 3.10, 3.12, 7.8, 9.7

There are several discussion boards to which you can respond. The discussion boards offer an additional venue for reflection and engagement with the course material. All the discussion boards are linked to video, audio, and text resources related to the course material for that session. For each discussion board you are to view the resources before creating a discussion thread and replying to two of your classmates' posts.

Your original thread should be thoughtful and reflective and should include about 300 words. You can link to external material to support your argument or point. *Points are assigned by post; to earn all points for that session you will need to post in 3 threads.*

### **Skills Lab Practice/Reflection**

(15 x 5 points-Due Date: before next class begins) Core Competencies 2.3.8, 4.3.7, 5.3.4, 1.2, 1.8, 2.1, 2.4, 2.7

You will participate in a skills practice counseling laboratory throughout the course. The lab sessions will occur every class meeting. The purpose of the lab experience is to provide you opportunity to practice your counseling skills in a peer environment. Peer counseling sessions will last 25 minutes. The labs will parallel class topics and support class activities. To maintain a safe classroom environment, you will be using instructor-provided case scenarios during this laboratory.

You will write a 2 to 3-page reflection on the technique practiced. Please write about the technique used, theoretical underpinnings, how you introduced and taught the technique, how the technique was received by your partner, when this technique might be useful, and reflections on your application of the technique (i.e., what you did well and what you might do differently in the future). Feel free to support your reflection with properly cited external resources. Reflections are due before the following class session.

### **Research Paper:**

(100 points-Due Date: 20 April 2021) Core Competencies: 2.3.8, 4.3.2, 4.3.7, 5.3.4, 1.10, 1.13

For this assignment, you will write 2000-2500 words (8-10 pages) plus 4+ peer-reviewed references in APA 7<sup>th</sup> style, excluding abstract, about a content area that was not covered in class and that interests you. You will develop a case of a person or family that is experiencing an acute crisis involving the content you selected. Some examples of content include bullying/discrimination, LGBT+, older adults, developmental disabilities, autism spectrum disorder, criminal justice-involved, and intergenerational interactions.

- D. Present information on the content area about prevalence rates, settings where crises events are likely to take place, what a crisis might look like from affective, behavioral, and cognitive stances (reference the TAF form as needed for guidance), common stressors related to content area, and other information to help your reader understand the context of a crisis related to your content area.
- E. Present salient facts related to a human crisis reaction involving your selected content area. Facts include the social locations of the individuals (including the crisis responder) involved, the setting, precipitating events, and other relevant material.
- F. Using the Hybrid Crisis Assessment model presented in the primary text, describe an appropriate counseling response to the case presented. You should respond to all eight tasks and any tools you would use during the task. Describe common symptoms and your specific responses to those symptoms, indicate actual community resources available to the client, how you selected a specific option, and include any information relevant to developing a crisis resolution with this client.

### **Student Classroom Evaluation**

SLO #5

(50 points; *see attached*): Your behavior and attitude in class are important not only to the atmosphere in the class but also to your development as a professional and a colleague. If I have any questions or concerns, I will speak to you about my concerns before I complete the evaluations. I will complete one of these evaluations for each student no later than the 13th week of class.

### **Final exam**

(200 points; 27 April 2021): A cumulative review of course material including objective questions and case review with conceptualization and treatment plan development options.

### **PMFTP Form**

**(10 points; *see attached*):** You will be keeping a record of the PMFTP Form for MMFT 605 which confirms that you have successfully completed the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of “A” or “B” on the primary assignment, your letter grade indicates you have achieved the PMFTP and can initial and check it off on the form. If you receive a grade of “C,” you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTP by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the course professor.

**Pfeiffer University**  
**MMFT 685: Advanced Trauma**  
**Fall 2020**

**Instructor:** Robert m Cox, EdD LCMHC LCAS CCS CCMHC ACS  
Assistant Professor, Marriage and Family Therapy  
Director, Misenheimer Campus Counseling & Wellness Center  
Pfeiffer University-Misenheimer  
Stokes Hall  
Wick Learning Center  
Room 117a

**Office Hours:** Thursdays 400p-700p or By appointment

**Phone:** 704.945.7329

**Email:** Robert.Cox@Pfeiffer.edu

**Class Time:** Thursday 7:00-10:00pm

**Course Location:** Hybrid F2F & via Blackboard

**Required Texts**

- 1) Catherall, D. R. (2013). Handbook of stress, trauma, and the family (3rd Ed.). London: Taylor and Francis. (ISBN-10: 0415861101; ISBN-13: 978-0415861106)
- 2) Van der Kolk, B. (2015). The body keeps the score: Brain, mind, and body in the healing of trauma. New York, NY: Penguin Group. (ISBN-10: 0143127748; ISBN-13: 978-0143127741); *also available via audiobook*
- 3) American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author.
- 4) American Psychological Association (2011). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association
- 5) SAMSHA, *TIP 57, Trauma-Informed Care in Behavioral Health Services*, <https://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816> (Free).

**Optional/ Recommended Texts:**

- Armstrong, K., Best, S., & Domeneci, P. (2005). *Courage after fire: Coping strategies for troops returning from Iraq and Afghanistan and their families*. Ulysses Press.
- Blaustein, M. E., & Kinniburgh, K. M. (2019). *Treating traumatic stress in children and adolescents* (2<sup>nd</sup> Ed.). New York, NY: The Guilford Press. (ISBN-10: 1462537049; ISBN-13: 978-1462537044).
- Bloom, S. L., & Farragher, B. (2013). *Restoring Sanctuary: A New Operating System for Trauma-Informed Systems of Care*. New York, NY: Oxford University Press.
- Boss, P. (1999). *Ambiguous loss: Learning to live with unresolved grief*. Cambridge, MA, US: Harvard University Press.
- Cloitre, M., Cohen, L.R., & Koenen, K.C. (2006). *Treating survivors of childhood abuse: Psychotherapy for the interrupted life*. New York: The Guilford Press.

- Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2017). *Treating trauma and traumatic grief in children and adolescents* (2<sup>nd</sup> Ed.). New York, NY. The Guilford Press. (ISBN-10: 978-1462528400; ISBN-13: 978-1462528400).
- Courtois, C. A., & Ford, J. D. (2013). *Treatment of complex trauma: A sequenced, relationship-based approach*. New York: The Guilford Press.
- Curran, L. (2013). *101 trauma-informed interventions: Activities, exercises and assignments to move the client and therapy forward*. PESI Publishing & Media.
- Herman, J. (1997). *Trauma and recovery*. New York: Basic Books
- Hollander-Goldfein, B., Isserman, N., & Goldenberg, J. (2012). *Transcending trauma: Survival, resilience, and clinical implications in survivor families*. New York: Routledge.
- Leitch, L. (2017). Action steps using ACEs and trauma-informed care: a resilience model. *Health & Justice*, 5(1), 5. Doi:10.1186/s40352-017-0050-5
- Najavits, L. M. (2002). *Seeking Safety: A Treatment Manual for PTSD and Substance Abuse*. New York, NY: Guilford Press. ISBN-13: 978-1572306394
- MacIntosh, H. (2019). *Developmental couple therapy for complex trauma: A manual for therapists* (1<sup>st</sup> ed.) New York: Routledge.
- Praissman, S. (2008). Mindfulness-based stress reduction: A literature review and clinician's guide. *Journal of the American Academy of Nurse Practitioners*, 20(4), 212-216.
- Pieterse, A. L. (2018). Attending to racial trauma in clinical supervision: Enhancing client and supervisee outcomes. *The Clinical Supervisor*, 37(1), 204-220. doi:10.1080/07325223.2018.1443304
- Rothschild, B. (2000). *The body remembers: The psychophysiology of trauma and trauma treatment*. New York: W.W. Norton & Company.
- Schauer, M., Neuner, F., & Elbert, T. (2005). *Narrative exposure therapy: A short-term intervention for traumatic stress disorders after war, terror, or torture*. Cambridge, MA: Hogrefe & Huber Publishers.
- Silberg, J. (2012). *The child survivor*. New York: Routledge.
- Tedeschi, R. G., Finch, J. S., Taku, K., & Calhoun, L. G. (2018). *Posttraumatic Growth: Theory, Research, and Applications*. New York: Routledge.
- Walsh, F. (2016). *Strengthening family resilience*. (3<sup>rd</sup> Ed.). New York, NY. The Guilford Press.

### **Additional Resources:**

National Center for PTSD: <https://www.ptsd.va.gov/>

The National Traumatic Stress Network: <https://www.nctsn.org/>

The Trauma Center at the Justice Resource Institute: <http://www.traumacenter.org/>

Critical Incident Stress Debriefing (CISD): [www.criticalincidentstress.com](http://www.criticalincidentstress.com)

Critical Incident Stress Management (CISM): [www.icifs.org](http://www.icifs.org)

**Pfeiffer University Mission:**

Pfeiffer University is a comprehensive United Methodist-related university, with multiple campuses and delivery systems, committed to educational excellence, service, and scholarship. Within nurturing communities of learners, we value diversity and promote the attainment of full academic and personal potential through accessible undergraduate and graduate programs. It is the vision of the university that our you embrace the Christian values of human dignity, integrity, and service as they become servant leaders and lifelong learners.

**Pfeiffer University Vision:**

We will be recognized as the model church-related institution preparing servant leaders for lifelong learning.

**Course Information****Trigger Warning:**

It is my intention to hold this course within a physically and emotionally safe space. I want this class to be a space where you can be yourself without fear of reprisal. And I want you to challenge yourself to explore new ideas and emotions. Personal attacks will not be tolerated. You are expected to be responsible for doing your own homework. You are not expected to speak for anyone other than yourself. Above, all *be good to you!*

However, we may talk about difficult topics and situations from time to time. This course may contain graphic material and language, especially related to potential consequences of alcohol and drug use. You may also encounter emotionally challenging material regarding substance use in families.

Please let me how I may improve my service and prepare you for your future career as a Marriage and Family Therapist. If you are uncomfortable communicating with me directly, you may also speak with the Program Director about your experience with this course.

**Course Description:**

This course is intended for advanced students pursuing studies in psychology, criminal justice, counselor education, and the human services and mental health professions. This experientially focused course will address basic skills and strategies of trauma assessment and intervention including empirically supported models for the treatment of trauma. Basic model information taught may include Dialectical Behavioral Therapy (DBT), Eye- Movement Desensitization and Reprocessing (EMDR), Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Cognitive Processing Therapy (CPT), Traumatic Incident Reduction Therapy (TIR), Internal Family Systems (IFS), among others. This course will also address the assessment and treatment of trauma utilizing a systemic lens. Skills developed will also include the application of practical helping techniques. Special topics may include, but are not limited to, normal assessment of trauma and related symptomatology, neuroscience of trauma, domestic violence, natural disaster stress and community-based trauma, violence in the schools and in the work place, post- traumatic therapy and recovery, and compassion fatigue.

**Course Delivery:**

MMFT 685 is a hybrid course. A hybrid course replaces some in-class time with online learning activities. This course will be taught using a *flex* model in which course participants will be broken into two groups. Each group will attend class alternatively in person and online. For instance, Group 1 will present to class in person on Week 1 while Group 2 will present to class via virtual media. Then, in Week 2, the groups will switch (Group 1 will attend online and Group 2 will attend in person).

This delivery method is subject to change as circumstances change in our shared social environment.

### **Course Objectives:**

This course will take a hands-on, interactive approach to learning the material to ensure each student is able to fully grasp the principles and distinct factors related to the assessment and treatment of psychological trauma. You are expected to maximize their participation during class time by engaging in the interactive format.

Specifically, upon completing this course, student will be able to:

1. Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.
2. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
3. Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4. Defuse intense and chaotic situations to enhance the safety of all participants.
5. Understand the process of making an ethical decision.
6. Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.
7. Report information to appropriate authorities as required by law.

### **Educational Goals for the Graduate Program:**

The Graduate Programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through a designated capstone course within each graduate program.

### **AMFTRB Domains:**

**Domain 1: The Practice of Systemic Therapy.** Tasks related to incorporating systemic theory and perspectives into practice activities and establishing and maintaining ongoing therapeutic relationships with the client system.

### **Student Learning Outcomes (SLO's):**

**SLO #2: Diversity:** Students will demonstrate an awareness of and sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation, and socio/economic status.

### **Professional MFT Principles (PMFTP's):**

#### **Relevant State Licensing Regulations – II. Human Development and Family Relations**

**MFT Educational Guidelines – Area I. Theoretical Knowledge.** Students will demonstrate an awareness of and sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation, and socio/economic status.

### **Course Embedded Core Competencies (CECC's):**

- 1.2.1** Recognize contextual and systemic dynamics of couples and families, e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context.
- 2.1.1** Understand principles of human development, human sexuality, gender development, psychopathology, psychopharmacology, couple processes, and family development and processes (e.g., family, relational, and system dynamics).
- 2.2.3** Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
- 4.1.1** Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.

## **COAMFTE Core Competencies**

Rubrics for COAMFTE Core Competencies in each and every course will be distributed for review during the first class of the semester. The student will read each competency and review the corresponding primary assessment tool and student learning outcome (SLO). During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of a written Individual Remediation Plan (IRP) and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance level of “3”, the student may be required to repeat the course or may be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

### **Course Assignments**

All assignments must be submitted electronically prior to the start of class the day the assignment is due. Assignments will be deducted a letter grade for each day they are late. The professor reserves the right to modify any assignment or the course schedule as the semester progresses. You will receive any changes in written form via Blackboard. The assigned readings are central to the course and to be completed before the beginning of the class session.

Note: ALL Assignments must be completed--it is not an option to overlook an assignment just because you want to opt out. Assignments will not be accepted after a maximum of 5 days. Additionally, because course competencies are related to the primary assignments, students must demonstrate the PMFTPs designated in each class before the course can be successfully completed.

### **Participation**

(15 x 5 points = 75 possible points)

Class discussion and participation in case studies and other activities are vital to your learning and success in this class. You will be rated after each class with the participation rubric.

0 = no attendance

1 = attendance + disruptive, inattentive, or subtractive comments or behavior

3 = attendance + behavior that neither subtractive or additive

5 = attendance + additive comments or behavior

You are expected to come to class prepared to apply readings to class discussion and activities. It is the student’s responsibility to initiate class participation.

### **Discussion Boards**

(14 X 9 points-Due Date: varies) Your discussion board responses are due before class begins (1900p).

There are several discussion boards to which you can respond. The discussion boards offer an additional venue for reflection and engagement with the course material. All the discussion boards are linked to video, audio, and text resources related to the course material for that session. For each discussion board you are to view the resources before creating a discussion thread and replying to two of your classmates’ posts.

Your original thread should be thoughtful and reflective and should include about 300 words. You can link



to external material to support your argument or point. *Points are assigned by post; to earn all points for that session you will need to post in 3 threads.*

### **Book Study**

(14 X 10 points-Due Date: varies)

For this course you are expected to read *The Body Keeps the Score* (van der Kolk, 2015). We will discuss the book each class meeting, as outlined in the syllabus. To earn points for this assignment you are expected to provide one or more discussion points and one or more potential exam questions and answers (properly cited) from the reading material. Please provide your question(s) in a multiple-choice format. Your discussion points and potential exam questions may be related. Enter your points and questions into Blackboard. **5 points for discussion points and 5 points for exam questions.**

### **Skills Practice/Reflection**

(14 x 5 points-Due Date: varies)

You will participate in a skills practice counseling laboratory throughout the course. The lab sessions will occur every class meeting. The purpose of the lab experience is to provide you opportunity to practice your counseling skills in a peer environment. Peer counseling sessions will last 30 minutes. The labs will parallel class topics and support class activities. To maintain a safe classroom environment, you will not be providing trauma treatment or practicing trauma therapy during this laboratory.

You will write a 2 to 3-page reflection on the technique practiced. Please write about the technique used, it's theoretical underpinnings, how you introduced and taught the technique, how the technique was received by your partner, when this technique might be useful, and reflections on your application of the technique (i.e., what you did well and what you might do differently in the future). Feel free to support your reflection with properly cited external resources. Reflections are due before the following class session.

### **Trauma Treatment Plan and Presentation:**

(100 points-Due Date: 03 December 2020)

For this assignment, you will choose one of the models of trauma intervention discussed in class. These various trauma models will be drawn from both the textbook as well as additional supplementary materials used throughout the course. For instance, the textbook reviews a Bowen Family Systems perspective on the assessment and treatment of trauma. However, we will also review other important models, such as Internal Family Systems (IFS), and couple-related interventions such as Emotion-Focused Therapy (EFT). You will be asked to use a case you are familiar with (please respect confidentiality). You will then develop a thorough treatment plan for your chosen case consistent with that model. Please follow the outline below for your 5-7 page paper, which must include a cover page and references, per APA formatting requirements.

- I. Write a short description of the identified patient who experienced/is experiencing trauma. Include the person's age, gender, ethnicity/race, marital status, and any other relevant descriptive information.
- II. Using one of the assessment tools or methods of the model, conduct and describe an assessment of the client's presenting problem and the trauma event.
- III. Discuss how ethnicity, race, gender, age, class, sexual orientation, or other diversity characteristics may impact the client and the trauma information.
- IV. Discuss the trauma in the context of the client's family including but not limited to family support, effects of the trauma on other members of the family, and family strengths and resiliencies.
- V. Provide an overview of other systemic drivers that may be helpful to know in planning the assessment and intervention.
- VI. Design a specific trauma treatment plan based on the content covered in the course readings. Utilize 2-3 other sources besides the textbook.

- VII. Discuss why you feel this model is a good fit for this client, possible limitations or contraindications of using the model with the client, as well as any adaptations that might be made.
- VIII. Include an aftercare plan with any referrals you might anticipate making.

### **Student Classroom Evaluation**

**(50 points; see attached):** Your behavior and attitude in class are important not only to the atmosphere in the class but also to your development as a professional and a colleague. I will complete one of these evaluations for each student no later than the 13th week of class.

### **Final exam**

**(100 points):** A cumulative review of course material including objective questions and case review with conceptualization and treatment plan development options.

### **PMFTP Form**

**(10 points; see attached):** You will be keeping a record of the PMFTP Form for MMFT 605 which confirms that you have successfully completed the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of “A” or “B” on the primary assignment, your letter grade indicates you have achieved the PMFTP and can initial and check it off on the form. If you receive a grade of “C,” you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTP by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the course professor.

