HDCN 6310 – Family Systems

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COURSE DESCRIPTION

This course provides a study of systems theory as it relates to family functioning and difficulties. The focus will be on the putting theory into the practice through the development of the skills and tools necessary to assist troubled families in a therapeutic setting. This is a "how to" course with the expectation that each student will develop the basic skills needed to conceptualize and assess family functioning, determine appropriate treatment goals and interventions, and conduct therapy sessions with couples and families. It will also address the influences of contexts such as culture, race, sex, and gender within families. Attention will also be focused on therapist self awareness and use of self in session in order to facilitate congruence, support the therapeutic relationship, regulate client affect, and manage the therapist's own biases and emotions. Finally, this course is designed to prepare students for their practicum experience by familiarizing them with Family Counseling Center policies, procedures, and facilities.

REQUIRED TEXTS & READINGS

- Patterson, J., Williams, L., Edward, T. M., & Grauf-Grounds, C. (2009). *Essential skills in family therapy: From the first interview to termination* (2nd ed.; Guilford Family Therapy Series). New York: Guilford Press. **ISBN-13:** 978-1606233054
- Napoli, M. (2007). *A family casebook: Problem-based learning and mindful self-reflection*. Boston: Allyn & Bacon. **ISBN-13:** 978-0205379439
- Center for Family Counseling Policy and Procedures Manual (electronic)
- Library resources on particular FT models, presenting issues, & populations as needed.

Recommended Readings (Optional)

- Nichols, M. P. (2009). *Family therapy: Concepts and methods* (9th or 10th ed.). Upper Saddle River, NJ: Prentice Hall.
- Griffin, W. A., & Greene, S. M. (1998). *Models of family therapy: The essential guide*. New York: Routledge.

If you do not already own these texts, you may use other family therapy textbooks from previous coursework if you have them. I will make supplemental texts available, but some students may want to bring their own.

COURSE LEARNING OBJECTIVES & OUTCOMES

Learning Objectives ***Through experience in this course, students will…***	**Observable Outcomes** ***Student learning objectives will be observed & evaluated through…***
Demonstrate a systemic conceptual framework toward family functioning and family counseling.	Case study project, role plays, in-class assignments, class discussion, and final exam.
Apply various family therapy models to problematic family situations.	Case study project, role plays, final exam
Critically assess family dysfunction, prevention and intervention.	Case study project, role plays, counselor education & preparation project, in-class discussions & activities, final exam
Identify and explain various problem presentations that affect relationships, and demonstrate knowledge of current research and practice recommendations.	Case study project, counselor education & preparation project; addictions assignment., final exam
Exhibit skills and tools for intervention in family counseling settings.	Case study project, role plays, in-class discussions & activities
Demonstrate awareness of diverse family contexts (e.g., ethnic, cultural, gender religious, economic, social), and address such contexts in culturally-sensitive and clinically relevant applications.	Case study project, role plays, in-class discussions & activities
Identify and explain ethical concerns and responsibilities of counselors who work with families, and devise appropriate professional responses to such concerns.	Case Study project; In-class assignments and class discussion, final exam

COURSE GRADING STRUCTURE

Important note: Students should be aware that, to make a grade of "A" on any assignment or for the course, work must *exceed* stated requirements.

GRADED ACTIVITIES	
Task	**Possible Points**
Class attendance & participation	100
Case Study Project	400
Therapist Journals (5 @ 20 pts each)	100
Final Exam	400
TOTAL	**1000**

SMU GRADE SCALE	
A	93 – 100 %
A-	90 – 92%
B+	87 – 89 %
B	83 – 86 %
B-	80 – 82 %
C+	79 % or lower (Failure, any C or below)
C	
C-	

COURSE GRADING CRITERIA: CLASS ATTENDANCE & PARTICIPATION

(100 points possible)

The class participation grade is based on attendance, punctuality, preparation, and the quality and degree of student participation, as described in the sections below. Regular attendance and participation in this course are required and considered essential. If you are unable to attend, please **notify the instructor 24 hours in advance if possible** by email or phone (voicemail not text). All class periods will involve class discussion and activities that cannot be made up due to absence. Students are responsible for obtaining any notes or information from a missed class from their peers. Students may not request make-up work for missed in-class activities or class notes from the instructor. Students should contact a classmate to obtain all material and assignments covered during their absence. In the event an unavoidable absence causes a student to miss an exam, the student should contact the instructor in advance and arrange for a make-up exam date.

