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**TELECONFERENCE/VIRTUAL  
MARRIAGE AND FAMILY THERAPY SECTION  
MARRIAGE AND FAMILY THERAPY, PROFESSIONAL COUNSELING, AND  
SOCIAL WORK EXAMINING BOARD  
Room N208, 4822 Madison Yards Way, 2<sup>nd</sup> Floor, Madison  
Contact: Christian Albouras (608) 266-2112  
April 14, 2020**

*The following agenda describes the issues that the Section plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of the actions of the Section.*

**AGENDA**

**10:00 A.M.**

**(OR IMMEDIATELY FOLLOWING THE MPSW BOARD MEETING)**

**OPEN SESSION – CALL TO ORDER – ROLL CALL**

- A. Adoption of Agenda (1-3)**
- B. Approval of Minutes of January 28, 2020 (4-10)**
- C. Conflicts of Interest
- D. Introductions, Announcements and Recognition**
  - 1) Recognition of Peter Fabian, Marriage and Family Therapy Section
  - 2) Recognition of Alice Hanson-Drew, Marriage and Family Therapy Section
- E. Administrative Matters – Discussion and Consideration**
  - 1) Department, Staff and Board Updates
  - 2) Appointment of Liaisons and Alternates **(11-15)**
  - 3) Board Member – Term Expiration Dates
- F. Education and Examination Matters – Discussion and Consideration**
  - 1) Edgewood College – Review of Curriculum for Equivalency Determination **(16-187)**
- G. COVID-19 – Discussion and Consideration**
- H. Discussion and Consideration of Items Added After Preparation of Agenda
  - 1) Introductions, Announcements and Recognition
  - 2) Administrative Matters
  - 3) Election of Officers
  - 4) Appointment of Liaisons and Alternates
  - 5) Delegation of Authorities
  - 6) Education and Examination Matters

- 7) Credentialing Matters
- 8) Practice Matters
- 9) Administrative Rule Matters
- 10) Legislative and Policy Matters
- 11) Liaison Reports
- 12) Board Liaison Training and Appointment of Mentors
- 13) Informational Items
- 14) Division of Legal Services and Compliance (DLSC) Matters
- 15) Presentations of Petitions for Summary Suspension
- 16) Petitions for Designation of Hearing Examiner
- 17) Presentation of Stipulations, Final Decisions and Orders
- 18) Presentation of Proposed Final Decisions and Orders
- 19) Presentation of Interim Orders
- 20) Petitions for Re-Hearing
- 21) Petitions for Assessments
- 22) Petitions to Vacate Orders
- 23) Requests for Disciplinary Proceeding Presentations
- 24) Motions
- 25) Petitions
- 26) Appearances from Requests Received or Renewed
- 27) Speaking Engagements, Travel, or Public Relation Requests, and Reports

I. Public Comments

**CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85(1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.).**

J. Deliberation on DLSC Matters

- 1) **Case Closings**
  - a. 18 MFT 012 – S.L.Y. **(188-191)**
- 2) **Monitoring**
  - a. Jacqueline Wright, L.M.F.T.-I.T. – Requesting Full Licensure and Permission to Apply for a Marriage and Family Therapist License **(192-224)**

K. Deliberation of Items Added After Preparation of the Agenda

- 1) Education and Examination Matters
- 2) Credentialing Matters
- 3) DLSC Matters
- 4) Monitoring Matters
- 5) Professional Assistance Procedure (PAP) Matters
- 6) Petitions for Summary Suspensions
- 7) Petitions for Designation of Hearing Examiner
- 8) Proposed Stipulations, Final Decisions and Orders
- 9) Proposed Interim Orders
- 10) Administrative Warnings
- 11) Review of Administrative Warnings
- 12) Proposed Final Decisions and Orders
- 13) Matters Relating to Costs/Orders Fixing Costs

- 14) Case Closings
- 15) Board Liaison Training
- 16) Petitions for Assessments and Evaluations
- 17) Petitions to Vacate Orders
- 18) Remedial Education Cases
- 19) Motions
- 20) Petitions for Re-Hearing
- 21) Appearances from Requests Received or Renewed

L. Consulting with Legal Counsel

**RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION**

M. Vote on Items Considered or Deliberated Upon in Closed Session, if Voting is Appropriate

N. Open Session Items Noticed Above Not Completed in the Initial Open Session

**ADJOURNMENT**

**NEXT MEETING: JULY 21, 2020**

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MEETINGS AND HEARINGS ARE OPEN TO THE PUBLIC, AND MAY BE CANCELLED WITHOUT NOTICE.

Times listed for meeting items are approximate and depend on the length of discussion and voting. All meetings are held at 4822 Madison Yards Way, Madison, Wisconsin, unless otherwise noted. In order to confirm a meeting or to request a complete copy of the board's agenda, please call the listed contact person. The board may also consider materials or items filed after the transmission of this notice. Times listed for the commencement of disciplinary hearings may be changed by the examiner for the convenience of the parties. Interpreters for the hearing impaired provided upon request by contacting the Affirmative Action Officer, 608-266-2112.

**MARRIAGE AND FAMILY THERAPY SECTION  
MEETING MINUTES  
JANUARY 28, 2020**

**PRESENT:** Bridget Ellingboe, Peter Fabian, Alice Hanson-Drew (*via Skype*), Lisa Yee

**STAFF:** Debra Sybell, Executive Director; Jameson Whitney, Legal Counsel; Jon Derenne, Administrative Rules Coordinator; Kimberly Wood, Program Assistant Supervisor-Advanced; and other DSPS Staff

**CALL TO ORDER**

Bridget Ellingboe, Chairperson, called the meeting to order at 9:09 a.m. A quorum of four (4) members was confirmed.

**ADOPTION OF AGENDA**

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, to approve the Agenda as amended. Motion carried unanimously.

**APPROVAL OF MINUTES OF OCTOBER 15, 2019**

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, to approve the Minutes of October 15, 2019 as published. Motion carried unanimously.

**ADMINISTRATIVE MATTERS**

**Election of Officers**

*Chairperson*

**NOMINATION:** Peter Fabian nominated Bridget Ellingboe for the Office of Chairperson.

Debra Sybell, Executive Director, called for nominations three (3) times.

Bridget Ellingboe was elected as Chairperson by unanimous voice vote.

*Vice Chairperson*

**NOMINATION:** Peter Fabian nominated Lisa Yee for the Office of Vice Chairperson.

Debra Sybell, Executive Director, called for nominations three (3) times.

Lisa Yee was elected as Vice Chairperson by unanimous voice vote.

*Secretary*

**NOMINATION:** Alice Hanson-Drew nominated Peter Fabian for the Office of Secretary.

Debra Sybell, Executive Director, called for nominations three (3) times.

Peter Fabian was elected as Secretary by unanimous voice vote.

<b>2020 ELECTION RESULTS</b>	
<b>Chairperson</b>	Bridget Ellingboe
<b>Vice Chairperson</b>	Lisa Yee
<b>Secretary</b>	Peter Fabian

**Appointment of Liaisons and Alternates**

<b>2020 LIAISON APPOINTMENTS</b>	
<b>Credentialing Liaisons</b>	Bridget Ellingboe, Lisa Yee
<b>Education &amp; Continuing Education Liaison</b>	Bridget Ellingboe
<b>Monitoring Liaison</b>	Bridget Ellingboe
<b>Professional Assistance Procedure (PAP) Liaison</b>	Bridget Ellingboe
<b>WAMFT Liaison</b>	Lisa Yee
<b>AMFTRB Liaison</b>	Lisa Yee
<b>Legislative Liaison</b>	Bridget Ellingboe
<b>2020 SCREENING PANEL APPOINTMENTS</b>	
<b>Screening Panel</b>	Lisa Yee, Bridget Ellingboe <i>Alternate: Peter Fabian</i>

**Delegation of Authorities**

***Document Signature Delegations***

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, to delegate authority to the Chairperson (or in absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession) to sign documents on

behalf of the Section in order to carry out its duties. Motion carried unanimously.

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, in order to carry out duties of the Section, the Chairperson (or in absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession) has the ability to delegate signature authority for purposes of facilitating the completion of assignments during or between meetings. The members of the Section hereby delegate to the Executive Director or DPD Division Administrator, the authority to sign on behalf of a board member as necessary. Motion carried unanimously.

#### ***Delegated Authority for Urgent Matters***

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, that in order to facilitate the completion of urgent matters between meetings, the Section delegates its authority to the Chairperson (or, in the absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession), to appoint liaisons to the Department to act in urgent matters. Motion carried unanimously.

#### ***Delegation to Chief Legal Counsel Due to of Loss of Quorum***

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, to delegate the review of disciplinary cases to the Department's Chief Legal Counsel due to lack of/loss of quorum. Motion carried unanimously.

#### ***Monitoring Delegations***

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, to adopt the "Roles and Authorities Delegated to the Monitoring Liaison and Department Monitor" as presented in the January 28, 2020 agenda materials. Motion carried unanimously.

#### ***Credentialing Authority Delegations***

##### **Delegation of Authority to Credentialing Liaison**

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, to delegate authority to the Credentialing Liaison(s) to serve as a liaison between DSPS and the Section and to act on behalf of the Section in regard to credentialing applications or questions presented to them, with the understanding that the liaison retains the option to refer any decision to the full Section for final determination. Motion carried unanimously.

##### **Delegation of Authority to DSPS When Credentialing Criteria is Met**

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, to delegate credentialing authority to DSPS to act upon applications that meet all credentialing

statutory and regulatory requirements without Section or Section liaison review. Motion carried unanimously.

***Delegated Authority for Application Denial Reviews***

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, that the Department's Attorney Supervisors, DLSC Administrator, or their designee are authorized to serve as the Section's designee for purposes of reviewing and acting on requests for hearing as a result of a denial of a credential. Motion carried unanimously.

***Delegation of Authority to DSPS Staff to Approve Applications Without Further Criminal Activity***

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, delegate authority for DSPS staff to approve applications where criminal background checks have been approved for a previous Wisconsin Marriage and Family Therapy training license credential and no criminal activity has occurred since that approval. Motion carried unanimously.

***Voluntary Surrenders***

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, to delegate authority to the assigned case advisor to accept or refuse a request for voluntary surrender pursuant to Wis. Stat. § 440.19 for a credential holder who has a pending complaint or disciplinary matter. Motion carried unanimously.

***Pre-Screen Delegation***

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, to delegate pre-screening decision making authority to the DSPS screening attorney for opening cases as outlined below:

1. OWIs of 3 or more that occurred in the last 5 years.
2. Reciprocal discipline cases.
3. Impairment and/or diversion at work that includes a positive drug/alcohol test or admission by respondent.
4. Conviction of a misdemeanor or felony that the attorney believes is substantially related and is not otherwise excluded from consideration via Wis. Stat. ch. 111
5. No response from the respondent after intake requested a response (case would be opened for the failure to respond issue as well as the merits).

Motion carried unanimously.

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, to delegate pre-screening decision making authority to the DSPS screening attorney for closing cases as outlined below:

1. One OWI that is non-work related and if AODA assessment completed, assessment does not indicate dependency.
2. Complaints that even if allegations are true, do not amount to a violation of law or rules.

Motion carried unanimously.

#### ***Education and Continuing Education Delegation(s)***

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, to delegate authority to the Education and Continuing Education Liaison(s) to address all issues related to education and continuing education. Motion carried unanimously.

#### ***Authorization for DSPS to Provide Board Member Contact Information to National Regulatory Related Bodies***

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, to authorize DSPS staff to provide national regulatory related bodies with all Section member contact information that DSPS retains on file. Motion carried unanimously.

#### ***Optional Renewal Notice Insert Delegation***

**MOTION:** Lisa Yee moved, seconded by Peter Fabian to designate the Chairperson (or, in the absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession) to provide a brief statement or link relating to board-related business within the license renewal notice at the Section's or Section designee's request. Motion carried unanimously.

#### ***Legislative Liaison Delegation***

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, to delegate authority to the Legislative Liaisons to speak on behalf of the Section regarding legislative matters. Motion carried unanimously.

#### ***Travel Delegation***

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, to delegate authority to the Section Chairperson to approve any board member travel. Motion carried unanimously.

### **EDUCATION AND EXAMINATION MATTERS**

#### **Edgewood College Education Requirement Template**

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, to delegate Peter Fabian to work with DSPS staff as necessary to facilitate review of the Edgewood

College curriculum prior to the Section's next meeting. Motion carried unanimously.

### **CLOSED SESSION**

**MOTION:** Peter Fabian moved seconded by Lisa Yee, to convene to closed session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85(1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85(1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.). Bridget Ellingboe, Chairperson read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Bridget Ellingboe-yes, Peter Fabian-yes; Alice Hanson-Drew-yes; and Lisa Yee-yes. Motion carried unanimously.

The Section convened into Closed Session at 10:13 a. m.

### **DIVISION OF LEGAL SERVICES AND COMPLIANCE (DLSC) MATTERS**

#### **Case Closings**

#### **18 MFT 005 – J.C.H.**

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, to close DLSC Case Number 18 MFT 005, against J.C.H., for Insufficient Evidence. Motion carried unanimously.

### **RECONVENE TO OPEN SESSION**

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, to reconvene into open session. Motion carried unanimously.

The Section reconvened into Open Session at 10:16 a.m.

### **VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION**

**MOTION:** Alice Hanson-Drew moved, seconded by Lisa Yee, to affirm all motions made and votes taken in closed session. Motion carried unanimously.

*(Be advised that any recusals or abstentions reflected in the closed session motions stand for the purposes of the affirmation vote.)*

### **ADJOURNMENT**

**MOTION:** Alice Hanson-Drew moved, seconded by Peter Fabian, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 10:18 a. m.

DRAFT

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

<b>1) Name and Title of Person Submitting the Request:</b> Megan Glaeser, Bureau Assistant		<b>2) Date When Request Submitted:</b> April 3, 2020 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
<b>3) Name of Board, Committee, Council, Sections:</b> Marriage and Family Therapy Section			
<b>4) Meeting Date:</b> April 14, 2020	<b>5) Attachments:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>6) How should the item be titled on the agenda page?</b> Administrative Matters: 1) Appointment of Liaisons and Alternates	
<b>7) Place Item in:</b> <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	<b>8) Is an appearance before the Board being scheduled?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>9) Name of Case Advisor(s), if required:</b> N/A	
<b>10) Describe the issue and action that should be addressed:</b> The Chairperson should review and appoint/reappoint Liaisons and Alternates as appropriate.			
<b>11) Authorization</b>			
Megan Glaeser		April 3, 2020	
<b>Signature of person making this request</b>		<b>Date</b>	
<b>Supervisor (if required)</b>		<b>Date</b>	
<b>Executive Director signature (indicates approval to add post agenda deadline item to agenda)    Date</b>			
<b>Directions for including supporting documents:</b> 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

## MARRIAGE AND FAMILY THERAPIST SECTION

### 2020 Elections and Liaison Appointments

2020 ELECTION RESULTS	
Chairperson	Bridget Ellingboe
Vice Chairperson	Lisa Yee
Secretary	Peter Fabian

### Appointment of Liaisons and Alternates

2020 LIAISON APPOINTMENTS	
Credentialing Liaisons	Bridget Ellingboe, Lisa Yee
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2020 SCREENING PANEL APPOINTMENTS	
Screening Panel	Lisa Yee, Bridget Ellingboe <i>Alternate: Peter Fabian</i>

### Delegation of Authorities

#### *Document Signature Delegations*

**MOTION:** Peter Fabian moved, seconded by Lisa Yee, to delegate authority to the Chairperson (or in absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession) to sign documents on behalf of the Section in order to carry out its duties. Motion carried unanimously.

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***Travel Delegation***

**MOTION:** Lisa Yee moved, seconded by Peter Fabian, to delegate authority to the Section Chairperson to approve any board member travel. Motion carried unanimously.

# Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8935  
Madison, WI 53708-8935  
FAX #: (608) 251-3036  
Phone #: (608) 266-2112

Ship To: 4822 Madison Yards Way  
Madison, WI 53705  
E-Mail: [dsps@wisconsin.gov](mailto:dsps@wisconsin.gov)  
Website: <http://dsps.wi.gov>

## MARRIAGE AND FAMILY THERAPY, PROFESSIONAL COUNSELING, AND SOCIAL WORK EXAMINING BOARD

### MARRIAGE AND FAMILY THERAPIST CURRICULUM REQUIREMENTS

Applicants who have neither graduated from a program accredited by the Commission on Accreditation for Marriage and Family Therapy Education nor are making application based on clinical membership in the American Association of Marriage and Family Therapists must complete this form.

To be equivalent to a degree in Marriage and Family Therapy, a course of study must include a total of 9 courses from general topic areas A, B, C, and D below. 1 course each from general topic areas E and F, and a clinical practicum including at least 300 client contact hours. For a more detailed description of the equivalency requirement, see Wis. Admin. Code § MPSW 16.02.

Name of Applicant: Edgewood College - MFT Program

#### A. Marital and Family Studies (2 courses for a minimum total of either 6 semester or 8 quarter)

1. Institution:	<u>Edgewood College</u>	Course No.	<u>MFT 600</u>
Course Title: (in full)	<u>Introduction to Systems Theories</u>		
Dates:	From: <u>  </u> / <u>  </u> / <u>  </u>	To: <u>  </u> / <u>  </u> / <u>  </u>	
Credit Hours:	<u>3.0</u>	or Contact Hours:	<u>          </u>

2. Institution:	<u>Edgewood College</u>	Course No.	<u>MFT 605</u>
Course Title: (in full)	<u>Introduction to Marriage &amp; Family Theories</u>		
Dates:	From: <u>  </u> / <u>  </u> / <u>  </u>	To: <u>  </u> / <u>  </u> / <u>  </u>	
Credit Hours:	<u>3.0</u>	or Contact Hours:	<u>          </u>

#### B. Marital and Family Therapy (2 courses for total of either 6 semesters or 8 quarter credits)

3. Institution:	<u>Edgewood College</u>	Course No.	<u>MFT 610</u>
Course Title: (in full)	<u>Marriage &amp; Family Therapy II</u>		
Dates:	From: <u>  </u> / <u>  </u> / <u>  </u>	To: <u>  </u> / <u>  </u> / <u>  </u>	
Credit Hours:	<u>3.0</u>	or Contact Hours:	<u>          </u>

4. Institution:	<u>Edgewood College</u>	Course No.	<u>MFT 655</u>
Course Title: (in full)	<u>Couples Therapy</u>		
Dates:	From: <u>  </u> / <u>  </u> / <u>  </u>	To: <u>  </u> / <u>  </u> / <u>  </u>	
Credit Hours:	<u>3.0</u>	or Contact Hours:	<u>          </u>

# Wisconsin Department of Safety and Professional Services

**C. Human Development** (2 courses for a minimum total of either 6 semesters or 8 quarter credits)

5. Institution:	Working w/ Kids & Adolescents	Course No. MF 740
Course Title: (in full)	Edgewood College	
Dates:	From: <input type="text"/> / <input type="text"/>	To: <input type="text"/> / <input type="text"/>
Credit Hours:	3.0	or Contact Hours: <input type="text"/>

6. Institution:	Diversity across the Life Span	Course No. MF 620
Course Title: (in full)	Edgewood College	
Dates:	From: <input type="text"/> / <input type="text"/>	To: <input type="text"/> / <input type="text"/>
Credit Hours:	3.0	or Contact Hours: <input type="text"/>

**D. Additional Courses (totaling 3) in subjects A, B, and C listed above.** (2 courses for a minimum total of either 6 semesters or 8-quarter credits).

7. Institution:	Edgewood College	Course No. MF 625
Course Title: (in full)	Human Sexuality & Sex Therapy thru the Lifespan	
Dates:	From: <input type="text"/> / <input type="text"/>	To: <input type="text"/> / <input type="text"/>
Credit Hours:	3.0	or Contact Hours: <input type="text"/>

8. Institution:	Edgewood College	Course No. MF 615
Course Title: (in full)	Psychology of Trauma & Stress	
Dates:	From: <input type="text"/> / <input type="text"/>	To: <input type="text"/> / <input type="text"/>
Credit Hours:	3.0	or Contact Hours: <input type="text"/>

9. Institution:	Edgewood College	Course No. MF 630
Course Title: (in full)	Psychopathology & Pharmacology	
Dates:	From: <input type="text"/> / <input type="text"/>	To: <input type="text"/> / <input type="text"/>
Credit Hours:	3.0	or Contact Hours: <input type="text"/>

# Wisconsin Department of Safety and Professional Services

**E. Professional Studies** (1 course of 3 semester or 4 quarter credits)

1. Institution:	<u>Edgewood College</u>	Course No. <u>MFT 800</u>
Course Title: (in full)	<u>Ethics &amp; Social Responsibility</u>	
Dates:	From: <input type="text"/> / <input type="text"/> / <input type="text"/>	To: <input type="text"/> / <input type="text"/> / <input type="text"/>
Credit Hours:	<u>3.0</u>	or Contact Hours: <input type="text"/>

**F. Research** (1 course of 3 semester or 4 quarter credits)

1. Institution:	<u>Edgewood College</u>	Course No. <u>MFT 700</u>
Course Title: (in full)	<u>Research Methods</u>	
Dates:	From: <input type="text"/> / <input type="text"/> / <input type="text"/>	To: <input type="text"/> / <input type="text"/> / <input type="text"/>
Credit Hours:	<u>3.0</u>	or Contact Hours: <input type="text"/>

**G. Clinical Practicum** (minimum 300 hours of client contact)

1. Educational Institution: (not practicum site)	<u>Edgewood College</u>	Course No. <u>750, 760, 770</u>
Supervisor(s)	<u>Varies - all AMFT Approved Supervisors or equivalent</u>	
Dates:	From: <input type="text"/> / <input type="text"/> / <input type="text"/>	To: <input type="text"/> / <input type="text"/> / <input type="text"/>
Total Contact Hours of Practicum (not credit hours):	<u>600</u>	

**NOTE:** Official transcripts must be submitted to the Department directly from the institution(s) and must indicate the appropriate coursework. College course descriptions or syllabi for each course listed on the coursework grid must also be provided.

**Applicant's Signature:** \_\_\_\_\_ **Date:** / /



Class Meet Times: Mondays, 5:00pm-7:00pm in Pedolin Humanities Center, 306 (8/19//2019 – 12/2/2019)

This course does have an active Blackboard page

## INSTRUCTOR

Lindsey Marsh, LMFT, LPC, AAMFT Approved Supervisor  
Clinical Coordinator & Instructor for MFT 600, MFT 745, MFT 800

## CONTACT INFORMATION

### *Contact Method:*

Email:

Office Location:

Office hours:

Phone:

### *Details:*

lmarsh@edgewood.edu

8025 Excelsior Drive

WebEx Office Link (M/W/F):

<https://edgewood.webex.com/meet/lmarsh>

Office: (608) 663-2280; Cell: (608) 444-9702

I invite your emails and calls! When you email me about this class, please place our class number and topic of email in the email subject line. I will do my best to respond to all emails/voicemails within a timely manner. If you feel I have not responded quickly enough, please follow up to ensure that I have received the email from you. Thank you and looking forward to the semester ahead!