### **Grade Distribution:**

Assignment	Points
Book Study	140
Skills Reflections	70
Discussion Boards	126
Treatment Plan paper	100
Class Participation	75
Student Classroom Evaluation	50
PMFTP	10
Final Exam	100
<b>Total</b>	<b>671 points</b>

### **Final Grades:**

Final grades will be based on the average of the four grades received during the semester, with a letter grade assigned on the following ranges:

93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

### **General Class Structure (3 hours 1900p-2200p)**

1900p-1910p	Entering Exercise
1910p-1915p	Housekeeping & Follow-up
1915p-1940p	Discussion Board Review
1940p-2005p	Book Study
2005p-2020p	BREAK
2020p-2110p	Lecture

2110p-2140p	Skills Practice
2140p-2145p	Debrief & Final Q&A

## Course Schedule

DATE	TOPIC	READINGS	IMPORTANT DATES
SESSION 1 20 August	Welcome & Syllabus Review  Lecture: Intro to a Trauma-Informed Approach  Skills Practice: Self Care Plans	Van der Kolk Chapters	
SESSION 2 27 August	Discussion: ACE Study  Lecture:  Skills Practice: Screening & Assessment	1) Lessons from Vietnam veterans 2) Revolutions in understanding mind and brain	
SESSION 3 03 September	Discussion: RBTSS  Lecture: Race-Based Traumatic Stress Assessment & response  Skills Practice: Screening & Assessment	3) Looking into the brain: the neuroscience revolution 4) Running for your life: the anatomy of survival	
SESSION 4 10 September	Discussion: Intergenerational Trauma  Lecture: Bowenian Theory (Catherall chap 13)  Skills Practice: Transgenerational Trauma Genogram)	5) Body-brain connections 6) Losing your body, losing your self	
SESSION 5 17 September	Discussion: Recognize PTSD  Lecture: PTSD differential diagnosis  Skills Practice: Screening Tools	7) Getting on the same wavelength: attachment and attunement	
SESSION 6 24 September	Discussion: Recognize Complex PTSD  Lecture: Courtois & Ford (2016)  Skills Practice: Stress management	8) Trapped in relationships: the cost of abuse and neglect 9) What's love got to do with it?	
SESSION 7 01 October	Discussion: Recognize Relational Perspective  Lecture: Developmental Trauma  Skills Practice:	10) Developmental trauma: the hidden epidemic	
SESSION 8 08 October	Discussion: Respond MBCT  Lecture:  Skills Practice: Psychoeducation	11) Uncovering secrets: the problem of traumatic memory	

SESSION 9 15 October	Discussion: Respond EMDR  Lecture: GUEST SPEAKER, broaching demo  Skills Practice: Mindfulness	12) The unbearable heaviness of remembering	
SESSION 10 22 October	Discussion: Respond Internal Family Systems  Lecture: GUEST SPEAKER, learning to work with trauma in clinical settings  Skills Practice:	13) Healing from trauma: owning your self  14) Language: miracle and tyranny	
SESSION 11 29 October	Discussion: Resist Preventing Retraumatization  Lecture:  Skills Practice:	15) Letting go of the past: EMDR 16) Learning to inhabit your body: yoga	
SESSION 12 05 November	Discussion: Resist Regulation Management  Lecture:  Skills Practice: Butterfly Hugs	17) Putting the pieces together: self-leadership  18) Filling in the holes: creating structures	
SESSION 13 12 November	Discussion: Resist 3  Lecture: Dr Wolford ARC model  Skills Practice:	19) Rewiring the brain: neurofeedback	Student Classroom Evaluation
SESSION 14 19 November	Discussion: Post-Traumatic Growth  Lecture:  Skills Practice:	20) Finding your voice: communal rhythms and theater 21) Epilogue: trauma and society	
	<b>THANKSGIVING HOLIDAY</b>		
SESSION 15 03 December	Discussion: The Sanctuary Model  Lecture: Trauma-Informed Organization  Skills Practice:	Review Part 2 of TIP 57	Treatment Plan research paper due PMFTP due
SESSION 16 10 December	<b>FINAL EXAM</b>		

## Classroom Policies

### **Seeking Assistance:**

You are encouraged to seek help from the professor if assistance is needed throughout the semester. Please email [Robert.Cox@Pfeiffer.edu](mailto:Robert.Cox@Pfeiffer.edu) to schedule an appointment.

### **Attendance:**

Attendance and participation in class activities is imperative and therefore required. It is your responsibility to notify me in advance if you cannot attend class. This class is designed to foster discussion and interaction; you are expected to come to class prepared to apply readings to class discussion and activities. It is your responsibility to participate in class. Simply reading the materials outside of class and being present to participate in the projects will not suffice.

In accordance with Pfeiffer policy, any student who misses more than 25% of classes during the semester will receive an automatic failing grade. Attendance will be taken at the beginning of class. If the student arrives late, it is the student's responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. If you are 15 or more minutes late to class, the class will be counted as an automatic absence. If you should choose to leave class prior to its conclusion, it will also be counted as an absence. The student must be present during the entire class period to be counted as present.

To clarify, two absences are excused regardless of reason for the compressed summer course. You who miss two (2) classes or 9 hours of class will receive a five (5)-point deduction from their final grade. For example, a student who would have earned a final average of a 90, will earn instead an 85 (B) in the course if they miss class a total of two nights. You who miss more than (2) classes will receive an automatic failing grade and should withdraw immediately from the class.

The MFT faculty reserve the right to revisit this and all program policies on a regular basis.

### **Expected Behavior:**

As discussions in this class may often be of a personal nature, it is crucial to respect each class member's values and views. What is revealed of individuals during class meetings is considered confidential. Since you are taking this class, the instructor assumes that each person will act professionally when discussing personal issues around family of origin, ethnicity, gender, disability, and sexuality. If there are concerns that you have about the class, please make an appointment to talk with me.

### **Academic & career support services:**

#### ***Academic Advising***

Each student is assigned an academic advisor to help them select, plan, and complete academic programs and explore graduate, professional, and career options.

#### ***Library Support***

Contact Ms. Jeri Brentlinger, Director of Information Support Services, via email at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or by phone at 704/945-7305 or 7354.

You may access the library online at <http://library.pfeiffer.edu> for research support, catalog and database searches, and 24/7 Ask-a-Librarian service.

#### ***Writing Assistance***

You can get **writing help online or in person**. For automated online assistance 24/7, *Grammarly* can help you complete your assignments. Go to [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) to create a free account using your Pfeiffer email.

If face-to-face writing help is preferred, send an email to [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) to request a personal appointment with a WriteSmart coach on campus or virtually.

### ***Technology Assistance***

IT support is available for assistance using email, My.Pfeiffer, Blackboard, active directory account setup, on campus printing, and troubleshooting technical issues. Call the IT Helpdesk at 704/463-3002 or go to [pfeiffertechsupport.freshdesk.com](http://pfeiffertechsupport.freshdesk.com) and submit a tech support request.

### ***Career Planning & Support***

1. **Search for jobs online** via College Central Network at [www.collegecentral.com/Pfeiffer](http://www.collegecentral.com/Pfeiffer) and register a new student account.
2. **Access the *Charlotte Business Journal*** portal to find regional business & industry trends, professional jobs, and networking events to promote your marketability. Access at: [www.bizjournals.com/charlotte/portal/pfeifferuniversitych](http://www.bizjournals.com/charlotte/portal/pfeifferuniversitych) and use the username **pfeiffer@pfeiffer.edu** & password: **pfeiffer**
3. **Develop your resume with a professional Career coach.** You should email [careersmart@pfeiffer.edu](mailto:careersmart@pfeiffer.edu) to request an appointment either in person or virtually.

### **Special Concerns/Accommodations:**

Any student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately and contact Dr. Jim Gulledge, Director of Academic Support Services at (980) 621-2532 or email: [jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu) to schedule an appointment with the 504 Coordinator for the Charlotte campus. Current documentation to support accommodations must be provided.

### **Statement of Academic Integrity:**

In accordance with University guidelines, rigorous action is taken against you who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. You found in violation of the Honor Code will be treated in accordance with the policies as stated in the student handbook.

### **Plagiarism:**

When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism, violates the University honor code, and will be handled according to the honor code policies. At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper. You may be otherwise referred to the Honor Board on the Charlotte Campus. The American Heritage dictionary defines the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a footnote. When in doubt, footnote. Your best option is to read the material, close the book, and write a summary in your own words. This should help you avoid the temptation to copy the material. PLEASE NOTE: there are reference materials on APA style in the library. All writing should reflect your understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations. It is also understood that all work in this class should be original work. You may not duplicate papers and use them for multiple assignments and/or multiple classes.

**Advice for Avoiding Plagiarism – Great youtube video covers APA and MLA style:**

<http://www.businesscommunicationblog.com/blog/2010/01/11/advice-for-avoiding>

**Cell Phones:**

To promote professionalism and confidentiality, during class, cell phones **MUST BE IN THE OFF POSITION**. If you have an emergency situation, please speak to the instructor before class to make arrangements with the building manager. Additionally, text messaging is prohibited during classroom instruction. If you choose to breach either policy, they will be asked to leave the class session immediately.

**Laptops:**

Laptops are not allowed during regular classroom instruction unless need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams where short answer and/or essay questions have been implemented and require substantial narrative writing.

**Civility in the Classroom:**

Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, you are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom.

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see *Student Handbook*).

**Safety:**

Pfeiffer University is committed to protecting all community members from any and all threats at all locations. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that he/she is in danger. Do not hesitate to report any suspicious activities to university officials. For all emergencies call 911 immediately. Pfeiffer University uses the free LiveSafe app to communicate with students, faculty, and staff regarding important health and safety announcements; you are encouraged to obtain and use the LiveSafe app. To learn more about the university's safety policies, campus safety and crime statistics visit: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>



## Student Classroom Evaluation

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Above average performance	Satisfactory performance	Below average performance	Lowest level of performance	No opportunity to observe
Student remains in their seat during student panels and presentations/external speaker presentations.	5	4	3	2	1	N/A
Student is in their seat when the professor begins the class and returns to class on-time after break.	5	4	3	2	1	N/A
<b>Student is verbally and non-verbally respectful to the professor and other students.</b>	5	4	3	2	1	N/A
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	N/A
Student's attention and focus are fully conducive to classroom learning.	5	4	3	2	1	N/A
Student is discreet in classroom attire.	5	4	3	2	1	N/A
Student waits until the class is dismissed by the professor before packing up their belongings.	5	4	3	2	1	N/A
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	N/A
Student actively participates in class discussions.	5	4	3	2	1	N/A
Student respects silence and is focused while either the professor is speaking or classmates are sharing thoughts in discussion.	5	4	3	2	1	N/A

Additional comments/feedback:

41-50 pts/50 points = Above Average

31-40 pts/50 points = Satisfactory

21-29 pts/50 points = Below Average

11-19 pts/50 points = Unsatisfactory

1-9 pts/50 points = Lowest Level of Performance

Score: \_\_\_\_\_

## MMFT 685 PMFTP Form

Student's Name: \_\_\_\_\_ Semester: \_\_\_\_\_

This form provides a method for students to identify and acknowledge the Professional Marriage and Family Therapy Principles (PMFTPs) in each course across the curriculum. These Principles represent important elements of applied knowledge in the MFT field. Students are expected to initial next to each Principle once it is demonstrated developmentally through an interactive discussion, experiential activity, or appropriate designated assignment.

This form will be submitted to the professor at the end of the course. A copy will be returned to the student for their records.

Professional Marriage and Family Therapy Principles	Student Initial
<b>Student Learning Outcomes</b>	
SLO #3 – Clinical Effectiveness: Students will demonstrate effective clinical practice from a systemic perspective.	
<b>North Carolina LMFT Application Educational Qualification Areas</b>	
VIII. Electives	
<b>Association of Marital &amp; Family Therapy Regulatory Boards Domains</b>	
Domain 3 – Designing and Conducting Treatment: This domain encompasses tasks related to developing and implementing interventions within the client system.	
Domain 5 – Managing Crisis Situations: Tasks related to assessing and managing emergency situations, and intervening when clinically indicated and/or legally mandated.	
<b>MFT Core Competencies</b>	
<b>Domain 1: Admission to Treatment</b>	
1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy	
1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).	
<b>Domain 2: Clinical Assessment and Diagnosis</b>	
2.3.8 Identify clients' strengths, resilience, and resources.	
<b>Domain 4: Therapeutic Interventions</b>	
4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).	
4.3.7 Defuse intense and chaotic situations to enhance the safety of all participants.	
<b>Domain 5: Legal Issues, Ethics, and Standards</b>	
5.1.4 Understand the process of making an ethical decision.	
5.3.4 Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.	
5.3.6 Report information to appropriate authorities as required by law.	

<b>AAMFT Code of Ethics</b>	
<b>Standard I: Responsibility to Clients</b>	
1.10	Referrals. Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.
1.11	Non-Abandonment. Marriage and family therapists do not abandon or neglect clients in treatment without making reasonable arrangements for the continuation of treatment.
<b>Standard III: Professional Competence and Integrity</b>	
3.1	Maintenance of Competency. Marriage and family therapists pursue knowledge of new developments and maintain their competence in marriage and family therapy through education, training, and/or supervised experience.
3.2	Knowledge of Regulatory Standards. Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.
3.6	Development of New Skills. While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.
3.10	Scope of Competence. Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.

## Criteria for Evaluation

Fall 2020

MMFT 685: Advanced Trauma Assessment

Dr. Robert m Cox, LCMHC LCAS CCS

### Assignments = Total of 671 points

Assignment	Points
Book Study	140
Skills Reflections	70
Discussion Boards	126
Treatment Plan paper	100
Class Participation	75
Student Classroom Evaluation	50
PMFTP	10
Final Exam	100
Total	671 points

### Participation

(15 x 5 points = 75 possible points)

Class discussion and participation in case studies and other activities are vital to your learning and success in this class. You will be rated after each class with the participation rubric.

0 = no attendance

1 = attendance + disruptive, inattentive, or subtractive comments or behavior

3 = attendance + behavior that neither subtractive or additive

5 = attendance + additive comments or behavior

You are expected to come to class prepared to apply readings to class discussion and activities. It is the student's responsibility to initiate class participation.

### Discussion Boards

(14 X 9 points-Due Date: varies); Your discussion board responses are due before class begins (1900p).

There are several discussion boards to which you can respond. The discussion boards offer an additional venue for reflection and engagement with the course material. All the discussion boards are linked to video, audio, and text resources related to the course material for that session. For each discussion board you are to view the resources before creating a discussion thread and replying to two of your classmates' posts. Your original thread should be thoughtful and reflective and should include about 300 words. You can link to external material to support your argument or point. *Points are assigned by post; to earn all points for that session you will need to post in 3 threads.*

### Book Study

(14 X 10 points-Due Date: varies)

For this course you are expected to read *The Body Keeps the Score* (van der Kolk, 2015). We will discuss the book each class meeting, as outlined in the syllabus. To earn points for this assignment you are expected to provide one or more discussion points and one or more potential exam questions and answers (properly cited) from the reading material. Your discussion points and potential exam questions may be related. Enter your points and questions into Blackboard. **5 points for discussion points and 5 points for exam questions.**

## **Skills Practice/Reflection**

SLO #3; CECC 2.3.8, 4.3.2, 4.3.7, 5.3.4

(14 x 5 points-Due Date: varies)

You will participate in a skills practice counseling laboratory throughout the course. The lab sessions will occur every class meeting. The purpose of the lab experience is to provide you opportunity to practice your counseling skills in a peer environment. Peer counseling sessions will last 30 minutes. The labs will parallel class topics and support class activities. To maintain a safe classroom environment, you will not be providing trauma treatment or practicing trauma therapy during this laboratory.

You will write a 2 to 3-page reflection on the technique practiced. Please write about the technique used, it's theoretical underpinnings, how you introduced and taught the technique, how the technique was received by your partner, when this technique might be useful, and reflections on your application of the technique (i.e., what you did well and what you might do differently in the future). Feel free to support your reflection with properly cited external resources. Reflections are due before the following class session.

## **Trauma Treatment Plan and Presentation:**

SLO #3; Domain 3; CECC 1.1.1, 1.2.1, 2.3.8, 4.3.2, 4.3.7

(100 points-Due Date: 03 December 2020)

For this assignment, you will choose one of the models of trauma intervention discussed in class. These various trauma models will be drawn from both the textbook as well as additional supplementary materials used throughout the course. For instance, the textbook reviews a Bowen Family Systems perspective on the assessment and treatment of trauma. However, we will also review other important models, such as Internal Family Systems (IFS), and couple-related interventions such as Emotion-Focused Therapy (EFT). You will be asked to use a case you are familiar with (please respect confidentiality). You will then develop a thorough treatment plan for your chosen case consistent with that model. Please follow the outline below for your 5-7 page paper, which must include a cover page and references, per APA formatting requirements.

- I. Write a short description of the identified patient who experienced/is experiencing trauma. Include the person's age, gender, ethnicity/race, marital status, and any other relevant descriptive information.
- II. Using one of the assessment tools or methods of the model, conduct and describe an assessment of the client's presenting problem and the trauma event.
- III. Discuss how ethnicity, race, gender, age, class, sexual orientation, or other diversity characteristics may impact the client and the trauma information.
- IV. Discuss the trauma in the context of the client's family including but not limited to family support, effects of the trauma on other members of the family, and family strengths and resiliencies.
- V. Provide an overview of other systemic drivers that may be helpful to know in planning the assessment and intervention.
- VI. Design a specific trauma treatment plan based on the content covered in the course readings. Utilize 2-3 other sources besides the textbook.
- VII. Discuss why you feel this model is a good fit for this client, possible limitations or contraindications of using the model with the client, as well as any adaptations that might be made.
- VIII. Include an aftercare plan with any referrals you might anticipate making.

## **Student Evaluation (50 points)**

Standard 3.6, 3.10

Student evaluation will be included in your assignments worth 50 points. Please add it to your total points for the semester. It should be completed and delivered to the student during the 13th week of class. If students have questions or issues about the score, they should make an appointment to see professor during the 14th week and require their signature above your signature after the meeting is reconciled.

**Final exam (100 points):**

A cumulative review of course material including objective questions and case review with conceptualization and treatment plan development options.

**PMFTP Form**

**(10 points; see attached):** You will be keeping a record of the PMFTP Form for MMFT 605 which confirms that you have successfully completed the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of “A” or “B” on the primary assignment, your letter grade indicates you have achieved the PMFTP and can initial and check it off on the form. If you receive a grade of “C,” you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTP by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve it successfully, the student will be required to take action to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the course professor.



**MMFT 698**  
**Appraisal of the Individual**  
Spring 2019

Professor: Deborah S. Lung, Psy.D., LCMHC  
Office: Wednesdays, 1:30-4:30 PM or  
Hours: by appointment  
Office: Charlotte Campus, 2<sup>nd</sup> Floor  
Email: [deborah.lung@pfeiffer.edu](mailto:deborah.lung@pfeiffer.edu)  
Phone: (803) 431-0037  
Class: Fridays 5:30pm – 8:30pm  
Time: Saturdays 9:00am – 4:00pm  
Classroom: 2<sup>nd</sup> Floor (TBD)

**Required Textbooks:**

Hayes, D. G. (2013). *Assessment in Counseling (5<sup>th</sup> ed.)*. Alexandria, VA: American Counseling Association.

**Lab Fee: TBD**

**Pfeiffer University Mission:**

Pfeiffer is a globally engaged, regional university distinctive for its new transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university, and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Graduate Catalog, p. 3).

**Educational Goals for the Graduate Program:**

The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program”

**Statement of Values:**

- Liberal Learning and Professional Competence
- Free Inquiry and Intellectual Integrity
- Service and Leadership
- Unity in Diversity
- Faith and Reason
- Personal Piety and Social Action

**Course Overview:**

The focus of this class is on major concepts and principles of psychological testing and evaluation and the use of standardized instruments with differing populations. To this end, this course is designed to have counselor trainees obtain a basic understanding of the nature of psychological and educational assessment, to examine how assessment has influenced our lives, and to examine how clinical assessment can significantly affect the clients with whom we work.