Absences will result in reduction of the class participation grade based on ***2 criteria: advance notification, and approved circumstances.*** Notice of an impending absence should be made **24 hours in advance** whenever possible. Clearly, emergencies cannot be foreseen in advance. In such instances, please notify the instructor as soon as possible. Approved circumstances include unavoidable events such as student or family member illness, death of a close family member, car accidents, University-recognized religious holidays, injuries requiring medical attention, and so on. Circumstances that will not be approved include vacations, attendance at weddings, family gatherings, conference travel, rest days, and so on. Approval of the circumstances of any absence is a matter of the instructor's discretion. Attendance grade reductions for **up to two absences** are described below:

- Approved circumstance + advance notice = 25 point reduction
- Emergency + ASAP notification = 25 point reduction
- Approved circumstance + no advance notice = 40 point reduction
- Non-approved circumstance + advance notice = 40 point reduction
- Non-approved circumstance + no advance notice = 50 point reduction

Any student who accrues more than 2 absences **or** who exceed the 100-point deduction from their course grade due to poor attendance &/or lateness will receive one of the following consequences, at the instructor's discretion:

1. Course grade of Incomplete, if requirements have been met (see Incomplete policy in this syllabus)
2. Failing grade for the course
3. Drop or withdrawal from the course. Be aware that this may have a financial and/or financial aid impact (see add/drop policy and withdrawal policy at http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar13-14). Students who are considering dropping or withdrawing from the course should consult the Program Specialist (Ms. Jackie Field).

Religious Observance. Religiously observant students whose practices require them to miss class should notify the instructor in writing at the beginning of the semester, and will not be penalized for missed in-class discussions, exercises, or quiz questions. If an exam is missed due to a religious observance, advance arrangements should be made with the instructor for making up the exam (University Policy 1.9)

Excused Absences for University Extracurricular Activities. Students participating in an officially sanctioned, scheduled university extracurricular activity will not be penalized for missing class discussions, exercises, or quiz questions. It is the responsibility of the student to make arrangements with the instructor in advance to make up any missed exam.

Punctuality. Students are expected to arrive to class and return from breaks on time, and to stay until the instructor dismisses the class. One incident in which a student provides prior or ASAP notice that he/she may be late due to an unavoidable emergency will not be penalized. Thereafter, points will be deducted as follows:

- Less than ½ hour late = 10 points
- >1/2 hour but <1 hour = 20 points
- >1 hour = 30 points

Repeated lateness will be addressed in conference with the instructor. Any points deducted for tardiness will be calculated into the attendance grade, with the same consequences should attendance and/or punctuality deductions equal more than 100 points (see above).

Class Participation & Professionalism (100 points possible)

Each of the following participation criteria will be considered in evaluating your overall participation grade. Any concerns that arise regarding your participation will be addressed via consultation with the instructor in private. Ordinarily, no more than 100 points would be deducted for participation-related problems; however, because group participation is essential for success in this course, inadequate participation could result in consequences such as failure of or removal from the course.

- Arrival at class and returning from breaks on time
- Bringing needed materials & being prepared to work
- Demonstrating knowledge of reading assignment material (study notes)
- Actively taking part in class discussions and activities
- Showing leadership in class discussions and activities
- Taking equal responsibility in group projects
- Interacting well with peers
- Showing respect and courtesy toward peers & instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking
- Exhibiting growth in content knowledge and skills

Electronic media & distractions. During lectures, please turn off (or set on silent/vibrate) all cell phones or other electronic devices, including laptops. Please do not read newspapers, books for other classes, or other outside reading material during class. Notes should be written by hand and may be transcribed into electronic form outside of class time.

Breaks & meals. Soft drinks or water may be consumed in the classroom. Breaks will be provided for meals; However, breaks will not be long enough to allow students to leave the building to obtain food. Students will need to bring their own food and consume meals in the student lounge area or other acceptable areas in or around the building.

ASSIGNMENTS

Note: Unless otherwise specified, all assignments must be typed. Grading rubrics for assignments may be found in the Appendix to this syllabus.