## ACADEMIC BELONGING, OR ANOTHER WELCOMING HEADING

I'm so excited to have each one of you in this class with me this semester! I've been connected with the Marriage and Family Therapy Program since 2009 and teaching within this program since January 2016. This program has meant a lot to me and has really helped cultivate the therapist and professional that I am today. I look forward to sharing the passion I have for this field with my students through my teaching. My hope is that each student feels engaged, heard, supported, and encouraged within each of my courses.

I want to include that every course I teach works to build on Edgewood College's Dominican Values of Truth, Compassion, Justice, Partnership, and Community.

## COURSE DESCRIPTION AND PREREQUISITES

COURSE DESCRIPTION: This course explores the theoretical foundations for thinking and approaching psychotherapy systemically. Provides an overview of the use of metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. A major focus in this course is the exploration and the integration of "self as a therapist" or "person of the therapist" within systemic psychotherapy. In addition, this course focuses heavily at the historical foundation of the psychotherapy field. There are no prerequisites for this course.

**MFT STUDENT LEARNING OUTCOMES (SLO) & CORE COMPETENCIES:**

Student Learning Outcomes (SLO):

SLOs are part of our Program’s *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/ assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

- SLO 1: Foundational Knowledge Base—Students will become knowledgeable of the core concepts, common factors, and major schools of Marriage and Family Therapy.
- SLO 2: Integration of Concepts, Models, and Techniques—Students will apply a systemic, integrative and empirically informed approach to their clinical practice as Marriage and Family therapists and demonstrate the ability to analyze and present a clinical case using one of the major MFT models.
- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.
- SLO 7: Professional identity as Marriage and Family Therapist—Students will clearly identify themselves within the profession of Marriage and Family Therapy.

Core Competencies:

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

Assessed in this course (core competencies):

Domain 1: Admission to Treatment

Number	Subdomain	Competence
1.1.1	Conceptual	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.

Domain 2: Clinical Assessment and Diagnosis

Number	Subdomain	Competence
2.4.2	Evaluative	Assess ability to view issues and therapeutic processes systematically

**COURSE MATERIALS**

Prochaska, J. O., & Norcross, J. C. (2018). *Systems of Psychotherapy: A Transtheoretical Analysis*. (9<sup>th</sup> ed.). New York, NY: Oxford University Press

## COURSE ACTIVITIES

This course surrounds a lecture format. In addition, there will be video excerpts, textbook and professional readings, group work and outside class work to build understanding of course materials.

## WHAT IT MEANS TO BE A MEMBER OF THIS CLASS

### ATTENDANCE:

1. Please be on time. If you are going to be late or miss class, let me know prior to class. If I do not hear from you, the absence is considered “unexcused.” Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.
2. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.
3. Due to our Program’s strong emphasis on in-class learning and participation you cannot make-up points lost when you miss a class (excused or unexcused). Keep in mind you can miss one (1) class session before it impacts your course grade yet if you miss two (2) class sessions, our Program policy recommends a whole letter grade reduction. If a grade reduction occurs, you may want to consider if it would be more beneficial to withdraw from the course and retake it later.
4. Completion of assignments by the assigned due dates is required. Late and missed work/assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.
5. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the class.

### PROFESSIONALISM & CONFIDENTIALITY:

1. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
2. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
3. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
4. For the benefit of student learning, I may discuss cases in class when appropriate and relevant. It is of utmost importance you maintain confidentiality regarding the details of the cases I discuss and refrain from discussing these cases with friends or family members.
5. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

**Remember any concerns with regard to your professionalism will be considered when determining your readiness for clinical internship and for graduation.**

**PARTICIPATION:** Participation includes respectful listening while others are speaking, holding space for others input on class discussion, active participation in the discussion by the student, and turning in assignments in a timely manner. This includes being prepared for class by having read that materials associated with the class discussion ahead of time.

**CLASS DISCUSSIONS:** This discussion space is meant for different options, perspectives and take-aways to occur simultaneously and with appreciation for the associated learning that occurs from that environment.

**NAMES AND PRONOUNS:** This course respects the use of student names and pronouns used by each student.

**TIME SPENT OUTSIDE OF CLASS:** This course will require on average about 4-5 hours outside of class to complete the required materials outside of class.

**USE OF TECHNOLOGY:** This class requires Microsoft Tools, Internet and a Computer to complete the assignments.

## ASSIGNMENTS AND GRADES

Graded Activity or Assignment	Points/Percentage of Grade	Due Dates
Participation	15 points	N/A
Reflections (4 Total)	10 points/Reflection	9/9, 9/30, 10/21, 11/11
Blog	20 points	11/25/2019
Final Project	25 points	12/2/2019
Final Exam	30 points	12/2/2019

**LATE WORK: A ½ will be deducted each day beyond the due date if an assignment is late.**

GRADES:

Score	Grade
92% and above	A
88% - 91 %	AB
82% - 87%	B
76% - 81%	BC
70% - 75%	C
64% - 69 %	CD
58% - 63 %	D
Below 58%	F

		A (92%+)	AB (88%-91%)	B (82%-87%)	BC (76-81%)	C (70-75%)	CD (64-69%)	D (58-63%)	F (58-63%)
Class participation	15	13.5+	13	12-12.5	11.5	10.5-11	9.5-10	8.5-9	<8.5
Assignments									
• Reflections (10 pts. each)	40	36.5+	35-36	32.5-34.5	30.5-32	28-30	25.5-27.5	23-25	<23
• Blog	25	23+	22-22.5	20.5-21.5	19-20	17.5-18.5	16-17	14.5-15.5	<15.5
• Final Project	30	27.5+	26.5-27	24.5-26	22.5-24	21-22	19-20.5	17.5-18.5	<17.5
• Final Exam	40	36.5+	35-36	32.5-34.5	30.5-32	28-30	25.5-27.5	23-25	<23
• Total possible for course	<b>150</b>	138+	132-137.5	123-131.5	114-122.5	105-113.5	96-104.5	87-95.5	<87

## EDGEWOOD COLLEGE LEARNING COMMUNITY POLICIES & RESOURCES

### STUDENT HANDBOOK AND CATALOG

Edgewood College Student Rights & Responsibilities:

<http://deanofstudents.edgewood.edu/2017-2018-Student-Handbook>

Edgewood College Catalog:

<http://catalog.edgewood.edu>

### TECHNOLOGY ASSISTANCE CENTER - HELP DESK

Please note: never share your login and password information with anyone else!

#### Technology Assistance Center:

- Phone: 608-663-6900
- Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

### ACADEMIC SUCCESS AND CAREER DEVELOPMENT CENTER

The Academic Success and Career Development Center (ASCDC) assists students with a variety of learning needs.

- <https://www.edgewood.edu/student-life/academic-success>

The ASCDC takes a developmental approach to helping students grow academically, professionally, and personally. Some examples of the services provided include:

- Academic advising
- Peer tutoring in introductory classes
- Drop-in assistance Math
- Study skills assistance (time management, qualitative skill development, test-taking strategies, etc.)
- Career development
- Internship placement

The ASCDC is located in DeRecci 206.

- Phone: 608-663-2281.
- Email: [success@edgewood.edu](mailto:success@edgewood.edu)

- Hours: Mon-Fri, 8-4:30

## ACCESSIBILITY & DISABILITY SERVICES

If you are a student with a documented disability and are interested in accommodations for this course, the Office of Student Accessibility and Disability Services (DeRicci 206G) can assist you. Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential.

If you have questions about services, accommodations, or documentation requirements, or to make an appointment, see the Accessibility & Disability Services website, <http://accessibility.edgewood.edu/>, or contact the Director at:

- Phone: 608-663-2381
- Email: [AccessDisabilityServ@edgewood.edu](mailto:AccessDisabilityServ@edgewood.edu)

## MILITARY & VETERAN SERVICES

At Edgewood College, we appreciate the sacrifice that military service demands, no matter where your career took you. We are pleased to welcome all veterans and dependents to our campuses and outreach locations. If you have any questions regarding federal educational benefits, degree programs that are available, or about veterans' services that are offered at Edgewood College please feel free to contact the Director of Military & Veterans Services in DeRicci 124A.

- Phone: 608-663-4266
  - Email: [veterans@edgewood.edu](mailto:veterans@edgewood.edu)
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## WELLNESS CENTER

The Wellness Center (<http://health.edgewood.edu/>) is located in Dominican 122, and is home to Health Services, Personal Counseling, and the Rape Crisis Center Advocate. Health Service Professionals specialize in college health, trained to meet your specific needs and concerns, in a confidential manner. We are a full-service medical clinic, here for you in times of illness or injury, as well as addressing your preventative medical needs. Personal Counseling provides individual and group counseling, crisis intervention, psychoeducational and preventative outreach services, consultation to students, parents, faculty, and staff, and training for graduate students in counseling.

- Phone: 608.663.8334
- Hours: Mon-Fri, 9-4 (*closed 12-1*)

**Appointments:** Call the office, or self-schedule online (<http://health.edgewood.edu/self-scheduling>)

**Patient Portal:** <https://14456.portal.athenahealth.com/> -- Use the patient portal to schedule your own appointments, email a provider, download test results, complete forms prior to a visit, and more

## WRITING CENTER

The Writing Center, located in the library (1st floor, behind Printing & Copy Center) offers free, drop-in service to all students. No appointment is necessary. Tutors offer feedback on all aspects of writing, from organization, evidence, and flow, to citations and punctuation. Students can work off a laptop, or tutors can print out a draft at no cost. You can find more information at <http://writing-center.edgewood.edu>

- Phone: 608-663-3293
- Hours: Mon-Thurs 9-9, Friday 9-2, Sunday 1-5

## EDGEWOOD LIBRARY RESOURCES

<http://library.edgewood.edu/>

## TITLE IX

Edgewood College policy specifically prohibits all forms of sexual misconduct and relationship violence. Harassment of individuals based on their gender, gender identity or gender expression is prohibited. All faculty and staff, with exception of confidential support options, are required to share reports of sexual misconduct or harassment with the Title IX Coordinator.

For comprehensive Title IX Information, including confidential and non-confidential campus resources and off-campus resources see <https://www.edgewood.edu/student-life/title-ix>.

## NON-DISCRIMINATION & HARASSMENT

College policy specifically prohibits discrimination or harassment based on any characteristic protected under law, including gender identity and expression. The College affirms and protects the rights and opportunities of all persons to a working and learning environment free from discrimination and harassment. If you have been the target of (or have witnessed) an incident of discrimination, you may report this online by going to [https://cm.maxient.com/reportingform.php?EdgewoodCollege&layout\\_id=4](https://cm.maxient.com/reportingform.php?EdgewoodCollege&layout_id=4).

Upon submission of this form, it will be sent to Edgewood's Executive Director of Diversity & Inclusion, and triaged with colleagues in Human Resources and the Dean of Students Office.

You may also directly contact the Director of Diversity & Inclusion in Predolin 239.

- Phone: 608-663-3274
- Email: [diversity@edgewood.edu](mailto:diversity@edgewood.edu)
- Diversity & Inclusion at Edgewood: <http://diversity.edgewood.edu/>

## ACADEMIC HONESTY POLICY

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintain high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator's name to a document or form.
- Plagiarism.
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean's Office.

## PRIVACY OF STUDENT RECORDS – FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

## COURSE SCHEDULE

This course schedule may change in response to the needs of the class, or unforeseen circumstances. If anticipated in advance, changes to this schedule will be announced in class. Changes to this schedule will be posted on Blackboard.”

Module # Dates	Topics/Learning Objectives	Readings	Assignments and Due Dates
1) August 19	Introduction/Common Factors	Chapter 1	
2) August 26	Gender-Sensitive	Chapter 13	
3) September 9	Multicultural	Chapter 14	1 <sup>st</sup> Reflection Due
4) September 16	Systemic	Chapter 12	
5) September 23	Psychoanalytic	Chapter 2	
6) September 30	Psychodynamic	Chapter 3	2 <sup>nd</sup> Reflection Due
7) October 14	Existential/Experiential	Chapters 4 & 6	
8) October 21	Behavior/Cognitive	Chapters 9 & 10	3 <sup>rd</sup> Reflection Due
9) October 28	Exposure	Chapter 8	
10) November 4	Third-Wave	Chapter 11	
11) November 11	Constructivist	Chapter 15	4 <sup>th</sup> Reflection Due
12) November 18	Person-Centered	Chapter 5	
13) November 25	Interpersonal	Chapter 7	Blog Due
13) December 2	Summary/Group Discussion		Final Project & Final Exam Due

**Introduction to Marriage & Family Therapy Models**

Fall Semester 2019

Tuesday 7:30–9:30 p.m., 8/20–12/10, Predolin 307

Instructor: Deb Polacek, LMFT  
Phone: 608-663-2266 (office), 608-219-7702 (cell)  
Email: dpolacek@edgewood.edu  
Office hours: by appointment only

**COURSE DESCRIPTION:**

This course connects the theories and the models of marital and family therapy and their clinical approaches. Sets the groundwork for MFT 610 by providing a solid base for understanding the core concepts & interventions of interactional therapies. Prerequisites: None.

*This course was previously listed as MFT I, Marital & Family Therapy I.*

**COURSE MATERIALS:**

**Required texts:**

*Marriage and Family Therapy: A Practice-Oriented Approach*  
2nd Edition, 2019, Linda Metcalf, ISBN: 9780826161246

*Case Conceptualization in Family Therapy*  
2014, Michael D. Reiter, ISBN: 9780132889070

**Other optional support materials:**

*Family Therapy Concepts & Methods*  
Michael P. Nichols

*Genograms: Assessment & Intervention*  
Monica McGoldrick

*Theory-Based Treatment Planning for Marriage & Family Therapists*  
Diane R. Gehart & Amy R. Tuttle

**MFT CORE COMPETENCIES:**

It is important to understand the difference between achieving a letter grade and meeting a core competency in a clinical program (and specifically this course). Our Edgewood MFT Program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), which is part of the American Association for Marriage and Family Therapy (AAMFT). COAMFTE requires all accredited programs meet many of the 128 core competencies through the education and training of their students, with the remaining competencies met post degree. *Core competencies are the areas of knowledge and skill deemed necessary to practice marriage and family therapy.* These competencies are distributed throughout our Program and often overlap across coursework and training.

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

A letter grade in a course does not represent achievement of a competency; therefore, students will be asked to upload an artifact (into Blackboard, *more information will be provided on this process*) attesting to the successful completion of a competency.

If a core competency is not met at the “competent” level, the student will be assigned remedial work at the instructor’s discretion. If the instructor determines the student is unable to meet the competencies at an acceptable level (competent or above), the instructor may require the student to repeat the course. Be aware this may result in any or all of the following: delayed graduation, delayed admittance into clinical internship, removal from clinical placements, and additional cost (tuition/fees for the repeated course).

**Assessed in this course (2 core competencies):**

Domain 3: Treatment Planning and Case Management

Number	Subdomain	Competence
3.1.1	Conceptual	Know which models, modalities, and/or techniques are most effective for presenting problems.

Domain 4: Therapeutic Interventions

Number	Subdomain	Competence
4.1.1	Conceptual	Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.

**MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program’s *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/ assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

**Addressed in this course (3 SLOs):**

- SLO 1: Foundational Knowledge Base—Students will become knowledgeable of the core concepts, common factors, and major schools of Marriage and Family Therapy.
- SLO 2: Integration of Concepts, Models, and Techniques—Students will apply a systemic, integrative and empirically informed approach to their clinical practice as Marriage and Family therapists, and demonstrate the ability to analyze and present a clinical case using one of the major MFT models.
- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.

## **COURSE EXPECTATIONS:**

This is a foundational learning class; therefore, you will observe and engage in numerous concept examples with ample opportunity to examine application and effectiveness. As in any concept-based class, exploration facilitating thorough comprehension will be a priority. Your active and thoughtful engagement in this process is key to your success in this course.

## **Attendance:**

- Please be on time for our in-person classes. If you are going to be late or miss class, let me know prior to class. If I do not hear from you, the absence is considered “unexcused.” Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.
- Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on that day.
- Completion of assignments by the assigned due dates is required. Late and missed work/assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.
- Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the class.

## **Professionalism and confidentiality:**

- Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
- Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
- Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
- For the benefit of student learning, I may discuss cases in class when appropriate and relevant. It is of utmost importance you maintain confidentiality regarding the details of the cases I discuss and refrain from discussing these cases with friends or family members.
- Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

Note: See Edgewood College’s Academic Honesty Policy, listed later in this syllabus, for more information.

- Remember any concerns with regard to your professionalism will be considered when determining your readiness for clinical internship and for graduation.

**GRADING & ASSIGNMENTS:**

Edgewood grading scale

In-class participation:	8
Assignments/online activities:	92
• Journal posts	8
• Knowledge practice	4
• Midpoint knowledge check	15
• Case conceptualization	15
• Endpoint knowledge check	20
• Comparative model analysis	30
Total possible for course	<b>100</b>

Score	Grade
92% and above	A
88% - 91 %	AB
82% - 87%	B
76% - 81%	BC
70% - 75%	C
64% - 69 %	CD
58% - 63 %	D
Below 58%	F

**Class participation:**

Your opportunity to contribute by showing your knowledge of materials assigned, completing practice exercises, and interacting respectfully with your cohort with relevant feedback and mutual support. Role playing is required for passing this course.

**Assignments:**

All assignments are to be submitted through Blackboard.

- Journal posts (once per module):**  
Journal posts will be completed weekly within Blackboard, items to be specifically addressed are provided within the Module.
- Knowledge practice (4) & checks (2):**  
The format is multiple choice and intended to give you model specific practice to assist with the MFT National Exam.
  - Practice* is ungraded—Automatically receive full points for utilizing this practice method throughout the semester.
  - Two knowledge *checks* (2 quizzes) will be given to determine your attainment of model specific knowledge and is based on the practice questions.
- Case conceptualization (due 10/1):**  
An *informal* reflective paper or posting based on your perception of a problem. Address the 5 following points in 2 to 3 double-spaced pages or a 500 to 750-word post.
  - Choose a movie, book, or television family and identify a relational problem. Briefly describe the storyline relevant to the problem.

2. How did the problem start/form and how do the members respond to it?
  3. Discuss what you think maintains the problem.
  4. What might need to change within this family to alleviate the problem?
  5. What might a therapist address with this family to increase their response options?
- **Comparative model analysis paper (due 12/3):**

Choose a case study (case studies provided) and compare 3 different model approaches for treatment to include rationale for choice and proposed treatment plan in a very concise 7 to 10-page APA style paper with references.

    1. Introduction (brief setup)
      - ✓ Briefly describe the case study you chose.
      - ✓ Clearly identify the presenting problem and relevant area(s) for change.
      - ✓ Describe potential systems/contextual issues (culture, socioeconomic class, race, gender, etc.) and how they may be impacting the client(s).
    2. First Therapy Model
      - ✓ Identify area of change being addressed with this model.
      - ✓ Explain rationale for choosing this model to facilitate that change.
      - ✓ Propose treatment plan with applicable interventions and estimated length of therapy.
    3. Second Therapy Model
      - ✓ Identify area of change being addressed with this model.
      - ✓ Explain rationale for choosing this model to facilitate that change.
      - ✓ Propose treatment plan with applicable interventions and estimated length of therapy.
    4. Third Therapy Model
      - ✓ Identify area of change being addressed with this model.
      - ✓ Explain rationale for choosing this model to facilitate that change.
      - ✓ Propose treatment plan with applicable interventions and estimated length of therapy.
    5. Summary (your opinion)
      - ✓ Does one model fit the presenting problem more effectively? Explain.
      - ✓ Which model might fit best with your “self of the therapist” style? Explain.
      - ✓ Would you consider integrating elements from all 3 models? Why or why not?

**IMPORTANT: Your graded Comparative Model Analysis is an artifact for your ePortfolio.**

**Extra credit:**

You can earn 1 point per extra credit submission (limit 2). This can be submitted at any time during the semester prior to 12/3. Post/upload to “Extra Credit” found on the left menu in Blackboard. Address the following 2 points for each submission:

- Identify a model and an existing intervention for that model.
- Describe how you might make the intervention your own. Explain how it fits with you and why you might use it therapeutically.

**Rubrics:**

<b>Assignment:</b> Case Conceptualization				
<b>Core Competency:</b> 3.11, 4.11 <b>Student Learning Objectives:</b> 1, 2, 5				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Detailed conceptualization of problem and change options.  Thoroughly addresses all family members; attends to diverse contextual issues.  Comprehensive rationale.	Reasonable conceptualization of problem and change options.  Effectively addresses all family members; attends to diverse contextual issues.  Clear rationale.	Basic conceptualization of problem and change options.  Addresses all family members; recognizes diverse contextual systems.  Basic rationale.	Undeveloped conceptualization.  Minimally addresses all family members; recognizes some contextual systems.  Vague rationale.	Significant problems with conceptualization.  Problems addressing family members and recognizing contextual systems.  Poor or lacking rationale.

<b>Assignment:</b> Comparative Model Analysis paper				
<b>Core Competency:</b> 3.11, 4.11 <b>Student Learning Objectives:</b> 1, 2, 5				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Comprehensive analysis with sound rationale for each modality of treatment.  Impact of diverse contextual issues addressed.  Relevant treatment plans comprehensively described.  Correct APA style; no misspelled words; citations as needed.	Reasonable analysis with clear rationale for each modality of treatment.  Recognizes effect of diverse contextual issues.  Relevant treatment plans clearly described.  Correct APA style; 3 or less misspelled words; citations as needed.	Basic analysis with generally relevant rationale for each modality of treatment.  Recognizes and identifies diverse contextual systems.  Generally relevant treatment plans basically described.  Correct APA style; 5 or less misspelled words; citations as needed.	Minimal or vague analysis with unclear rationale for each modality of treatment.  Unclear recognition of diverse contextual systems.  Non-model specific treatment plans identified.  APA format not used appropriately; many misspelled words.	Significant problems with understanding and describing analysis.  No recognition of diverse contextual systems.  No treatment plans identified.  No APA format; many unclear sentences and misspelled words.

**EDGEWOOD COLLEGE LEARNING COMMUNITY POLICIES & RESOURCES**

**Student handbook**

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Please be ready to provide the following information:

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2. Reasons for an Incomplete must be illness or emergency –a situation beyond the student’s control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of “A” to “F” must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar’s Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of “F” for the class.

## **Academic Honesty Policy**

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintain high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one’s own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator’s name to a document or form.
- Plagiarism.
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean’s Office.

## **Administrative Withdrawal Policy**

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

1. Disruptive behavior that interferes with the learning of other students.

2. Lack of course prerequisite(s).
3. Lack of instructor, advisor, or departmental approval for a course.
4. Academic dishonesty.
5. Once registered, the student retains responsibility and financial liability for all enrolled courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

**Privacy of Student Records – FERPA**

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

*Syllabus Revisions: Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

# Edgewood College Marriage & Family Therapy

A COAMFTE Accredited Program

## **MFT 630 Psychopathology and Psychopharmacology**

Fall Semester 2019, Monday 7:30-9:30 p.m., 8/19–12/2, Predolin 308

Instructor: Myra McNair, LMFT  
Office phone: (608) 268-6530 (for emergencies only)  
Email: [mmcnair@edgewood.edu](mailto:mmcnair@edgewood.edu) (preferred contact)  
Office hours: By appointment

### **COURSE DESCRIPTION:**

This course examines psychopathology and personality through the DSM-5. Study of mental and behavioral disorders, diagnosis, and consideration of causes and treatments. Prerequisites: None.