Counselors and helping professionals need to become intelligent users of assessment information within the clinical decision-making process. This course is designed to familiarize counselors, teachers, and other helping professionals with a variety of psychometric instruments typically used in many different settings. This course will provide a means for helping students select, administer, score, interpret, and analyze test data with other clinical information. Throughout the assessment process, cultural diversity issues will be reviewed and discussed. In addition, students will be exposed to the philosophical and statistical properties of measurement instruments as well as the advantages and limitations of assessment

approaches. Finally, this course is designed to provide students with an enhanced sensitivity to social and ethical issues in assessment. Commonly used cognitive tests (e.g., WAIS) and personality inventories (e.g., MMPI-2, and 16PF) will be covered. We will also review the use of projective tests (e.g., Rorschach, TAT, House-Tree-Person, etc.) will be covered as well, but to a much lesser extent. Development of effective consultation and test interpretation feedback skills will be emphasized throughout.

### **Course Objectives:**

- Students will have knowledge of the theoretical and historical bases for assessment techniques.
- Students will demonstrate knowledge of validity and reliability.
- Students will develop an understanding of individual approaches to assessment and evaluation, including standardized and non-standardized testing.
- Students will show knowledge of different appraisal methods, including individual test and inventory methods, behavioral observations, scales of measurement, and computer-managed and computer assisted methods.
- Students will demonstrate knowledge of psychometric statistics, including types of assessment scores, measures of central tendency, indices of variability, standard error, and correlations.
- Students will be able to recognize factors that can affect test performance and evaluation of individuals such as age, gender, ethnicity, language, disability, and cultural factors related to the assessment and evaluation of individuals.
- Students will demonstrate knowledge of the statistics essential for interpretation to individuals.
- Students will be able to demonstrate knowledge of strategies for selecting and using assessment and evaluation instruments and techniques in counseling and communicating the results to clients and other professionals.
- Students will demonstrate knowledge of comprehensive intake interviewing and psychological report writing skills.
- Students will communicate test reports orally and in writing.
- Students will have knowledge of the legal and ethical issues in testing.

In order for professional therapists to demonstrate the highest standards of client care and best practices, it is necessary that they expand their clinical knowledge base and build strong thinking skills to guide practitioner decisions in appropriate assessment and treatment planning for all populations and in all professional contexts within their scope of training.

## **Course Requirements**

### **Course Requirements:**

All assignments must be submitted electronically via BB prior to the start of class the day the assignment is due. Late assignments will receive a 5-point deduction for every hour late and 10-point deduction each day (after 12:00 midnight on due date) after the assigned due date. I reserve the right to modify any assignment or the course schedule as the semester progresses. The assigned readings are central to the course and must be completed prior to class. All assignments must be turned in before the beginning of class.

If you find yourself struggling in the course, you should make an appointment to speak with me as soon as possible.

## **Final Grades**

### **Final Grades:**

Final grades will be based on the average of all the points received during the semester, with a letter grade assigned on the following ranges:

93-100 = A

90-92.9 = A-

87-89.9 = B+

80-86.9 = B

70-79.9 = C

Below 70 = F

Class Participation and Professionalism = 50 points

Reflection Papers = 100 points each (300 points)

Final Exam = 100 points

Team Presentation = 200 points

    Team Member Participation – 50 points

    Audience Evaluation of Team Presentation (50)

    Instructor Evaluation of Team Presentation (100)

**Total Points = 650 points**



**Note: (5) points will be deducted from your final numerical grade if a student is absent from more than (2) classes.**

## Final Exam

Final exams are taken in person during regular class time on the 16th week of all classes. The final exam schedule is determined by the university and will NOT be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused for the final exam due to a medical certificate, the student will receive a grade of "I," and the grade will be reconciled no later than 30 days within the next semester. If the final exam is not completed in due time, the student will receive a grade of "F," and the course will be repeated a second time.

## Attendance Policy

There are 16 weeks during the fall and spring semester: 15 weeks of instructional class and a final exam during the 16th week which requires a minimum of a 2-hour exam experience. Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, any student who misses more than (3) classes during the semester will receive an automatic failing grade. If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Roll will be called/taken at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

For clarification, two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade. For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

## Supplemental Technology

*Blackboard* (<http://blackboard.pfeiffer.edu>) is a web-based management tool that I will use to post articles, documents, the syllabus, and the assignments. Certain papers will also be required to be submitted through *Turnitin* on *Blackboard*. For assistance accessing your Blackboard account, please contact the Help Desk at 704-463-3002.

## To Get Help

Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

Through Pfeiffer University, **Write Smart Services** are also available to students who need help with writing instruction (not proofreading). You can receive **writing help online or in person**. If face-to-face writing help is preferred, send an email to [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) to schedule a personal appointment with a writing coach on campus or via a live internet session in Blackboard Collaborative.

With **Study Smart online tutoring**, you can also support your academic success. by working face-to-face online with certified tutors from Upswing on 350+ subjects without ever leaving your computer desk. For access information, email [studysmart@pfeiffer.edu](mailto:studysmart@pfeiffer.edu).

For **self-help information** on time management, test taking, or dealing with stress, contact Dr. Joanne Zukowski at 704-945-7309 or [joanne.zukowski@pfeiffer.edu](mailto:joanne.zukowski@pfeiffer.edu).

For **personal growth** in Charlotte or RDU, please be sure to reach out to our designated extern counselors or continue with your own personal counseling and just provide his/her current active mental health license. Counseling with our extern counselors is gratis.

For **Research Assistance & Library Services**, the Charlotte Campus and Virtual Library provides adult students with access to research databases, books, and journals. Visit <http://library.pfeiffer.edu/> or contact Jeri Brentlinger, the Director of Information Support Services at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call (704)945-7305. Charlotte, RDU, and distance learning students can secure live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>.

### Students with Special Concerns

Any graduate student with a documented disability requiring an accommodation, aid, or adjustment should inform the course instructor immediately

and schedule an appointment with the Charlotte 504 coordinator. Current documentation to support accommodations must be provided with the request. **Section 504:** Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for classes: Charlotte and RTP--based students should contact Dr. Joanne Zukowski at (704) 945-7309 (*Director of Graduate/Adult Student Development & Academic Success*) or email [joanne.zukowski@pfeiffer.edu](mailto:joanne.zukowski@pfeiffer.edu).

## Title IX

If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus, please contact Twyla Kidd at [twyla.kidd@pfeiffer.edu](mailto:twyla.kidd@pfeiffer.edu). Sexual Harassment is such *conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note that it is unethical behavior at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.*

## Statement of Academic Integrity

It is the aim of Pfeiffer University to cultivate an environment of complete honesty, and a high standard of integrity. The attempt of a student to present as his/her own any work that he/she has not honestly performed is regarded as a serious offense and renders the offender liable to serious consequences, including the possibility of suspension.

Two types of academic dishonesty are **cheating** and **plagiarism**. **Cheating** includes, but is not limited to (a) dishonesty on examinations/quizzes/written assignments, (b) illegal possession of examinations, (c) use of unauthorized notes during an examination/quiz, (d) obtaining information during an examination/quiz from the examination/quiz paper or from another student, **(e)** assisting others to cheat, (f) alteration of grade records, (g) illegal entry to or unauthorized presence in an office. **Plagiarism** includes, but is not limited to (a) offering the work of another as one's own without proper acknowledgment, (b) failure to give credit for quotations, (c) essentially identical expression of material taken from books, encyclopedias, magazines, websites, or all other forms of reference works, (d) essentially identical expression of material taken from fellow students.

The Marriage and Family Therapy Program policy is consistent with university policy. Therefore, the consequences of academic dishonesty may range from a grade of zero (0) for the assignment to a grade of F for the course. In addition, the dishonest activity will be reported to department authorities for consideration of additional consequences (e.g., expulsion from the course, suspension from the university). It is understood that all work in this class should be original work. **Self-plagiarism** is also not allowed. You may not duplicate a paper and use it for multiple classes and/or purposes.

## Professional Expectations

**Collegial Respect:** As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge especially as related to the therapeutic group component.

**Civility in the Classroom:** Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, students are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom.

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see Student Handbook).

**Professional Expectations:**

1. Participate actively in class discussion and assignments; work effectively with others; show respect and consideration for the thoughts and feelings of others; assume leadership roles and demonstrate reflective behavior.
2. Communicate effectively verbally, demonstrate an ability to write in a clear, organized, fluent manner, adhere to the conventions of the language when appropriate; recognize distinctions between formal and informal communication, and demonstrate the appropriate use of language at all times.
3. Solicit feedback that demonstrates an understanding of program and professional goal and objectives; receive feedback in a listen and respond to others.
4. Reflect on information provided and demonstrate an ability to apply ideas to his/her own practices and life; modify behavior and/or understanding when provided with new information and experience; demonstrate an interest in and commitment to lifelong learning.
5. Volunteer to assist others in the university classroom and/or practicum setting; demonstrate an openness to assistance from others.
6. Use language that demonstrates sensitivity to others; communicate effectively with peers, instructors, clients, and other professionals; show an awareness of the context in which s/he is interacting.
7. Listen to others' perspectives in a respectful manner; exhibit understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society.
8. Demonstrate an ability to identify, analyze, and evaluate complex issues; exhibit the ability to solve problems both independently and in cooperation with others; set and achieves high standards.

Each student will be evaluated on his/her classroom performance using the Student Classroom Performance Evaluation (50 points). An evaluation for each student will be completed and signed by the course instructor by the 13th week of class.

## Student Classroom Performance Evaluation

Course: MMFT \_\_\_\_\_ Professor: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria for Student Classroom Evaluation (worth 50 points)	Highest level of performance	Average performance	Below average performance	Unsatisfactory performance	Lowest level of performance	No opportunity to observe
Student remains in his/her seat during student panels and presentations/external speaker presentations.	5	4	3	2	1	N/A
Student is in his/her seat when the professor begins the class and returns to class on-time after break.	5	4	3	2	1	N/A
Student does not leave campus during the mid-class break.	5	4	3	2	1	N/A
All electronic devices are put away and out of sight unless otherwise directed by professor for designated class activities.	5	4	3	2	1	N/A
Student is sitting either in the first (3) rows of the side sections or middle sections...	5	4	3	2	1	N/A
Student is discreet in classroom attire.	5	4	3	2	1	N/A
Student waits until the class is dismissed by the professor before packing up his/her belongings.	5	4	3	2	1	N/A
Student notifies instructor in advance regarding intended absence.	5	4	3	2	1	N/A
Student actively participates in class discussions.	5	4	3	2	1	N/A
Student respects silence and is focused while either the professor is speaking or classmates are sharing thoughts in discussion.	5	4	3	2	1	N/A

Additional comments/feedback:

41-50 pts/50 points = Satisfactory  
 35-40 pts/50 points = Average  
 30-34 pts/50 points = Below Average  
 >29 pts/50 points = Unsatisfactory

Score: \_\_\_\_\_

\_\_\_\_\_  
 Instructor's Signature

\_\_\_\_\_  
 Date

# Cell Phones

During class, cell phones **must be off**. Vibrating phones are also not acceptable. If you have an emergency situation, please speak to the instructor before class to discuss options. Additionally, text messaging is prohibited during classroom instruction. If a student does not abide by this policy, he/she will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

## Safety Statement

Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that s/he is in danger. Do not hesitate to report any suspicious activities to university officials. Please visit the Misenheimer Policy website to learn more about campus safety: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>.

## Laptop Computers

Laptop computers will no longer be allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

## Course Assignments

1. You are expected to purchase and read the required textbook identified in the course syllabus and other readings as assignment. Readings should be completed PRIOR to the class period identified so that all students can actively participate in discussion.
2. **There will be Three (3) Reflection Papers.**
  - Two pages minimum to 4 pages maximum worth a total of 100 points each.
  - Assigned Journal Articles - write a short summary of the article, but spend the bulk of your paper reflection your thoughts, ideas, opinions, and impressions of the current topic as it relates to ethical issues and dilemmas, psychopathology, treatment, family dynamics, etc.
  - Papers are in the first-person and do not require APA formatting, except for the title page
  - Title page is required in APA formatting.
  - Submit final paper by 5:30pm on the due date via BB.
3. **You will complete a final exam worth 100 points each (multiple choice/matching/short answer/fill-in-the-blank).**
4. **Group Presentation (3 members)**

You are required to select a psychological test that is commonly used in the field and present it to the class. Your presentation should be approximately **60 minutes** in length and include the following:

  - Purpose of this test and how it can be used as a counseling tool
  - Standardization
  - Norms
  - Administration/setting
  - Theoretical background
  - Validity and Reliability
  - Scales/description
  - Scoring procedures
  - Psychometric properties (reliability & validity)
  - Other relevant additional information (e.g., where it can be purchased, cost, qualifications, etc.)
  - Demonstration of administration of a part of the assessment instrument
  - Class activity and demonstration

Please see the outline for "Evaluating Psychological Tests" listed at the end of the syllabus. Your presentation should closely follow this outline. All topics/tests must receive prior approval by the instructor. You are expected to provide the entire class with a copy of your PowerPoint and handout referencing (APA formatting) all professional articles your group used to construct your presentation (minimum of 5 current - within the last 10 years) peer-reviewed professional articles. Your grade will be determined by ratings from your classmates (50 points), the instructor (100 points), and by your teammates (50 points -professionalism, attitude, participation, cooperation). All group members are expected to contribute and present equally during the presentation. ***When collaborating on this project, professional behavior is expected from each group member.*** If problems arise in regards to unprofessional behavior within the group (not cooperating, not attending outside group meetings, rude or sarcastic behavior from one or more members, etc.) and attempts to resolve the problem(s) have been unsuccessful, ***please notify me*** and I will address this directly with the group. Professional dress expected. Maximum length, including time for class questions, discussion, 60 minutes. **This presentation is worth a total of 200 points**

## **Course Assignment Schedule**

Reading assignments need to be read for the date listed

This schedule is subject to change to meet course demands as the semester progresses.

***\*Additional required readings will be posted on BB (Assignments Tab)***

***Instructor reserves the right to change the course/assignment schedule.***

Week	Date	TOPIC(S)	DUE DATES
1	1/18 1/19	<p><b>Introduction &amp; Syllabus</b></p> <ul style="list-style-type: none"> <li>What is assessment and why is it important for counselors?</li> </ul> <p><b>Historical Overview of Assessment and Intelligence Testing</b></p> <ul style="list-style-type: none"> <li>Misuses of Intelligence Testing</li> <li>Group Selection and Meeting</li> </ul> <p><b>In-Class:</b> Take: 16 PF (Friday – time permitting) <b>In-Class:</b> Take MMPI (Saturday)</p>	<p><b>Article (Blackboard):</b> <i>Article: Who Was Deborah Kallikak?</i></p> <p><b>Readings:</b> <i>Chapters 1 &amp; 2: Use of Assessment in Counseling &amp; The Assessment Process</i></p>
2	2/1 2/3	<p><b>Ethical, Legal, and Professional Considerations in Assessment</b></p> <p><b>Multicultural Considerations in Assessment</b></p> <p><b>Basic Statistical and Measurement Considerations</b></p> <ul style="list-style-type: none"> <li>Measurement Concepts</li> <li>Understanding and Transforming Raw Scores</li> <li>Validity and Reliability</li> </ul> <p><b>Tests of Cognitive Abilities</b></p> <ul style="list-style-type: none"> <li>Wechsler Adult Scales of Intelligence</li> </ul>	<p><b>Reflection Paper Article #1 Due:</b> <i>Who Was Deborah Kallikak?</i></p> <p><b>Readings:</b> <i>Chapters 3 Ethical, Legal, and Professional Considerations in Assessment</i> <i>Chapter 4: Multicultural Considerations in Assessment</i> <i>Chapters 9: Assessment of Intelligence</i></p> <p><b>ACA Code of Ethics (Blackboard):</b> Section E: <i>Assessment and Interpretation</i></p>
3	2/22 2/23	<p><b>Tests of Cognitive Abilities &amp; Attention</b></p> <ul style="list-style-type: none"> <li>Continuous Performance Test (CPT)</li> <li>Stroop Color and Word Test</li> <li>Bender Visual Motor Gestalt Test II, 2nd Edition</li> <li>Connors' Rating Scales</li> </ul> <p><b>Standardized Measures of Personality</b> Minnesota Multiphasic Personality Inventory-2 (MMPI-2)</p> <p><b>Standardized Measures of Personality</b> Sixteen Personality Factor Questionnaire (16PF)</p>	<p><b>Readings:</b> <i>Chapter 13: Personality Assessment</i> <i>Chapters 10: Ability Testing: Academic Aptitude and Achievement</i></p> <p><b>Article BB:</b> <i>Tell Me a Story: MMPI Responses and Personal Biography in the Case of a Serial Killer (Nichols, 2006)</i></p>
4	3/29 3/30	<p><b>Projective Tests of Personality</b></p> <ul style="list-style-type: none"> <li>Thematic Apperception Test (TAT)</li> <li>Rorschach</li> </ul> <p><b>Projective Tests of Personality</b> <i>Guest Speaker: Using Art Therapy in Assessment</i></p> <ul style="list-style-type: none"> <li>House-Tree-Person Drawings</li> <li>Human Figure Drawing Test</li> </ul>	<p><b>Reflection Paper 2:</b> <i>Tell Me a Story: MMPI Responses and Personal Biography in the Case of a Serial Killer (Nichols, 2006) &amp; MMPI Experience (Class activity and lecture)</i></p>
5	5/3 5/4	<p><b>Putting It All Together – Communication of Assessment Results to Clients</b></p> <p><b>Exam Review</b></p> <p><b>Saturday</b> Team 1: Presentation Team 2: Presentation Team 3: Presentation</p>	<p><b>Reflection Paper 3:</b> <i>Using Art Therapy in Assessment (Your Experience in class).</i> <b>DUE FRIDAY APRIL 12<sup>th</sup> by 5:30 pm via BB.</b> <i>Chapter 14: Assessment of Interpersonal Relationships</i> <i>Chapter 15: Communication of Assessment Results</i></p>
<p><b>Tuesday, 5/7</b> <b>5:30pm – 8pm</b></p>		<p align="center"><b>FINAL EXAM (MANDATORY ATTENDANCE)</b> <i>Closed-Book (MC, Matching, Fill-in-the-blank, Short Answer)</i></p>	

## **Pfeiffer University Honor Code**

**Pfeiffer University values and will act to protect truth, honesty, and academic integrity. As a student of Pfeiffer University, the following expectations for my behavior have been explained to me:**

1. I understand that for any and all work expected of me at the University that "I have neither given nor received any unauthorized help."
2. I understand that the expectation of the University is that all of the work which I submit is entirely my own unless otherwise directed.
3. I understand that I have committed plagiarism in a written assignment unless I specifically provide internal credit according to Dr. John Jones, etc.) and formal footnotes or endnotes to give full evidence that I am using words and/or ideas which are not my own.
4. I understand that any words and/or ideas which I find in print or electronic sources which are not my own are intellectual property of the author who wrote them. Using them without internal credit and formal endnotes or footnotes is stealing and is a violation of the Honor Code.
5. I understand that violating any of the testing conditions established by my professor through using unauthorized print or electronic information is cheating and is a violation of the Honor Code.
6. I understand that it is not in my best interest to share any of my credit bearing work for a class with anyone else. Doing so and having the material copied by another person could make me guilty of violating the Honor Code.
7. I understand that signing in as another person in class, falsifying time sheet for work placements, and falsifying materials for the Cultural Program is a violation of the Honor Code.
8. I understand that the punishment for a first offense Honor Code violation is usually to receive a grade of "F" for the semester. Second offenses result in at least one semester of suspension, and third offenses lead to immediate and permanent dismissal from the University.
9. I understand that helping another person violate the Honor Code is a violation on my part of the Honor code.
10. I understand that not reporting a violation of the Honor Code is a violation on my part of the Honor Code.