CASE STUDY PROJECT- (400 possible points) Students will work collaboratively in teams to select a case study scenario (provided) and devise appropriate case conceptualization and treatment strategies for the case. A framework will be provided to guide students through this process in a separate handout.

Each student team will play 2 roles: that of a Therapy Team and that of a Client Team.

Therapy Team: The case study will be worked through in writing by the team, using weekly worksheets that will be provided. In addition, each case will be "seen" and conducted in the same way as you would see a case in the Center for Family Counseling. Each student in the Therapy Team will take turns weekly to work as the therapist

with the "clients." *Each Therapy Team member must act as the therapist for at least one full session*. Other students in the Therapy Team may either observe or conduct co-therapy. Each session will be recorded, and segments of each session will be viewed in a time set aside for feedback and "supervision."

Client Team: Client Teams act as the clients for the Therapy Teams. Client teams should try to create believable family dynamics that display knowledge of systemic processes, developmental stages, contexts such as culture, religiosity, gender, ethnicity, and sexual orientation, and demonstrate knowledge about the presenting problem of the case.

The entire process for the case study exercise will take place over a period of 9 weeks. Eight sessions should be conducted with each case (weeks 2 – 9).

Case study scenarios will be used from the text, *A Family Casebook: Problem-Based Learning and Mindful Self-Reflection* by Maria Napoli. This text offers 10 cases from which teams may choose. Cases reflect diversity of client constellations, ages, lifespan stages, problem presentations, and contexts. Teams may choose any case they like as long as no other teams claim the same case. A sign-up list of available case scenarios will be offered during the first class day.

Items to be included in the Case Study Project:

- Weekly Team Worksheets (8)
- Completed Case Files (Family Therapy Informed Consent; Progress Notes; Weekly Behavioral Reports; DVDs of sessions)
- Weekly Client Feedback Forms – from all "client family members" over the age of 10 yrs

Additional information about the Case Studies will be provided in a separate handout.

Therapist Journals (5 @ 20 points each)- Each student will work individually to complete 5 Therapist Journals. The Therapist Journals are your opportunity to reflect on the case study from your own theoretical and personal perspective, rather than from the team perspective.

Final Exam (400 possible points) – The final exam will consist of 50 multiple choice questions worth 4 points each, plus 5 brief essay questions worth 40 points each. The final exam will be administered on the last day of class. The exam will cover material from assigned readings, study notes, and will include critical thinking and application questions.

To help you prepare for class discussions and the final exam, you will be provided with a set of **Study Note** questions that cover each week's readings (on Blackboard). You do not need to turn in your study notes – they are for your own use.

LATE & MAKE-UP WORK POLICY

In general, there is a 10% penalty for each day an assignment is late, unless noted otherwise in a particular assignment's grading rubric (some assignments will not be accepted late). If an assignment is more than three days late ($\geq$30%), it will not be accepted and a grade of "0" will be entered. Students who are absent on the day an assignment is due may submit the assignment electronically (as an email attachment) by midnight on the due date. If extreme, unavoidable circumstances (such as prolonged illness) prevent completion of an assignment by the due date, the student should contact the instructor as far in advance of the due date as possible to determine whether an extension may be offered. Most in-class (participation) grades cannot be made up.

INCOMPLETE GRADE POLICY

A student may receive a grade of "I" (Incomplete) if at least 50% of the course requirements have been completed with passing grades, but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date.

Normally, the maximum period of time allowed to clear the Incomplete grade is 12 months. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

A grade of "F" will be given if a student's work toward an Incomplete grade is not completed by the due date or if it is of unacceptable quality. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

Graduate students are allowed a maximum of two (6 hours) concurrently-held grades of Incomplete in courses other than thesis. If this maximum is reached, the student will be allowed to take only one 3-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

DISABILITY ACCOMMODATIONS

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

In addition, if you have difficulty that does not qualify as a recognized disability but which affects your ability to succeed in the course, please meet with the instructor within the first two weeks of the semester to see if reasonable accommodations can be made. I try to be sensitive to issues such as extreme fear of public speaking, shyness, cultural traditions, or upsetting personal events that can affect a student's success, and am willing to work with you to help you overcome obstacles or find legitimate ways to go around them.