This course provides exposure to the medical model and familiarizes students with clinical disorders and personality disorders. Throughout the course, learners will be challenged to consider whether a mental disorder is present; whether there are cultural influences to be considered; what diagnosis (or diagnoses) most appropriately fit(s) the symptoms; and the relationship between diagnosis, causes, and treatment of mental disorders. Within this context, learners will also examine the use of common psychoactive medications for treatment and consequential therapeutic scope of practice issues.

The course will develop knowledge and skills that facilitate the ability of students to communicate effectively with other mental health professionals.

*Syllabus Revisions: Syllabus, class itinerary, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

### **COURSE MATERIALS:**

#### **Required texts:**

1. Diagnostic & Statistical Manual of Mental Disorders: DSM-5 (2013). Washington, DC: APA
2. Patterson, J. Alcala, A. McCahill, M. & Edwards, T. (2006). Therapist's Guide to Psychopharmacology. New York: The Guilford Press.
3. Preston, John & Johnson, James. (2019). Clinical Psychopharmacology made ridiculously simple. Miami: Medmaster, inc.

#### **Recommended optional texts:**

1. Preston, J. O'Neal, J. & Talaga, M. (2017). Handbook of Clinical Psychopharmacology for Therapists Oakland, CA: New Harbinger Publications.
2. Wilens, T. & Hammerness, P. (2016). Straight Talk about Psychiatric Medications for Kids New York: The Guilford Press.
3. DC 0-5.

### **MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program's Educational Outcomes and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/ assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

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### **Addressed in this course (1 SLO):**

- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.

This outcome will be addressed and satisfied through interactive in-class discussions to help students understand the potential for cultural implications in diagnosing mental illness and the sensitivity necessary for working with stigmatized populations.

### **COURSE EXPECTATIONS:**

This is largely a “skills” oriented class; therefore, you will have ample opportunity to learn and hone your basic therapeutic skills. As in any skill building process, feedback will be frequent and ongoing. Your active and thoughtful participation is key to your success in this course; it is a valuable tool for evaluating your understanding of the materials.

Because this is a graduate course training you for a career in the field of mental health, competing factors require a more formal articulation of expectations. It is my hope the following expectations will facilitate a collaborative learning environment and process:

### **Attendance:**

1. Please be on time. If you are going to be late or miss class, please let me know prior to class. If I do not hear from you, the absence is considered “unexcused.” Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.
2. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.
3. Due to our Program’s strong emphasis on in-class learning and participation you cannot make-up points lost when you miss a class (excused or unexcused). Keep in mind you can miss one (1) class session before it impacts your course grade yet if you miss two (2) class sessions, our Program policy recommends a whole letter grade reduction. If a grade reduction occurs, you may want to consider if it would be more beneficial to withdraw from the course and retake it later.
4. Completion of assignments by the assigned due dates is required. Late and missed work/ assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.
5. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the class.

### **Professionalism and confidentiality:**

1. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
2. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
3. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.

# Edgewood College Marriage & Family Therapy

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## MFT 630 Psychopathology and Psychopharmacology

Fall Semester 2019, Monday 7:30-9:30 p.m., 8/19–12/2, Predolin 308

4. For the benefit of student learning, I may discuss cases in class when appropriate and relevant. It is of utmost importance you maintain confidentiality regarding the details of the cases I discuss and refrain from discussing these cases with friends or family members.
5. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

Note: See Edgewood College's Academic Honesty Policy, listed later in this syllabus, for more information.
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6. Remember any concerns with regard to your professionalism will be considered when determining your readiness for clinical internship and for graduation.

### **COURSE REQUIREMENTS:**

1. **Readings and Participation** (*see class itinerary*). Complete assigned readings before class so you can contribute to the discussion as well as ask relevant questions. Supplemental reading material may be provided as topics arise. Your opportunity to contribute to class discussions, show your knowledge of materials assigned and interact with your peers. Each class meeting you have the opportunity to demonstrate preparedness, based on how actively you participate in class. Because each class session has different activities including discussion, small group work, practice exercises, and other formats, the instructor will determine your level of participation in these activities. While not exhaustive, things you will be evaluated on include contribution to class discussions, knowledge of material based on reading assignments, interactions with peers, and other areas as determined by the instructor. Class attendance is important to acquire skills and knowledge associated with this course.
2. **Midterm Examination** Knowledge of psychopathology is a key component of clinical understanding and practice. The midterm consists of case study questions and answers that will assess the student's familiarity with the classroom discussions and readings. Students will be graded on the mastery of material that is presented in the first 4-6 weeks of class. Including the following topics:
  - Introduction of Psychopathology: classification and culture.
  - Bipolar and related disorders
  - Depressive Disorders
  - Anxiety Disorders

3. **Final Assignment: Biopsychosocial Assessment, Mental Status Exam and Presentation.**

Write a 6-8 page paper (typed, double spaced), this paper will entail a fictional character to diagnose. In writing your paper, address the following issues and number them in your paper to correspond with the list below.

- 1). Describe the person you chose, age, race, gender, education, profession, relationship, etc.
- 2). Presenting Problem- client's initial explanation of the problem(s), duration and precipitant cause.

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## MFT 630 Psychopathology and Psychopharmacology

Fall Semester 2019, Monday 7:30-9:30 p.m., 8/19–12/2, Predolin 308

- 3). Pertinent History- any prior therapy (including family, social, psychological, and medical).
- 4). Family/Psychosocial Assessment- the family or psychosocial assessment
- 5). Observations- therapist's observations of client's presentation and family interactions.
- 6). Strengths- client/family strengths (including support system(s)).
- 7). Cultural consideration-
- 8). What is your primary diagnosis and secondary diagnosis for this person? Discuss your evidence and how it meets the criteria for that diagnosis.
- 9). What other disorders did you consider for this person, and why did you decide they did not fit as well as the one you chose? In other words, discuss your rule-out process and the evidence for that rule out.
- 10). Is this diagnosis treatable? If so, with what?

**Make sure the topic for your paper is approved by your instructor.**

### **Grading:**

#### **100 grading points possible in this course**

Final Grade is based on:

- |   |     |
|---|-----|
| 1. Class participation, including attendance<br>(20% attendance plus 20% in-class evaluation<br>of participation) | 40% |
| 2. Midterm (Open note, open book, take home exam)   | 30% |
| 3. Final Assignment<br>(6-8 page Bio-psychosocial)  | 30% |

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A (92%+)	AB (88-91%)	B (82-87%)	BC (76-81%)	C (70-75%)	CD (64-69%)	D (58-63%)	F (<58%)
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### Rubrics:

<b>Assignment: MidTerm Take Home Exam</b>			
<b>UNSATISFACTORY ≤69%</b>	<b>COMPETENT 70-81%</b>	<b>PROFICIENT 82-91%</b>	<b>ACHIEVED 92%+</b>
<p>Midterm exam showed poor/or no understanding of the DSM diagnosis and psychopharmacology concepts or themes.</p> <p>No mention of character's race, gender, culture and SES.</p> <p>Impaired graduate level writing skills.</p> <p>Lacking in organization, smoothness of expression, clarity of ideas, grammar, punctuation, spelling, referencing citations in text.</p>	<p>Midterm exam showed basic understanding of the DSM diagnosis and psychopharmacology. Captures some major concepts and themes.</p> <p>Midterm displays no understanding of intersectionality and impact on mental health of character.</p> <p>Basic graduate level writing skills.</p> <p>Basic organization, smoothness of expression, clarity of ideas, grammar, punctuation, spelling, referencing citations in text.</p>	<p>Midterm showed reasonable understanding of the DSM diagnosis and psychopharmacology. Captures most all major concepts and themes.</p> <p>There is some diversity in the areas of the character's life that are discussed.</p> <p>Acceptable graduate level writing skills.</p> <p>Acceptable organization, smoothness of expression, clarity of ideas, grammar, punctuation, spelling, referencing citations in text.</p>	<p>Midterm showed a comprehensive understanding of the DSM diagnosis and psychopharmacology. Captures all major concepts and themes.</p> <p>Midterm showed the intersection of race, gender, culture and SES in how it impacts mental health.</p> <p>Excellent graduate level writing skills.</p> <p>Excellent organization, smoothness of expression, clarity of ideas, grammar, punctuation, spelling, referencing citations in text.</p>

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Assignment: Biopsychosocial and MSE Paper			
UNSATISFACTORY ≤69%	COMPETENT 70-81%	PROFICIENT 82-91%	ACHIEVED 92% +
<p>Some sections contain minimal relevant and appropriate information. Minimal diagnostic skills demonstrated, with minimum supporting information.</p> <p>No mention of character's race, gender, culture and SES.</p> <p>Unacceptable graduate level writing skills.</p> <p>Lacking in organization, smoothness of expression, clarity of ideas, grammar, and punctuation.</p>	<p>Many sections contain acceptable levels of relevant and appropriate information. Acceptable diagnostic skills demonstrated, with appropriate supporting information.</p> <p>Paper only identifies character's race, gender, culture and SES. Displays no understanding of intersectionality and impact on mental health of character.</p> <p>Basic graduate level writing skills.</p> <p>Acceptable organization, smoothness of expression, clarity of ideas, grammar, and punctuation.</p>	<p>Most sections contain thorough and detailed information. Excellent diagnostic skills demonstrated with appropriate supporting information.</p> <p>There is some diversity in the areas of the character's life that are discussed.</p> <p>Acceptable graduate level writing skills.</p> <p>Excellent organization, smoothness of expression, clarity of ideas, grammar, and punctuation.</p>	<p>Full understanding of initial assessment and diagnosis of role play family; identifies impact and relevance of diverse contextual systems.</p> <p>Paper showed the intersection of race, gender, culture and SES in how it impacts mental health.</p> <p>Excellent graduate level writing skills</p> <p>Comprehensively identifies most strengths, resiliency factors, and resources; aware of clinical relevance</p>

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1. The student submits a “Request for Incomplete” to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar’s Office. The Request for Incomplete must be filed before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or emergency -a situation beyond the student’s control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of “A” to “F” must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for

# Edgewood College Marriage & Family Therapy

*A COAMFTE Accredited Program*

## **MFT 630 Psychopathology and Psychopharmacology**

Fall Semester 2019, Monday 7:30-9:30 p.m., 8/19–12/2, Predolin 308

completion has been filed with the Registrar's Office before the 10-week period is completed.

5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of "F" for the class.

### **Academic Honesty Policy**

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Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator's name to a document or form.
- Plagiarism.
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean's Office.

### **Administrative Withdrawal Policy**

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

1. Disruptive behavior that interferes with the learning of other students.
2. Lack of course prerequisite(s).
3. Lack of instructor, advisor, or departmental approval for a course.
4. Academic dishonesty.

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5. Once registered, the student retains responsibility and financial liability for all enrolled courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

### **Privacy of Student Records - FERPA**

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

***Syllabus Revisions:*** *Syllabus, class itinerary, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*



Class Meet Times: Wednesdays, 4:00pm-5:40pm in (8/19//2019 – 11/20/2019) in Predolin Humanities Center, Room 308

This course does have an active Blackboard page.

## INSTRUCTOR

Lindsey Marsh, LMFT, LPC, AAMFT Approved Supervisor  
Clinical Coordinator & Instructor for MFT 600, MFT 745, MFT 800

## CONTACT INFORMATION

### *Contact Method:*

Email:

Office Location:

Office hours:

Phone:

### *Details:*

lmarsh@edgewood.edu

8025 Excelsior Drive

WebEx Office Link (M/W/F):

<https://edgewood.webex.com/meet/lmarsh>

Office: (608) 663-2280; Cell: (608) 444-9702

I invite your emails and calls! When you email me about this class, please place our class number and topic of email in the email subject line. I will do my best to respond to all emails/voicemails within a timely manner. If you feel I have not responded quickly enough, please follow up to ensure that I have received the email from you. Thank you and looking forward to the semester ahead!

## ACADEMIC BELONGING, OR ANOTHER WELCOMING HEADING

I'm so excited to have each one of you in this class with me this semester! I've been connected with the Marriage and Family Therapy Program since 2009 and teaching within this program since January 2016. This program has meant a lot to me and has really helped cultivate the therapist and professional that I am today. I look forward to sharing the passion I have for this field with my students through my teaching. My hope is that each student feels engaged, heard, supported, and encouraged within each of my courses.

I want to include that every course I teach works to build on Edgewood College's Dominican Values of Truth, Compassion, Justice, Partnership, and Community.

## COURSE DESCRIPTION AND PREREQUISITES

**COURSE DESCRIPTION:** This course facilitates students developing competencies in addressing emerging and evolving contemporary challenges impacting individuals, couples, and families. Examples may include working with veterans, immigration, and technology. This course will also address developing competency in multidisciplinary collaboration.

## MFT STUDENT LEARNING OUTCOMES (SLO) & CORE COMPETENCIES:

Student Learning Outcomes (SLO):

SLOs are part of our Program's *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/ assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.
- SLO 7: Professional Identity as a Marriage & Family Therapist- Students will clearly identify themselves within the profession of Marriage and Family Therapy.

## COURSE MATERIALS

No text for this course

## COURSE ACTIVITIES

This course surrounds a lecture format. In addition, there will be video excerpts, panels, guest speakers, professional readings, group work and outside class work to build understanding of course materials.

## WHAT IT MEANS TO BE A MEMBER OF THIS CLASS

ATTENDANCE:

1. Please be on time. If you are going to be late or miss class, let me know prior to class. If I do not hear from you, the absence is considered "unexcused." Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.
2. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.
3. Due to our Program's strong emphasis on in-class learning and participation you cannot make-up points lost when you miss a class (excused or unexcused). Keep in mind you can miss one (1) class session before it impacts your course grade yet if you miss two (2) class sessions, our Program policy recommends a whole letter grade reduction. If a grade reduction occurs, you may want to consider if it would be more beneficial to withdraw from the course and retake it later.
4. Completion of assignments by the assigned due dates is required. Late and missed work/assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.

5. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the class.

#### PROFESSIONALISM & CONFIDENTIALITY:

1. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
2. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
3. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
4. For the benefit of student learning, I may discuss cases in class when appropriate and relevant. It is of utmost importance you maintain confidentiality regarding the details of the cases I discuss and refrain from discussing these cases with friends or family members.
5. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

**Remember any concerns with regard to your professionalism will be considered when determining your readiness for clinical internship and for graduation.**

**PARTICIPATION:** Participation includes respectful listening while others are speaking, holding space for others input on class discussion, active participation in the discussion by the student, and turning in assignments in a timely manner. This includes being prepared for class by having read that materials associated with the class discussion ahead of time.

**CLASS DISCUSSIONS:** This discussion space is meant for different options, perspectives and take-aways to occur simultaneously and with appreciation for the associated learning that occurs from that environment.

**NAMES AND PRONOUNS:** This course respects the use of student names and pronouns used by each student.

**TIME SPENT OUTSIDE OF CLASS:** This course will require on average about 4-5 hours outside of class to complete the required materials outside of class.

**USE OF TECHNOLOGY:** This class requires Microsoft Tools, Internet and a Computer to complete the assignments.

## ASSIGNMENTS AND GRADES

Graded Activity or Assignment	Points/Percentage of Grade	Due Dates
Participation	20	N/A
Discussion Board Posts	25	Every week EXCEPT 8/21 & 11/20 submitted via Blackboard by 4pm
Journals	20	8/28, 9/18, 10/16, 11/6 submitted via Blackboard by 4pm
Blog	15	10/30 submitted via Blackboard by 4pm
Client Considerations & Referral Questionnaire	20	11/13 Submitted via email to instructor by 4pm

**LATE WORK: One ½ point will be deducted each day beyond the due date if an assignment is late.**

### GRADES:

Score	Grade
92% and above	A
88% - 91 %	AB
82% - 87%	B
76% - 81%	BC
70% - 75%	C
64% - 69 %	CD
58% - 63 %	D
Below 58%	F

		A (92%+)	AB (88%-91%)	B (82%-87%)	BC (76-81%)	C (70-75%)	CD (64-69%)	D (58-63%)	F (58-63%)
Class participation	20	18.5+	17.5-18	16.5-17	15-16	14-14.5	12.5-13.5	11.5-12	<11.5
Assignments									
• Discussion Board Posts	25	23+	22-22.5	20.5-21.5	19-20	17.5-18.5	16-17	14.5-15.5	<14.5
• Journals (5 pts each)	20	18.5+	17.5-18	16.5-17	15-16	14-14.5	12.5-13.5	11.5-12	<11.5
• Blog	15	13.5+	13	12-12.5	11.5	10.5-11	9.5-10	8.5-9	<8.5
• Questionnaire	20	23+	22-22.5	20.5-21.5	19-20	17.5-18.5	16-17	14.5-15.5	<14.5
• Total possible for course	<b>100</b>	92+	87.5-91.5	81.5-87	75.5-81	69.5-75	63.5-69	57.5-63	<57.5

## STUDENT HANDBOOK AND CATALOG

Edgewood College Student Rights & Responsibilities:

<http://deanofstudents.edgewood.edu/2017-2018-Student-Handbook>

Edgewood College Catalog:

<http://catalog.edgewood.edu>

Marriage & Family Therapy Program Handbook

<https://edgewood.sharepoint.com/sites/Marriage-Family-Therapy/Documents/MFT%20Program%20Handbook-FALL%202019.pdf>

## TECHNOLOGY ASSISTANCE CENTER - HELP DESK

Please note: never share your login and password information with anyone else!

**Technology Assistance Center:**

- Phone: 608-663-6900
- Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

## ACADEMIC SUCCESS AND CAREER DEVELOPMENT CENTER

The Academic Success and Career Development Center (ASCDC) assists students with a variety of learning needs.

- <https://www.edgewood.edu/student-life/academic-success>

The ASCDC takes a developmental approach to helping students grow academically, professionally, and personally. Some examples of the services provided include:

- Academic advising
- Peer tutoring in introductory classes
- Drop-in assistance Math
- Study skills assistance (time management, qualitative skill development, test-taking strategies, etc.)
- Career development
- Internship placement

The ASCDC is located in DeRecci 206.

- Phone: 608-663-2281.
- Email: [success@edgewood.edu](mailto:success@edgewood.edu)
- Hours: Mon-Fri, 8-4:30

## ACCESSIBILITY & DISABILITY SERVICES

If you are a student with a documented disability and are interested in accommodations for this course, the Office of Student Accessibility and Disability Services (DeRicci 206G) can assist you. Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential.

If you have questions about services, accommodations, or documentation requirements, or to make an appointment, see the Accessibility & Disability Services website, <http://accessibility.edgewood.edu/>, or contact the Director at:

- Phone: 608-663-2381
- Email: [AccessDisabilityServ@edgewood.edu](mailto:AccessDisabilityServ@edgewood.edu)

## MILITARY & VETERAN SERVICES

At Edgewood College, we appreciate the sacrifice that military service demands, no matter where your career took you. We are pleased to welcome all veterans and dependents to our campuses and outreach locations. If you have any questions regarding federal educational benefits, degree programs that are available, or about veterans' services that are offered at Edgewood College please feel free to contact the Director of Military & Veterans Services in DeRicci 124A.

- Phone: 608-663-4266
- Email: [veterans@edgewood.edu](mailto:veterans@edgewood.edu)

## WELLNESS CENTER

The Wellness Center (<http://health.edgewood.edu/>) is located in Dominican 122, and is home to Health Services, Personal Counseling, and the Rape Crisis Center Advocate. Health Service Professionals specialize in college health, trained to meet your specific needs and concerns, in a confidential manner. We are a full-service medical clinic, here for you in times of illness or injury, as well as addressing your preventative medical needs. Personal Counseling provides individual and group counseling, crisis intervention, psychoeducational and preventative outreach services, consultation to students, parents, faculty, and staff, and training for graduate students in counseling.

- Phone: 608.663.8334
- Hours: Mon-Fri, 9-4 (*closed 12-1*)

**Appointments:** Call the office, or self-schedule online (<http://health.edgewood.edu/self-scheduling>)

**Patient Portal:** <https://14456.portal.athenahealth.com/> -- Use the patient portal to schedule your own appointments, email a provider, download test results, complete forms prior to a visit, and more

## WRITING CENTER

The Writing Center, located in the library (1st floor, behind Printing & Copy Center) offers free, drop-in service to all students. No appointment is necessary. Tutors offer feedback on all aspects of writing, from organization, evidence, and flow, to citations and punctuation. Students can work off a laptop, or tutors can print out a draft at no cost. You can find more information at <http://writing-center.edgewood.edu>

- Phone: 608-663-3293
- Hours: Mon-Thurs 9-9, Friday 9-2, Sunday 1-5

## EDGEWOOD LIBRARY RESOURCES

<http://library.edgewood.edu/>

## TITLE IX

Edgewood College policy specifically prohibits all forms of sexual misconduct and relationship violence. Harassment of individuals based on their gender, gender identity or gender expression is prohibited. All faculty and staff, with exception of confidential support options, are required to share reports of sexual misconduct or harassment with the Title IX Coordinator.

For comprehensive Title IX Information, including confidential and non-confidential campus resources and off-campus resources see <https://www.edgewood.edu/student-life/title-ix>.

## NON-DISCRIMINATION & HARASSMENT

College policy specifically prohibits discrimination or harassment based on any characteristic protected under law, including gender identity and expression. The College affirms and protects the rights and opportunities of all persons to a working and learning environment free from discrimination and harassment. If you have been the target of (or have witnessed) an incident of discrimination, you may report this online by going to [https://cm.maxient.com/reportingform.php?EdgewoodCollege&layout\\_id=4](https://cm.maxient.com/reportingform.php?EdgewoodCollege&layout_id=4).

Upon submission of this form, it will be sent to Edgewood's Executive Director of Diversity & Inclusion, and triaged with colleagues in Human Resources and the Dean of Students Office.

You may also directly contact the Director of Diversity & Inclusion in Predolin 239.

- Phone: 608-663-3274
- Email: [diversity@edgewood.edu](mailto:diversity@edgewood.edu)
- Diversity & Inclusion at Edgewood: <http://diversity.edgewood.edu/>

## ACADEMIC HONESTY POLICY

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## PRIVACY OF STUDENT RECORDS – FERPA

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## COURSE SCHEDULE

This course schedule may change in response to the needs of the class, or unforeseen circumstances. If anticipated in advance, changes to this schedule will be announced in class. Changes to this schedule will be posted on Blackboard.

Module # Dates	Topics/Learning Objectives	Assignments Due
1) August 21	Syllabus/ Introduction/Questionnaire Discussion	
2) August 28	Video Excerpts/Resource Review	<b>Journal Due</b> News/Resource Post Due
3) September 4	Prep	News/Resource Post Due
4) September 11	Combat Veteran Panel	News/Resource/Ques. Post Due
5) September 18	Debrief	<b>Journal Due</b> News/Resource Post Due
6) September 25	**	News/Resource Post Due
7) October 2	**	News/Resource Post Due
8) October 16	**	<b>Journal Due</b> News/Resource Post Due
9) October 23	**	News/Resource Post Due
10) October 30	Debrief	<b>Blog Due</b> News/Resource Post Due
11) November 6	Class Discussion	<b>Journal Due</b> News/Resource Post Due
12) November 13	Class Discussion/Questionnaire Review	<b>Questionnaire Due</b> News/Resource Post Due
13) November 20	Take-Away Discussion/Review Resources	

This schedule of topics may change upon professor’s discretion however advance notice will be given to students as soon as possible.