I have been informed of my responsibility as a member of the Pfeiffer community for maintaining academic integrity and take full responsibilities for all of my actions and their consequences for the duration of my enrollment at Pfeiffer University.

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PRINT NAME

SIGNATURE

DATE



# MMFT 698: Appraisal of the Individual

## FORMAT FOR REFLECTION PAPERS

As you can guess by its name, a reflection/reaction paper records a response the writer experiences to a particular reading, video, presentation, or event. I am looking for an honest personal response here, not what you think I might want to hear. Nevertheless, your reaction paper still needs to be written carefully.

A reaction/response paper needs to include not only your immediate reaction to the reading, video, presentation, or event, but also a brief explanation of reasons for that reaction.

### General Information

1. Your reflection/reaction paper should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
2. The length of your paper must be at least two pages and no more than four pages (this does not include the title page).
3. Include a **page header** (also known as the "**running head**") at the top of every page. To create a **page header/running head**, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left using all capital letters. The **running head** is a shortened version of your paper's title and cannot exceed 50 characters including spacing and punctuation.

### Title Page

The title page should contain the **title** of the paper, the **author's name**, and the **institutional affiliation**. Include the page header (described above) flush left with the page number flush right at the top of the page (APA formatting).

### Major points in the paper *(Must be in narrative format)*

- Make sure you include an introductory paragraph.
- Be sure to include in your first sentence or two the complete **name of the article** or experience that you are asked to reflect.
- Each paragraph must have a minimum of 3 sentences. This is a must! You may have more than 3 sentences, but not less than 3.
- Because you are relating your personal opinions, please write in first person.
- The reaction paper must be typed and double-spaced.
- Please avoid contractions. Spell out such words as "can't" (cannot).
- Inclusive language should be used in the reaction paper (for example: gender references should be written as "he/she" when the gender is unknown).
- No citations are necessary.
- **Final paragraph**
  - *Your summary and conclusion*

### Paper Body

Address the following in your reflection paper:

1. As a prospective practicing mental health clinician, what were your initial reactions/reflections (thoughts and feelings) of the content of the article/experience?
  - Please refer to the journal article, class lecture, and/or text
  - Describe your reflections/reactions.
  - Explore possible reasons for those particular reactions
2. Explore areas that intrigued, disturbed, or shocked you.
  - Use specific examples
3. How might your understanding of this information influence your work with similar clients and their families?
  - Please elaborate.

## Reflection Paper Rubric

Criteria	Superior	Sufficient	Minimal	Unacceptable (0 points)
<b>Depth of Reflection</b>  _____/30	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b>  _____/30	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Cover Page</b>  _____/10	Includes a correctly APA formatted cover page.	Includes an APA-formatted cover page, however a few minor errors in formatting (spacing, components) are present.	Includes a cover page, however several errors in APA-formatting are incorrect or missing.	Cover page is missing.
<b>Structure</b>  _____/15	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized. Thoughts ramble and make little sense.
<b>Mechanics</b>  _____/15	There are no more than two spelling, grammar, or syntax errors throughout the paper.	There are no more than three spelling, grammar, or syntax errors throughout the paper.	There are no more than five spelling, grammar, or syntax errors throughout the paper.	There are more than five spelling, grammar, or syntax errors throughout the paper.
	<b>Final Points Earned</b>			<b>/100</b>

## TEAM PRESENTATION RUBRIC

To be completed by instructor (100 points) and audience members (50 points)

Team/Agency Name: \_\_\_\_\_

Names of Presenters: \_\_\_\_\_

Case Study: \_\_\_\_\_

	<b>Superior (10 - 9)</b>	<b>Good (8-7)</b>	<b>Average (6- 3)</b>	<b>Poor (4 - 0)</b>	<b>Points Awarded</b>
<b>Timing</b>	Whole group presentation is exactly within the allotted time frame (60 minutes)..	Whole group presentation is within 5 minutes +/- of allotted time.	Whole group presentation is within 7 minutes +/- of allotted time.	Whole group presentation is 8 or more minutes above or below the allotted time.	
<b>Collaboration</b>	Presenters worked as part of a team: <ul style="list-style-type: none"> <li>▪ introducing team</li> <li>▪ providing effective transitions to next/previous speaker</li> <li>▪ making references to previous/next topics</li> </ul>	Evidence of teamwork: <ul style="list-style-type: none"> <li>▪ Introductions and transitions to next/previous speaker</li> <li>▪ Transitions to next or previous topics made <i>for the most part</i></li> </ul>	Some evidence of teamwork: <ul style="list-style-type: none"> <li>▪ Some elements of introductions and transitions to next/previous speaker</li> <li>▪ Some evidence of transitions to next/previous topics</li> </ul>	<ul style="list-style-type: none"> <li>▪ No evidence of teamwork.</li> <li>▪ No introductions/ made to next/previous speaker or topics</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>▪ Introduction is strong and engaging</li> <li>▪ Introduction provides overview of presentation</li> <li>▪ Presentation supports introduction</li> <li>▪ Conclusion reinforces main points</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mostly effective introduction or overview of presentation.</li> <li>▪ Conclusion appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some overview is given</li> <li>▪ Connection between introduction and presentation is sometimes unclear</li> <li>▪ Conclusion is limited</li> </ul>	<ul style="list-style-type: none"> <li>▪ No introduction/overview is given</li> <li>▪ Organization is unclear</li> <li>▪ Presentation ends without conclusion.</li> </ul>	
<b>Content/ Preparedness</b>	<ul style="list-style-type: none"> <li>▪ Content throughout the presentation is well-researched</li> <li>▪ Content presented <b><i>succinctly</i></b></li> <li>▪ Presentation is well-prepared</li> <li>▪ <b><i>Has obviously been rehearsed.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Content is presented succinctly for the most part.</li> <li>▪ Research and preparation are evident.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Content shows problems with research and succinct presentation.</li> <li>▪ More preparation of the material is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentation of content is disjointed and incoherent; little evidence of preparation.</li> </ul>	
<b>Evidence/ Sources</b>	<ul style="list-style-type: none"> <li>▪ Main ideas are presented with depth and effectively supported with facts</li> <li>▪ Use vivid details, and engaging examples</li> <li>▪ All key elements are included.</li> <li>▪ Several current (within the past 13 years) sources (5 +) are used, mentioned, and cited correctly (APA, 7<sup>th</sup> ed.).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Main ideas are supported with appropriate facts, examples, and details.</li> <li>▪ One or two key elements may be missing; 5 sources are used, mentioned, and cited.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some main ideas are supported with facts, examples, or details.</li> <li>▪ More than two key elements are missing; only 4 sources are used OR mentioned/cited inappropriately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Main ideas are unclear; facts, examples, and details are lacking or fail to support ideas.</li> <li>▪ Presentation lacks several key elements or contains inaccuracies; 3-0 sources are used/mentioned/cited.</li> </ul>	
<b>Speaking Skills/Voice</b>	<ul style="list-style-type: none"> <li>▪ Poised</li> <li>▪ Clear articulation/pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear articulation/pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some mumbling; uneven rate and volume.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Volume too high or too low; rate too fast / slow.</li> </ul>	

	<ul style="list-style-type: none"> <li>Proper volume, speaking rate, and pauses.</li> <li>Presenters show enthusiasm through emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>tion but not as polished.</li> <li>Volume, rate, and pauses mostly appropriate.</li> <li>Presenters' show of enthusiasm through emphasis is adequate.</li> </ul>	<ul style="list-style-type: none"> <li>Some enthusiasm and emphasis</li> </ul>	<ul style="list-style-type: none"> <li>Speakers seemed uninterested and used monotone.</li> <li>Articulation/pronunciation often not clear</li> </ul>	
<b>Delivery/ Verbal Expression</b> (grammar, vocabulary, summarizing/paraphrasing)	<ul style="list-style-type: none"> <li>Presenters effectively explain content-specific terms and concepts and are easy to follow.</li> <li>Presenters summarize or paraphrase source material – <b>they do not read from the slides</b></li> <li>Answer questions confidently and completely.</li> </ul>	<ul style="list-style-type: none"> <li>Presenters use content-specific terms and concepts and are easy to follow.</li> <li>Most source material is summarized or paraphrased;</li> <li>Presenters <b>rarely</b> read from the slides.</li> </ul>	<ul style="list-style-type: none"> <li>Presenters use mostly general terms or use informal language.</li> <li>Some source material may not be summarized or paraphrased.</li> <li>Some difficulty answering questions.</li> <li>Presenters mainly read from the slides.</li> </ul>	<ul style="list-style-type: none"> <li>Presenters use no content-specific terms, speak in informal language, or are difficult to follow OR do not summarize or paraphrase source material.</li> <li>Answers to questions are incorrect or incomplete.</li> <li>Presenters read from the slides.</li> </ul>	
<b>Physical Expression</b> (non-verbal communication and appearance)	<ul style="list-style-type: none"> <li>Presenters communicate interest in topic with energy and poise,</li> <li>Maintain eye contact with audience,</li> <li>Use facial expressions and gestures effectively.</li> <li>Posture and appearance convey confidence and credibility.</li> </ul>	<ul style="list-style-type: none"> <li>Presenters communicate interest in topic,</li> <li>Maintain eye contact for the most part, use appropriate facial expressions, gestures, and posture.</li> <li>Appearance is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Presenters have difficulty communicating interest in topic and maintaining eye contact.</li> <li>Some facial expressions, gestures, posture, or appearance may not be appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Presenters do not communicate interest in topic.</li> <li>Maintain little eye contact.</li> <li>Does not use facial expressions and gestures effectively.</li> <li>Inappropriate posture and/or appearance.</li> </ul>	
<b>Visuals</b>	<ul style="list-style-type: none"> <li>Visuals are attractive and effectively enhance the presentation.</li> <li>Graphs and tables illustrate important points effectively</li> <li>Graphics are theme/topic-related</li> </ul>	<ul style="list-style-type: none"> <li>Most visuals are attractive; graphs and tables generally enhance the presentation.</li> <li>Graphics are theme/topic related.</li> </ul>	<ul style="list-style-type: none"> <li>Visuals (graphics, graphs and tables) could have been used more effectively to support the content of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Visuals do not include graphs or tables to support the presentation; graphics are unattractive, detract from the content of the presentation OR No theme/content-related graphics used</li> </ul>	
<b>PowerPoint Appearance</b>	<ul style="list-style-type: none"> <li>Background, font formats (colors, size, type), and graphics significantly enhance the presentation.</li> <li>No misspellings or grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Background, font formats, and graphics generally support the readability and content of the presentation.</li> <li>Only 1-2 misspellings or grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Some interference of background, font formats, or graphics with readability and content of the presentation.</li> <li>Several misspellings or grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Background, font formats, or graphics make reading and understanding the material difficult OR detract from the presentation.</li> <li>Many misspellings or grammatical errors.</li> </ul>	
<b>Points Earned</b>					<b>Final Score /100</b>

### Team Member Participation Evaluation Rubric

*(Team members evaluation of each other's contributions and professionalism)*

Team Member Being Evaluated: \_\_\_\_\_

Team Member Evaluator: \_\_\_\_\_

Points	10 - 9	8 - 7	6 - 4	3 - 0	Total
<b>Contributions</b>	Routinely provides useful ideas when participating in team discussion. A leader who contributes a lot of effort.	Usually provides useful ideas when participating in the team discussion. A strong team member who tries hard!	Sometimes provides useful ideas when participating in the team discussion. Does not always answer team member emails and/or does not regularly attend team meetings. A satisfactory team member who does what is required.	Rarely provides useful ideas when participating in the team discussion. May refuse to participate. Does not answer team member emails and/or does not attend team meetings.	
<b>Problem-Solving</b>	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Does not try to solve problems or help others solve problems. Allows others do the work.	
<b>Attitude</b>	Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Is occasionally publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Is often publicly critical of the project or the work of other members of the team. Is often negative about the task(s) or appears irritated or upset when asked to contribute in team discussions or tasks. Has difficulty getting along with team members.	
<b>Focus on the Task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person	Focuses on the task and what needs to be done some of the time. Other team members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Allows others do the work – not pulling share of work responsibility.	
<b>Working with Others</b>	Consistently listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	

Student Name (PRINT) \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

<b>PMFTPs for MMFT 606</b>	
<b>I. AMFTRB Domains</b>	<b>Check and initial when Completed</b>
<b>Domain 4: Evaluating Ongoing Process and Terminating Treatment.</b> Tasks related to continuously evaluating the therapeutic process and incorporating feedback into the course of treatment, as well as planning for termination.	
<b>II. Student Learning Outcomes (SLOs)</b>	<b>Check and initial when Completed</b>
<b>SLO #3– Clinical Effectiveness:</b> Students will demonstrate effective clinical practice from a systems perspective.	
<b>III. Professional MFT Principles (PMFTPs)</b>	<b>Check and Initial when Completed</b>
<b>Relevant State Licensing Regulations – III. Practice of Marriage and Family Therapy</b>	
<b>IV. Course-Embedded Core Competencies (CECCs)</b>	<b>Check and Initial when Completed</b>
<b>1.3.4</b> Explain practice setting rules, fees, rights, and responsibilities of each party, including privacy, confidentiality policies, and duty to care to client or legal guardian.	
<b>1.3.6</b> Establish and maintain appropriate and productive therapeutic alliances with the clients.	
<b>2.3.3</b> Apply effective and systemic interviewing techniques and strategies.	
<b>2.3.8</b> Identify clients’ strengths, resilience, and resources.	
<b>2.3.9</b> Elucidate presenting problem from the perspective of each member of the therapeutic system.	
<b>4.2.2</b> Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.	
<b>4.3.7</b> Defuse intense and chaotic situations to enhance the safety of all participants.	
<b>5.1.3</b> Know policies and procedures of the practice setting.	
<b>5.4.2</b> Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.	



**Division of Applied Health Sciences  
Department of Marriage and Family Therapy  
Charlotte Campus**

**MMFT 602 Family Therapy Theories  
Wednesdays 7pm-10pm  
Spring 2021**

**Professor:** Thomas Bischoff, Ph.D.  
**Office Hours:** Wednesday 4-7pm  
**Office Location:** Pfeiffer University – Room 208  
**Office Phone:** 704-448-0270  
**Email:** thomas.bischoff@pfeiffer.edu

**Required Textbooks**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

Gehart, D. (2016). *Theory and treatment planning in family therapy: A competency-based approach*. Boston, MA: Cengage Learning.

Additional required readings may be provided through Blackboard. \*\*\*

\*\*\*Note: This instructor has the right to modify readings & assignments during the semester as necessary.

**Supplementary Textbooks**

Becvar, D. S., & Becvar, R. J. (2012). *Family therapy: A systemic integration* (8<sup>th</sup> ed.). New York: Pearson.

Nichols, M. (2012). *Family Therapy: Concepts and Methods* (10<sup>th</sup> ed.). Pearson.

**Suggested Readings**

Gehart, D. (2016). *Case documentation in counseling and psychotherapy: A theory-informed competency-based approach*. Boston, MA: Cengage Learning.

**Pfeiffer University Mission**

Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service (see Mission Statement, Graduate Catalog, p. 3).

**Educational Goals for the Graduate Program:**

The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program” (see Pfeiffer University Graduate Catalog 2014-2015, p. 4).

**Statement of Values**

Statement of Values: 1) Liberal Learning and Professional Competence, 2) Free Inquiry and Intellectual Integrity, 3) Service and Leadership, 4) Unity in Diversity, 5) Faith and Reason, and 6) Personal Piety and Social Action.

### Marriage and Family Therapy Program Mission

The mission of the Master of Arts Degree (MA) in the Marriage and Family Therapy (MMFT) Program at Pfeiffer University “is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings.” The mission also engenders “effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy” (see MMFT Student Handbook and Marriage and Family Therapy Website – Mission and Vision).

### Overview of the Course

A survey of contemporary, multicultural, and contextual analyses of the major models of marriage and family therapy, the integration of various approaches in relationship therapy, and the research outcomes which document the state of MFT effectiveness.

### AMFTRB Domains

*Domain 1: The Practice of Systemic Therapy.*

Tasks related to incorporating systemic theory and perspectives into practice activities, and establishing and maintaining ongoing therapeutic relationships with the client system.

*Domain 2: Assessing, Hypothesizing, and Diagnosing.*

Tasks related to assessing the various dimensions of the client system, forming and reformulating hypotheses, and diagnosing the client system in order to guide therapeutic activities.

*Domain 3: Designing and Conducting Treatment.*

Tasks related to developing and implementing interventions with the client system.

*Domain 6: Maintaining Ethical, Legal, and Professional Standards.*

Tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism.

### Student Learning Outcomes (SLOs)

*#1 – Theoretical Knowledge/Academic Training*

Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

### Professional MFT Principles (PMFTPs)

Relevant State Licensing Regulations – VI. Theoretical Foundation of MFT

### Course-Embedded Core Competencies (CECC)

- 1.2.1 Recognize contextual and systemic dynamics of couples and families e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- 1.2.2 Consider health status, mental status, other therapy, and other systems involved in the clients’ lives (e.g., courts, social services).
- 1.2.3 Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
- 2.1.4 Comprehend individual, marital, couple, and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
- 2.2.3 Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
- 2.2.4 Consider the influence of treatment on extra-therapeutic relationships.
- 3.1.1 Know which models, modalities, and/or techniques are most effective for presenting problems.
- 4.2.2 Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
- 4.3.1 Match treatment modalities and techniques to clients’ needs, goals, and values.
- 6.4.1 Evaluate knowledge of current clinical literature and its application.



**COAMFTE Core Competencies** Designated Core Competencies will be clarified at the beginning of the first class meeting and will be assessed through the mastery of specific primary assignments with a passing grade. Carefully review the *Criteria for Evaluation* found at the end of the syllabus to determine the point system for evaluation in each and every course. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who may determine that the student will need to retake the course during the following academic year to establish fulfillment of the minimal performance level. If the student does not address the student learning outcome(s) prescribed or cannot meet a minimal performance level of “3” during the next attempt, the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

**\* Assessment Rubric Rating Scale**

- 5 = Exceptional:** Skills and understanding significantly beyond developmental level  
**4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts  
**3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident  
**2 = Developing:** Minor conceptual and skill errors; in process of developing  
**1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of “3” and above indicate performing well for developmental level

**Course Requirements**

1. **Preparation:** You are expected to acquire and read the required textbooks identified above and other readings as scheduled. In order to make informed and productive remarks, it is necessary that you complete the assigned readings before the classroom discussion of the material. **All assignments must be completed in order to pass the course.**
2. **Quizzes:** Each chapter has a multiple-choice quiz connected to it. These will be completed on Blackboard prior to class. Points are given for completing the quiz and not for how many correct answers. Use these quizzes as a study guide to help prepare you for the final exam. You may want to write down the questions and answers to help you study. Each quiz is worth 5 points. There will be 12 quizzes, totaling **60 points**.
3. **Theoretical Application Paper:** Students will write a paper (APA-style), which will include: Title page, **4 to 5-Main Body pages**, Reference page (**a minimum of 2 scholarly references required**), and a Genogram. The paper will examine the application of a theory of their choice (covered in this and the Assessment class) to a relational issue from a movie, book, or show. The paper will **focus on applying the theory** to the relational case. Include the following:
  - A one-page description of the chosen theory and its major components (at least 2-3 major components).
  - A one-page description of the relational case from the movie/book/show- **conceptualizing the case from the chosen theoretical perspective**. This is **NOT** a scene-by-scene overview of the movie/book/show. Provide relevant information about the family and the challenges they are facing. **The focus will be on a clinical description of the case based on the chosen theory**. For example: CBT would have a strong focus on the thoughts and behaviors, while Bowen’s Family Systems Theory would examine intergenerational processes and differentiation.