SMU Weather & Campus Emergencies: In the event of a major campus emergency (e.g., weather, critical incident, flu outbreak) at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

ACADEMIC INTEGRITY

SMU Honor Code

Students must adhere to the SMU Honor Code as described in the Student Handbook. Students in counselor training are dually responsible for abiding by all applicable ethical standards, as mandated by University policy and professional codes of ethics. Please review the University policies on the responsibilities, policies, and penalties regarding academic honesty found at http://www.smu.edu/studentlife/PCL_05_HC.asp. Ignorance of academic and/or professional ethical standards does not excuse ethical infractions. Unethical practices are determined by behavior, not by students' intentions. Any incidents of academic or clinical ethics infractions ***will*** be reported for investigation, and a course grade of "incomplete" will be entered until a determination of innocence or guilt has been made. Where a determination of guilt is made, the student will receive a "zero" on the assignment, along with any other sanctions or penalties the University may impose.

Unless otherwise specified in the syllabus, all course assignments and exams must be the student's original work, produced by the individual to whom the work is assigned. Working with partners or groups to complete any coursework is not allowed unless the coursework is specifically designated as group work.

Most academic integrity infractions on University campuses involve two problems: plagiarism or cheating. It is ***essential*** for students (and professionals) to understand that ***intentions have no bearing*** on whether a person is guilty of plagiarism or cheating. Ethical infractions caused by ignorance, naïveté, or sloppy work habits can (and often do) result in the same consequences as deliberate efforts to deceive.

Plagiarism

The SMU Honor Code, the American Counseling Association, the American School Counselor Association, and the Association for Marriage and Family Therapy all provide information regarding the ethical guidelines for academic and clinical work, including plagiarism. The APA Publication Manual provides details about what constitutes plagiarism. Students should familiarize themselves with the University, APA, and other applicable ethical guidelines for their profession.

The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

APA Requirements & Guidelines

Students are expected to have a high degree of familiarity with the APA manual and its requirements. To avoid plagiarism, follow guidelines in the current edition of the APA Publication Manual. Some general guidelines include:

1. Always cite the source of a quote or paraphrased material (year, author & page # if quoted verbatim – otherwise just author & year).

2. When quoting:
   - Copy the original material word-for-word. Reproduce punctuation exactly.
   - If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text.
   - Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s)

3. When paraphrasing:
   - Restate concepts in *substantially different words* than the original material
   - Immediately after paraphrased material, cite author(s) and year. If the paraphrase is close to the author's language, include page numbers in the citation
   - If paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph.

Resources

SMU Honor Code http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp

2005 ACA Code of Ethics http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx

Ethical Principles of Psychologists and Code of Conduct http://www.apa.org/ethics/code/index.aspx

Ethical Standards for School Counselors http://www.schoolcounselor.org/content.asp?contentid=173

AAMFT Code of Ethics http://www.aamft.org/resources/lrm_plan/ethics/ethicscode2001.asp

COURSE SCHEDULE

Week	Reading	Activities	Due
Jan 22	None	• Introductions & Syllabus review • Assignment guidelines • Case Study sign-up • Skills demo: Clinic Orientation walk-through • Lecture: Policies & Procedures for Families & Couples	
Jan 29	***Essential Skills*** chpt 1 **PPM:** Hours of Operation – SMU Emergency Policies	• Skills Demo: Writing Case Notes – Individuals, Couples & Families • Case Study Group work week one • Session #1 (intake) & supervision	• *Client feedback forms for session 1 (intake)*
Feb 4	***Essential Skills*** chpt 2 **PPM:** General Policies section	• Skills Demo: Treatment Planning • Case Study Group work week two • Session #2 & supervision	• *Group Worksheet for Week 1* • *Client feedback forms* • *Therapist's Journal #1*
Feb 11	***Essential Skills*** chpt 3 **PPM:** Intake Procedures	• Skills Demo: Family Assessment & Developmentally appropriate interventions • Case Study Group work week three • Session #3 & supervision	• *Group Worksheet for Week 2* • *Client feedback forms* • *Therapist's Journal #2*
Feb 18	***Essential Skills*** chpts 4 , 5, & 6 **PPM:** General & Ongoing Forms	• Skills Demo: Crisis & Reporting Procedures • Case Study Group work week four • Session #4 & supervision	• *Group Worksheet for Week 3* • *Client feedback forms* • *Therapist's Journal #3*
Feb 25	***Essential Skills*** chpts 7, 8, & 9	• Group video supervision • Case Study Group work week five • Session #5 & supervision	• *Group Worksheet for Week 4* • *Client feedback forms* • *Therapist's Journal #4*
March 4	**PPM:** Transfer & Termination + Miscellaneous Forms	• Group video supervision • Case Study Group work week six • Session #6 & supervision	• *Group Worksheet for Week 5* • *Client feedback forms* • *Therapist's Journal #5*
March 11	***Essential Skills*** chpts 10 & 11	• Group video supervision • Case Study Group work week seven • Session #7 & supervision	• *Group Worksheet for Week 6* • *Client feedback forms*
March 18	Study for Final Exam	• Group video supervision • Case Study Group work week eight • Session #8 & supervision	• *Group Worksheet for Week 7* • *Client feedback forms*
March 25		• **Final Exam** • Conducting Intake interviews • Team debriefing	• *Case Study Materials* • *Therapist Peer Evaluation*