**Clinical Internship II**

Fall Semester 2019

Wednesdays (e/o), 6-9p.m., 8/28–12/4, PRD122

Instructor: Justin Woodward, LMFT  
Office phone: N/A  
Home phone: N/A Cell: 608-213-0673  
Email: jwoodward@edgewood.edu  
Office hours: by appointment

**COURSE DESCRIPTION:**

Group supervision of marriage and family therapy field experience in a three-part course sequence. All three courses must be completed within a 12-month period.

PSY 750 Clinical Internship I—*Prerequisite: Completion of all Year 1 courses and approval of the Program Director.*

**PSY 760 Clinical Internship II—Prerequisite: PSY 750.**

PSY 770 Clinical Internship III—*Prerequisite: PSY 760.*

Your course may also provide a source of AAMFT approved supervision (check with your instructor) which may be required if your field experience supervisor is not AAMFT approved.

This three-part course sequence continues to build on the skills and experiences of your clinical internship with additional emphasis on the areas identified below.

1. First course emphasis—exploring the person of the therapist and contemplative practices, while learning the role of an intern and case consultation.
2. **Second course emphasis—implementing specific clinical requirements with the objective of successfully performing various levels of agency work and obtaining a Wisconsin MFT training license.**
3. Third course emphasis—transitioning from student to professional with the objective of understanding post-graduation supervision requirements and the need for colleague/peer contacts and continued support.

**NO REQUIRED MATERIALS:**

*No textbooks are required for these three courses.*

Individual instructors may recommend materials which you can refer to or purchase at your discretion.

**MFT CORE COMPETENCIES:**

It is important to understand the difference between achieving a letter grade and meeting a core competency in a clinical program (and specifically this course). Our Edgewood MFT Program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), which is part of the American Association for Marriage and Family Therapy (AAMFT). COAMFTE requires all accredited programs meet most of the 128 core competencies through the education and training of their students, with the remaining competencies met post degree. *Core competencies are the areas of knowledge and skill deemed necessary to practice marriage and family therapy.* These competencies are distributed throughout our Program and often overlap across coursework and training.

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

A letter grade in a course does not represent achievement of a competency; therefore, students will be asked to upload an artifact (to your **Foliotek** portfolio) attesting to the successful completion of a competency.

If a core competency is not met at the “competent” level, the student will be assigned remedial work at the instructor’s discretion. If the instructor determines the student is unable to meet the competencies at an acceptable level (competent or above), the instructor may require the student to repeat the course. Be aware this may result in any or all of the following: delayed graduation, delayed admittance into clinical internship, removal from clinical placements, and additional cost (tuition/fees for the repeated course).

**Assessed in this 3-part course sequence (67 core competencies):**

Domain 1: Admission to Treatment

Number	Subdomain	Competence
1.2.2	Perceptual	Consider health status, mental status, other therapy, and other systems involved in the clients’ lives (e.g., courts, social services).
1.2.3	Perceptual	Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
1.3.1	Executive	Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
1.3.2	Executive	Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extra-familial resources).
1.3.3	Executive	Facilitate therapeutic involvement of all necessary participants in treatment.
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.
1.3.5	Executive	Obtain consent to treatment from all responsible persons.
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.

Domain 2: Clinical Assessment and Diagnosis

Number	Subdomain	Competence
2.2.1	Perceptual	Assess each clients’ engagement in the change process.
2.2.2	Perceptual	Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
2.3.1	Executive	Diagnose and assess client behavioral and relational health problems systemically and contextually.
2.3.3	Executive	Apply effective and systemic interviewing techniques and strategies.
2.3.5	Executive	Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
2.3.6	Executive	Assess family history and dynamics using a genogram or other assessment instruments.

Number	Subdomain	Competence
2.3.7	Executive	Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
2.4.2	Evaluative	Assess ability to view issues and therapeutic processes systemically.
2.4.3	Evaluative	Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.
2.4.4	Evaluative	Assess the therapist-client agreement of therapeutic goals and diagnosis.
2.5.1	Professional	Utilize consultation and supervision effectively.

### Domain 3: Treatment Planning and Case Management

Number	Subdomain	Competence
3.2.1	Perceptual	Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.
3.3.1	Executive	Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.
3.3.2	Executive	Prioritize treatment goals.
3.3.3	Executive	Develop a clear plan of how sessions will be conducted.
3.3.4	Executive	Structure treatment to meet clients' needs and to facilitate systemic change.
3.3.5	Executive	Manage progression of therapy toward treatment goals.
3.3.6	Executive	Manage risks, crises, and emergencies.
3.3.9	Executive	Develop termination and aftercare plans.
3.4.1	Evaluative	Evaluate progress of sessions toward treatment goals.
3.4.2	Evaluative	Recognize when treatment goals and plan require modification.
3.4.3	Evaluative	Evaluate level of risks, management of risks, crises, and emergencies.
3.4.4	Evaluative	Assess session process for compliance with policies and procedures of practice setting.
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.

### Domain 4: Therapeutic Interventions

Number	Subdomain	Competence
4.2.1	Perceptual	Recognize how different techniques may impact the treatment process.
4.2.2	Perceptual	Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
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).
4.3.3	Executive	Reframe problems and recursive interaction patterns.
4.3.4	Executive	Generate relational questions and reflexive comments in the therapy room.
4.3.5	Executive	Engage each family member in the treatment process as appropriate.
4.3.6	Executive	Facilitate clients developing and integrating solutions to problems.
4.3.7	Executive	Defuse intense and chaotic situations to enhance the safety of all participants.
4.3.8	Executive	Empower clients and their relational systems to establish effective relationships with each other and larger systems.
4.3.9	Executive	Provide psychoeducation to families whose members have serious mental illness or other disorders.

Number	Subdomain	Competence
4.3.10	Executive	Modify interventions that are not working to better fit treatment goals.
4.3.11	Executive	Move to constructive termination when treatment goals have been accomplished.
4.4.2	Evaluative	Evaluate ability to deliver interventions effectively.
4.4.3	Evaluative	Evaluate treatment outcomes as treatment progresses.
4.4.4	Evaluative	Evaluate clients' reactions or responses to interventions.
4.4.5	Evaluative	Evaluate clients' outcomes for the need to continue, refer, or terminate therapy.
4.4.6	Evaluative	Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes.
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.

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

Number	Subdomain	Competence
5.1.3	Conceptual	Know policies and procedures of the practice setting.
5.2.4	Perceptual	Recognize when clinical supervision or consultation is necessary.
5.3.1	Executive	Monitor issues related to ethics, laws, regulations, and professional standards.
5.3.3	Executive	Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
5.3.7	Executive	Practice within defined scope of practice and competence.
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.

### **MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program's *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

### **Addressed in this 3-part course sequence (4 SLOs):**

- SLO 2: Integration of Concepts, Models, and Techniques—Students will apply a systemic, integrative and empirically informed approach to their clinical practice as Marriage and Family therapists, and demonstrate the ability to analyze and present a clinical case using one of the major MFT models.
- SLO 3: Clinical Competence—Students will develop a strong foundational level of professional competence in the conduct of systemically-orientated Marriage and Family Therapy, and use systems/relational theories to guide practice and service delivery across interpersonal, family, organizational, and/or community contexts.

- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.
- SLO 7: Professional identity as Marriage and Family Therapist—Students will clearly identify themselves within the profession of Marriage and Family Therapy.

### **COURSE EXPECTATIONS:**

As with the other courses in this three-part class sequence, your experience from your internship placement provides the foundation for our class conversations. Over the course of our semesters, each student will present a case(s) for consultation to the class. Time will also be set aside to explore questions and issues with regard to your internship experience and other clinical topics of interest. Specific requirements include the following:

- Obtain and maintain placement in a clinical setting that satisfies the 500-hour requirement for the degree (300 direct client contact and 200 ancillary, *note: supervision is in addition to this*).
- Participate in a *minimum* of 100 hours of supervision from your clinical agency or by student contract with a supervisor approved by the department. At least 50 of your supervision hours are required to be with an AAMFT approved supervisor or supervisor candidate.
- Participate and collaborate with your colleagues during case presentations and class discussions.
- Explore how practice issues may impact a therapist's personal issues and vice-versa, both in and out of the classroom.
- Obtain a Wisconsin State MFT training license.

**Important:** There may be agency requirements mandatory for your specific clinical internship site in addition to our MFT Program requirements. Each internship site has the authority to dismiss an intern if their agency requirements are not met. The Clinical Coordinator (Lindsey Marsh) must be informed of any concerns or issues you may have with your internship. The above course expectations only reflect our MFT Program requirements.

### **Attendance:**

1. Because this course is linked to your clinical internship placement, attendance at classes is mandatory for liability coverage.
2. Please be on time. If you are going to be late or miss class, please let me know prior to class. If I do not hear from you, the absence is considered "unexcused." Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.
3. Only one (1) absence of any kind will be excused due to our every other week schedule. More than one (1) absence may result in receiving a failing grade for this course. *Keep in mind that missing a class also reduces your supervision hours accordingly.*
4. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.
5. Completion of assignments (presentations) by the assigned or agreed to dates is required. Late and missed work/assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.

6. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the course.

## **Professionalism and confidentiality:**

1. Policy dictates that any major concerns or changes with regard to your clinical internship placement must be discussed with Clinical Coordinator Karen Rose Gredler before proceeding. This ensures that your internship is coordinated in an effective and professional manner. Your course instructor and academic advisor can also be useful and supportive in addressing supervisory questions and guidance.
2. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.

**Important:** The Professional and Personal Competence form (P&P) is our Program's tool for addressing professional and personal performance. It can be completed by any instructor or supervisor at any time. If a significant concern presents in this area, a performance improvement plan may be created by the student and approved by the instructor or supervisor to mitigate the area of concern. The Program Director reviews all P&Ps.

7. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
8. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
9. For the benefit of student learning, we discuss cases in class. It is of utmost importance you maintain confidentiality regarding the details of the cases and refrain from discussing these cases with friends or family members.
10. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

Note: See Edgewood College's Academic Honesty Policy, listed later in this syllabus, for more information.

## **GRADING AND ASSIGNMENTS:**

This course is graded on a Pass/Fail basis with the grade dependent on professionalism, attendance, participation, completion of course requirements, and ongoing clinical training at your internship site. Keep in mind, some students may not complete their required internship hours by the end of their last semester and therefore may not receive a final evaluation with their site supervisor during this course sequence. If this situation were to occur for you, our Program makes individual arrangements with you and your internship site to support your progress toward graduation. Please communicate any concerns about your planned internship completion date to Clinical Coordinator Lindsey Marsh and your site supervisor.

***Syllabus Revisions:*** *Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

**Case presentation/consultation:**

Your opportunity to experience professional support and feedback from colleagues and supervision. The purpose is to share, experience, practice, and facilitate discussion with your colleagues.

- Sign up to present a clinical case for consultation. (This continues throughout all three courses in this 3-part course sequence.)
- Prepare by reviewing your instructor’s preferred guide and/or “Using the Person-of-the-Therapist Supervision Instrument” by Harry J. Aponte and J. Carol Carlsen, 2009, edited by Thomas C. Todd and Cheryl L. Storm, 2014, along with your clinical case notes to reflect on your experience with your client:  
<http://www.wiley.com/legacy/wileychi/todd/supp/Supervisory/Reflecting/sec05c.pdf>
- Share a self-care practice that works for you personally or a therapeutic tool that works with your client. Briefly demonstrate or describe this supportive practice or tool.
- Draw your client’s genogram and/or timeline on the classroom board to facilitate clarifying your client’s relational and familial patterns. *Please use fictitious names to maintain confidentiality.*
- Use your skills as a therapist to incorporate previous coursework, resources, and current research to address diverse systemic and contextual issues during your case presentation/ consultation while reflecting on how these issues may influence your clinical practice.
- Examine your therapeutic lens and any model specific interventions you have used or would like to explore.
- Decide how you would like to be supported by your peers/colleagues during this consultation.

Your performance will be evaluated by your instructor, and you will be given feedback through the use of a rubric that measured the competencies and describes your performance in terms of competence. Please keep these forms and upload them to Foliotek once they have been returned to you. The rubric contains the following grading schema:

Clinical Case Presentation	EXCEEDS COMPETENT (Comprehensive)	COMPETENT (Basic)	NOT COMPETENT (Fair/Incomplete)	NA
Client issue				
Genogram/family map/assessments				
Risk level considered				
Cultural/contextual issues				
Hypotheses				
Interventions				
Personal exploration				
Personal challenges				
Clinic site policy considered				
Appropriate use of clinic site supervision				
Confidentiality				
Professionalism				
Personal integrity				
Ethical considerations				
<b>OVERALL/AVG RATING</b>				

**Clinical internship evaluation:**

At your clinical internship site, your supervisor will complete a midpoint and final evaluation of your one (1) year clinical internship using AAMFT core competencies. The specific 67 competencies being assessed are listed earlier in this syllabus. The steps for this evaluation process are the same for both the midpoint and the final evaluation.

1. You complete a self-assessment using the Clinical internship evaluation form.
2. Your site supervisor assesses your competency using the same evaluation form.
3. During supervision both your copy and your site supervisor’s copy are shared and discussed.
4. A consolidated and agreed upon final version is created by you and your site supervisor.
5. You schedule a joint meeting with Clinical Coordinator Lindsey Marsh and your site supervisor to review the final copy, discuss any issues, and obtain signatures.

The objective is to achieve a level of “competent” or higher across the AAMFT five (5) domains by the end of your clinical internship year. Keep in mind, your internship may be extended if your site supervisor and/or the Clinical Coordinator Lindsey Marsh conclude that you need more experience to achieve competence in a specific area. If this situation occurs for you, extra internship time can be a valuable learning opportunity to focus on specific skills. If you disagree with your evaluation, you do have access to program resources to appeal the assessment.

*NOTE: Upload a scan of your final signed Clinical Internship Evaluation as your artifact and at least one case presentation evaluation to **Foliotek**.*

**Rubrics:**

<b>Assignment:</b> Clinical case presentation/consultation				
<b>Core Competency:</b> 1.1.4, 1.3.4, 1.3.5, 5.3.3 <b>Student Learning Objectives:</b> 2, 3, 5, 7				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Thorough understanding of theory and techniques; choice of interventions relevant to session and theory.	Moderate understanding of theory and techniques; choice of interventions consistent with theory.	Basic understanding of theory and techniques; choice of interventions generally consistent with theory.	Minimal understanding of theory and techniques; choice of interventions often not consistent with theory or relevant to session.	Significant problems with understanding of theory and techniques; unable to recognize interventions.
Strong understanding and articulation of rationale for choice of interventions.	Clear understanding and articulation of rationale for choice of interventions.	General understanding and articulation of rationale for choice of interventions.	Vague understanding and articulation of rationale for choice of interventions.	Poor understanding or choice of interventions.
Recognizes and addresses impact of diverse contextual systems.	Recognizes and addresses diverse contextual systems.	Recognizes and identifies diverse contextual systems.	Unclear recognition of diverse contextual systems.	No recognition of diverse contextual systems.
Proactively identifies and addresses self of the therapist issues and maintains a high level of professionalism.	Recognizes and attends to self of the therapist issues and exhibits a reasonable level of professionalism.	Recognizes self of the therapist issues and maintains an adequate level of professional behavior.	Minimal recognition of self of the therapist issues and exhibits an inconsistent level of professional behavior.	No recognition of self of the therapist issues and exhibits poor professional behavior.

**EDGEWOOD COLLEGE LEARNING COMMUNITY POLICIES & RESOURCES**

## **Student Handbook**

Edgewood College Student Rights & Responsibilities:

<http://deanofstudents.edgewood.edu/2017-2018-Student-Handbook>

## **Technology Assistance Center - Help Desk**

If you are experiencing any technical problems, please contact the **Technology Assistance Center**:

- Phone: 608-663-6900
- Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

Please be ready to provide the following information:

- Operating System: Windows Version, Macintosh OS
- Web Browser Used
- Course: Title, Instructor and Session

## **Academic Success and Career Development Center**

The Academic Success and Career Development Center (ASCDC) assists students with a variety of learning needs.

- <https://www.edgewood.edu/student-life/academic-success>

The ASCDC takes a developmental approach to helping students grow academically, professionally, and personally. Some examples of the services provided include:

- Academic advising
- Peer tutoring in introductory classes
- Drop-in assistance Math
- Study skills assistance (time management, qualitative skill development, test-taking strategies, etc.)
- Career development
- Internship placement

The ASCDC is located in DeRecci 206.

- Phone: 608-663-2281.
- Email: [success@edgewood.edu](mailto:success@edgewood.edu)
- Hours: Mon-Fri, 8-4:30

## **Accessibility & Disability Services**

If you are a student with a documented disability and are interested in accommodations for this course, the Office of Student Accessibility and Disability Services (DeRicci 206G) can assist you. Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential.

If you have questions about services, accommodations, or documentation requirements, or to make an appointment, see the Accessibility & Disability Services website, <http://accessibility.edgewood.edu/>, or contact the Director at:

- Phone: 608-663-2381
- Email: [AccessDisabilityServ@edgewood.edu](mailto:AccessDisabilityServ@edgewood.edu)

## **Military & Veteran Services**

At Edgewood College, we appreciate the sacrifice that military service demands, no matter where your career took you. We are pleased to welcome all veterans and dependents to our campuses and outreach locations. If you have any questions regarding federal educational benefits, degree programs that are available, or about veterans' services that are offered at Edgewood College please feel free to contact the Director of Military & Veterans Services in DeRicci 124A.

- Phone: 608-663-4266
- Email: [veterans@edgewood.edu](mailto:veterans@edgewood.edu)

## **Wellness Center**

The Wellness Center (<http://health.edgewood.edu/>) is located in Dominican 122, and is home to Health Services, Personal Counseling, and the Rape Crisis Center Advocate. Health Service Professionals specialize in college health, trained to meet your specific needs and concerns, in a confidential manner. We are a full-service medical clinic, here for you in times of illness or injury, as well as addressing your preventative medical needs. Personal Counseling provides individual and group counseling, crisis intervention, psychoeducational and preventative outreach services, consultation to students, parents, faculty, and staff, and training for graduate students in counseling.

- Phone: 608.663.8334
- Hours: Mon-Fri, 9-4 (*closed 12-1*)

**Appointments:** Call the office, or self-schedule online (<http://health.edgewood.edu/self-scheduling>)

**Patient Portal:** <https://14456.portal.athenahealth.com/> -- Use the patient portal to schedule your own appointments, email a provider, download test results, complete forms prior to a visit, and more

## **Writing Center**

The Writing Center, located in the library (1st floor, behind Printing & Copy Center) offers free, drop-in service to all students. No appointment is necessary. Tutors offer feedback on all aspects of writing, from organization, evidence, and flow, to citations and punctuation. Students can work off a laptop, or tutors can print out a draft at no cost. You can find more information at <http://writing-center.edgewood.edu>

- Phone: 608-663-3293
- Hours: Mon-Thurs 9-9, Friday 9-2, Sunday 1-5

## **Edgewood Library Resources**

<http://library.edgewood.edu/>

## **Title IX**

Edgewood College policy specifically prohibits all forms of sexual misconduct and relationship violence. Harassment of individuals based on their gender, gender identity or gender expression is prohibited. All faculty and staff, with exception of confidential support options, are required to share reports of sexual misconduct or harassment with the Title IX Coordinator.

For comprehensive Title IX Information, including confidential and non-confidential campus resources and off-campus resources see <https://www.edgewood.edu/student-life/title-ix>.

## **Non-Discrimination & Harassment**

College policy specifically prohibits discrimination or harassment based on any characteristic protected under law, including gender identity and expression. The College affirms and protects the rights and opportunities of all persons to a working and learning environment free from discrimination and harassment. If you have been the

target of (or have witnessed) an incident of discrimination, you may report this online by going to <http://diversity.edgewood.edu/report-an-incident>. Upon submission of this form, it will be sent to Edgewood's Director of Diversity & Inclusion.

You may also directly contact the Director of Diversity & Inclusion in Predolin 239.

- Phone: 608-663-3274
- Email: [diversity@edgewood.edu](mailto:diversity@edgewood.edu)
- Diversity & Inclusion at Edgewood: <http://diversity.edgewood.edu/>
- Office of Student Inclusion & Involvement: <http://diversity.edgewood.edu/Student-Diversity>

## **Incomplete Grades**

Incompletes may only be given when they are initiated by the student and the proper procedure is followed.

1. The student submits a "Request for Incomplete" to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar's Office. The Request for Incomplete must be filed before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or emergency—a situation beyond the student's control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of "A" to "F" must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar's Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of "F" for the class.

## **Academic Honesty Policy**

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintain high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator's name to a document or form.
- Plagiarism.

- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean's Office.

### **Administrative Withdrawal Policy**

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

1. Disruptive behavior that interferes with the learning of other students.
2. Lack of course prerequisite(s).
3. Lack of instructor, advisor, or departmental approval for a course.
4. Academic dishonesty.
5. Once registered, the student retains responsibility and financial liability for all enrolled courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

### **Privacy of Student Records – FERPA**

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

*Class Schedule*

DATE	SPECIAL TOPICS	CASE PRESENTATIONS (Signup)
8/28	<ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Changes from PSY750</li> </ul>	Review class format & signup for presentations
9/11	<ul style="list-style-type: none"> <li>•</li> </ul>	Two presentations
9/25	<ul style="list-style-type: none"> <li>•</li> </ul>	Two presentations
10/23	<ul style="list-style-type: none"> <li>•</li> </ul>	Two presentations
11/6	<ul style="list-style-type: none"> <li>•</li> </ul>	Three presentations
11/20	<ul style="list-style-type: none"> <li>•</li> </ul>	Three presentations
12/4	<ul style="list-style-type: none"> <li>• Assess need to meet.</li> </ul>	

***Syllabus Revisions:** Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

## Clinical Internship III

Fall Semester 2019

Wednesdays (e/o), 6–9 p.m., 8/28–12/4, Regina Hall R24

Instructor: Deb Polacek, LMFT  
Office phone: 608-663-2266  
Home phone: 608-219-7702  
Email: dpolacek@edgewood.edu  
Office hours: by appointment

### **COURSE DESCRIPTION:**

Group supervision of marriage and family therapy field experience in a three-part course sequence. All three courses must be completed within a 12-month period.

- MFT 750 Clinical Internship I (provides 15 hours group supervision)—*Prerequisite: Completion of all Year 1 courses and approval of the Program Director.*
- MFT 760 Clinical Internship II (provides 21 hours group supervision)—*Prerequisite: MFT 750.*
- MFT 770 Clinical Internship III (provides 21 hours group supervision)—*Prerequisite: MFT 760.*

Your course may also provide a source of AAMFT approved supervision (check with your instructor) which may be required if your field experience supervisor is not AAMFT approved.