- A one-page description describing how you would intervene with the relational case using at least **2 techniques/concepts** from the chosen theory.
  - In one-page, address dimensions of culture in both the demographics (how the individuals identify) as well as how the dimensions of culture may influence the challenges experienced (minimum of 3 examples).
  - Create a Genogram for the case. Total = **65 points**.
4. **Theories Chart:** Students will build their own chart to differentiate and understand the different major theories in the MFT field. **It is encouraged to complete this as you are reading each chapter.** Please make the chart your own and do not use other charts you may find online or elsewhere. The structure of the chart will be placed on Blackboard and will cover the major ideas/people/works/history that each theory presents. Worth **150 points**.
  5. **Final Exam:** Students will complete a cumulative multiple-choice exam. All the questions will come directly from the take-home quizzes given. Consider these quizzes not only your study guide for the final, but also something to revisit later in the program for your comprehensive exam. Worth **100 points**.
  6. **Student Classroom Evaluation:** Student behavior and attitude in class are important not only to the atmosphere in the class, but also to your development as a professional/colleague. The evaluations will be completed for each student. Worth **50 points**.

**\*\*Assignments Policy\*\***

(1) **Assignments are NOT optional:** You must complete all assignments in order to demonstrate your full capacity to achieve/fulfill PMFTPs satisfactorily.

(2) **If you do not submit an assignment on time:** Should you not submit an assignment within a timeframe to earn points, then you will be asked to submit the assignment without points no later than 2 weeks from the original due date. If assignments are NOT turned in after the 2 weeks mark, I will not grade future assignments submitted, and, I will mark your status of the course as incomplete (I) or failure (F).

**\*\*All papers are due at midnight on the dates scheduled. Five points WILL BE DEDUCTED FOR EVERY DAY THE ASSIGNMENT IS LATE!**

Evaluation	
Assignment	Possible Points
Quizzes	60
Theoretical Conceptualization Paper	65
Theories Chart	150
Final Exam	100
Student Classroom Evaluation	50
<b>Total</b>	<b>425</b>

**Note: 5 points will be deducted from your final numerical grade if you are absent for more than 2 classes. If you miss more than 3 classes you will fail the course (University policy).**

**Written Assignments**

All written assignments will be submitted through Blackboard on the day they are due. Some assignments (e.g. quizzes) are due before class while others are due before midnight. It is your responsibility to refer to the syllabus

for due dates and times. I will not accept hard copies or papers sent to me through email unless a specific exception is made in advance.

### Final Exams

The exam cannot be given on the same day as the last class. The final exam schedule is determined by the university and will NOT be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused for the final exam due to a medical issue, the student will receive a grade of "I," and the grade will be reconciled no later than 30 days within the next semester. If the final exam is not completed in due time, the student will receive a grade of "F," and the course will be repeated a second time.

### Final Grades

Final grades will be based on the average of grades received during the semester with a letter grade assigned per the following schedule: 93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

### Attendance Policy

Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class.

The student must be present during the entire class period to be counted as present. Attendance will be taken at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the attendance will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

To clarify, two absences are excused regardless of reason. Students who miss 3 classes will receive a 5-point deduction from their final grade. Students who miss more than 3 classes will receive an automatic failing grade and should withdraw immediately from the class.

### Supplemental Technology

Readings may be placed on Blackboard (<http://blackboard.pfeiffer.edu/>), a web-based course management tool that will be used throughout the semester for the professor to communicate to the class via email, post presentations and other course documents, and for students to submit assignments. In order for the system to function properly, it is imperative that students have a correct email address that is checked regularly and associated with their Blackboard account. Students are responsible for all information communicated through Blackboard. For assistance setting-up or problem-solving your Blackboard account, contact the help desk immediately at 704.463.3002.

### To Get Help

Students are encouraged to come to see the instructor if assistance is needed during scheduled office hours. If unable to meet at those times, please email to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

**Section 504:** Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for this class, students should contact Dr. Jim Gullede at (704) 463-3366 or [jim.gullede@pfeiffer.edu](mailto:jim.gullede@pfeiffer.edu).

### Library Support

Contact Ms. Jeri Brentlinger, Director of Information Support Services, via email at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or by phone at 704/945-7305 or 704/945-7354. Students have 24/7 access to the online library at <http://library.pfeiffer.edu>.

### Graduate Academic Success Center:

<https://www.pfeiffer.edu/academics/graduatedegree-completion-academic-success-center>

Contact: success@pfeiffer.edu

#### LiveSmart Resources

Contact: [LiveSmart@pfeiffer.edu](mailto:LiveSmart@pfeiffer.edu).

#### Title IX

Any student who believes that they have been the victim of sexual misconduct or harassment based on the student's sex, gender, pregnancy, race, color, religion, national origin, age, disability, military service, or any other legally protected status by another student, faculty member, member of the staff, guest, or any other University personnel, or who has knowledge of or has observed such behavior, should immediately report the alleged acts to an appropriate individual who, depending on the circumstances, may be a faculty member, their residence director, a student development dean or staff member, the Title IX Coordinator, or one of the Deputy Coordinators.

Title IX Coordinator:

Leslie Robin

Phone: 704-464-3442

Email: robin.leslie@pfeiffer.edu

#### Statement of Academic Integrity

In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your University Student Handbook.

**Plagiarism. At a minimum, plagiarism will result in an automatic grade of "F" for your paper.**

**Collegial Respect.** As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. Offensive remarks (e.g., ridiculing, name calling), inappropriate language and material, along with other distractions will not be tolerated. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge.

**Civility in the Classroom.** Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, **students are asked to not use electronic devices (particularly cellphones) unless needed and provided permission by the professor.** If students breach this policy, they will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

#### Safety

Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone who has reason to believe that they are in danger. Do not hesitate to report any suspicious activities to university officials. Please visit the Misenheimer Police web site to learn more about campus safety: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>.

<b>**Proposed Course Schedule – MMFT 602</b>			
<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Due</b>
Week 1: 1/6	Introduction to course Role of theory in therapy Research, Ethics, and Diversity	Ch. 1, 2	
Week 2: 1/13	Theory-Specific Case Planning	Ch. 1, 2, 3	<b>Quiz 1</b>
Week 3: 1/20	Structural	Ch. 7	<b>Quiz 2</b>
Week 4: 1/27	Structural	Ch. 7	
Week 5: 2/3	Systemic: MRI & Milan	Ch. 5	<b>Quiz 3</b>
Week 6: 2/10	Strategic	Ch. 6	<b>Quiz 4</b>
Week 7: 2/17	Intergenerational/Bowen Psychoanalytic	Ch. 10	<b>Quiz 5</b> <b>*TC: MRI, Milan, Strategic, Structural</b>
Week 8: 2/24	Cognitive Behavioral Therapy Mindfulness	Ch. 11	<b>Quiz 6</b>
Week 9: 3/3	Satir	Ch. 8	<b>Quiz 7</b> <b>*TC: Bowen, Psychoanalytic, CBT</b>
Week 10: 3/10	Symbolic Experiential Internal Family Systems (IFS)	Ch. 9	<b>Quiz 8</b>
<b>3/13 - 3/21 SPRING BREAK</b>			
Week 11: 3/24	Postmodernism Collaborative	Ch. 4, 14	<b>Quiz 9</b> <b>*TC: Satir, Whitaker, IFS, Object relations</b>
Week 12: 3/31	Solution-Focused	Ch. 12	<b>Quiz 10</b>
Week 13: 4/7	Narrative	Ch. 13	<b>Quiz 11</b>
Week 14: 4/14	Emotion Focused Therapy Functional Family Therapy	Ch. 15	<b>Quiz 12</b> <b>Theoretical Application Paper</b>
Week 15: 4/21	Integrating theories	Ch. 17	<b>Final Theories Chart</b>
Week 16: 4/28	FINAL EXAM, 7-9pm		

\*\*Schedule, topic, assignments and readings are subject to change as determined by the professor

TC = Theories Chart

# *Pfeiffer University*

## *Charlotte Campus*

**MMFT 621 – Advanced MFT Theories & Special Issues**

**Tuesdays 4 to 7pm**

**Fall 2020**

<b>Professor:</b>	Thomas Bischoff, Ph.D., LMFTA
<b>Office Hours:</b>	Tuesdays from 2-4pm, 7-8pm.
<b>Office Location:</b>	Pfeiffer University – Room 208
<b>Office Phone:</b>	704-448-0270
<b>Email:</b>	thomas.bischoff@pfeiffer.edu

### **Required textbooks**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

Aponte, H. J. & Kissil, K. (Eds.) (2016). *The person of the therapist training model: Mastering the use of self*. New York, NY: Taylor & Francis Group.

Kottler, J. (2013). *Change: What really leads to lasting personal transformation*. NY: Oxford University Press.

Neimeyer, R.A. (2016). *Techniques of grief therapy: Assessment and intervention*. New York, New York: Routledge

Additional required readings will be provided through Blackboard.

\*\*\*Note: This instructor has the right to modify readings during the semester as necessary.

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### **Pfeiffer University Mission:**

Reflecting its relationship with the Methodist Church, Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality and service

### **Educational Goals for the Graduate Program:**

The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program.

### **Overview of the course:**

Special focus will be given to advanced techniques and practical applications to individual, marital, couple, family, and group psychotherapy in the clinical setting, including an introduction to family mediation as an approach to helping families deal effectively with separation and divorce. Normative family transitions and processes, family competence, family resilience, and interactional patterns in marital success or failure are addressed.

### **Course Rationale:**

In order for professional therapists to demonstrate the highest standards of client care and best practices, it is necessary that they expand their clinical knowledge base and build strong thinking skills to guide practitioner decisions in appropriate assessment and treatment planning.

### **Record your own achievement with your PMFTP Form for MMFT 621:**

#### **AMFTRB Domains**

##### **Domain 2 – Assessing, Hypothesizing, and Diagnosing**

Tasks related to assessing the various dimensions of the client system, forming and reformulating hypotheses, and diagnosing the client system in order to guide therapeutic activities.

##### **Domain 3 – Designing and Conducting Treatment**

Tasks related to developing and implementing interventions with the client system.

#### **Student Learning Outcomes (SLOs)**

##### **#1 – Theoretical Knowledge/Academic Training**

Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

##### **#2 – Diversity**

Students will demonstrate an awareness of and sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation, and socio/economic status.

#### **Professional MFT Principles (PMFTPs)**

##### **Relevant State Licensing Regulations – VI. Theoretical Foundation of MFT**

MFT Educational Guidelines – Area I. Theoretical Knowledge. Students will demonstrate an awareness of and sensitivity to diversity and other contextual factors across the lifespan, including culture, ethnicity, gender, disability, race, religion, sexual orientation, and socio/economic status.

#### **Course-Embedded Core Competencies (CECCs)**

##### **MMFT 621 Course Embedded Core Competencies**

- 1.2.1 Recognize contextual and systemic dynamics of couples and families e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- 1.2.2 Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
- 1.2.3 Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
- 2.1.4 Comprehend individual, marital, couple, and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
- 2.2.3 Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
- 2.2.4 Consider the influence of treatment on extra-therapeutic relationships.
- 3.1.1 Know which models, modalities, and/or techniques are most effective for presenting

problems.

**4.2.2 Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.**

**4.3.1 Match treatment modalities and techniques to clients' needs, goals, and values.**

**6.4.1 Evaluate knowledge of current clinical literature and its application.**

### **COAMFTE Core Competencies**

Designated Core Competencies will be clarified at the beginning of the first class meeting and will be assessed through the mastery of specific primary assignments. See your *Criteria for Evaluation* at end of the syllabus. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30-day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of a written Individual Remediation Plan (IRP) and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance level of “3,” the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

#### **\* Assessment Rubric Rating Scale**

- 5 = Exceptional:** Skills and understanding significantly beyond developmental level
- 4 = Outstanding:** Strong mastery of skills and thorough understanding of concepts
- 3 = Mastered Basic Skills at Developmental Level:** Understanding of concepts/skills evident
- 2 = Developing:** Minor conceptual and skill errors; in process of developing
- 1 = Deficits:** Significant remediation needed; deficits in knowledge/skills

**Note:** Ratings of “3” and above indicate performing well for developmental level

### **Course Requirements**

**\*\*Note: ALL Assignments must be completed. Assignments will not be accepted after a maximum of 5 days. Additionally, because course competencies are directly related to the primary assignments, students must demonstrate the PMFTPs designated in each and every class successfully before the course can be completed.**

1. You are expected to purchase and read the **Required Textbooks** identified above and other readings as assigned. Readings should be completed **PRIOR** to the class period identified so that all students can actively participate in discussion.
2. You are expected to complete a cumulative written exam worth **100 points** during exam week. The test may consist of multiple choice, short answer, and/or applied essay questions based on a selected case scenario.
3. You will be keeping a record of the PMFTP Form for MMFT 621 which charts your progress in successfully completing the corresponding Domains, SLOs, PMFTPs, and Core Competencies for all primary assignments. If you receive a grade of “A” or “B” on the primary assignment, your letter grade indicates you have achieved the corresponding PMFTP(s) and can initial and check it off on the form. If you receive a grade of “C,” you will be required to meet with your professor and demonstrate your conceptual understanding of the PMFTPs by an alternative assignment determined by the professor/instructor of the course. However, your original grade will NOT be changed. All PMFTPs must be achieved before the completion of the class. If not, the student will earn an Incomplete (I) and have (30) days in which to demonstrate his/her understanding of the concept. If the student is unable to achieve



it successfully, the student will be required to complete an appropriate Individual Remediation Plan (IRP) within a limited window of time determined by the professor of the course.

4. **Signature Theme Paper:** You will write a 4-5 page paper describing your signature theme, your struggle with your signature theme, your family history, and your clinical work (or history helping people if you do not have clinical work yet). See Aponte & Kissil, p. 126 for more details (See Below).

Pg. 126 of Aponte & Kissel book\*:

- 1) **Your signature theme:** Describe what you believe to be the personal issue that has been most dominant in your life. This is the hang-up of yours that has and continues to vex you, affecting many or all areas of your life. Take into consideration the emotional, spiritual, and social components of your life.
- 2) **Your struggle with your signature theme:** Speak to how you deal with your signature theme. Here describe where you handle it poorly, and where you deal with it most effectively. Add who in your life is most helpful to you in wrestling with it, and how you make good use of this person's help.
- 3) **Your Genogram:** Attach a three generational genogram of your family, with comments that may help us understand who the characters are and their relationships to one another.
- 4) **Your Family History:** Provide a history of your family, as you believe it relates to your signature theme. These are your hypotheses about the parts you family members and their relationships may have contributed to the origin and perpetuation of your signature theme.
- 5) **Your clinical work:** Offer your thoughts on how you believe your signature theme has affected or may affect your relationship with clients and your work with their issues – negatively and positively.

\*Aponte, H. J. & Kissil, K. (Eds.) (2016). *The person of the therapist training model: Mastering the use of self*. New York: Taylor & Francis Group.

#### 5. **Theory of Change Paper (10-12 pages)**

In this applied case study paper, the student will address the following topics and implement a specific theory of change that they select to use for either a client couple from the clinic, field placement, or adapted as a case application from a feature film. They will include the following information, including best practices that serve as most effective in a multi-component intervention:

**Clearly describe your theory of change and consider the following:**

- Theory or theories that fit your worldview and that you use to conceptualize and promote change
  - Described fully
  - If multiple theories, describe how they fit/integrate together
- Discuss how you integrate your 'Self' or Person of the Therapist with your theory of change

**Write in Third Person only: Define Conjoint Couple issue & Collaborative Goals (Based on your theory of change)**

- Case Scenario details/description – What potential change would the couple seek & why?
- What would be the couple's motivation to change?
- Describe the Theoretical Model recommended for couple change based on their issue(s)
- Describe the presenting/underlying problem(s) and systemic hypothesis
- Describe the Assessment issues
- Describe the Assessment tools/assessment instruments that will be implemented
- Identify the Ethical Issues that should be addressed
- Identify the Diversity Issues that should be addressed
- Describe the social supports and community resources to be considered
- How will clinical progress and treatment outcomes be evaluated?
- What indicators do you anticipate that will affirm that the couple has changed?

**After the case application is completed above, then respond to this section in either 3rd person or 1<sup>st</sup> person:**

- Role of the therapist in this case application/scenario

- Therapist's use of self in therapy (Person of the Therapist – POTT)
- Assumptions about your conceptualization of couple satisfaction
- Assumptions about why people enter into therapy
- Assumptions about how change occurs
- Your personal assumptions about life and how it informs your theory of change

Both sections must include supporting references. The entire paper must include at least 10 current refereed references (within the last 10 years). The paper must also follow **APA format**. Points will be deducted for APA errors. **This paper is worth 100 points.**

You may access the APA Publication Manual (7<sup>th</sup> edition) at the circulation desk at the Pfeiffer Library or an APA style guide online at the following website:

**<http://owl.english.purdue.edu/owl/resource/560/01/>**

### **6. Group Presentation: Grief Techniques**

Students will be divided into 4 groups and assigned techniques to read from Neimeyer's (2012) text on grief therapy. Each group will prepare a brief outline of the techniques (with appropriate APA references) and explain them to the class. Groups will then provide a brief demonstration of the technique(s) in class. After which, the class will practice together. Each group has 30 mins during class to present/demonstrate. **This assignment is worth 50 points.**

### **7. Panel Introduction of Case Study/Demonstration/Discussion of Couple Application w/Handout**

Students will be divided into **4 group panels** and select a special population below for a collaborative group case study. Groups will demonstrate best practices for the therapeutic care of that population. Other topics may be chosen if approved by the Professor.

- **Grief & Loss w/pets**
- **Religiosity and Spirituality**
- **Impulse Disorder—intermittent explosive disorder, compulsive gambling disorder, etc.**
- **Low and High SES**
- **Trans-Teenagers**
- **Teenagers and Eating Disorders**
- **PTSD**
- **Families with Aging Family Members (Couple only)**
- **Families with Chronically and Terminally Ill Members (Couple only)**
- **Families dealing with Separation and Divorce (Couple only)**
- **Interracial Couples**
- **Couples dealing with Infidelity**
- **Couples dealing with military return from deployment**
- **Prepare/Enrich Program**
- **Same Sex Couples**
- **Disability**
- **Couples and Adoption**

**Application/Demonstration:** The demonstration/application of the selected population will be presented to the class regarding treatment that is considered most effective or best practice in working with the population. A formal paper is not required. Rather, groups will create a **handout** to provide the class the necessary information regarding the designated population. The format of the demonstration will be: **A)** Panel introduction of the couple's presenting/underlying problem(s) and the rationale for the identified approach, **B)** Demonstration of the procedures/techniques by means of a role play in class, and **C)** Interactive panel and class discussion of the theoretical approach and techniques justified for the population chosen. Also, the group should be sure to include **D)** Group handout justifying rationale of theoretical approach and techniques with this population and supportive in-text citations. A reference

sheet in APA format is also required to match the citations. Each group member will find at least one scholarly article.