APPENDIX: GRADING RUBRICS

GRADING RUBRIC FOR CASE STUDY PROJECT

(400 possible points)

Score Breakdown for Case Study Project:

- Each worksheet = 20 possible points x 8 weeks = 160 possible points
- Peer evaluations = 20 possible points (may account for variance in individual team members' grades)
- Client feedback forms = 20 possible points (2 points for each client feedback form, up to 20 points)
- Instructor overall evaluation = 200 possible points

Weekly Worksheet Scoring

The criteria listed below will be used to evaluate each week's worksheet. Each criterion will be measured on a scale of 1 – 20 (see below). The total score will then be averaged.

1 - 12 = Unacceptable: criterion is absent (not addressed) or severely deficient

13 - 16 = Unsatisfactory: criterion is addressed, but with deficits that significantly affect the quality of the work

17 = Satisfactory: criterion meets most expectations, with no deficits that significantly affect the quality of the work

18 = Meets Expectations: Criterion meets all expectations and contains only minor errors that do not affect the quality of the work

19 = Good: Criterion meets all expectations and contains no errors

20 = Excellent: criterion is addressed in an exceptional manner that exceeds the stated expectations

Criteria:

(1) How thoroughly have this week's questions been answered? Do the responses offer sufficient explanation, elaboration, concrete examples or applications, and detail to explain the teams' thinking clearly?

(2) How accurately do the team's responses reflect sufficient knowledge of the model being used?

(3) What is the quality of the team's clinical and ethical judgment with regard to the issues identified on this worksheet?

(4) To what extent does the this week's worksheet demonstrate the team's understanding of the presenting problem, client population, systemic processes, and relevant contexts such as ethnicity, culture, gender, sexual orientation, SES, religion, and so on?

(5) Are clinical policies and procedures being followed properly? (E.g., progress note writing, treatment planning, payment procedures, recording, obtaining Client Weekly Behavioral Reports and Client Feedback Forms, starting & ending sessions on time, etc.)

CASE STUDY INSTRUCTOR OVERALL EVALUATION
(200 possible points)

Scoring	
20-pt items	**Descriptors**
1 - 12	Unacceptable: criterion is absent (not addressed) or severely deficient
13 - 15	Unsatisfactory: criterion is addressed, but with deficits that significantly affect the quality of the work
16 - 17	Satisfactory: criterion meets most expectations, with no deficits that significantly affect the quality of the work
18	Meets Expectations: Criterion meets all expectations and contains only minor errors that do not affect the quality of the work
19 - 20	Excellent: criterion is addressed in an exceptional manner that exceeds the stated expectations