This three-part course sequence continues to build on the skills and experiences of your clinical internship with additional emphasis on the areas identified below.

1. First course emphasis—exploring the person of the therapist and contemplative practices, while learning the role of an intern and case consultation.
2. Second course emphasis—implementing specific clinical requirements with the objective of successfully performing various levels of agency work and obtaining a Wisconsin MFT training license.
3. Third course emphasis—transitioning from student to professional with the objective of understanding post-graduation supervision requirements and the need for colleague/peer contacts and continued support.

### **NO REQUIRED MATERIALS:**

*No textbooks are required for these three courses.*

Individual instructors may recommend materials which you can refer to or purchase at your discretion.

### **MFT CORE COMPETENCIES:**

It is important to understand the difference between achieving a letter grade and meeting a core competency in a clinical program (and specifically this course). Our Edgewood MFT Program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), which is part of the American Association for Marriage and Family Therapy (AAMFT). COAMFTE requires all accredited programs meet most of the 128 core competencies through the education and training of their students, with the remaining competencies met post degree. *Core competencies are the areas of knowledge and skill deemed necessary to practice marriage and family therapy.* These competencies are distributed throughout our Program and often overlap across coursework and training.

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

A letter grade in a course does not represent achievement of a competency; therefore, students will be asked to upload an artifact (to your **ePortfolio**) attesting to the successful completion of a competency.

If a core competency is not met at the “competent” level, the student will be assigned remedial work at the instructor’s discretion. If the instructor determines the student is unable to meet the competencies at an acceptable level (competent or above), the instructor may require the student to repeat the course. Be aware this may result in any or all of the following: delayed graduation, delayed admittance into clinical internship, removal from clinical placements, and additional cost (tuition/fees for the repeated course).

**Assessed in this 3-part course sequence (67 core competencies):**

**Domain 1: Admission to Treatment**

Number	Subdomain	Competence
1.2.2	Perceptual	Consider health status, mental status, other therapy, and other systems involved in the clients’ lives (e.g., courts, social services).
1.2.3	Perceptual	Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
1.3.1	Executive	Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
1.3.2	Executive	Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extra-familial resources).
1.3.3	Executive	Facilitate therapeutic involvement of all necessary participants in treatment.
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.
1.3.5	Executive	Obtain consent to treatment from all responsible persons.
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.

**Domain 2: Clinical Assessment and Diagnosis**

Number	Subdomain	Competence
2.2.1	Perceptual	Assess each clients’ engagement in the change process.
2.2.2	Perceptual	Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
2.3.1	Executive	Diagnose and assess client behavioral and relational health problems systemically and contextually.
2.3.3	Executive	Apply effective and systemic interviewing techniques and strategies.
2.3.5	Executive	Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
2.3.6	Executive	Assess family history and dynamics using a genogram or other assessment instruments.
2.3.7	Executive	Elicit a relevant and accurate biopsychosocial history to understand the context of the clients’ problems.

Number	Subdomain	Competence
2.4.2	Evaluative	Assess ability to view issues and therapeutic processes systemically.
2.4.3	Evaluative	Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.
2.4.4	Evaluative	Assess the therapist-client agreement of therapeutic goals and diagnosis.
2.5.1	Professional	Utilize consultation and supervision effectively.

### Domain 3: Treatment Planning and Case Management

Number	Subdomain	Competence
3.2.1	Perceptual	Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.
3.3.1	Executive	Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.
3.3.2	Executive	Prioritize treatment goals.
3.3.3	Executive	Develop a clear plan of how sessions will be conducted.
3.3.4	Executive	Structure treatment to meet clients' needs and to facilitate systemic change.
3.3.5	Executive	Manage progression of therapy toward treatment goals.
3.3.6	Executive	Manage risks, crises, and emergencies.
3.3.9	Executive	Develop termination and aftercare plans.
3.4.1	Evaluative	Evaluate progress of sessions toward treatment goals.
3.4.2	Evaluative	Recognize when treatment goals and plan require modification.
3.4.3	Evaluative	Evaluate level of risks, management of risks, crises, and emergencies.
3.4.4	Evaluative	Assess session process for compliance with policies and procedures of practice setting.
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.

### Domain 4: Therapeutic Interventions

Number	Subdomain	Competence
4.2.1	Perceptual	Recognize how different techniques may impact the treatment process.
4.2.2	Perceptual	Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
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).
4.3.3	Executive	Reframe problems and recursive interaction patterns.
4.3.4	Executive	Generate relational questions and reflexive comments in the therapy room.
4.3.5	Executive	Engage each family member in the treatment process as appropriate.
4.3.6	Executive	Facilitate clients developing and integrating solutions to problems.
4.3.7	Executive	Defuse intense and chaotic situations to enhance the safety of all participants.
4.3.8	Executive	Empower clients and their relational systems to establish effective relationships with each other and larger systems.
4.3.9	Executive	Provide psychoeducation to families whose members have serious mental illness or other disorders.
4.3.10	Executive	Modify interventions that are not working to better fit treatment goals.
4.3.11	Executive	Move to constructive termination when treatment goals have been accomplished.

Number	Subdomain	Competence
4.4.2	Evaluative	Evaluate ability to deliver interventions effectively.
4.4.3	Evaluative	Evaluate treatment outcomes as treatment progresses.
4.4.4	Evaluative	Evaluate clients' reactions or responses to interventions.
4.4.5	Evaluative	Evaluate clients' outcomes for the need to continue, refer, or terminate therapy.
4.4.6	Evaluative	Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes.
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.

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

Number	Subdomain	Competence
5.1.3	Conceptual	Know policies and procedures of the practice setting.
5.2.4	Perceptual	Recognize when clinical supervision or consultation is necessary.
5.3.1	Executive	Monitor issues related to ethics, laws, regulations, and professional standards.
5.3.3	Executive	Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
5.3.7	Executive	Practice within defined scope of practice and competence.
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.

#### **MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program's *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

#### **Addressed in this 3-part course sequence (4 SLOs):**

- SLO 2: Integration of Concepts, Models, and Techniques—Students will apply a systemic, integrative and empirically informed approach to their clinical practice as Marriage and Family therapists, and demonstrate the ability to analyze and present a clinical case using one of the major MFT models.
- SLO 3: Clinical Competence—Students will develop a strong foundational level of professional competence in the conduct of systemically-orientated Marriage and Family Therapy, and use systems/relational theories to guide practice and service delivery across interpersonal, family, organizational, and/or community contexts.
- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.

- SLO 7: Professional identity as Marriage and Family Therapist—Students will clearly identify themselves within the profession of Marriage and Family Therapy.

### **COURSE EXPECTATIONS:**

As with the other courses in this three-part class sequence, your experience from your internship placement provides the foundation for our class conversations. Over the course of our semesters, each student will present a case(s) for consultation to the class. Time will also be set aside to explore questions and issues with regard to your internship experience and other clinical topics of interest. Specific requirements include the following:

- Obtain and maintain placement in a clinical setting that satisfies the 500-hour requirement for the degree (300 direct client contact and 200 ancillary, *note: supervision is in addition to this*).
- Participate in a *minimum* of 100 hours of supervision from your clinical agency or by student contract with a supervisor approved by the department. At least 50 of your supervision hours are required to be with an AAMFT approved supervisor or supervisor candidate.
- Participate and collaborate with your colleagues during case presentations and class discussions.
- Explore how practice issues may impact a therapist's personal issues and vice-versa, both in and out of the classroom.
- Obtain a Wisconsin State MFT training license.

**Important:** There may be agency requirements mandatory for your specific clinical internship site in addition to our MFT Program requirements. Each internship site has the authority to dismiss an intern if their agency requirements are not met. The Clinical Coordinator (Lindsey Marsh) must be informed of any concerns or issues you may have with your internship. The above course expectations only reflect our MFT Program requirements.

### **Attendance:**

1. Because this course is linked to your clinical internship placement, attendance at classes is mandatory for liability coverage.
2. Please be on time. If you are going to be late or miss class, please let me know prior to class. If I do not hear from you, the absence is considered "unexcused." Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.
3. Only one (1) absence of any kind will be excused due to our every other week schedule. More than one (1) absence may result in receiving a failing grade for this course. *Keep in mind that missing a class also reduces your supervision hours accordingly.*
4. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.
5. Completion of assignments (presentations) by the assigned or agreed to dates is required. Late and missed work/assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.
6. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the course.

## **Professionalism and confidentiality:**

1. Policy dictates that any major concerns or changes with regard to your clinical internship placement must be discussed with Clinical Coordinator Karen Rose Gredler before proceeding. This ensures that your internship is coordinated in an effective and professional manner. Your course instructor and academic advisor can also be useful and supportive in addressing supervisory questions and guidance.
2. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
3. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
4. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
5. For the benefit of student learning, we discuss cases in class. It is of utmost importance you maintain confidentiality regarding the details of the cases and refrain from discussing these cases with friends or family members.
6. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

Note: See Edgewood College’s Academic Honesty Policy, listed later in this syllabus, for more information.

## **GRADING AND ASSIGNMENTS:**

This course is graded on a Pass/Fail basis with the grade dependent on professionalism, attendance, participation, completion of course requirements, and ongoing clinical training at your internship site. Keep in mind, some students may not complete their required internship hours by the end of their last semester and therefore may not receive a final evaluation with their site supervisor during this course sequence. If this situation were to occur for you, our Program makes individual arrangements with you and your internship site to support your progress toward graduation. Please communicate any concerns about your planned internship completion date to Clinical Coordinator Lindsey Marsh and your site supervisor.

***Syllabus Revisions:*** *Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

## **Case presentation/consultation:**

Your opportunity to experience professional support and feedback from colleagues and supervision. The purpose is to share, experience, practice, and facilitate discussion with your colleagues.

- Sign up to present a clinical case for consultation. (This continues throughout all three courses in this 3-part course sequence.)
- Prepare by reviewing your instructor’s preferred guide and/or “Using the Person-of-the-Therapist Supervision Instrument” by Harry J. Aponte and J. Carol Carlsen, 2009, edited by Thomas C. Todd and Cheryl L. Storm, 2014, along with your clinical case notes to reflect on your experience

with your client:

<http://www.wiley.com/legacy/wileychi/todd/supp/Supervisory/Reflecting/sec05c.pdf>

- Share a self-care practice that works for you personally or a therapeutic tool that works with your client. Briefly demonstrate or describe this supportive practice or tool.
- Draw your client’s genogram and/or timeline on the classroom board to facilitate clarifying your client’s relational and familial patterns. *Please use fictitious names to maintain confidentiality.*
- Use your skills as a therapist to incorporate previous coursework, resources, and current research to address diverse systemic and contextual issues during your case presentation/ consultation while reflecting on how these issues may influence your clinical practice.
- Examine your therapeutic lens and any model specific interventions you have used or would like to explore.
- Decide how you would like to be supported by your peers/colleagues during this consultation.
- Your presentation will be evaluated by your instructor using the following components to ascertain competency. Please keep these completed forms and upload them to Foliotek. The rubric contains the following grading schema:

Clinical Case Presentation	EXCEEDS COMPETENT (Comprehensive)	COMPETENT (Basic)	NOT COMPETENT (Fair/Incomplete)	NA
Client issue				
Genogram/family map/assessments				
Risk level considered				
Cultural/contextual issues				
Hypotheses				
Interventions				
Personal exploration				
Personal challenges				
Clinic site policy considered				
Appropriate use of clinic site supervision				
Confidentiality				
Professionalism				
Personal integrity				
Ethical considerations				
<b>OVERALL/AVG RATING</b>				

**Clinical internship evaluation:**

At your clinical internship site, your supervisor will complete a midpoint and final evaluation of your one (1) year clinical internship using AAMFT core competencies. The specific 67 competencies being assessed are listed earlier in this syllabus. The steps for this evaluation process are the same for both the midpoint and the final evaluation.

1. You complete a self-assessment using the Clinical internship evaluation form.
2. Your site supervisor assesses your competency using the same evaluation form.
3. During supervision both your copy and your site supervisor’s copy are shared and discussed.
4. A consolidated and agreed upon final version is created by you and your site supervisor.

- You schedule a joint meeting with Clinical Coordinator Lindsey Marsh and your site supervisor to review the final copy, discuss any issues, and obtain signatures.

The objective is to achieve a level of “competent” or higher across the AAMFT five (5) domains by the end of your clinical internship year. Keep in mind, your internship may be extended if your site supervisor and/or the Clinical Coordinator Lindsey Marsh conclude that you need more experience to achieve competence in a specific area. If this situation occurs for you, extra internship time can be a valuable learning opportunity to focus on specific skills. If you disagree with your evaluation, you do have access to program resources to appeal the assessment.

**NOTE:** Upload a scan of your final signed Clinical Internship Evaluation as your artifact to **ePortfolio**.

**Rubrics:**

<b>Assignment:</b> Clinical case presentation/consultation				
<b>Core Competency:</b> 1.1.4, 1.3.4, 1.3.5, 5.3.3 <b>Student Learning Objectives:</b> 2, 3, 5, 7				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Thorough understanding of theory and techniques; choice of interventions relevant to session and theory.	Moderate understanding of theory and techniques; choice of interventions consistent with theory.	Basic understanding of theory and techniques; choice of interventions generally consistent with theory.	Minimal understanding of theory and techniques; choice of interventions often not consistent with theory or relevant to session.	Significant problems with understanding of theory and techniques; unable to recognize interventions.
Strong understanding and articulation of rationale for choice of interventions.	Clear understanding and articulation of rationale for choice of interventions.	General understanding and articulation of rationale for choice of interventions.	Vague understanding and articulation of rationale for choice of interventions.	Poor understanding or choice of interventions.
Recognizes and addresses impact of diverse contextual systems.	Recognizes and addresses diverse contextual systems.	Recognizes and identifies diverse contextual systems.	Unclear recognition of diverse contextual systems.	No recognition of diverse contextual systems.
Proactively identifies and addresses self of the therapist issues and maintains a high level of professionalism.	Recognizes and attends to self of the therapist issues and exhibits a reasonable level of professionalism.	Recognizes self of the therapist issues and maintains an adequate level of professional behavior.	Minimal recognition of self of the therapist issues and exhibits an inconsistent level of professional behavior.	No recognition of self of the therapist issues and exhibits poor professional behavior.

**EDGEWOOD COLLEGE LEARNING COMMUNITY POLICIES & RESOURCES**

Institutional policies and resources are listed below. Students are advised to see Department or School policies that also may related to their courses.

**Student Handbook and Catalog**

Edgewood College Student Rights & Responsibilities:

<http://deanofstudents.edgewood.edu/2017-2018-Student-Handbook>

Edgewood College Catalog:

<https://catalog.edgewood.edu/>

## **Title IX**

Edgewood College policy specifically prohibits all forms of sexual misconduct and relationship violence. Harassment of individuals based on their gender, gender identity or gender expression is prohibited. All faculty and staff, with exception of confidential support options, are required to share reports of sexual misconduct or harassment with the Title IX Coordinator.

For comprehensive Title IX Information, including confidential and non-confidential campus resources and off-campus resources see <https://www.edgewood.edu/student-life/title-ix>.

## **Non-Discrimination & Harassment**

College policy specifically prohibits discrimination or harassment based on any characteristic protected under law, including gender identity and expression. The College affirms and protects the rights and opportunities of all persons to a working and learning environment free from discrimination and harassment. If you have been the target of (or have witnessed) an incident of discrimination, you may report this online by going to <http://diversity.edgewood.edu/report-an-incident>. Upon submission of this form, it will be sent to Edgewood's Director of Diversity & Inclusion.

You may also directly contact the Director of Diversity & Inclusion in Predolin 239.

- Phone: 608-663-3274
- Email: [diversity@edgewood.edu](mailto:diversity@edgewood.edu)
- Diversity & Inclusion at Edgewood: <http://diversity.edgewood.edu/>
- Office of Student Inclusion & Involvement: <http://diversity.edgewood.edu/Student-Diversity>

## **Academic Honesty Policy**

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintain high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator's name to a document or form.
- Plagiarism.
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean's Office.

## **Privacy of Student Records – FERPA**

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

## **Technology Assistance Center - Help Desk**

Please note: never share your login and password information with anyone else!

If you are experiencing any technical problems or with your course Blackboard site, please contact the **Technology Assistance Center:**

- Phone: 608-663-6900
- Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

## **Academic Success and Career Development Center**

The Academic Success and Career Development Center (ASCDC) assists students with a variety of learning needs.

- <https://www.edgewood.edu/student-life/academic-success>

The ASCDC takes a developmental approach to helping students grow academically, professionally, and personally. Some examples of the services provided include:

- Academic advising
- Peer tutoring in introductory classes
- Drop-in assistance Math
- Study skills assistance (time management, qualitative skill development, test-taking strategies, etc.)
- Career development
- Internship placement

The ASCDC is located in DeRecci 206.

- Phone: 608-663-2281.
- Email: [success@edgewood.edu](mailto:success@edgewood.edu)
- Hours: Mon-Fri, 8-4:30

## **Accessibility & Disability Services**

If you are a student with a documented disability and are interested in accommodations for this course, the Office of Student Accessibility and Disability Services (DeRicci 206G) can assist you. Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential.

If you have questions about services, accommodations, or documentation requirements, or to make an appointment, see the Accessibility & Disability Services website, <http://accessibility.edgewood.edu/>, or contact the Director at:

- Phone: 608-663-2381
- Email: [AccessDisabilityServ@edgewood.edu](mailto:AccessDisabilityServ@edgewood.edu)

## **Military & Veteran Services**

At Edgewood College, we appreciate the sacrifice that military service demands, no matter where your career took you. We are pleased to welcome all veterans and dependents to our campuses and outreach locations. If you have any questions regarding federal educational benefits, degree programs that are available, or about veterans' services that are offered at Edgewood College please feel free to contact the Director of Military & Veterans Services in DeRicci 124A.

- Phone: 608-663-4266
- Email: [veterans@edgewood.edu](mailto:veterans@edgewood.edu)

## **Wellness Center**

The Wellness Center (<http://health.edgewood.edu/>) is located in Dominican 122, and is home to Health Services, Personal Counseling, and the Rape Crisis Center Advocate. Health Service Professionals specialize in college health, trained to meet your specific needs and concerns, in a confidential manner. We are a full-service medical clinic, here for you in times of illness or injury, as well as addressing your preventative medical needs. Personal Counseling provides individual and group counseling, crisis intervention, psychoeducational and preventative outreach services, consultation to students, parents, faculty, and staff, and training for graduate students in counseling.

- Phone: 608.663.8334
- Hours: Mon-Fri, 9-4 (closed 12-1)

**Appointments:** Call the office, or self-schedule online (<http://health.edgewood.edu/self-scheduling>)

**Patient Portal:** <https://14456.portal.athenahealth.com/> -- Use the patient portal to schedule your own appointments, email a provider, download test results, complete forms prior to a visit, and more.

## **Writing Center**

The Writing Center, located in the library (1st floor, behind Printing & Copy Center) offers free, drop-in service to all students. No appointment is necessary. Tutors offer feedback on all aspects of writing, from organization, evidence, and flow, to citations and punctuation. Students can work off a laptop, or tutors can print out a draft at no cost. You can find more information at <http://writing-center.edgewood.edu>

- Phone: 608-663-3293
- Hours: Mon-Thurs 9-9, Friday 9-2, Sunday 1-5

**Edgewood Library Resources**

*The Oscar Rennebohm Library is a great spot for quiet study and group work. We have reservable study rooms, a large computer lab, ample comfortable seating, and lots of access to power and wifi. Librarians are available in person and online anytime the library is open. We are eager to help with research and citation questions. For more information, visit <https://library.edgewood.edu>.*

*Class Schedule*

DATE	SPECIAL TOPICS	CASE PRESENTATIONS (Signup)
8/28	<ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Post-graduation requirements</li> </ul>	Review class format & signup for presentations
9/11	<ul style="list-style-type: none"> <li>•</li> </ul>	Two presentations
9/25	<ul style="list-style-type: none"> <li>•</li> </ul>	Two presentations
10/23	<ul style="list-style-type: none"> <li>•</li> </ul>	Two presentations
11/6	<ul style="list-style-type: none"> <li>•</li> </ul>	Two presentations
11/20	<ul style="list-style-type: none"> <li>•</li> </ul>	Two presentations
12/4	<ul style="list-style-type: none"> <li>•</li> </ul>	Two presentations

***Syllabus Revisions:** Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*



Class Meet Times: Wednesdays, 6:00pm-9:00pm in (8/19//2019 – 11/13/2019) in Oscar Rennebohm Library, Room L4

This course does have an active Blackboard page.

## INSTRUCTOR

Lindsey Marsh, LMFT, LPC, AAMFT Approved Supervisor  
Clinical Coordinator & Instructor for MFT 600, MFT 745, MFT 800

## CONTACT INFORMATION

### *Contact Method:*

Email:

Office Location:

Office hours:

Phone:

### *Details:*

lmarsh@edgewood.edu

8025 Excelsior Drive

WebEx Office Link (M/W/F):

<https://edgewood.webex.com/meet/lmarsh>

Office: (608) 663-2280; Cell: (608) 444-9702

I invite your emails and calls! When you email me about this class, please place our class number and topic of email in the email subject line. I will do my best to respond to all emails/voicemails within a timely manner. If you feel I have not responded quickly enough, please follow up to ensure that I have received the email from you. Thank you and looking forward to the semester ahead!

## ACADEMIC BELONGING, OR ANOTHER WELCOMING HEADING

I'm so excited to have each one of you in this class with me this semester! I've been connected with the Marriage and Family Therapy Program since 2009 and teaching within this program since January 2016. This program has meant a lot to me and has really helped cultivate the therapist and professional that I am today. I look forward to sharing the passion I have for this field with my students through my teaching. My hope is that each student feels engaged, heard, supported, and encouraged within each of my courses.

I want to include that every course I teach works to build on Edgewood College's Dominican Values of Truth, Compassion, Justice, Partnership, and Community.

## COURSE DESCRIPTION AND PREREQUISITES

**COURSE DESCRIPTION:** This course examines ethical and legal practices and dialogue about ethical issues in professional practice. It discusses legal requirements and accountability for the profession and the relationship of ethical practices that relate to global and local resource allocations. The course explores how one's belief system impacts on justice, honesty, and respect in dealing with colleagues and clients in the ethical conduct of the profession. There are no prerequisites for this course.

By the end of the course students will be able to

1. Distinguish the domains of morals, ethics, law and professionalism.
2. Describe the elements of ethical decision-making.
3. Explore the value and potential of building a professional practice.
4. Explain the privileges and responsibilities Wisconsin licensure of Marriage and Family Therapists.
5. Prepare for a professional testimony in a court of law.
6. Examine the proper and effective use of technology in professional practice.
7. Discuss the ethical and legal issues of confidentiality, informed consent and multiple relationships.
8. Demonstrate safe professional practice and minimize the risks to clients, MFT's research subjects and society in general.
9. Apply the ethical, legal and professional principles to simulated situations.
10. Discuss effective marketing activities to develop an MFT practice.