Each team will have approximately **15-minutes** for the case introduction, **30-minutes** for the role play, and **15-minutes** for the post discussion. The finished project will be an organized and thoughtful backdrop of application and demonstration, which provides important clinical information and relevant research in the field of Marriage & Family Therapy.

**\*Note-** Major points of the demonstration will result from the 15-minute class discussion to raise awareness about the population challenges presented in the case study and subsequent demonstration.

Lastly, each individual of the team will provide brief feedback to the Professor regarding each team member's contribution (as well as themselves) to the assignment. **This assignment is worth 100 points.**

## Evaluation

Signature Theme Paper (individual) = 50 points

Theory of Change Paper (individual) = 100 points

Group Presentation: Grief Techniques = 50

Panel Presentation, Demonstration, and Handout (group assignment) = 100 points

Student Classroom Evaluation (SCE) = 50 points

Final Exam – 100 points

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**450 points**

**Note: (5) points will be deducted from your final numerical grade if a student is absent from more than (2) classes.**

**\*\*All papers** are due at the beginning of the class on the dates scheduled. **5 points WILL BE DEDUCTED FOR EVERY DAY THE ASSIGNMENT IS LATE!**

## Assignments

All written assignments are submitted through Blackboard on the due date no later than 15 minutes after class starts. Hard copies or papers sent through email unless a specific exception is made in advance are not accepted. Papers turned in late (i.e., more than 15 minutes after class starts) have 5 points deducted for each day late.

## Final Exams

Final Exams are scheduled during regular class time on the 16<sup>th</sup> week of class. The final exam schedule will not be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused due to a medical certificate, the student will take an Incomplete (I) and the make-up time will be at the discretion of the professor during the first (30) days of the following semester.

## Final Grades

Final grades will be based on the average of grades received during the semester with a letter grade assigned per the following schedule: 93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9 = C; below 70 = F.

## Attendance Policy

There are 16 weeks during the fall and spring semester -- 15 weeks of instructional class and a final exam during the 16<sup>th</sup> week which requires a minimum of a 2-hour exam experience. Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class. In accordance with Pfeiffer policy, any student who misses more than (3) classes during the semester will receive an automatic failing grade. If this circumstance should exist, you are encouraged to drop the course by the published withdrawal date.

The student must be present during the entire class period to be counted as present. Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in

session, coming back from break 15 minutes late, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

For clarification, two absences are excused regardless of reason. Students who miss three (3) classes or 9 hours of class will receive a five (5) point deduction from their final grade. For example, a student who would have earned a final average of 90, will earn instead an 85 (B) in the course if s/he misses class a total of three nights. Students who miss more than (3) classes will receive an automatic failing grade and should withdraw immediately from the class.

### **Supplemental Technology:**

**Blackboard** (<http://blackboard.pfeiffer.edu/>) is a web-based course management tool that I will use to post documents, readings, email announcements, and critical messages. For assistance accessing your new Blackboard account, please contact the Help Desk at 704.463.3002.

### **To Get Help**

Students are encouraged to come to see the instructor if assistance is needed during regularly scheduled office hours. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

Through Pfeiffer University, **Write Smart Services** are also available to students who need help with writing instruction (not proofreading). You can receive **writing help online or in person**. If face-to-face writing help is preferred, send an email to [WriteSmart@pfeiffer.edu](mailto:WriteSmart@pfeiffer.edu) to schedule a personal appointment with a writing coach on campus or via a live internet session in Blackboard Collaborative.

For automated online assistance 24/7, **Grammarly** can help you complete your assignments as well. Go to [www.grammarly.com/edu/signup](http://www.grammarly.com/edu/signup) to create a free account using your Pfeiffer email.

With **Study Smart online tutoring**, you can also support your academic success. by working face-to-face online with certified tutors from Upswing on 350+ subjects without ever leaving your computer desk. For access information, email [studysmart@pfeiffer.edu](mailto:studysmart@pfeiffer.edu).

For **self-help information** on time management, test taking, or dealing with stress, check in the Graduate Success Center at (704) 945-7309.

For **personal growth** in Charlotte, please be sure to reach out to our designated extern counselors or continue with your own personal counseling and just provide his/her current active mental health license. Personal growth with our extern counselors is gratis.

For **Research Assistance & Library Services**, the Charlotte Campus and Virtual Library provides adult students with access to research databases, books, and journals. Visit <http://library.pfeiffer.edu/> or contact Jeri Brentlinger, the Director of Information Support Services at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or call (704)945-7305. For distance learning students, secure live online help from a librarian 24/7 via <http://library.pfeiffer.edu/dist.html>.

### **Students with Special Concerns**

**Section 504:** Pfeiffer University does not discriminate against employees, students, or applicants who are disabled or handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for this class, students should contact Dr. Jim Gullede at (704) 463-3366 or [jim.gullede@pfeiffer.edu](mailto:jim.gullede@pfeiffer.edu).

### **Title IX**

If you have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or student for sexual harassment, sex discrimination, or sexual assault on the Charlotte Campus, please contact Twyla Kidd at [twyla.kidd@pfeiffer.edu](mailto:twyla.kidd@pfeiffer.edu). Sexual Harassment is: *conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or*

*program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements. Please note that it is unethical behavior at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.*

**Breaks:** There will be **one 10-minute break** that will occur after the class has started at about 5:15. Students are expected to report back to the class promptly within the 10-minute time frame. The class will dismiss at approximately 6:40pm.

#### **Statement of Academic Integrity**

In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your University Student Handbook.

**Plagiarism:** When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism – theft of intellectual property – and violates the University honor code. It will be handled according to the honor code policies. **At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper.**

PLEASE NOTE: There are reference materials on APA style in the library. All writing should reflect your understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations.

**Collegial Respect:** As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. All academic questions and comments are welcomed. Ideas and opinions may be challenged, but all individuals will be addressed with respect. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge.

**Civility in the Classroom:** Each student plays an important role in maintaining a classroom environment that is positive, safe, and conducive to learning. In order to ensure that such an environment is maintained, students are prohibited from using cell phones (including texting, phone vibration), computers, beepers, making offensive remarks (e.g., ridiculing, name calling), or remarks that convey inappropriate cynicism, reading non-class materials, sleeping, excessive or loud talking, using tobacco products, talking during tests/exams, writing or passing notes, or engaging in any other form of distraction in the classroom.

If a student engages in any of the above-mentioned behaviors, the student will first receive a warning from the professor. If the inappropriate behavior continues, the student will be dismissed from the class, and the Faculty Remediation process will be initiated (see Student Handbook).

#### **Cell Phones**

During class, ALL electronic devices are put away and out of sight unless otherwise directed by the professor. Cell phones **MUST BE IN THE OFF POSITION**. On an added note, please **DO NOT** impose the sound of vibrating phones on our class while it is in session. It is interruptive and rude!! If you have an emergency situation, please speak to me before class so we can make other arrangements with the building manager. Additionally, text messaging is prohibited during classroom instruction or final exams. If students breach this policy, they will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

**Safety:** Pfeiffer University is committed to protecting all community members from any and all threats. You can help the university to protect all persons by reporting any threats that you receive (or hear about) to your professor, to police, or to any university official. The university is diligent in providing a proactive approach to protect anyone

who has reason to believe that they are in danger. Do not hesitate to report any suspicious activities to university officials. Please visit the Misenheimer Police web site to learn more about campus safety: <http://www.pfeiffer.edu/campus-resources/campus-police-campus-security-421>.

**Laptop Computers:** Laptop computers will no longer be allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration. Laptops, however, may be used for professor directed class activities and/or final exams with the approval of the professor (especially where short answer and/or essay questions have been implemented and require excessive narrative writing).

### Course Schedule – MMFT 621

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Due</b>
Week 1: 8/18	Syllabus Becoming a Better Therapist POTT -Signature Themes	Aponte Ch. 1 & 2	Class 1
Week 2: 8/25	POTT: Signature Themes & Self of the Therapist	Aponte Ch. 3 & 8 Aponte Ch. 4	Class 2
Week 3: 9/1	Change	Kottler Ch. 1-4	Class 1
Week 4: 9/8	Change	Kottler Ch. 5-8	Class 2
Week 5: 9/15	Change	Kottler Ch. 9-11	Class 1 <b>Signature Theme Paper</b>
Week 6: 9/22	Change	Kottler Ch. 12-14	Class 2
Week 7: 9/29	Grief & Loss	Neimeyer Ch. 1-7, 31, 32	Class 1 <b>Group 1: Ch. 16, 21, 25, 34</b>
Week 8: 10/6	Grief & Loss	Neimeyer Ch. 8-15 (skim the scales); 30, 33, 36, 37, 40, 42, 43, 44	Class 2 <b>Group 2: Ch. 19, 23, 28, 38</b>
<b>10/13</b>	<b>Fall Break</b>		
Week 9: 10/20	Grief & Loss	Neimeyer Ch. 47, 48, 50, 52, 54, 55, 56,	Class 1 <b>Group 3: Ch. 18, 22, 26, 35, 41</b>
Week 10: 10/27	Grief & Loss	Neimeyer Ch. 57, 58, 59, 61-66	Class 2 <b>Group 4: Ch. 20, 24, 29, 51, 60</b>
Week 11: 11/3	Special Topic	Blackboard Reading	Class 1 <b>Theory of Change Paper</b>
Week 12: 11/10	Special Topic: High Conflict Couples	Blackboard Reading	Class 2 <b>Panel 4</b>
Week 13: 11/17	Special Topic: Technology & Rel.	Blackboard Reading	Class 1 <b>Panel 2</b>
Week 14: 11/24	Special Topic: Infertility	Blackboard Reading	Class 2 <b>Panel 3</b>
Week 15: 12/1	Special Topic: Illness	Blackboard Reading	Class 1 <b>Panel 1</b>

Week 16: 12/8	Final Exam		Class 2

**\*schedule, structure, and topic are subject to change as determined by the professor**



**Division of Applied Health Sciences  
Department of Marriage and Family Therapy  
Charlotte Campus**

**MMFT 670 – Human Sexuality & Contextual Sex Therapy  
Thursday 7pm to 10pm  
Spring 2021**

**Professor:** Thomas Bischoff, Ph.D.  
**Office Hours:** Thursday 4pm to 7pm. Please email to schedule.  
**Office Location:** Pfeiffer University – Room 208  
**Office Phone:** 704-448-0270  
**Email:** thomas.bischoff@pfeiffer.edu

**Required Textbooks**

Ogden, G. (2018). *Expanding the Practice of Sex Therapy: The neuro update edition (2<sup>nd</sup> ed.)*. Routledge.

Spring, J.A. (2020) *After the affair: Healing the pain and rebuilding trust when a partner has been unfaithful (3<sup>rd</sup> ed.)*. Harper Paperbacks.

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, D.C.: American Psychological Association.

**Recommended Textbooks**

Butler, C., O'Donovan, A., & Shaw, E. (Eds.). (2010). *Sex, sexuality, and therapeutic practice: A manual for therapists and trainers*. New York, NY: Routledge.

Hertlein, K. M., Gambescia, N., & Weeks, G. R. (Eds.). (2019). *Systemic Sex Therapy. (3rd ed)*. New York: Routledge. (SST)

Schnarch, (2009). *Passionate marriage: Keeping love and intimacy alive in committed relationships*. New York: W. W. Norton & Company.

Weeks, G. R., Gambescia, N., & Hertlein, K. M. (2016). *A clinician's guide to systemic sex therapy*. (2nd ed). New York, NY: Routledge.

American Psychological Association. (2009). *Publication manual of the American psychological association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

Additional required readings may be provided through Blackboard.

\*\*\*Note: This instructor has the right to modify readings during the semester as necessary.

**Pfeiffer University Mission**

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**Educational Goals for the Graduate Program**



The graduate programs are designed to offer the depth of education and specialized skills necessary for graduates to practice and contribute to their professions. Graduates will be expected to have demonstrated abilities in analyzing, planning, and performing in relation to specific problems and issues. These skills are evaluated through the use of a designated capstone course within each graduate program.

#### **Statement of Values**

Statement of Values: 1) Liberal Learning and Professional Competence, 2) Free Inquiry and Intellectual Integrity, 3) Service and Leadership, 4) Unity in Diversity, 5) Faith and Reason, and 6) Personal Piety and Social Action.

#### **Marriage and Family Therapy Program Mission**

The mission of the Master of Arts Degree (MA) in the Marriage and Family Therapy (MMFT) Program at Pfeiffer University “is designed to prepare servant leaders as marriage and family therapists and agents of positive change to work specifically with individuals, couples, and families in a wide variety of work settings.” The mission also engenders “effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy” (see MMFT Student Handbook and Marriage and Family Therapy Website).

#### **Overview of the course**

Introduction to the theory of human sexuality and the clinical practice of sex therapy will be presented to investigate the dominant issues of dysfunctional and pathological sexual functioning, and its effects on individuals, couples, and family systems. Appropriate assessment and intervention methods utilizing a contextual approach will be studied.

#### **Definition**

The terms “couple” and “marital” are used interchangeably in this course to describe relationships in which individuals have formed a covenant of exclusive commitment to each other. This definition does not rely on legal or religious affirmation of such a covenant, and is intended to be inclusive of heterosexual and same-sex couples. The course will be sensitive to a broad spectrum of couple, racial, ethnic, and cultural diversity.

#### **Course Objectives**

The student will be able to achieve the following:

1. Identify the major theoretical perspectives on sexuality and sexual development.
2. Identify the major sexual disorders in both males and females.
3. Discuss several models for assessing/diagnosing sexual dysfunctions. Explain how to take a sex history, and the implications for evaluating sexual disorders. Include information related to relationships, cultural/sociological structures, psychological concerns, and appropriate bio-medical issues.
4. Discuss appropriate interventions for various sexual disorders in males and females.
5. Explain the relationship between intimacy and communication and their impact on the expression of sexuality and the role they play in contributing to sexual dysfunctions. Implications for specific disorders will be discussed.
6. Discuss how cultural and ethnic issues may be related to the development and perpetuation of sexual disorders.
7. Explain the role of family of origin boundaries in the development of sexual dysfunctions.
8. Explain the Learning Theory paradigm for functional/dysfunctional sexual behaviors.
9. Explain the reciprocal nature of sexual dysfunctions and relationships.
10. Discuss implications for sex therapy from a second order cybernetics epistemology.
11. Examine professional literature on sexuality and sexual development, comparing and contrasting views from the literature with personal and professional experience to develop an awareness and appreciation of specific couple challenges in their relationships.
12. Explore the impact of the “self of the therapist” in sex therapy, including therapist personal history and values formation.
13. Articulate ethical and legal concerns that emerge during couples and sex therapy.

#### **Student Learning Outcome(s) – (SLOs)**

**SLO #1:** Students will demonstrate understanding of family systems and relevant theoretical and conceptual knowledge.

### **MMFT 670 Course-Embedded Core Competencies -- (CECCs)**

- 1.2.1 Recognize contextual and systemic dynamics of couples and families e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- 1.2.2 Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
- 1.2.3 Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
- 1.3.2 Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extrafamilial resources).
- 2.1.1 Understand principles of human development, human sexuality, gender development, psychopathology, psychopharmacology, couple processes, and family development and processes (e.g., family, relational, and system dynamics).
- 2.2.1 Assess each clients' engagement in the change process.
- 2.2.3 Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
- 2.2.4 Consider the influence of treatment on extra-therapeutic relationships.
- 2.2.5 Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
- 2.3.1 Diagnose and assess client behavioral and relational health problems systemically and contextually.
- 4.3.1 Match treatment modalities and techniques to clients' needs, goals, and values.

**COAMFTE Core Competencies:** Designated Core Competencies will be clarified at the beginning of the first class meeting and will be assessed through the mastery of specific primary assignments with a passing grade. Carefully review the Criteria for Evaluation found at the end of the syllabus to determine the point system for evaluation in each and every course. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of "3" on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of "3" after the 30-day period, the student will be referred to the Faculty Remediation Committee (FRC) who may determine that the student will need to retake the course during the following academic year to establish fulfillment of the minimal performance level. If the student does not address the student learning outcome(s) prescribed or cannot meet a minimal performance level of "3" during the next attempt, the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook).

#### **\* Assessment Rubric Rating Scale**

- 5 = Exceptional: Skills and understanding significantly beyond developmental level
- 4 = Outstanding: Strong mastery of skills and thorough understanding of concepts
- 3 = Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident
- 2 = Developing: Minor conceptual and skill errors; in process of developing
- 1 = Deficits: Significant remediation needed; deficits in knowledge/skills

Note: Ratings of "3" and above indicate performing well for developmental level

### **Course Requirements**

- 1) **Preparation:** Students are expected to acquire and read the required textbooks and other readings as scheduled. To make informed and productive remarks, it is necessary that students complete the assigned readings before the classroom discussion of the material.

Additionally, students are expected to complete all assignments pertaining to this course. Failure to complete any assignment results in a failing grade for the course.

- 2) **Personal Reaction Paper to Sexuality & Family-of-Origin Attitudes:** You are asked to examine your own attitudes toward sexuality and sexual development by reflecting on family-of-origin messages and evolving thoughts that were either role modeled, stimulated by your own peers or relationships, portrayed by the media, or observed in other couples and/or marriages. Attachment issues from early childhood bonding, may also impact your reception/perspective/world view toward working with the reverse client gender in the therapy room. Issues related to gender socialization and self-schemas toward human sexuality can be very sensitive. According to Rogers, Carkhuff, and many others, personal insight is perhaps the greatest contributor to understanding others. Everyone who works as a therapist will encounter sexuality experiences and values. It is imperative that student therapists be comfortable with their own sexuality experiences and values which requires personal exploration and self-acceptance. Students are not required to self-disclose intimate or personal issues in class. However, it is expected that a modicum of self-disclosure and personal exploration will take place in small group discussions (**4-6 pages =100 points**).
- 3) **Stretching Exercise:** For this exercise, you will select some campus or local event or other experience that you create that pushes your definitions of sexuality or challenges your level of comfort with regard to sexuality or sexual expression (i.e. visiting a sex toy store, going to a LGBTQ rally, interviewing your religious leader about sexuality, enjoying some erotica, testing out a technique with your partner, etc.). You will attend/participate in this experience and write about your reaction to the experience, **focusing your attention on how this experience challenged you and what you learned**. The paper should be approximately 3 pages in length and in APA format. This assignment is worth **75 points**.
- 4) **Clinical Handout with Presentation (Couple Sex Therapy):** You will determine a specific sexual problem/dysfunction or special population. You will expand your research on this informative area of human sexuality by selecting journal articles from **peer reviewed journals** within 10 years of publication. You may use other legitimate sites (e.g. org, edu). However, a minimum of 5 scholarly articles must be used. Possible topics may include ideas, such as: couple therapy for sexual intimacy, crisis of infertility, extramarital sexual relationships/infidelity, inhibited sexual desire, atypical sexual behavior, sexual deviance, hypersexuality, sex addiction, sexual minority couples, survivors of rape and their partners, aging couples, disabilities, and/or chronic illness, sexual trauma, domestic violence & intimate partner violence, related cultural/ethnic issues, and/or gender socialization, etc. Approve your topic with the professor.