Criteria
Case conceptualization – This criterion refers to the team's ability to accurately explain the presenting problem, client system dynamics, & contextual factors according to a general systemic perspective and the specific clinical model selected by the team.
Knowledge of model/theory – This criterion refers to the team's demonstration of an accurate and thorough knowledge of the concepts and processes of the selected clinical model, as reflected in written materials, class discussions, and sessions.
Consistency of interventions with the model – This criterion refers to how accurately the clinical processes described in the worksheets and depicted in sessions represent the selected clinical model. It encompasses specific techniques and general processes associated with the model.
Clinical Judgment - This refers to the demonstration of appropriate decision-making and sound rationales for clinical decisions in all aspects of the case study, including treatment planning, assessment, referrals, and treatment implementation (intervention).
Quality of preparation & research (as Therapist Team) – This criterion measures the extent to which the Therapist Team's preparation and research is sufficient and evident in its accurate and appropriate application to written materials, session work, and class discussion. Preparation and research refer to information acquired and utilized by the team regarding the client population, important environmental/systemic/cultural contexts to the case, and knowledge of appropriate clinical and ethical practices.
Policies and Procedures – Refer to the manner in which the team kept clinical records, maintained the case file, logged payments, and followed the Policy and Procedure Manual for the Center for Family Counseling.
Continuity – This concerns the "flow" of conceptualization, planning, and treatment across the case. Consensus and cohesion should be reflected in all aspects of the case study, across the duration of the academic term.
Teamwork as Therapist Team – This criterion gauges extent to which the Therapist Team members provide evidence of an equitable division of labor and contributions to all aspects of the project. In addition, this criterion measures the extent to which team members worked collaboratively, successfully resolved disagreements, and engaged in collegial, professional conduct toward one another and toward the members of the Client Team with whom they worked.
Quality of preparation & research (as Client Team) – This criterion concerns the extent to which a team, functioning in the Client Family role, demonstrated sufficient preparation and knowledge regarding the client population and problem depicted in their case study scenario. It includes knowledge of culture, relevant environmental/systemic contexts, individual development, and family lifecycle factors.
Teamwork as Client Team – This criterion measures the extent to which Client Team members worked collaboratively to achieve a credible and cohesive depiction of the case scenario. It also gauges the extent to which team members engaged in collegial, professional conduct toward one another and toward the members of the Therapist Team with whom they worked.

GRADING RUBRIC FOR THERAPIST JOURNALS
(5 @ 20 possible points each)

The Therapist's Journal consists of 5 exercises, each worth up to 20 points. Each question or item on a journal is worth up to 4 points, and will be evaluated by the criteria listed below. Points may be deducted for a single criterion or multiple criteria for each question/item. Errors or deficiencies will be noted using abbreviations such as: "- 2 TH" means "minus 2 points for insufficient thoroughness."

Criteria
Thoroughness (TH). Elaboration/explanation clearly and thoroughly illustrates & supports the information provided in the journal, and questions that could be logically anticipated have been addressed. (Note: Over-disclosure or disclosure of sensitive personal information is ***not*** a component of this criterion.)
Insight (INS). Response demonstrates reflexivity and self-awareness as evidenced by consideration of all relevant issues within the scope of the question as they relate to self-of-the-therapist.
Application (APP). Critical thinking is demonstrated via thorough and plausible consideration of how your response to a question might influence the therapeutic experience.
Clinical Competency (CC). Comprehension of the systemic dynamics of the particular case is demonstrated through plausible application of clinical knowledge & skill and personal self-awareness.
Relevance (REL). The response demonstrates the student's understanding of the question by supplying the required information without deviating into areas not relevant to the question.

GRADING OF FINAL EXAM
(400 possible points)

Multiple-choice questions (50 @ 4 pts each) will be scored electronically, using Scantron sheets. The brief essay questions (5 @ 40 pts each) will be evaluated on the four criteria listed below. Abbreviations (see below) will be used on your exam response papers to indicate any areas where points have been deducted. Points may be deducted for a single criterion or multiple criteria for each question/item. Errors or deficiencies will be noted using abbreviations such as: "- 2 CJ" means "minus 2 points for inadequate clinical judgment."

Criteria

Clinical judgment (CJ)– A decision-making process that represents combined knowledge of client factors, problem characteristics, treatment models, and ethical practice.

Critical thinking (CT) The use of logic in problem-solving, coupled with thinking beyond the obvious (e.g., considering factors that are implied but perhaps not explicit; considering the implications and possible consequences of one's assertions or decisions). Also includes the ability to provide support or justification (i.e., rationale) for a decision or course of action, based on reason, content knowledge, and situational knowledge.

Accuracy (ACC) The use of terms, concepts, and applications in the way that they were designed to be used. Reflects comprehension of theories, models, family systems, and other content areas covered in the course.

Systemic perspective (SP) An ecological view of the "web" of interconnected relationships between individual, dyad, family, extended family, community, and culture, as well as contextual factors such as socioeconomic status, race/ethnicity, occupational status, gender, sexual orientation, education level, and so on.