## MFT STUDENT LEARNING OUTCOMES (SLO) & CORE COMPETENCIES:

Student Learning Outcomes (SLO):

SLOs are part of our Program's *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/ assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.
- SLO 6: Professional & Ethical Standards— Students will demonstrate an understanding of legal and ethical standards and apply them in the professional practice of Marriage and Family Therapy and maintain legal and ethical practices in their clinical internship.
- SLO 7: Professional Identity as a Marriage & Family Therapist- Students will clearly identify themselves within the profession of Marriage and Family Therapy.

Core Competencies:

It is important to understand the difference between achieving a letter grade and meeting a core competency in a clinical program (and specifically this course). Our Edgewood MFT Program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), which is part of the American Association for Marriage and Family Therapy (AAMFT). COAMFTE requires all accredited programs meet most of the 128 core competencies through

the education and training of their students, with the remaining competencies met post degree. Core competencies are the areas of knowledge and skill deemed necessary to practice marriage and family therapy. These competencies are distributed throughout our Program and often overlap across coursework and training.

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

A letter grade in a course does not represent achievement of a competency; therefore, students will be asked to upload an artifact (to your foliotek portfolio) attesting to the successful completion of a competency. If a core competency is not met at the “competent” level, the student will be assigned remedial work at the instructor’s discretion. If the instructor determines the student is unable to meet the competencies at an acceptable level (competent or above), the instructor may require the student to repeat the course. Be aware this may result in any or all of the following: delayed graduation, delayed admittance into clinical internship, removal from clinical placements, and additional cost (tuition/fees for the repeated course).

1.2.1: Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context).

2.3.6: Assess family history and dynamics using a genogram or other assessment instruments.

3.1.1: Know which models, modalities, and/or techniques are most effective for the presenting problem.

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

4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies, and culturally sensitive approaches

4.5.3 Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics.

5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.

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.

5.5.3 Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.

## COURSE MATERIALS

Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in Psychology and the Mental Health Professionals*. (4<sup>th</sup> ed.). New York, NY: Oxford University Press

## COURSE ACTIVITIES

This course surrounds a lecture format. In addition, there will be video excerpts, textbook and professional readings, group work and outside class work to build understanding of course materials.

## WHAT IT MEANS TO BE A MEMBER OF THIS CLASS

### ATTENDANCE:

1. Please be on time. If you are going to be late or miss class, let me know prior to class. If I do not hear from you, the absence is considered “unexcused.” Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.
2. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.
3. Due to our Program’s strong emphasis on in-class learning and participation you cannot make-up points lost when you miss a class (excused or unexcused). Keep in mind you can miss one (1) class session before it impacts your course grade yet if you miss two (2) class sessions, our Program policy recommends a whole letter grade reduction. If a grade reduction occurs, you may want to consider if it would be more beneficial to withdraw from the course and retake it later.
4. Completion of assignments by the assigned due dates is required. Late and missed work/assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.
5. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the class.

### PROFESSIONALISM & CONFIDENTIALITY:

1. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
2. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
3. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
4. For the benefit of student learning, I may discuss cases in class when appropriate and relevant. It is of utmost importance you maintain confidentiality regarding the details of the cases I discuss and refrain from discussing these cases with friends or family members.
5. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

**Remember any concerns with regard to your professionalism will be considered when determining your readiness for clinical internship and for graduation.**

**PARTICIPATION:** Participation includes respectful listening while others are speaking, holding space for others input on class discussion, active participation in the discussion by the student, and turning in assignments in a timely manner. This includes being prepared for class by having read that materials associated with the class discussion ahead of time.

**CLASS DISCUSSIONS:** This discussion space is meant for different options, perspectives and take-aways to occur simultaneously and with appreciation for the associated learning that occurs from that environment.

NAMES AND PRONOUNS: This course respects the use of student names and pronouns used by each student.

TIME SPENT OUTSIDE OF CLASS: This course will require on average about 4-5 hours outside of class to complete the required materials outside of class.

USE OF TECHNOLOGY: This class requires Microsoft Tools, Internet and a Computer to complete the assignments.

## ASSIGNMENTS AND GRADES

Graded Activity or Assignment	Points/Percentage of Grade	Due Dates
Participation	10 points	N/A
Ethical Decision Making Paper	25 points	September 18, 2019 (6pm) <i>Due via email to instructor</i>
Case Law Blog	5 points	October 2, 2019 (6pm) <i>Due via Blackboard in Blogs</i>
Professional Dev. Experience Blog	25 points	October 16, 2019 (6pm) <i>Due via Blackboard in Blogs</i>
Couse Content Exam	25 points	October 30, 2019 (6pm) <i>Due via email to instructor</i>
Final Project	40 points	November 13, 2019 (6pm)

**LATE WORK: One ½ point will be deducted each day beyond the due date if an assignment is late.**

### GRADES:

Score	Grade
92% and above	A
88% - 91 %	AB
82% - 87%	B
76% - 81%	BC
70% - 75%	C
64% - 69 %	CD
58% - 63 %	D
Below 58%	F

		A (92%+)	AB (88%-91%)	B (82%-87%)	BC (76-81%)	C (70-75%)	CD (64-69%)	D (58-63%)	F (58-63%)
Class participation	10	9	8.5	8	7.5	7	6.5	6	<5.5
Course Content Exam	25	23	22-22.5	20.5-21.5	19-20	17.5-18.5	16-17	14.5-15.5	<14.5
Assignments									
• Ethical Decision Making Paper (EDMP)	25	23	22-22.5	20.5-21.5	19-20	17.5-18.5	16-17	14.5-15.5	<14.5
• Professional Development Experience Blog	25	23	22-22.5	20.5-21.5	19-20	17.5-18.5	16-17	14.5-15.5	<14.5
• Case Law Blog	5	P/F							
• Final Project	10	P/F							
• Total possible for course	<b>100</b>	92+	87.5-91.5	81.5-87	75.5-81	69.5-75	63.5-69	57.5-63	<57.5

**EDGEWOOD COLLEGE LEARNING COMMUNITY POLICIES & RESOURCES**

**STUDENT HANDBOOK AND CATALOG**

Edgewood College Student Rights & Responsibilities:  
<http://deanofstudents.edgewood.edu/2017-2018-Student-Handbook>

Edgewood College Catalog:  
<http://catalog.edgewood.edu>

Marriage & Family Therapy Program Handbook  
<https://edgewood.sharepoint.com/sites/Marriage-Family-Therapy/Documents/MFT%20Program%20Handbook-FALL%202019.pdf>

**TECHNOLOGY ASSISTANCE CENTER - HELP DESK**

Please note: never share your login and password information with anyone else!

**Technology Assistance Center:**

- Phone: 608-663-6900
- Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

**ACADEMIC SUCCESS AND CAREER DEVELOPMENT CENTER**

The Academic Success and Career Development Center (ASCDC) assists students with a variety of learning needs.

- <https://www.edgewood.edu/student-life/academic-success>

The ASCDC takes a developmental approach to helping students grow academically, professionally, and personally. Some examples of the services provided include:

- Academic advising
- Peer tutoring in introductory classes
- Drop-in assistance Math
- Study skills assistance (time management, qualitative skill development, test-taking strategies, etc.)

- Career development
- Internship placement

The ASCDC is located in DeRecci 206.

- Phone: 608-663-2281.
- Email: [success@edgewood.edu](mailto:success@edgewood.edu)
- Hours: Mon-Fri, 8-4:30

## ACCESSIBILITY & DISABILITY SERVICES

If you are a student with a documented disability and are interested in accommodations for this course, the Office of Student Accessibility and Disability Services (DeRicci 206G) can assist you. Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential.

If you have questions about services, accommodations, or documentation requirements, or to make an appointment, see the Accessibility & Disability Services website, <http://accessibility.edgewood.edu/>, or contact the Director at:

- Phone: 608-663-2381
- Email: [AccessDisabilityServ@edgewood.edu](mailto:AccessDisabilityServ@edgewood.edu)

## MILITARY & VETERAN SERVICES

At Edgewood College, we appreciate the sacrifice that military service demands, no matter where your career took you. We are pleased to welcome all veterans and dependents to our campuses and outreach locations. If you have any questions regarding federal educational benefits, degree programs that are available, or about veterans' services that are offered at Edgewood College please feel free to contact the Director of Military & Veterans Services in DeRicci 124A.

- Phone: 608-663-4266
- Email: [veterans@edgewood.edu](mailto:veterans@edgewood.edu)

## WELLNESS CENTER

The Wellness Center (<http://health.edgewood.edu/>) is located in Dominican 122, and is home to Health Services, Personal Counseling, and the Rape Crisis Center Advocate. Health Service Professionals specialize in college health, trained to meet your specific needs and concerns, in a confidential manner. We are a full-service medical clinic, here for you in times of illness or injury, as well as addressing your preventative medical needs. Personal Counseling provides individual and group counseling, crisis intervention, psychoeducational and preventative outreach services, consultation to students, parents, faculty, and staff, and training for graduate students in counseling.

- Phone: 608.663.8334
- Hours: Mon-Fri, 9-4 (*closed 12-1*)

**Appointments:** Call the office, or self-schedule online (<http://health.edgewood.edu/self-scheduling>)

**Patient Portal:** <https://14456.portal.athenahealth.com/> -- Use the patient portal to schedule your own appointments, email a provider, download test results, complete forms prior to a visit, and more

## WRITING CENTER

The Writing Center, located in the library (1st floor, behind Printing & Copy Center) offers free, drop-in service to all students. No appointment is necessary. Tutors offer feedback on all aspects of writing, from organization, evidence, and flow, to citations and punctuation. Students can work off a laptop, or tutors can print out a draft at no cost. You can find more information at <http://writing-center.edgewood.edu>

- Phone: 608-663-3293
- Hours: Mon-Thurs 9-9, Friday 9-2, Sunday 1-5

## EDGEWOOD LIBRARY RESOURCES

<http://library.edgewood.edu/>

## TITLE IX

Edgewood College policy specifically prohibits all forms of sexual misconduct and relationship violence. Harassment of individuals based on their gender, gender identity or gender expression is prohibited. All faculty and staff, with exception of confidential support options, are required to share reports of sexual misconduct or harassment with the Title IX Coordinator.

For comprehensive Title IX Information, including confidential and non-confidential campus resources and off-campus resources see <https://www.edgewood.edu/student-life/title-ix>.

## NON-DISCRIMINATION & HARASSMENT

College policy specifically prohibits discrimination or harassment based on any characteristic protected under law, including gender identity and expression. The College affirms and protects the rights and opportunities of all persons to a working and learning environment free from discrimination and harassment. If you have been the target of (or have witnessed) an incident of discrimination, you may report this online by going to [https://cm.maxient.com/reportingform.php?EdgewoodCollege&layout\\_id=4](https://cm.maxient.com/reportingform.php?EdgewoodCollege&layout_id=4).

Upon submission of this form, it will be sent to Edgewood's Executive Director of Diversity & Inclusion, and triaged with colleagues in Human Resources and the Dean of Students Office.

You may also directly contact the Director of Diversity & Inclusion in Predolin 239.

- Phone: 608-663-3274
- Email: [diversity@edgewood.edu](mailto:diversity@edgewood.edu)
- Diversity & Inclusion at Edgewood: <http://diversity.edgewood.edu/>

## ACADEMIC HONESTY POLICY

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintain high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator's name to a document or form.
- Plagiarism.
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean's Office.

## PRIVACY OF STUDENT RECORDS – FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

## COURSE SCHEDULE

This course schedule may change in response to the needs of the class, or unforeseen circumstances. If anticipated in advance, changes to this schedule will be announced in class. Changes to this schedule will be posted on Blackboard.

Module # Dates	Topics/Learning Objectives	Readings Due	Assignments Due
1) August 21	Intro/DSPS/AAMFT Code of Ethics		
2) September 4	HIPAA/Informed Consent/Resume	Chap. 17 & Chap. 18	
3) September 18	Mandated Reporting/Court Testifying/EDMP	Chap. 6 & Chap. 13	EDMP Paper Due
4) October 2	Taboo Topics/Dual Role	Chap. 8 & 9	Case Law Blog Due
5) October 16	Online Therapy/Portability/Payment	Chap. 11 & Chap. 12	Prof. Dev. Exp. Blog Due
6) October 30	Exam Review/Ethical Jeopardy	Chap. 1	Final Exam Due
7) November 13	Final Presentations		Final Project Due

This schedule of topics may change upon professor's discretion however advance notice will be given to students as soon as possible.

**Psychology of Trauma and Stress Disorders**

Spring Semester 2019

Tuesday 6–9 p.m., 1/22–5/7, Predolin 307

Instructor: Melinda M. Bailey, Ph.D.  
Office phone: (608) 276-9191 (Family Therapy Center of Madison)  
Home phone: (608) 251-4655  
Email: bailey@edgewood.edu  
Office hours: Before class and by appointment

**COURSE DESCRIPTION:**

This course examines therapeutic strategies with selected trauma and stress-related issues that impact the family, such as physical illness, death, divorce, and persistent mental illness. Prerequisite: PSY 605.

Preparation for clinical practice by focusing on the practice/process of therapy with different problems and from different theoretical orientations.

*Syllabus Revisions: Syllabus, class itinerary, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

**COURSE MATERIALS:**

**Required texts:**

1. Briere, J. & Scott, J. (2013) Principles of Trauma Therapy. Thousand Oaks, Cal.: Sage Publications.
2. van der Kolk, B. (2014). The Body Keeps the Score. New York: Viking Penguin.
3. Assigned readings—copies in the library or provided as class handouts or on-line.

**Optional text:**

1. Levine, Peter. (2010). In an Unspoken Voice. Berkeley: North Atlantic Books.
2. Salzberg, S. (2011) Real Happiness. The Power of Meditation. New York: Workman Publishing.
3. Watters, E. (2010). Crazy Like Us. New York: Free Press.
4. Siegel, D. & Hartzell, M. (2003) Parenting from the Inside Out. New York: Tarcher/Penguin.

**MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program’s Educational Outcomes and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

**Addressed in this course (1 SLO):**

- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.

**COURSE EXPECTATIONS:**

This is largely a “skills” oriented class; therefore, you will have ample opportunity to learn and hone your basic therapeutic skills. As in any skill building process, feedback will be frequent and ongoing. Your

active and thoughtful participation is key to your success in this course; it is a valuable tool for evaluating your understanding of the materials.

## **Attendance:**

1. Please be on time. If you are going to be late or miss class, please let me know prior to class. If I do not hear from you, the absence is considered “unexcused.” Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.
2. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.
3. Due to our Program’s strong emphasis on in-class learning and participation you cannot make-up points lost when you miss a class (excused or unexcused). Keep in mind you can miss one (1) class session before it impacts your course grade yet if you miss two (2) class sessions, our Program policy recommends a whole letter grade reduction. If a grade reduction occurs, you may want to consider if it would be more beneficial to withdraw from the course and retake it later.
4. Completion of assignments by the assigned due dates is required. Late and missed work/assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.
5. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the class.

## **Professionalism and confidentiality:**

1. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
2. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
3. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
4. For the benefit of student learning, I may discuss cases in class when appropriate and relevant. It is of utmost importance you maintain confidentiality regarding the details of the cases I discuss and refrain from discussing these cases with friends or family members.
5. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

Note: See Edgewood College’s Academic Honesty Policy, listed later in this syllabus, for more information.

6. Remember any concerns with regard to your professionalism will be considered when determining your readiness for clinical internship and for graduation.

**Important:** The Professional and Personal Competence form (P&P) is our Program’s tool for addressing professional and personal performance. It can be completed by any instructor or supervisor at any time. If a significant concern presents in this area, a performance improvement plan may be created by the

student and approved by the instructor or supervisor to mitigate the area of concern. The Program Director reviews all P&Ps.

### **Course Format:**

Each student is responsible for his/her own learning. You are responsible for being in class, including class periods when the instructor is not in class. Class periods will consist of lecture, guest lecture, discussion, video-tapes or electronic material, role-plays or other experiential exercises. Some classes will be entirely structured and led by student-colleagues.

### **COURSE REQUIREMENTS:**

1. Readings (*see class itinerary*). Everyone is expected to complete assigned readings before the class period in which they are discussed.
2. Class participation is strongly encouraged and will contribute to the course grade.
3. Class attendance is important. One unexplained absence is acceptable. Other absences, emergency or non-emergency, will require a written or verbal explanation and will subtract from the course grade. It is important to be on time for class. If you are more than 10 minutes late to class, you will not receive attendance credit for that class. If you miss 3 or more classes, you may not receive a passing grade. See section below for additional information.
4. One paper, 8-12 pages, documenting a Personal Project, in which you “do something you have really wanted to do and have never done, or solve a problem in your life.” The paper will include an Introduction that includes your reasons for choosing this project and describes the project. Additionally, the Introduction will include research that informed or supports your goals or methodology. Include a minimum of three supporting sources. Next, the paper will include a weekly journal describing process and progress. Lastly, the paper will include a reflection on the value of the project and suggestions for next steps. The paper will be presented in class. Each presentation is to be accompanied by one well-chosen article or a short list of resources.
5. Journal (Mindfulness or Exercise) or Book review (Siegel, D. & Hartzell, M. recommended. Other choices from list on Itinerary).
6. Reflection papers to Briere & Scott/van der Kolk chapters, speakers, or other assigned readings.
7. Leading discussion: leading class activity/discussion related to chapter(s) from Briere & Scott/van der Kolk or other assigned readings.

### **Grading:**

100 grading points possible in this course

Final Grade is based on:

- 26 % — Class attendance and participation
- 20 % — Paper on Personal Project (2 pt proposal; 15 pts written; 3 pts, oral presentation)
- 8 % — Journal (Mindfulness or Exercise) or Book review: from suggested list
- 8 % — Leading class activity/discussion of Briere & Scott/van der Kolk or other readings (50 mins)
- 38 % — Reflection papers: Briere & Scott /van der Kolk (1-2 typed paragraphs, double-spaced). Other readings, speakers, writings may be included

### **Leading Class Discussion:**

Students will prepare learning activities and lead class discussion of one or more Briere & Scott/van der Kolk chapter(s) or other assigned reading to facilitate understanding, memory, and integration of the

material. The presentation should consist of an overview and summary of the reading as well as activities that engage the class in demonstrating understanding, asking questions, expressing likes and dislikes, and if the student chooses, an appropriate role play. The presentation should be approximately 50 minutes in length.

## **Reflection Papers:**

The purpose of this assignment is to encourage your thinking about the readings, demonstrate your understanding of the material, and connect the material to your personal and evolving professional life.

1. Reflection papers to Briere & Scott/van der Kolk chapters will consist of 1 or 2 paragraphs of thoughtful, double-spaced comments. You may choose to write a brief and concise summary of the reading, including important concepts and major themes. Or, you may choose to write take-home points from the readings. Be specific and include three important take-away messages for you.
2. Reflection papers to guest speakers are similar and will consist of 1-2 paragraphs of thoughtful, double-spaced comments. You may choose to write a brief summary of information presented, focusing on important concepts and/or major themes or, you may choose to write take-home points from the readings. Be specific and include three important take-away messages for you.

## **Personal Project:**

1. Do something you have really wanted to do and have never done or solve a problem in your life.
2. Choose a meaningful project that can be completed/accomplished by the end of the semester (in about 8-10 weeks)
3. **Meet, or discuss, with the instructor, the project concept before embarking on it.**
4. Write a project proposal.
5. Keep a journal describing steps and progress.
6. In the paper, provide an Introduction that describes the reasons for this project, goals for the project, and any research conducted to inform the steps to accomplishing the goal(s). Include a minimum of three supporting sources. In the body of the paper, summarize the weekly process and progress, and include a weekly journal describing process and progress.
7. In the Summary, write a brief reflection on the value of this project, what you learned, and suggestions for next steps. Also include your thoughts about client change and your expectations of client change.

## **Book Reviews:**

Include:

1. Author, Title
2. Reason you chose this book (if not assigned reading)
3. Description of book's content—chapter by chapter (longest section). Document with page references.
4. Analytical comments: strengths, weaknesses, other comments. How are the major themes situated in theory and/or supported by research?
5. Reflections on relevance of material to your life.
6. When, and to whom, might you recommend this book?
7. Length: about 6-8+ pp (double-spaced)

## **Meditation/Relaxation Practice Journal:**

8 - week Journal. Allow 1 page per day. Practice 5 days each week and keep a Practice Journal

Week 1, practice 5 mins. per day. Week 2, practice 10 mins. per day. Week 3, practice 15 mins. per day. Week 4 practice 20 mins. per day. Week 5-10, practice 20 mins. per day. You may practice 20 mins. continuously or (2) 10- min sessions. If you have short practice sessions, describe each. If you are an experienced meditator, you may continue your usual practice and complete the daily journal.

IF YOU RECENTLY COMPLETED PSY 630, BEGIN THE MEDITATION PRACTICE WITH 15 OR 20 MINS AND CONTINUE WEEK 2-10 WITH 20 MINS.

Include the Following:

Date: Day: Length: 5, 10, 15, 20, other\_\_\_\_\_

Description of Meditation/Relaxation Experience:

e.g., "Focused on breath." "Took me about 10 mins. to settle down. I had a lot of outside thoughts. Kept thinking about assignments due tomorrow. Then relaxed and felt light,\_\_\_\_"

At night, description of general emotional state that day: e.g., "calm and confident," "anxious"

The Journal will be evaluated on the completion of entries (not content). Evidence of 40 readable journal entries that describe mindfulness practice earns 6 points.

**An Aerobic Exercise and Journal** is an option instead of the Meditation/Relaxation practice and Journal. The journal will be evaluated on the completion of entries. Evidence of 40 readable entries that describe the exercise earns 6 points. A handout describing this activity will be made available in class. It is important to note that the student should *check with their health care provider before starting* this or any other exercise program.

**DEADLINES:**

Late papers will normally be marked down according to the degree of lateness.

**"LOST PAPERS":**

Keep copies of all written papers in the unlikely event that one of your papers is "lost."

**PLAGIARISM:**

The unacknowledged use of someone else's writing as one's own constitutes intellectual dishonesty and merits an automatic "F".

**MUTUAL FEEDBACK:**

I will be asking you for feedback during class periods to monitor how this class is working for you. The overriding goal is to support your learning and preparation in becoming a professional. If I haven't asked and you have a problem with the course or the instructor, please arrange a meeting to discuss it. I am committed to the principle of open and respectful discussion as a basis for conflict resolution.

***Syllabus Revisions: Syllabus, class itinerary, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.***

LET ME KNOW IF YOU ARE HAVING DIFFICULTIES; I WANT YOU TO LEARN AND SUCCEED

**Rubrics:**

Personal Project Paper (Introduction, journal, summary)

The Personal Project demonstrates student skills in the following:

Unsatisfactory	Competent	Proficient
Introduction, journal, and summary showed poor/or no engagement in the project, identified behavioral steps describing progress, or successful completion of the project. Writing did not reflect understanding of current relevant professional literature.  Impaired graduate level writing skills. Lacks clear organization, concise, smooth expression, contains grammatical errors.	Introduction, journal, and summary showed acceptable engagement in the project, identified behavioral steps describing progress, and successful completion of the project. Writing reflected acceptable understanding of relevant professional literature.  Acceptable graduate level writing skills. For the most part, well organized, concise, smooth expression, grammatically correct, free of errors.	Introduction, journal, and summary showed excellent engagement in the project, identified behavioral steps describing progress, and successful completion of the project. Writing reflected excellent understanding of relevant professional literature.  Excellent graduate level writing skills. Clearly organized, concise, smooth expression, grammatically correct, free of errors.