You will use your research from the afore-mentioned area of sexuality to create an in-depth handout for clinicians that contains theoretical terminology and background information as well as an appropriate assessment. For your topic, include a step-by-step treatment approach that will include: assessment, goals, use of theory/model, specific techniques, and contraindications.

Finally, you will have 10-12 minutes to present your final project. During this time, you will provide background on the chosen topic and discuss your research-based treatment approach

as described in your handout. Lastly, you will facilitate a brief discussion with the class regarding implementation of the approach.

This assignment is worth **150 points**.

- 5) **Exam:** You are expected to complete a cumulative written exam worth **100 points** during exam week. The test may consist of multiple choice, short answer, and/or essay questions. Some material will be presented only in the text or only in class. For test taking purposes, consider both sources as equal importance.

### **\*\*Assignments Policy\*\***

(1) **Assignments are NOT optional:** You must complete all assignments in order to demonstrate your full capacity to achieve/fulfill PMFTPs satisfactorily.

(2) **If you do not submit an assignment on time:** Should you not submit an assignment within a timeframe to earn points, then you will be asked to submit the assignment without points no later than 2 weeks from the original due date. If assignments are NOT turned in after the 2 weeks mark, I will not grade future assignments submitted, and, I will mark your status of the course as incomplete (I).

**\*\*All papers** are due at midnight on the dates scheduled. **FIVE POINTS WILL BE DEDUCTED FOR EVERY DAY THE PAPER IS LATE!**

### **Know YOUR APA Publication Manual (7th edition)**

\* You may access the APA Publication Manual (7<sup>th</sup> edition) at the circulation desk at the Pfeiffer Library or an APA style guide online at the following websites:

<http://owl.english.purdue.edu/owl/resource/560/01/>.

<http://www.apastyle.org>.

### **Evaluation**

Personal Reaction Paper = **100 points**

Stretching Exercise = **75 points**

Clinical Handout w/Presentation = **150 points**

Student Class Evaluation = **50 points**

Final Exam – **100 points**

**Total = 475 points**

### **Final Exams**

The exam cannot be given on the same day as the last class. The final exam schedule is determined by the university and will NOT be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused for the final exam due to a medical issue, the student will receive a grade of "I," and the grade will be reconciled no later than 30 days within the next semester. If the final exam is not completed in due time, the student will receive a grade of "F," and the course will be repeated a second time.

### **Final Grades**

Final grades will be based on the average of grades received during the semester with a letter grade assigned per the following schedule: 93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

### **Attendance Policy**

Students are expected to attend all class meetings and come to class prepared to apply readings to class discussion and activities. Additionally, it is the student's responsibility to notify the professor in advance if the student cannot attend class.

The student must be present during the entire class period to be counted as present. Attendance will be taken at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the

class is dismissed, the attendance will stand. Arriving more than 15 minutes late, leaving class for 15+ minutes when in session, or leaving class 15 minutes early will result in being counted absent for the entire class session. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

To clarify, two absences are excused regardless of reason. Students who miss 3 classes will receive a 5-point deduction from their final grade. Students who miss more than 3 classes will receive an automatic failing grade and should withdraw immediately from the class.

### **Supplemental Technology**

Readings may be placed on Blackboard (<http://blackboard.pfeiffer.edu/>), a web-based course management tool that will be used throughout the semester for the professor to communicate to the class via email, post presentations and other course documents, and for students to submit assignments. In order for the system to function properly, it is imperative that students have a correct email address that is checked regularly and associated with their Blackboard account. Students are responsible for all information communicated through Blackboard. For assistance setting-up or problem-solving your Blackboard account, contact the help desk immediately at 704.463.3002.

### **To Get Help**

Students are encouraged to come to see the instructor if assistance is needed during scheduled office hours. If unable to meet at those times, please email to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

**Section 504:** Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for this class, students should contact Dr. Jim Gullede at (704) 463-3366 or [jim.gullede@pfeiffer.edu](mailto:jim.gullede@pfeiffer.edu).

### **Library Support**

Contact Ms. Jeri Brentlinger, Director of Information Support Services, via email at [jeri.brentlinger@pfeiffer.edu](mailto:jeri.brentlinger@pfeiffer.edu) or by phone at 704/945-7305 or 704/945-7354. Students have 24/7 access to the online library at <http://library.pfeiffer.edu>.

### **Graduate Academic Success Center:**

<https://www.pfeiffer.edu/academics/graduatedegree-completion-academic-success-center>

Contact: [success@pfeiffer.edu](mailto:success@pfeiffer.edu)

### **LiveSmart Resources**

Contact: [LiveSmart@pfeiffer.edu](mailto:LiveSmart@pfeiffer.edu).

### **Title IX**

Any student who believes that they have been the victim of sexual misconduct or harassment based on the student's sex, gender, pregnancy, race, color, religion, national origin, age, disability, military service, or any other legally protected status by another student, faculty member, member of the staff, guest, or any other University personnel, or who has knowledge of or has observed such behavior, should immediately report the alleged acts to an appropriate individual who, depending on the circumstances, may be a faculty member, their residence director, a student development dean or staff member, the Title IX Coordinator, or one of the Deputy Coordinators.

Title IX Coordinator: Leslie Robin

-Phone: 704-464-3442

-Email: [robin.leslie@pfeiffer.edu](mailto:robin.leslie@pfeiffer.edu)

### **Statement of Academic Integrity**

In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your University Student Handbook.

**Plagiarism. At a minimum, plagiarism will result in an automatic grade of "F" for your paper.**

**Collegial Respect.** As discussions in a class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is unworthy unless it is intended to offend or disrespect others. Offensive remarks (e.g., ridiculing, name calling), inappropriate language and material, along with other

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### **Special Notice**

This graduate level course is designed to help professionals in the field of Marriage and Family Therapy develop an awareness of: 1) the needs of individuals as they develop sexually, 2) the role of sexual intimacy in relationships, and 3) the various sexual dysfunctions which might be experienced by clients presenting for therapy. These topics may be addressed through the use of materials and dialogue that may create discomfort. However, in order to therapeutically help others, the need to communicate freely and openly with your clients about intimate details of their lives will be necessary. If you perceive dialogue or discussion about sexual intercourse, sexual dysfunction, or anatomical graphics inappropriate, you may choose to speak with the professor and determine an appropriate plan to move forward.

## Course Schedule – MMFT 670

Date	Topic	Reading	Due
Week 1: 1/7	Syllabus and Intro. Let's talk about Sex	SSTP (not required)	
Week 2: 1/14	Sexual Response Models Sex Therapy Profession Ethics	SST CGSST (not required)	
Week 3: 1/21	Culture & Sexuality Differentiation Same Sex Couples Diverse Sexual Expression	SST CGSST PM SSTP (not required)	<b>Final Project Topics</b>
Week 4: 1/28	Intersystems PLISSIT Model	SST CGSST (not required)	<b>Personal Reaction Paper</b>
Week 5: 2/4	Assessment	CGSST (not required)	
Week 6: 2/11	Female & Male Sexual Dysfunction 4-D: Physical Quadrant	EPST Ch. 3, 4	
Week 7: 2/18	4-D: Emotional Quadrant 4-D: Mental Quadrant	EPST Ch. 5, 6	
Week 8: 2/25	4-D: Spiritual Quadrant 4-D: The Center	EPST Ch. 7, 8	
Week 9: 3/4	Implementing 4-D -Ind. & Couples	EPST CH. 9, 12, 13, 14	<b>Stretch Paper</b>
Week 10: 3/11	Sensate Focus Potential Guest Lecture		
<b>3/18 Spring Break</b>	<b>SPRING BREAK</b>	<b>NO CLASS</b>	
Week 11: 3/25	Reacting to the Affair	AA Ch. 1, 2, 3	
Week 12: 4/1	“Should I Stay or Should I Leave”	AA Ch. 4, 5, 6	
Week 13: 4/8	Recovering from the Affair	AA Ch. 7, 8, 9	
Week 14: 4/15	New Infidelity: Technology and Sexual Rel.	AA Ch. 10	<b>All Handouts* Presentations 1-6</b>
Week 15: 4/22	Potential Guest Lecture		<b>Presentations 7-12</b>
Week 16: 4/29	<b>Final Exam- 7pm to 9pm</b>	In-Class	

\*\*schedule, readings, assignments, & topic are subject to change as determined by the professor

EPST = Expanding the Practice of Sex Therapy

AA = After the Affair



**Division of Applied Health Sciences  
Department of Marriage and Family Therapy  
Charlotte Campus**

**PSYC 625 – Research Methods  
Thursdays 4pm-7pm  
Fall 2020**

**Professor:** Thomas Bischoff, Ph.D.  
**Office Hours:** Thursday 1pm-4pm  
**Office Location:** Pfeiffer University – Room 208  
**Office Phone:** 704-448-0270  
**Email:** thomas.bischoff@pfeiffer.edu\*

**Required Textbooks\*\*\***

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.

Williams, L., Patterson, J., & Edwards, T. M. (2014). *Clinician's guide to research methods in family therapy: Foundations of evidence-based practice*. New York, NY: Guilford.

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**Academic Integrity Statement.** (see Academic Integrity Statement. Sign and date).

**Marriage and Family Therapy Program Mission**

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The mission also engenders “effective clinical and academic training to students who affirm the dignity and integrity of all individuals and who demonstrate respect for diversity through life-long learning and competent practice of marriage and family therapy” (see MMFT Student Handbook and Marriage and Family Therapy Website – [www.pfeiffer.edu/marriage](http://www.pfeiffer.edu/marriage)).

**Course Description.** This introductory course is designed to enable graduate level students to read and understand existing research literature, to understand principal research methods and to apply research principals to the conduct of research projects. This course lays a foundation upon which other counseling courses build during the graduate program in preparing students for the counseling profession.

**AMFTRB Domains:**

**Domain 6: Maintaining ethical, legal, and professional standards.** Tasks related to ongoing adherence to legal and ethical codes and treatment agreements, maintaining competency in the field, and professionalism.

**Student Learning Outcomes (SLOs):**

**SLO #6 – Research:** Students will review, analyze, and synthesize current literature and research findings.

**Professional MFT Principles (PMFTPs):**

Relevant State Licensing Regulations – V. Research in MFT

**Course-Embedded Core Competencies (CECCs):**

6.1.2	Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT, group work, and mental health services.
6.1.3	Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.
6.3.1	Read current MFT and other professional literature.
6.3.2	Use current MFT and other research to inform clinical practice.
6.3.3	Critique professional research and assess the quality of research studies and program evaluation in the literature.
6.5.1	Contribute to the development of new knowledge.

**COURSE-EMBEDDED Core Competencies** will be clarified at the beginning of the first class meeting and will be assessed through the mastery of specific primary assignments. See your Criteria for Evaluation at end of the syllabus. During the semester, the professor will be responsible for assessing the degree to which the competency has been developed at a minimal Performance Level of “3” on the 1-5 Assessment Rubric Rating Scale.\* If the student has not achieved each competency at the minimal level of success by the last day of the semester, the student will have (30) days after the final exam date to remediate the competency, and then report back to the professor to demonstrate how the competency has been met. If demonstration of the competency has not been satisfactorily completed at a minimal performance level of “3” after the 30 day period, the student will be referred to the Faculty Remediation Committee (FRC) who will meet with the student and provide corrective feedback through the use of a written Individual Remediation Plan (IRP) and timeline. The student will have until the end of the semester to demonstrate fulfillment of the minimal performance level. If the student does not address the student learning outcome prescribed or cannot meet a minimal performance level of “3,” the student will be dismissed from the program at the recommendation of the FRC Committee members (See Student Handbook)

\* Assessment Rubric Rating Scale

- 5 = Exceptional: Skills and understanding significantly beyond developmental level**  
**4 = Outstanding: Strong mastery of skills and thorough understanding of concepts**  
**3 = Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident**  
**2 = Developing: Minor conceptual and skill errors; in process of developing**  
**1 = Deficits: Significant remediation needed; deficits in knowledge/skills**

**Note: Ratings of “3” and above indicate performing well for developmental level**

### **Course Requirements:**

**Reading.** You are expected to purchase and read the **required textbooks** identified above and other readings as assigned. Readings should be completed **PRIOR** to the class period identified so that all students can actively participate in discussion.

**\*\*Note: ALL Assignments must be completed. Five points will be deducted each day an assignment is late. Assignments will not be accepted after a maximum of 5 days. Additionally, because course competencies are directly related to the primary assignments, students must demonstrate the PMFTPs designated in each and every class successfully before the course can be completed.**

If you find yourself struggling, you should make an appointment to speak with me as soon as possible. The professor reserves the right to modify any assignment or the course schedule as the semester progresses.

**1) Discussion Activities.** There are 12 weekly activities assigned during discussion sections which will count toward your final grade. Each activity will be graded either with a check mark (as expected), a + (excellent) or a – (below expectation) or a zero (not acceptable), and those “grades” will form the basis for determining an activity grade at the end of the semester. **Late activities will not be accepted. 12 X 5 = 60 points. (See Discussion Packet)**

- A) Topic Approval Form = 10 points (See Discussion Packet)**
- B) Article Charts 5 X 5 = 25 points (See Discussion Packet)**
- C) Testable Research Question and Hypothesis Form = 25 points (See Discussion Packet)**

**2) Research Proposal.** The research proposal is the major product for this course and will demonstrate students understanding of the research process and the appropriate steps and methodologies for planning and conducting research. The research paper also fulfills the *W* requirement for this course. Draft and final proposals must be 15 pages in length. The assignment will address writing in process by requiring students to submit drafts of their work. Final paper submissions will have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness. Drafts will be graded and feedback will be provided to the students. **Failure to hand in a draft of any aspect of the proposal will result in a failing grade for the paper.** Your papers should follow APA style and be typed, double-spaced, in a conventional 12-point font, Times New Roman, and with 1-inch margins. Headings must be utilized in your paper to organize your research. Each student will complete the paper on a topic of interest to them and of current relevance to relational and systemic therapies. All proposals must contain at least 20 sources incorporated into their paper. Research proposals should be a minimum of 15 pages and no longer than 20 pages (not including title page, abstract, and reference pages). **Points = 300**

- a. Literature Review draft = 100 points**
- b. Methods Draft = 100 points**
- c. Final Research Proposal = 100 points**

3) **“Elevator Speech”**. Students will prepare an in-class, timed presentation based upon information gathered from their literature review. Prior to the Research Symposium, you will be making a 4 to 5-minute presentation to the class about your final research. This presentation should provide a hook sentence, address your statement of the problem, research question, and highlights from your literature review. You do not need to include the entirety of your proposed study. During the class presentation, you will only be expected to show a title PowerPoint slide (not the poster board). You can be creative, use color, different fonts, and include clip art in your one title page PowerPoint. *Please include your title, your name, and Pfeiffer University in your one slide.* This is due by midnight the day prior to your presentation. You will not have time to share all your research. **Email me directly** by putting in subject line: **Title Slide for Elevator Speech**

My suggestion is to REHEARSE, REHEARSE, REHEARSE (you can use notes/talking points to guide you). *One point will be deducted for every minute you go over (or under) the presentation. (30 points)*

4) **Final Poster board Presentation**. Students will be expected to use PowerPoint layout and printed poster board to present their literature review research at the Research Symposium. The most common **poster size** is 48" x 36" and orientation (horizontal). Please make plans to submit to the printers ahead of time – most poster boards cost between \$50 - \$100 to print (shop around!). Students will also provide 30 copies of handouts (with selected references) that complement your presentations at the final poster presentation. Due to the pandemic, this assignment may change (e.g. be online, just during class, etc.). TBD

**Presentations will be open to all members of faculty, students, and staff in the Division of Allied Health Sciences. Please feel free to invite you family and friends from the community. All are welcomed!**

A Performance Assessment (see *Scoring Sheet*) will be handed out so that designated judges may give you feedback on your presentation. **Be EARLY and PREPARED. Please dress professionally and set up your station promptly by 7:15/pm.**

Please be prepared that you must be on time standing with your poster board at the Final Presentation (30 points) night to receive full credit. Accuracy and APA will be graded (+20 points). **(50 points)** If you need special accommodations, please let me know.

5) **Final Exam**. The final exam will be made up of multiple choice, short answer, and essay questions. Final exam questions will come from both the readings and lectures. **(100 points)**

**Participation**. If you absence during one of a presentation days, you will have to make up the work and you will be counted as absent. The material cannot be duplicated on the presentation date during another class time, and therefore, it is vital that you are in attendance to participate. An automatic five points will be deducted from your individual presentation each day you are absence during a presentation date. In addition, you will have to write 3-5 page methodology review about the current topic to make up the CECCs (6.1.2, 6.1.3, 6.3.1, 6.3.2, 6.3.3, & 6.5.1) that was not reached during the date of the presentation (if you miss more than one day of presentations, you will need to make up multiple papers). An additional five points will be deducted for not submitting a written assignment towards the absent date of presentation. These absentee papers will be due on the first Thursday of December by midnight. If you choose to not to complete the CECCs, a total of 20 points will be deducted from your individual presentation grade. You will not be able to make up the 5 points deducted for the absence (i.e., 45/50 points). You cannot make up the Elevator Speech or Final Poster Presentation. You will be responsible for material you have missed on the final exam.

<b>Evaluation:</b>	
Discussion Packet	60 points
Topic Approval	10 points

Article Charts X 5	25 points
Research Q. & Hypothesis	25 points
Research Proposal	300 points
Elevator Speech	30 points
Final Poster Presentation	50 points
Final Exam	100 points

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Total: 600 points

**Final Exams.** Final Exams are scheduled during regular class time on the 16<sup>th</sup> week of class. The final exam schedule will not be altered unless otherwise directed by the University administration. Please do not ask to take the final exam prior or after the time allotted for the exam per your course syllabus. If a student must be excused due to a medical certificate, the make-up time will be at the discretion of the professor.

**Final Grades.** Final grades will be based on the average of grades received during the semester with a letter grade assigned per the following schedule:

93-100 = A; 90-92.9 = A-; 87-89.9 = B+; 80-86.9 = B; 70-79.9=C; below 70 = F.

**\*\*Assignments Policy\*\***

(1) **Assignments are NOT optional:** You must complete all assignments in order to demonstrate your full capacity to achieve/fulfill PMFTPs satisfactorily.

(2) **If you do not submit an assignment on time:** Should you not submit an assignment within a timeframe to earn points, then you will be asked to submit the assignment without points no later than 2 weeks from the original due date. If assignments are NOT turned in after the 2 weeks mark, I will not grade future assignments submitted, and, I will mark your status of the course as incomplete (I).

<b>Attendance Policy</b>
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Students are expected to attend all class meetings. Per Pfeiffer University's federal requirements, students may not miss the first-class meeting of the semester. If this issue presents a conflict, you must meet with the Charlotte registrar, Rick Kivior, to determine what, if any options you might be allowed, During the regular fall and spring semester, there are 15 instructional sessions and one exam session. In accordance with Pfeiffer policy, any student who misses more than (3) classes during the semester will receive an automatic grade of "F." Roll will be called at the beginning of class. If you arrive late, it is your responsibility to notify the instructor at the end of class. Once the class is dismissed, the roll will stand. Arriving more than 15 minutes late or leaving class early except for true medical emergencies will result in being counted absent for that day. There will be no exceptions. In addition, beyond two absences, there are no excused absences. If you are not present, you do not hear the material being discussed, and you are not able to participate in class discussions.

<b>Academic Advising</b>
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As an advisee, you have clear responsibilities in the advising partnership in order to be successful. Once your advisor announces the pre-registration window, even students who are preparing to graduate MUST schedule and attend advising appointments prior to the registration eligibility date. Students may only register for those classes approved by designated advisors. If classes include any coursework that has not been previously approved, students will be automatically removed from class rosters. Students are expected to take an active role in advising session by being prepared to discuss personal programs of study and educational goals. Be sure to be aware of program prerequisites, drop/add deadlines, and any additional requirements. Additionally, remain constantly aware of graduation deadlines and program audit checklists at least (9) months prior to graduation.

## To Get Help

Students are encouraged to make a scheduled appointment with the instructor if a defined window of time is required or private assistance is needed. Regularly scheduled office hours are available for those who just need to ask a quick question or request a signature. If these hours are impossible, please call to schedule another time to meet. Do not rely solely on other students who have previously taken the class.

## Supplemental Technology

Blackboard (<http://blackboard.pfeiffer.edu/>) is a web--based course management tool that I will use to post documents and email announcements and critical messages. For assistance accessing your new Blackboard account, please contact the Help Desk at 704.463.3002.

## Smart Thinking

Through Pfeiffer University, [smarthinking.com](http://smarthinking.com) is also available to students who need help with writing instruction (not proofreading). A student will be provided with a maximum of 15 hours of specialized assistance, not to exceed a total of 20 typed pages (10 pages in each unit). Papers are reviewed and returned within 24 hours. Papers should be submitted at least (2) full days before the assignment is due. Be sure to describe your writing challenges for the paper review, i.e., format, organization, sentence construction, punctuation, etc.

You can connect to live tutors from any computer that has Internet access, no special software installation or equipment is required. Smart Thinking provides live, online tutoring up to 24 hours a day, 7 days a week enabling you to get the help you need when you need it. This service is free to all Pfeiffer Graduate and Undergraduate students. Call 704-463-3367 for questions.

## Steps to Access Smart Thinking Tutoring Services:

1. You need a password. Please contact Jim Gulledge, Director of Academic Affairs at [Jim.Gulledge@fsmail.pfeiffer.edu](mailto:Jim.Gulledge@fsmail.pfeiffer.edu) or [sorina.riddle@fsmail.pfeiffer.edu](mailto:sorina.riddle@fsmail.pfeiffer.edu) to get a password and approved access Smart Thinking.
2. Visit Smart Thinking website at [www.smarthinking.com](http://www.smarthinking.com)
3. On the Smart Thinking homepage, each icon describes the type of support offered.

## Students with Special Concerns, Section 504

**Section 504:** Pfeiffer University does not discriminate against employees, students, or applicants who are disabled or handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. For assistance in arranging reasonable accommodations for this class, students should contact Dr. Jim Gulledge at (704) 463-3366 or [jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu).

## Title IX

If students have a complaint against a Pfeiffer University faculty/staff member, visitor on campus, or other student for sexual harassment, sex discrimination, or sexual assault on the Raleigh/Durham Campus, please contact Twyla Kidd at [Twyla.kidd@pfeiffer.edu](mailto:Twyla.kidd@pfeiffer.edu). Sexual Harassment is such conduct that is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment. Faculty and staff/employees who violate this policy are subject to disciplinary action, up to and including discharge. Students who violate this policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code. Guests and other persons who violate the policy are subject to corrective action, which may

include removal from campus and termination of contractual arrangements. Please note that it is unethical at Pfeiffer University for professors to participate in non-academic activities with students outside the scope of related academic/clinical training.

## Breaks

There will be one 10-minute break that will occur at or about 5:15/5:30pm. The class will dismiss at 6:40/p.

## Statement of Academic Integrity

In accordance with University guidelines, rigorous action is taken against students who engage in cheating, plagiarism, misrepresentation, or other dishonest practices. Students found in violation of the Honor Code will be treated in accordance with the policies as stated in your student handbook.

**Plagiarism** When quoting another author, you must include quotation marks and an APA style footnote to indicate the source of EVERY quote you use. Using an author's words without indicating the source is plagiarism, violates the University honor code, and will be handled according to the honor code policies. At a minimum, this means that plagiarism will result in an automatic grade of "F" with a numerical assignment of zero (0) on your paper. Students may be otherwise referred to the Honor Board on the Charlotte Campus. The American Heritage dictionary defines the verb "to plagiarize" as, "to steal and use (the ideas or writings of another) as one's own" (1970, p. 1001). Any paraphrase (using more than 3 or 4 words from someone else's sentence) requires a footnote. When in doubt, footnote. Your best option is to read the material, close the book, and write a summary in your own words. This should help you avoid the temptation to copy the material. PLEASE NOTE: There are reference materials on APA style in the library. All writing should reflect your understanding of the book you read, and should, therefore, be expressed in your own words as much as possible. Your grade will be substantially reduced if this pattern of writing is detected, i.e., a string of quotations. **It is also understood that all work in this class should be original work. You may not duplicate papers and use them for multiple assignments and/or multiple classes.**

## Blackboard Classroom Platform

Blackboard (<http://blackboard.pfeiffer.edu/>) is a web-based course management tool that will be used throughout the semester for the professor to communicate to the class via email and post presentations and other course documents. In order for the system to function properly, it is imperative that students have a correct email address that is checked regularly associated with their Blackboard account. Students are responsible for all information communicated through Blackboard. For assistance setting-up or problem-solving your Blackboard account, do contact the help desk immediately at 704.463.3002.

## Expected Behavior

As discussions in this class may often be of a personal nature, it is crucial to respect each class member's values and views. No question or comment is stupid; all questions and comments are welcomed. Ideas and opinions may be challenged, but individuals are to be respected. What is revealed of individuals during class meetings is considered confidential. The goal of the class is to understand, not to judge. Since you are taking this class, the instructor assumes that each person will be mature when discussing personal issues around family of origin, ethnicity, gender, and sexuality. We will address issues that may be of a sensitive nature to some students. If there are concerns that you have about the class, please make an appointment to talk with the instructor.

## Cell Phones

During class, cell phones **MUST BE IN THE OFF POSITION**. If you have an emergency situation, please speak to me before class so we can make other arrangements with the building manager. Additionally, text messaging is prohibited during classroom instruction. If students breach this policy, they will be asked to leave the class session immediately. A second offense will result in lowering of the grade by one-half letter. A third offense will result in expulsion of the student from the class. No cell phones will be allowed in the classroom during final exams.

<b>Laptop Computers</b>
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Laptop computers are not allowed during regular classroom instruction unless a need for special accommodations has been medically documented and approved by Pfeiffer administration or the professor has requested it. Laptops, however, may be used for final exams with the approval of the professor where short answer and/or essay questions have been implemented and require excessive narrative writing.

<b>Fall 2020 COURSE SCHEDULE</b>			
<b>1: Dates</b>	<b>August 20</b>		<b>Due</b>
Topics	Syllabus/Course Overview; Basics of Research & Research Questions APA 7		
Readings	RMFT Ch. 1		
Lab/Guest			Activity 1: What Interests You?
<b>2: Dates</b>	<b>August 27</b>		
Topics	Research Questions, Variables, and Hypotheses		
Readings	RD Ch. 1 & 7; RMFT Ch. 13		
HW Due			
Lab/Guest			Activity 2: Refining Your Topic
<b>3: Dates</b>	<b>September 3</b>		
Topics	Research Articles, Literature Reviews, Writing Competency		
Readings	RD Ch. 2, 5, & 6; RMFT Ch. 14		
HW Due			<b>Topic Approval Form</b> <i>Find, read, bring one article (hard copy)</i>
Lab/Guest			Activity 3: Reading a Research Article
<b>4: Dates</b>	<b>September 10</b>		
Topics	Instrumentation Use of Theory Writing Strategies		
Readings	RD Ch. 3 & 4		
HW Due			<b>Five typed article charts</b>
Lab/Guest			Activity 4: Synthesizing Your Articles
<b>5: Dates</b>	<b>September 17</b>		
Topics	Sampling		
Readings	RMFT Ch. 2 & 4		
Lab/Guest			Activity 5: Outlining Your Intro
<b>6: Dates</b>	<b>September 24</b>		

Topics	Reliability/Validity		
Readings	RMFT Ch. 3 & 4		
Lab/Guest			Activity 6: Testable RQs and Hypotheses
<b>7: Dates</b>	<b>October 1</b>		
Topics	Survey Research		
Readings	RMFT Ch. 5		
HW Due			<i>Testable RQ due</i> <i>Bring Intro Draft (hard copy)</i>
Lab/Guest			Activity 7: Writing Refinement
<b>8: Dates</b>	<b>October 8</b>		
Topics	Associational Research Designs		
Readings	Rd. Ch. 8		<i>Intro/Lit Review due by midnight</i>
Lab/Guest			No Discussion
<b>9: Dates</b>	<b>October 15</b>		
Topics	Miscellaneous Research Designs		
Readings	RMFT Ch. 7		
Lab/Guest			Activity 8: Sampling
<b>10: Dates</b>	<b>October 22</b>		
Topics	Qualitative Research		
Readings	RD Ch. 9; RMFT Ch. 6		
Lab/Guest			Activity 9: Choosing Measures
<b>11: Dates</b>	<b>October 29</b>		
Topics	Experimental Research		
Readings	RMFT Ch. 2		
			<i>Bring at least 2 articles that describe potential measures</i>
Lab/Guest			
<b>12: Dates</b>	<b>November 5</b>		
Topics	Research Ethics		
Readings	RMFT Ch. 8		<i>Bring Methods Draft (hard copy)</i>
Lab/Guest	<i>Human Subjects (5pm)</i>		Activity 10: Methods Section Worksheet
<b>13: Dates</b>	<b>November 12</b>		
Topics	Mixed Methods		
Readings	RD Ch. 10		<i>Methods due by midnight</i>
Lab/Guest			Activity 11: Writing Workshop: Intro
<b>14: Dates</b>	<b>November 19</b>		
Topics	Translating and Applying to Clinical Work		
Readings	RMFT Ch. 15 -18		
Lab/Guest			Activity 12: Writing Workshop: Methods
	<b>November 26</b>		
Topics			
Readings	THANKSGIVING BREAK		<i>Final Paper due by midnight – Tuesday Nov 24<sup>th</sup>--NO EXTENSIONS</i>
Lab/Guest			No Discussion



<b>15: Dates</b>	<b>December 3</b>		
Topics	<b>Research Symposium or Presentations of some kind (TBD)</b>		
Readings			
Lab/Guest			
<b>16: Dates</b>	<b>December 10</b>		
Topics	<b>Finals Exam</b>		
Readings			
Lab/Guest			

**\*\*schedule, structure, and topic are subject to change as determined by the professor**

**RMFT = Research Methods in Family Therapy (Williams, Patterson, & Edwards, 2014)**

**RD = Research Design (Creswell,**

## Criteria for Evaluation – MMFT 600, Fall 2020

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### Diversity Activity – Reflection Paper (SLO #2; PMFTP IV; CECC 5.4.2)

Criteria	Levels of Achievement		
	Below expectations	Meets expectations	Exceeds expectations
What activity did you select and why?	<b>0 to 2 points</b> Did not address the question.	<b>2 to 3 points</b> Adequately addressed the question	<b>3 to 5 points</b> Comprehensively and thoughtfully addressed the question
What thoughts and feelings did you experience during the activity?	<b>0 to 2 points</b> Did not address the question.	<b>2 to 3 points</b> Adequately addressed the question	<b>3 to 5 points</b> Comprehensively and thoughtfully addressed the question
What issues related to power/privilege/oppression stand out to you in relation to the activity?	<b>0 to 2 points</b> Did not address the question.	<b>2 to 3 points</b> Adequately addressed the question	<b>3 to 5 points</b> Comprehensively and thoughtfully addressed the question
What did you learn from this experience that will help you provide more culturally sensitive care to your future/current clients?	<b>0 to 2 points</b> Did not address the question.	<b>2 to 3 points</b> Adequately addressed the question	<b>3 to 5 points</b> Comprehensively and thoughtfully addressed the question

### Cultural Genogram--Participation (Domain 3; PMFTP IV; CECC 2.3.7)

Criteria	Levels of Achievement		
	Below expectations	Meets expectations	Exceeds expectations
Demonstrated willingness and initiative to participate in your own genogram construction (responsive to inquiry, openness to questions about your cultural context and family history, etc.)	<b>0 to 15 points</b> Demonstrates minimal initiative and willingness to participate in your own genogram construction.	<b>16 to 27 points</b> Adequate demonstration of initiative and willingness to participate in your own genogram construction.	<b>28 to 35 points</b> Superior demonstration of initiative and willingness to participate in your own genogram construction.

### Cultural Genogram--Facilitation (Domain 3; PMFTP IV; CECC 2.3.7)

Criteria	Levels of Achievement		
	Below expectations	Meets expectations	Exceeds expectations
Contributed to the facilitation of partner's genogram construction (asked thoughtful questions, used good listening and communication skills, demonstrated sensitivity and respect for partner's cultural context and family history, etc.)	<b>0 to 12 points</b> Demonstrated minimal initiative and skills in facilitating partner's genogram construction.	<b>13 to 23 points</b> Demonstrated adequate initiative and skills in facilitating partner's genogram construction.	<b>24 to 30 points</b> Demonstrated superior initiative and skills in facilitating partner's genogram construction.

### Cultural Synthesis Paper (Domain 3; CECC 1.2.1, 5.4.2)

Criteria	Levels of Achievement		
	Below expectations	Meets expectations	Exceeds expectations
What are the primary cultures in your family? What are the values, rituals, etc. in your cultures? How does your family express these values, rituals, traditions, etc.?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 7 points</b> Questions were addressed comprehensively and thoughtfully
How do you think/feel about your cultural identity? Do you view yourself as a cultural being? Why or why not?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 7 points</b> Questions were addressed comprehensively and thoughtfully
What aspects of your culture make you proud? What issues bring about feelings of shame?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 7 points</b> Questions were addressed comprehensively and thoughtfully
What role does regionality and geography play in your family?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 7 points</b> Questions were addressed comprehensively and thoughtfully
Why did your family initially immigrate to the United States? What were the historical events in the nation of origin that made immigration a viable option? If your family was enslaved or were slave owners, what impact did slavery have on past and current generations in your family?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 7 points</b> Questions were addressed comprehensively and thoughtfully
What was the dominant religion or organizing philosophy in your family of origin?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 7 points</b> Questions were addressed comprehensively and thoughtfully
What are the tenets of your faith? How do these tenets impact the way you view the world?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
What is "spirituality" from your personal perspective?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
What is the different between spirituality and religion?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
How does your spirituality inform the way you view people and the change process?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
How will you use your spiritual perspective in therapy to enhance treatment?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
Criteria	Levels of Achievement		
	Below expectations	Meets expectations	Exceeds expectations
How is sexual orientation regarded in your family of origin and within your culture?	<b>0 to 2 points</b> Questions were not	<b>2 to 3 points</b> Questions were adequately	<b>3 to 6 points</b> Questions were addressed

	adequately addressed	addressed	comprehensively and thoughtfully
How have issues related to power, privilege, and oppression impacted your group(s) and family? What biases does your family hold toward other groups (e.g., Muslim, the poor, LGBT, etc.)?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
How have economic issues impacted your family?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
Are certain occupations more valued/devalued in your culture and family of origin? If so, why?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
What are areas of strength and resiliency in your culture(s)? To what extent does your family of origin embody this strength/resiliency?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
What does this all mean for you as a therapist? What biases do you need to acknowledge and track related to different groups?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
What groups will you feel most comfortable working with? Least comfortable? What counter-transference issues might be present?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
What steps do you plan to take to continue your personal and professional development in becoming a more culturally sensitive clinician?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
What is a current struggle for you?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
How is this struggle impacted by culture? Dominant narratives related to gender, ethnicity, race? American ideals about what it means to be good, successful, beautiful?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully
How will aspects of your culture help you overcome or work with this issue (you might think in terms of cultural values, religion, spirituality, etc.)?	<b>0 to 2 points</b> Questions were not adequately addressed	<b>2 to 3 points</b> Questions were adequately addressed	<b>3 to 6 points</b> Questions were addressed comprehensively and thoughtfully

### Book Review – Annotated Bibliography (Domain 6; CECC 2.4.3, 4.1.2)

Criteria	Levels of Achievement		
	Below expectations	Meets expectations	Exceeds expectations
Credible Citations	<b>2 points</b> Described 1-2 peer-reviewed articles or chapters relevant to book reviewed and/or more than one book review, website, or magazine article included in the annotated bibliography.	<b>5 points</b> Described 3-4 peer-reviewed articles or chapters relevant to book reviewed and/or no more than one book review, website, or magazine article included in the annotated bibliography.	<b>15 points</b> Described 5 recent (published in the past 10 years) peer-reviewed articles or chapters relevant to book reviewed and no book review, website, or magazine article included in the annotated bibliography.
Description	<b>2 points</b> Did not include enough information in the 3-5 sentence summary to evaluate usefulness of material and demonstrate that student understood material; Student used abstract as summary.	<b>5 points</b> Included enough information in the 3-4 of the 3-5 sentence summary to evaluate usefulness of material and demonstrate that student understood material; student did not use abstract as summary.	<b>10 points</b> Included enough information in all of the 3-5 sentence summary to evaluate usefulness of material and demonstrate that student understood material; student did not use abstract as summary.
Grammar & APA	<b>2 points</b> 4 or more grammar or punctuation mistakes AND/OR 4 or more APA mistakes.	<b>5 points</b> 1-3 grammar or punctuation mistakes AND/OR 1-3 APA mistakes	<b>10 points</b> No grammar or punctuation errors and no APA mistakes

### Book Review – Presentation (Domain 6; CECC 2.4.3, 4.1.2)

Criteria	Levels of Achievement		
	Below expectations	Meets expectations	Exceeds expectations
Time	<b>0 to 1 points</b> Less than 8 or more than 12 minutes.	<b>2 to 3 points</b> 8-12 minutes	<b>4 to 5 points</b> 9-11 minutes
Handout	<b>0 to 2 points</b> Did not concisely describe the book (include the reference information) NOR what was and was not useful about the book.	<b>3 to 5 points</b> Provided a copy for everyone in the class AND concisely described the book (include the reference information) OR what was and was not useful about the book.	<b>6 to 10 points</b> Provided a copy for everyone in the class; concisely described the book (including the reference information), as well as what was and was not useful about the book.
Presentation Effectiveness	<b>0 to 1 points</b> More than 3 elements of “Exceeds Expectations” missing, ineffective presentation style.	<b>2 to 5 points</b> 1-3 elements of “Exceeds Expectations” missing, but overall effective presentation style.	<b>6 to 10 points</b> Audible, visible, clear communication and/or instructions, comfortable presenter, well-prepared, appropriate use of visual aids if needed.
Presentation Content	<b>0 to 2 points</b> No to vague description of book and what was useful; no or vague description of resiliency vs. deficit AND author’s assumptions about health.	<b>6 to 12 points</b> Described the book and detailed what was useful; critiqued resiliency vs. deficit OR author’s assumptions about health.	<b>12 to 15 points</b> Described the book and detailed what was useful; critiqued resiliency vs. deficit AND author’s assumptions about health.