Book Review

The book review demonstrates student skills in the following:

Unsatisfactory	Competent	Proficient
Paper showed poor/or no understanding of book. Captures few major concepts and themes.  Impaired graduate level writing skills. Lacking in organization, smoothness of expression, clarity of ideas, grammar, punctuation, spelling, referencing citations in text	Paper showed acceptable understanding of book. Captures some major concepts and themes.  Acceptable graduate level writing skills. Acceptable organization, smoothness of expression, clarity of ideas, grammar, punctuation, spelling, referencing citations in text	Paper showed excellent understanding of book. Captures most all major concepts and themes.  Excellent graduate level writing skills. Excellent organization, smoothness of expression, clarity of ideas, grammar, punctuation, spelling, referencing citations in text

Reflection Paper

The reflection paper demonstrates student skills in the following:

Unsatisfactory	Competent	Proficient
Paper showed poor/or no understanding of assigned reading, or did not connect key issues with personal/professional growth.  Impaired writing skills. Lacking in organization, smoothness of expression, clarity of ideas, grammar, punctuation, spelling, referencing citations in text	Paper showed acceptable understanding of assigned reading, and did connect some key issues with personal/professional growth  Acceptable graduate level writing skills. Acceptable organization, smoothness of expression, clarity of ideas, grammar, punctuation, spelling, referencing citations in text	Paper showed excellent understanding of assigned reading and in-depth connect ion of key issues with personal/professional growth.  Excellent graduate level writing skills. Excellent organization, smoothness of expression, clarity of ideas, grammar, punctuation, spelling, referencing citations in text

**EDGEWOOD COLLEGE ACADEMIC POLICIES**

**Title IX Statement:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other

protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, here are some resources to consider:

### Confidential Resources:

- Counseling Services: 663-2281, DER 206
- Health Services: 663-3262, PRD 209
- Dominican Life: 663-3451, PRD 222,
- Dane County Rape Crisis Center: 2801 Coho St #301, Madison WI 53713, (608) 251-7273

### Non-Confidential Resources:

- Title IX Coordinator: 663-4304, DER 214
- Dean of Student's Office: 663-3205, PRD 217
- Academic Dean's Office: 663-6925, DER 222

### **Incomplete Grades:**

Incompletes may only be given when they are initiated by the student and the proper procedure is followed.

1. The student submits a "Request for Incomplete" to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar's Office. The Request for Incomplete must be filed before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or emergency –a situation beyond the student's control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of "A" to "F" must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar's Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of "F" for the class.

### **Academic Honesty Policy:**

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintain high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator's name to a document or form.

- Plagiarism
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean's Office.

### **Administrative Withdrawal Policy:**

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

1. Disruptive behavior that interferes with the learning of other students
2. Lack of course prerequisite(s)
3. Lack of instructor, advisor, or departmental approval for a course
4. Academic dishonesty
5. Once registered, the student retains responsibility and financial liability for all enrolled courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

### **Privacy of Student Records – FERPA:**

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

### **LEARNER SUPPORT**

#### **Technology Assistance Center - Help Desk:**

If you are experiencing any technical problems, please contact the Technology Assistance Center:

Phone: 608-663-6900

Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

Help Desk Hours: <http://my.edgewood.edu/sites/services/itso/default.aspx>

Please be ready to provide the following information:

- Operating System: Windows Version, Macintosh OS
- Web Browser Used
- Course: Title, Instructor and Session

#### **Disability and accessibility services:**

If you are a student with a documented disability and are interested in accommodations for this course, contact the Director of Students Disability and Accessibility Services, in the Student Resource Center (DER206). Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential. If you have questions about services, accommodations, or documentation requirements contact the Director in DeRicci 206, at 663-8347.

**To make an appointment, please call 608-663-2281.** Information about services, requirements and procedures can be found the website: <http://lss.edgewood.edu>

## **Personal Counseling Services:**

A place on campus where you can talk with someone confidentially about a concern.

- Individual Counseling
- Groups
- Crisis care
- Consultation
- Outreach Presentations and Workshops

<http://counseling.edgewood.edu/>

## **Writing Center:**

If you need help in writing a paper, try the Writing Center, located in the Edgewood Library

- free, drop-in tutoring and feedback
- work with you on final touches to a nearly complete draft

<http://writing-center.edgewood.edu/>

## **Edgewood Library Resources:**

- <http://library.edgewood.edu/>
- <http://library.edgewood.edu/citing-sources> and APA style CENTRAL at <http://apastyle.org>.

***Syllabus Revisions:*** *Syllabus, class itinerary, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

**Human Sexuality and Sex Therapy**

Spring Semester 2019

Wednesday 4-5:40 p.m., 1/23-5/8 Deming Way Campus- Room, 139-B

Instructor: William Hutter, PsyD, LMFT  
Phone: 608-663-3211 (office), 608-963-4669 (cell)  
Email: WHutter@edgewood.edu  
Office hours: by appointment only

**COURSE DESCRIPTION:**

This course will introduce you to various theoretical approaches, theories, and treatment interventions, which are applicable to treating individuals, couples, and families with sex-related issues. Students will be introduced to many aspects of human sexuality, sexual function, and sexual dysfunction.

**COURSE OBJECTIVES:**

1. Engage in an ongoing process of self-examination to better understand beliefs, attitudes, and internal responses to a wide range of sexual styles and practices presented in class sessions and through homework assignments.
2. Demonstrate ability to discuss sexual issues with therapy clients, and work towards increased comfort in this area.
3. Develop skill at separating personal beliefs, values, sex practices, and preferences from the needs of a diverse client population.
4. Explore application of assessment techniques and therapy modalities that are particularly helpful or relevant to sex therapy. Demonstrate use of a brief assessment for sex issues.
5. Develop a beginning knowledge of treatment for a range of sexual issues that commonly arise in therapy, including exploring issues of scope of practice, referral resources, and ethical considerations.

**COURSE MATERIALS:**

**Textbook:**

Binik, Yitzchak, M. and Hall, Kathryn, S.K., (2014), *Principles and Practice of Sex Therapy, 5<sup>th</sup> Edition*. New York, The Guilford Press

**Articles:**

<https://www.sexualityresources.com/educational-resources>

[Therapy Experiences of Clients with BDSM Sexualities](#)

[Is Porn Harmful?](#)

[From Humiliation to Appreciation](#)

[The Sexual Revolution's Last Frontier](#)

[Sexuality and People with Disabilities](#)

[For Obese, Intimate Lives Often Suffer](#)

[This Couldn't Happen to Me: Boundary Problems and Sexual Misconduct](#)

**Videos:**

[Abortion: The Choice](#)

[Grandma’s Still Got It](#)

[Hope’s Extra Skin Weighs on Her Mind](#)

[Female Genital Mutilation in Egypt](#)

[The Purity Pledge](#)

[The Hook-up Culture](#)

Other items *may* be emailed to students as supplemental reading information.

**MFT CORE COMPETENCIES:**

It is important to understand the difference between achieving a letter grade and meeting a core competency in a clinical program (and specifically this course). Our Edgewood MFT Program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), which is part of the American Association for Marriage and Family Therapy (AAMFT). COAMFTE requires all accredited programs meet most of the 128 core competencies through the education and training of their students, with the remaining competencies met post degree. *Core competencies are the areas of knowledge and skill deemed necessary to practice marriage and family therapy.* These competencies are distributed throughout our Program and often overlap across coursework and training.

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

A letter grade in a course does not represent achievement of a competency; therefore, students will be asked to upload an artifact (to your **FolioTek** portfolio) attesting to the successful completion of a competency.

If a core competency is not met at the “competent” level, the student will be assigned remedial work at the instructor’s discretion. If the instructor determines the student is unable to meet the competencies at an acceptable level (competent or above), the instructor may require the student to repeat the course. Be aware this may result in any or all of the following: delayed graduation, delayed admittance into clinical internship, removal from clinical placements, and additional cost (tuition/fees for the repeated course).

**Assessed in this course (2 core competencies):**

Domain 2: Clinical Assessment and Diagnosis

Number	Subdomain	Competence
1.2.3	Perceptual	Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
1.3.1	Executive	Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.

**MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program’s *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/

assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

## **Addressed in this course (1 SLO):**

- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.

## **COURSE EXPECTATIONS:**

This is a “skills” oriented class; therefore, you will have ample opportunity to learn and hone your basic therapeutic skills. As in any skill building process, feedback will be frequent and ongoing. Your active and thoughtful participation is key to your success in this course; it is a valuable tool for evaluating your understanding of the materials.

## **Attendance:**

1. Please be on time. If you are going to be late or miss class, let me know prior to class. If I do not hear from you, the absence is considered “unexcused.” Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.
2. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.
3. Due to our Program’s strong emphasis on in-class learning and participation you cannot make-up points lost when you miss a class (excused or unexcused). Keep in mind you can miss one (1) class session before it impacts your course grade yet if you miss two (2) class sessions, our Program policy recommends a whole letter grade reduction. If a grade reduction occurs, you may want to consider if it would be more beneficial to withdraw from the course and retake it later.
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5. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the class.

## **Professionalism and confidentiality:**

1. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
2. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
3. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
4. For the benefit of student learning, I may discuss cases in class when appropriate and relevant. It is of utmost importance you maintain confidentiality regarding the details of the cases I discuss and refrain from discussing these cases with friends or family members.
5. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may

be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

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6. Remember any concerns with regard to your professionalism will be considered when determining your readiness for being admitted to the clinical year of study.

Important: The Professional and Personal Competence form (P&P) is our Program's tool for addressing professional and personal performance. It can be completed by any instructor or supervisor at any time. If a significant concern presents in this area, a performance improvement plan may be created by the student and approved by the instructor or supervisor to mitigate the area of concern. The Program Director reviews all P&Ps.

**GRADING AND ASSIGNMENTS:**

		A (92%+)	AB (88%- 91%)	B (82- 87%)	BC (76- 81%)	C (70- 75%)	CD (64- 69%)	D (58- 63%)	F (Below 58%)
Class participation	150	138+	132- 137	123- 131	114- 122	105- 113	96- 104	87-95	<87
Presentation on Article	25	23+	22	21-20	20-19	18-17	17-16	15-14	<13
Quiz	50	46+	45-44	43-41	42-38	37-35	34-32	31-29	<29
Sexual Scenario	25	23+	22	21-20	20-19	18-17	17-16	15-14	<13
Final Project and Paper	50	46+	45-44	43-41	42-38	37-35	34-32	31-29	<29
Total possible for course	<b>300</b>	276+	271- 264	259- 245	245- 228	227- 210	209- 192	191- 171	<171

**Assignments:**

- **Class participation** (150 points)

Your opportunity to contribute to class discussions, show your knowledge of materials assigned, interact with your peers, observe, and role-play. Point assessment (15 sessions each worth up to 10 points):

- 4 points for showing up and holding space for others to share.
- 5–10 points for actively participating in a thoughtful manner, while giving space for others.

- **Sexual Scenario** (25 points)

The educational purpose of this assignment is to provide tools to prepare students for addressing sexual concerns and issues with the clients they will encounter. Each student will write up a mock scenario with a couple presenting with at least one sexual issue. The scenario should provide basic history and info on the couple, approximately one page long (no more than two pages). Students will then swap scenarios in class and prepare an oral discussion that describes what might be going on with the couple (from a systemic perspective of course!) and how the student would suggest working with/treating this couple, ideas for interventions.

- **Final Project and Paper** (50 points)

This assignment challenges the student to choose a topic area (please check in with the instructor when you have selected your topic) that they feel is uncomfortable or challenging for them. For example, if a student is very uncomfortable and embarrassed by masturbation, they may choose to research that area and select a task to help them increase comfort level with it. Perhaps the student will view a how-to video or talk to a friend who has offered that they engage in masturbation. Another option would be for a heterosexual student to spend some time talking to a person who is homosexual about his or her experience with being gay. Past students have visited gay bars, interviewed “swingers,” watched porn for the first time, or have read “50 Shades of Grey.” Students will spend the last class sharing what their experience was with this project (informally). Please note that you may choose to NOT share any part of your experience that you deem too private or personal with others. However, please remember that hearing and talking about sexual experiences that clients encounter will eventually be part of your everyday work and growing a sense of familiarity and comfort with such topics is paramount in preparing for a career as a therapist. Please include how this project affected you, if you learned anything from it, or how it will help you in the work that you do. The educational goals of this assignment are two-fold: 1. To provide an opportunity for students to identify areas of discomfort or lack of knowledge, and to delve into these areas to challenge themselves with a better understanding of another person’s experience, and 2. To provide the opportunity for students to become more sensitive to personal differences and an array of sexual thoughts and behaviors

- **Quiz** (50 points)

This will cover class themes and terminology; comprehensive, multiple choice, short answer/essay

- **Presentation on Research Article** (25 points)

Each student will choose a scholarly article from a professional journal that is related to sexuality, sexual orientation, sex therapy, etc. (check with instructor if you have any doubts on your desired article) and make a short (5-10 min) presentation to the class describing (in an interesting and understandable manner) the main focus of the article and its findings. Be prepared to answer class questions or to be asked for a “layperson’s version” of what the article is saying! The educational goals of this assignment are as follows: 1. To help students begin to navigate the vast realm of research in the field of sex therapy or sexuality issues in couples’ work, and glean information and meaning from it and, 2. To help students develop the ability to pull main themes from articles and to develop the skill of explaining or teaching others about the content.

**Rubrics:**

<b>Assignment:</b> Quiz, Final Project and Paper				
<b>Core Competency:</b> 1.2.3; 1.3.1			<b>Student Learning Objectives:</b> 5	
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Thorough understanding and coverage of all material.  Attends to diverse contextual systems.  Score of 92% or higher	Moderate understanding and coverage of all material.  Clear explanations of assessment practices.  Attends to diverse contextual systems.  Score of 88-91%	Basic understanding and coverage of material.  General explanations of assessment practices.  Attends to diverse contextual systems.  Score of 80-87%	Minimal understanding and coverage of materials.  Vague explanations of assessment practices.  Minimally attends to diverse contextual systems.  Score between 79-76%	Significant problems with material.  Poor explanations. Omits key aspects.  Does not recognize or attend to diverse contextual systems.  Score <76

<b>Assignment:</b> Presentation, Sexual Scenario				
<b>Core Competency:</b> 1.2.3; 1.3.1			<b>Student Learning Objectives:</b> 5	
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Thorough plan and presentation of issues related to sexuality, sexual orientation, sex therapy, etc.  Comprehensively engages class and attends to diverse contextual systems.  Strong understanding, delivery, and rationale for interventions.	Moderate plan and presentation of issues related to sexuality, sexual orientation, sex therapy, etc.  Effectively engages class and attends to diverse contextual systems.  Clear understanding, delivery, and rationale for interventions.	Basic plan and presentation of issues related to sexuality, sexual orientation, sex therapy, etc.  Engages with class and attends to diverse contextual systems.  General understanding, delivery, and rationale for interventions.	Minimal plan and presentation of issues related to sexuality, sexual orientation, sex therapy, etc.  Minimally engages with class yet recognizes diverse contextual systems.  Vague understanding, delivery, and rationale for interventions.	Significant problems with plan and presentation of issues related to sexuality, sexual orientation, sex therapy, etc.  Problems with engaging class and recognizing diverse contextual systems.  Poor understanding, delivery, and rationale for interventions.

**Edgewood College Academic Policies**

**Title IX Statement:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, here are some resources to consider:

Confidential Resources:

- Counseling Services: Megan Cobb [mcobb@edgewood.edu](mailto:mcobb@edgewood.edu), 663-2281, DER 206
- Health Services: Kimberly Moreland, 663-3262, PRD 209, [kmoreland@edgewood.edu](mailto:kmoreland@edgewood.edu)
- Dominican Life: Mary Klink, 663-3451, PRD 222, [MKlink@edgewood.edu](mailto:MKlink@edgewood.edu)

- Dane County Rape Crisis Center: 2801 Coho St #301, Madison WI 53713, (608) 251-7273

## Non-Confidential Resources:

- Title IX Coordinator: Pam LaValliere 663-4304, DER 214, [plavalliere@edgewood.edu](mailto:plavalliere@edgewood.edu)
- Dean of Student's Office: Tony Chambers 663-3205, PRD 217, [tchambers@edgewood.edu](mailto:tchambers@edgewood.edu)
- Academic Dean's Office: Kelley Grorud 663-6925, DER 222, [kgrorud@edgewood.edu](mailto:kgrorud@edgewood.edu)

### **Incomplete Grades:**

Incompletes may only be given when they are initiated by the student and the proper procedure is followed.

1. The student submits a "Request for Incomplete" to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar's Office. The Request for Incomplete must be filed before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or emergency –a situation beyond the student's control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of "A" to "F" must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar's Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of "F" for the class.

### **Academic Honesty Policy:**

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- Cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator's name to a document or form.
- Plagiarism
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean's Office.

### **Administrative Withdrawal Policy:**

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

1. Disruptive behavior that interferes with the learning of other students
2. Lack of course prerequisite(s)
3. Lack of instructor, advisor, or departmental approval for a course
4. Academic dishonesty
5. Once registered, the student retains responsibility and financial liability for all enrolled courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

### **Privacy of Student Records – FERPA:**

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

### **Edgewood College Learner Support Services**

#### **Technology Assistance Center - Help Desk:**

If you are experiencing any technical problems, please contact the Technology Assistance Center:

Phone: 608-663-6900

Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

Help Desk Hours: <http://my.edgewood.edu/sites/services/itso/default.aspx>

Please be ready to provide the following information:

- Operating System: Windows Version, Macintosh OS
- Web Browser Used
- Course: Title, Instructor and Session

#### **Disability and Accessibility Services:**

If you are a student with a documented disability and are interested in accommodations for this course, contact the Director of Students Disability and Accessibility Services, in the Student Resource Center (DER206). Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential. If you have questions about services, accommodations, or documentation requirements contact the Director in DeRicci 206, at 663-8347.

**To make an appointment, please call 608-663-2281.** Information about services, requirements and procedures can be found the website: <http://lss.edgewood.edu>

#### **Personal Counseling Services:**

A place on campus where you can talk with someone confidentially about a concern.

- Individual Counseling
- Groups
- Crisis care
- Consultation
- Outreach Presentations and Workshops

<http://counseling.edgewood.edu/>

#### **Writing Center:**

If you need help in writing a paper, try the Writing Center, located in the Edgewood Library

- free, drop-in tutoring and feedback
- work with you on final touches to a nearly complete draft

<http://writing-center.edgewood.edu/>

**Edgewood Library Resources:**

- <http://library.edgewood.edu/>
- <http://library.edgewood.edu/citing-sources> and APA style CENTRAL at <http://apastyle.org>.

***Syllabus Revisions:*** *Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

*Spring 2019 Class Schedule*

DATE	TOPICS	ASSIGNMENTS & READINGS (due for date listed)
1/23	• Syllabus & assignments/expectations	
1/30	• Anatomy, Sexual Development & Reproduction	
2/6	• Sex Therapy for Sexual Dysfunction (Desire and Arousal)	Part I. Binik and Hall
2/13	• Sex Therapy for Sexual Dysfunction (Orgasm and Pain)	Part I. Binik and Hall
2/20	• Sex Therapy for Other Sexual Disorders	Part II. Binik and Hall
2/27	• Therapeutic Challenges for Sex Therapy (Specific Groups)	Part III. Binik and Hall
3/6	• <b>No Class</b>	<b>No Class</b>
3/13	• Therapeutic Challenges for Sex Therapy (Medical Problems & Lifespan Changes)	Part III. Binik and Hall
3/20	• <b>SPRING BREAK</b>	<b>NO CLASS</b>
3/27	• Discussion of articles	<b>Read all articles by this date</b>
4/3	• Discussion of videos	<b>View all videos by this date</b>
4/10	• <b>QUIZ</b>	<b>QUIZ</b>
4/17	• Sexual Scenario Activity	<b>Sexual Scenario Assignment</b>
4/24	• <b>Presentations</b>	<b>Research Article Presentation</b>
5/1	• <b>Presentations (cont.)</b>	<b>Presentations</b>
5/8	• Semester Wrap-up	<b>Final Project Sharing Session</b>
5/15	• Final Exam Week— <b>MAKE-UP CLASS</b>	

**ASSESSMENT IN MARRIAGE & FAMILY THERAPY and SUBSTANCE USE DISORDERS**

Spring Semester 2019

Wednesday 6–9 p.m., 1/23-5/8 Deming Way Campus- Room, 143

Instructor: William Hutter, PsyD, LMFT  
Phone: 608-663-3211 (office), 608-963-4669 (cell)  
Email: WHutter@edgewood.edu  
Office hours: by appointment only

**COURSE DESCRIPTION:**

Overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments.

The purpose of this course is to assist students in acquiring knowledge related to the use and application of systemic theories as related to the profession of marriage and family therapy. This course will address theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships.

**COURSE MATERIALS:**

[TIP 35: Enhancing Motivation for Change in Substance Abuse Treatment](#)

[TIP 34: Brief Interventions and Brief Therapies for Substance Abuse](#)

Other items will be emailed to students as supplemental reading information.

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**Assessed in this course (2 core competencies):**

## Domain 2: Clinical Assessment and Diagnosis

Number	Subdomain	Competence
2.1.4	Conceptual	Comprehend individual, marital, couple and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.
2.1.6	Conceptual	Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.

**MFT STUDENT LEARNING OUTCOMES (SLOs):**

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Quizzes	100
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46+	45-44	43-41	42-38	37-35	34-32	31-29	<29
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276+	275- 264	263- 246	245- 228	227- 210	209- 192	191- 174	<174

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Your opportunity to contribute to class discussions, show your knowledge of materials assigned, interact with your peers, observe, and role-play.

Point assessment (15 sessions each worth up to 10 points):

- 4 points for showing up and holding space for others to share.
- 5–10 points for actively participating in a thoughtful manner, while giving space for others.

**Assignments:**

- **Quizzes** (100 points total)

Quizzes are a way to assess learners’ ability to comprehend the material, and, in part, to determine if core competencies have been achieved. You will have three quizzes during this course. One on SUD from the TIPS, one on risk assessment, and the third one is a general assessment and mental health quiz. They will include multiple choice, true/false questions and/or short answer/essay questions.

- **Presentation** (50 points)

Students will present one assessment tool of their choosing. The presentation should consist of an overview of the test, including, but not limited to: its reliability and validity information; populations it can be used with; limitations of the assessment tool; how to score; information gained from this tool; issues related to culture; your own personal likes and dislikes of the assessment tool, and a demonstration of the tool. The presentation should be no less than 15 minutes in length.

**Rubrics:**

Assignment: Quizzes				
Core Competency: 2.1.4, 2.1.6			Student Learning Objectives: 5	
5 SUPERIOR	4 VERY GOOD	3 COMPETENT	2 FAIR	1 POOR
Thorough understanding and coverage of all material.	Moderate understanding and coverage of all material.	Basic understanding and coverage of material.	Minimal understanding and coverage of materials.	Significant problems with material.
Attends to diverse contextual systems.	Clear explanations of assessment practices.	General explanations of assessment practices.	Vague explanations of assessment practices.	Poor explanations. Omits key aspects.
Score of 92% or higher	Attends to diverse contextual systems.	Attends to diverse contextual systems.	Minimally attends to diverse contextual systems.	Does not recognize or attend to diverse contextual systems.
	Score of 88-91%	Score of 80-87%	Score between 79-76%	Score <76

Assignment: Presentation				
Core Competency: 2.1.4, 2.1.6			Student Learning Objectives: 5	
5 SUPERIOR	4 VERY GOOD	3 COMPETENT	2 FAIR	1 POOR

Thorough plan and presentation of assessment tools and techniques.	Moderate plan and presentation of assessment tools and techniques.	Basic plan and presentation of assessment tools and techniques.	Minimal plan and presentation of assessment tools and techniques.	Significant problems with plan and presentation of assessment tools and techniques.
Comprehensively engages class and attends to diverse contextual systems.	Effectively engages class and attends to diverse contextual systems.	Engages with class and attends to diverse contextual systems.	Minimally engages with class yet recognizes diverse contextual systems.	Problems with engaging class and recognizing diverse contextual systems.
Strong understanding, delivery, and rationale for interventions.	Clear understanding, delivery, and rationale for interventions.	General understanding, delivery, and rationale for interventions.	Vague understanding, delivery, and rationale for interventions.	Poor understanding, delivery, and rationale for interventions.

**Edgewood College Academic Policies**

**Title IX Statement:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, here are some resources to consider:

**Confidential Resources:**

- Counseling Services: Megan Cobb [mcobb@edgewood.edu](mailto:mcobb@edgewood.edu), 663-2281, DER 206
- Health Services: Kimberly Moreland, 663-3262, PRD 209, [kmoreland@edgewood.edu](mailto:kmoreland@edgewood.edu)
- Dominican Life: Mary Klink, 663-3451, PRD 222, [MKlink@edgewood.edu](mailto:MKlink@edgewood.edu)
- Dane County Rape Crisis Center: 2801 Coho St #301, Madison WI 53713, (608) 251-7273

**Non-Confidential Resources:**

- Title IX Coordinator: Pam LaValliere 663-4304, DER 214, [plavalliere@edgewood.edu](mailto:plavalliere@edgewood.edu)
- Dean of Student’s Office: Tony Chambers 663-3205, PRD 217, [tchambers@edgewood.edu](mailto:tchambers@edgewood.edu)
- Academic Dean’s Office: Kelley Grorud 663-6925, DER 222, [kgrorud@edgewood.edu](mailto:kgrorud@edgewood.edu)

**Incomplete Grades:**

Incompletes may only be given when they are initiated by the student and the proper procedure is followed.

1. The student submits a “Request for Incomplete” to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar’s Office. The Request for Incomplete must be filed before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or emergency –a situation beyond the student’s control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of “A” to “F” must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar’s Office before the 10-week period is completed.

5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of "F" for the class.

**Academic Honesty Policy:**

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintain high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator's name to a document or form.
- Plagiarism
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean's Office.

**Administrative Withdrawal Policy:**

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

1. Disruptive behavior that interferes with the learning of other students
2. Lack of course prerequisite(s)
3. Lack of instructor, advisor, or departmental approval for a course
4. Academic dishonesty
5. Once registered, the student retains responsibility and financial liability for all enrolled courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

**Privacy of Student Records – FERPA:**

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

**Edgewood College Learner Support Services**

**Technology Assistance Center - Help Desk:**

If you are experiencing any technical problems, please contact the Technology Assistance Center:

Phone: 608-663-6900

Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

Help Desk Hours: <http://my.edgewood.edu/sites/services/itso/default.aspx>

Please be ready to provide the following information:

- Operating System: Windows Version, Macintosh OS

- Web Browser Used
- Course: Title, Instructor and Session

### **Disability and Accessibility Services:**

If you are a student with a documented disability and are interested in accommodations for this course, contact the Director of Students Disability and Accessibility Services, in the Student Resource Center (DER206). Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential. If you have questions about services, accommodations, or documentation requirements contact the Director in DeRicci 206, at 663-8347.

**To make an appointment, please call 608-663-2281.** Information about services, requirements and procedures can be found the website: <http://lss.edgewood.edu>

### **Personal Counseling Services:**

A place on campus where you can talk with someone confidentially about a concern.

- Individual Counseling
- Groups
- Crisis care
- Consultation
- Outreach Presentations and Workshops

<http://counseling.edgewood.edu/>

### **Writing Center:**

If you need help in writing a paper, try the Writing Center, located in the Edgewood Library

- free, drop-in tutoring and feedback
- work with you on final touches to a nearly complete draft

<http://writing-center.edgewood.edu/>

### **Edgewood Library Resources:**

- <http://library.edgewood.edu/>
- <http://library.edgewood.edu/citing-sources> and APA style CENTRAL at <http://apastyle.org>.

***Syllabus Revisions:*** *Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

## SPRING 2019 Class Schedule

DATE	TOPICS	ASSIGNMENTS & READINGS (due for date listed)
1/23	<ul style="list-style-type: none"> <li>Syllabus &amp; assignments/expectations</li> <li>In-class exercise</li> </ul>	
1/30	<ul style="list-style-type: none"> <li>Intake Interviewing; Behavioral Observations;</li> <li>Report Writing</li> </ul>	
2/6	<ul style="list-style-type: none"> <li>Initial Assessment; Interviewing Skills</li> </ul>	60-Minute Interview
2/13	<ul style="list-style-type: none"> <li>Substance Use Disorder (SUD)</li> </ul>	TIP 35 ( <i>Chapters 1-3; Appendix B</i> )
2/20	<ul style="list-style-type: none"> <li>SUD (continued)</li> </ul>	TIP 34 ( <i>Chapters 2,3,8; Appendix B</i> ) <b>QUIZ</b>
2/27	<ul style="list-style-type: none"> <li>Assessing Safety</li> </ul>	
3/6	<ul style="list-style-type: none"> <li><b>OUT OF CLASS ACTIVITY</b></li> <li>Psychological Evaluations</li> </ul>	<ul style="list-style-type: none"> <li><b>OUT OF CLASS ACTIVITY</b></li> </ul> <p>You will be provided 2 reports. After reading them, create your own treatment plan and be prepared to discuss in class.</p>
3/13	<ul style="list-style-type: none"> <li>Assessing Safety (cont.)</li> </ul>	<b>QUIZ</b>
3/20	<ul style="list-style-type: none"> <li><b>SPRING BREAK-NO CLASS</b></li> </ul>	
3/27	<ul style="list-style-type: none"> <li>Self-Report Measures</li> <li>Assessing Mood</li> </ul>	
4/3	<ul style="list-style-type: none"> <li>Intellectual, Achievement, and Neurological Assessments</li> </ul>	
4/10	<ul style="list-style-type: none"> <li>Assessing Children, Couples, Families</li> </ul>	<b>QUIZ</b>
4/17	<ul style="list-style-type: none"> <li>Giving Assessments and Feedback</li> </ul>	<b>This will be conducted in class</b>
4/24	<ul style="list-style-type: none"> <li>Presentations</li> </ul>	<b>IN-CLASS PRESENTATIONS</b>
5/1	<ul style="list-style-type: none"> <li>Presentations (if needed)</li> <li><b>IN CLASS ACTIVITY</b></li> </ul>	<b>IN-CLASS PRESENTATIONS (if needed)</b>
5/8	<ul style="list-style-type: none"> <li>Wrap-up</li> </ul>	<b>VIDEO-ANATOMY OF A SUICIDE</b>
5/15	<ul style="list-style-type: none"> <li>Final's Week—<b>MAKE-UP CLASS (if needed)</b></li> </ul>	

**Marital & Couple Therapy- BLENDED FORMAT**

Spring Semester 2019

Thursday, 6:00-9:00 P.M.

**1/24-In person Deming Campus 150**

**1/25-2/13 Online**

**2/14 In person Deming Campus 150**

**2/14-3/13 Online**

**3/14-In Person Deming Campus 150**

**3/15-4/24 Online**

**4/25- In Person Deming Campus 150**

**4/26-5/08 Online**

**5/9- In Person Deming Campus 150**

Instructor: Tammy J. Conrad, MS, and LMFT

Phone: 608-345-1325 (cell)

Email: Tconrad@edgewood.edu

Office hours: By appointment

**COURSE DESCRIPTION:**

This course is designed to provide an exploration and application of theories and methods used in marital and couple therapy using a systemic perspective. Major theoretical approaches will be examined to develop a framework within which the student can understand the nature of intimate relationships and the dynamics of marital and couple therapy.

**COURSE MATERIALS:**

**Required:**

Prepare and Enrich Web code-Directions to log in to the facilitator site are in Blackboard in Module #1.

Weeks, G & Fife, S (2014) *Couples in Treatment*. New York: Routledge

**Recommended but not required:**

Gottman, J. (2015) *The Seven Principles for Making Marriage Work*. New York: Three Rivers Press

Johnson, S. (2004) *The Practice of Emotionally Focused Couple Therapy*. New York & Hove: Brunner-Routledge

Gurman, A., Lebow, J., Snyder, D., (2015) *Clinical Handbook of Couple Therapy*. New York: The Guilford Press

Gurman, A., (2010), *Clinical Casebook of Couple Therapy*. New York: The Guilford Press

Johnson, S. (2013) *Love Sense*. New York: Little Brown & Company

Johnson, S, Bradley, B., Furrow, J., Lee, A., Palmer G., Tilly D., Wooley S., (2005) *Becoming an Emotionally Focused Couple Therapist: The Workbook*. New York: Routledge

Rastogi, M & Thomas, V (2009) *Multicultural Couples Therapy*. Sage

Taibbi, R. (2009) *Doing Couple Therapy*. New York: Guilford Press.

**Additional readings may be provided during the course**

**MFT CORE COMPETENCIES:**

**Assessed in this course (core competencies):**

It is important to understand the difference between achieving a letter grade and meeting a core competency in a clinical program (and specifically this course). The Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), which is part of the American Association for Marriage and Family Therapy (AAMFT), accredits our Edgewood MFT Program. COAMFTE requires all accredited programs meet most of the 128 core competencies through the education and training of their students, with the remaining competencies met post degree. Core competencies are the areas of knowledge and skill deemed necessary to practice marriage and family therapy. These competencies are distributed throughout our Program and often overlap across coursework and training.

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

A letter grade in a course does not represent achievement of a competency; therefore, students will be asked to upload an artifact (to your Foliotek portfolio) attesting to the successful completion of a competency.

If a core competency is not met at the “competent” level, the student will be assigned remedial work at the instructor’s discretion. If the instructor determines the student is unable to meet the competencies at an acceptable level (competent or above), the instructor may require the student to repeat the course. Be aware this may result in any or all of the following: delayed graduation, delayed admittance into clinical internship, removal from clinical placements, and additional cost (tuition/fees for the repeated course).

## Domain 1: Admission to Treatment

Number	Subdomain	Competence
1.1.1	Conceptual	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.
1.2.1	Perceptual	Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, and social context).

## Domain 2: Clinical Assessment and Diagnosis

Number	Subdomain	Competence
2.1.4	Conceptual	Comprehend individual, couple, and family assessment instruments appropriate to presenting problem and practice setting.
2.3.7	Executive	Elicit a relevant and accurate biopsychosocial history to understand the context of the clients’ problems.

## **MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program’s *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

## **Addressed in this course (2 SLOs):**

- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.
- SLO 7: Professional identity as Marriage and Family Therapist—Students will clearly identify themselves within the profession of Marriage and Family Therapy.

## **COURSE EXPECTATIONS:**

Learning is a collaborative process. Integrating theories and research with clinical experiences and lived experiences in class will help us make relevant connections with systemic thinking and processes. Your active and thoughtful participation is key to your success in this course; it is a valuable tool for evaluating your understanding of the materials. Having the assigned readings and assignments completed by the required due date is essential to class participation. This is a “skills” oriented class; therefore, you will have ample opportunity to learn and hone your basic therapeutic skills. As in any skill building process, feedback will be frequent and ongoing. Your active and thoughtful participation is key to your success in this course; it is a valuable tool for evaluating your understanding of the materials.

## **Attendance:**

1. In this blended format, we have 5 in-person class periods. Attendance at these 5 classes is mandatory. Arriving on time and staying until class is over is expected. In-person class time will be spent practicing interventions and strategies discussed in readings and videos between scheduled in-person class periods. Exceptions to the in-class attendance policy may be made in the case of dangerous weather conditions or medical/family emergencies; however, you will be responsible for making up missed in class time. Please discuss make up options with your instructor.
2. In a blended course, you are **required** to show up **online** as well as in person. This course is designed to be highly active and interactive in which you contribute and respond to the contributions of others. You should plan to log on and participate in the course at least 4-6 times each week. This environment requires flexibility to participate in online discussions and other online class projects with your peers. **Time management is essential when scheduling your online class time.** Completion of assignments by all of the assigned due dates is required. Review your online course calendar for all due dates. Please do not "drop out" for a period of time and then expect to "drop back in". If your business/personal obligations or illness require you to be absent for an extended period of time online, please contact me to discuss your options. Since you can access this course from nearly anywhere, there should be little likelihood of missed online work or 'Online Absence'.
3. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the class. For more detailed information regarding the college policy on incompletes please refer to page 19 of this syllabus.

## **Course Participation:**

Course participation is your opportunity to contribute to your professional development and showcase your professionalism and knowledge of materials assigned in this class as well as from previous classes. Course participation points are determined by your professional and collaborative interaction with peers in several activities including online WIKIs, Voice Threads, discussions, skills-building activities, role-playing activities, individual presentations and group presentations. Keep in mind your classroom experience is blended. Your

class participation includes your online environment as well as your in-person environment. Please do not lose sight of this.

Active online engagement is essential in this course. Below are the rubrics for written work, online discussions, WIKIS, Voice Threads and on-line or in-person presentations.

**Rubrics for Written Assignments:**

- Student turns in assignments by uploading into Blackboard by the specified due date.
- Assignments are typed and double-spaced
- Student uses spelling and grammar check
- Student cites and quotes the sources
- Students follows & uses APA style formatting
- Student incorporates into narrative format all required information indicated in assignment directions and specific assignment rubrics.
- Student provides a hard copy of all uploaded work to the instructor
- Student uses the Writing/Learning Center if assistance is needed in academic reading, writing or basic computer use.

**Rubrics: for Online Video/Oral Blogs, Voice Threads and/or Presentations:**

- Student completes presentation by specified due date.
- Student makes eye contact with the audience
- Students uses paper or notes as a guide but does not read verbatim from the paper or notes.
- Students speaks clearly
- Student speaks loud enough for all students to hear
- Student checks audio/video to ensure a quality audio/video sound and picture
- Student speaks at a regulated pace (not to fast, not to slow)
- Student eliminates “umms”, “ahhs”, “so, yeahs” or other filler words that are commonly used during presentations.
- Students keeps audience engaged and interested
- Student covers salient and relevant information from the assignment directions and in specific assignment rubrics within the time frame allotted.
- Student directs presentation to the audience specifically identified on the assignment.
- Student uses innovative & creative presentation techniques to present information
- Student dresses professionally
- Student responds to colleagues professionally
- Student provides reference/bibliography with active links

**Rubrics for Online Discussions, Blogs & Wikis:**

**Primary Post = Your personal response to a discussion prompt**

\_\_\_ Exemplary = Addresses the discussion prompt and clearly indicates understanding of course readings. Includes appropriate quotations and active links to online resources. Gets straight to the point and is clearly worded. Is posted by the initial due date.

\_\_\_ Proficient = Addresses some of the elements of the discussion prompt. Quotations from the reading support the main point. Is posted by the initial due date.

\_\_\_ Adequate = Addresses one element of a prompt but fails to completely deal with the topic. Is not posted by the initial due date.

\_\_\_ Substandard = Misses elements of the prompt and/or there is excessive quoting from the readings without any significant supporting evidence of the topic. Is not posted by the initial due date.

**Replies = Comments on the postings of your peers-you must respond to your colleagues' primary posts and to colleagues who responded to your posts. You must be certain to ensure that all peers have an interactive reply/response engagement.**

\_\_\_ Exemplary = Posted in a timely manner and enhances the class discussion. Use a variety of response techniques (listed below). Number of responses meets or exceeds the criteria detailed in the syllabus or provided in the directions for on-line discussions giving by the instructor.

\_\_\_ Proficient = Includes questions that move beyond yes or no answers and elicits discussion with other participants. Submitted with time for your peers to reply before due date. Uses a variety of response techniques.

\_\_\_ Adequate = Uses limited (fewer than 3) response techniques. Include questions that do not move beyond yes or no answers and fails to elicit responses from other participants. Submitted late & did not allow time for peer to respond before due date.

\_\_\_ Substandard = Fails to use specific response techniques. Includes unclear questions that do not move beyond yes or no answers and/or fail to respond to peers' postings. Falls short of required minimum and occurs near the end of or after the due date.

**Response Techniques**

1. Expand on the topic.
2. Offer a different perspective.
3. Provide an online resource relevant to the topic (include a hyperlink).
4. Provide a summary of the ideas posted so far (This may be a good approach to use when you come late to the conversation).
5. Ask an open ended and on topic questions.

**Professionalism and confidentiality:**

1. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
2. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.

3. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
4. For the benefit of student learning, I may discuss cases in class when appropriate and relevant. It is of utmost importance you maintain confidentiality regarding the details of the cases I discuss and refrain from discussing these cases with friends or family members.
5. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual. For more information on Edgewood’s academic honesty policy, please refer to page 20 in this syllabus.
6. Remember any concerns with regard to your professionalism will be considered when determining your readiness for being admitted to the clinical year of study.

**Important:** The Professional and Personal Competence form (P&P) is our Program’s tool for addressing professional and personal performance. It can be completed by any instructor or supervisor at any time.  
If a significant concern presents in this area, a performance improvement plan may be created by the student and approved by the instructor or supervisor to mitigate the area of concern. The Program Director reviews all P&Ps

**GRADING AND ASSIGNMENTS:** Your course work prepares you for becoming a professional. I encourage you to stay current. Once you fall behind it is difficult to catch up. In addition to attendance, participation and completion of all graded assignments, meeting the personal and professional & course core competency expectations are all requirements for the successful completion of this course.

#### **Rubrics for Course Participation Points:**

**Exemplary-137-150 points:** Student actively participates beyond course expectations in blended classroom activities including online discussions, blogs, wikis, journals, Voice-Thread, skills building, role-playing exercises, individual & group presentations, reflections and other assignments contributing to the overall understanding of the class. Student demonstrates exceptional level of professional and personal conduct in and outside of classroom environment as identified on core competencies.

**Proficiency-123-136 points:** Student actively participates at course expectations in blended classroom activities including online discussions, blogs, wikis, journals, Voice-Thread, skills building, role-playing exercises, individual & group presentations, reflections and other assignments contributing to the overall understanding of the class. Student demonstrates proficient level of professional and personal conduct in and outside of classroom environment as identified on core competencies.

**Adequate-113-122 points:** Student moderately participates yet demonstrates inconsistencies in participating in blended classroom activities including online discussions, blogs, wikis, journals, Voice-Thread, skills building, role-playing exercises, individual & group presentations, weekly reflections and other assignments contributing to the overall understanding of the class. Student demonstrates moderate level of professional and personal conduct in and outside of classroom environment as identified on core competencies.

**Substandard-0-112 points:** Student demonstrates unpreparedness for class, was disruptive during class, did not participate in blended classroom activities or arrives to the discussions too late to have meaningful engagement with others; including online discussions, blogs, wikis, journals, Voice-Thread, skills building, role-playing exercises, individual & group presentations, weekly reflections and other assignments contributing to the overall understanding of the class. Student demonstrates poor level of professional and personal conduct in and outside of classroom environment as identified on core competencies.

**Course Activities:**

**Role-playing & Skills Building:** Role-playing & skills building exercises are requirements for passing this course. When role-playing you will be in client character, as a therapist, co-therapist or as an observer. You will be experiencing what it may be like to sit in the therapy chair as client couple or as therapist. All students are expected to participate in-class role-playing, out of class role-playing including the recording of “mock” sessions and providing feedback to peers. MFTs in training are evaluated on:

- a. Flexibility and structure in guiding process, understanding context and being open to alternative ways of being or thinking.
- b. Ability to stay in role (couple or therapist)
- c. Peer & instructor feedback
- d. Self-reflection
- e. Competence in ability to hold the relationship as the client and to monitor personal reactions while in therapist/observer role.

**Journal Reflections:**

- Each student will keep a personal reflective journal in Blackboard. You will integrate course content with experiences related to your process of becoming a marital and couples’ therapist and the profession of systemic relational therapy. The journal entries can range from 300-500 words. Please do not include any information that would violate the privacy rights of another person, including peers, colleagues or clients.
- As a precaution complete your journal in Word, then cut and paste it into the journal space in BB. Do not upload your word document. Please use the cut and paste feature. No hard copies of journals will be accepted. Journals must be submitted through the journal link in BB.
- The journals are private and no one else will see them. There are four journal entries for this course. In each journal, you will reflect upon the intersectionality of the readings, Prepare & Enrich online training, movies, videos, WIKIS, Voice Threads, podcasts, research articles, role-plays, individual & group presentations, and your personal experiences on becoming a relational/ couples’ therapist for each module.

**VOICE THREADS****Movie Review**

Each student will create a Voice-Thread enhanced movie review with slides that will include video, audio and text. The entire VT will be no longer than 15 minutes and will include no more than 10 slides. The Movie VT review will include the following:

**1) Overview:**

- a) An overview of the movie identifying plot/storyline, main characters and main relationship,
- b) How, if applicable, were you able to move away from the ‘datedness’ of the movie (if applicable) and remain focused on the relationship within the movie?
- c) As an observer and couples’ therapist, what strategies or skills did you need to employ to remain focused on the relationship and not take sides as you watched the movie? (Use specific examples from Weeks, Part One, Chapters 1-9 and any additional videos, readings or PPT presentations found in Module One of the blended courses)

**2) Application of previous theories, concepts, key terms of marital and couples' therapy and journal articles from previous semesters:**

- a) Context:
  - i. Describe the marital/couple relationship, including the cultural, historic, occupational context and life cycle position of the partners. Be sure to address the role that time played in this movie. (When was it made? What was happening in the world? What was the political/religious climate of the time?)
- b) Theories:
  - i. Relate what you viewed in the movie to the various systems theories discussed in semester one.
- c) Communication Patterns/Triangles/Alliances/Coalitions:
  - i. Identify the communication patterns, the triangles, alliances or coalitions of the partners.
- d) Definition of the relational problem:
  - i. Consider personality traits, beliefs, values, stressors and patterns of habit each partner brings to the relationship.
  - ii. Identify what you perceived as each partners' definition of the problem.
  - iii. Describe the family of origin effects on the marital/couple relationship.
  - iv. Describe the effects the couple relationship had on other family members and mutual friends.
- e) Evolution of the relationship
  - i. Discuss the changes that occur in the relationship between the partners over the course of the movie.
- f) Conceptualization:
  - i. Discuss how you would conceptualize the case, providing your best narrative discussion of a couples' treatment plan of action and articulate the reasoning used during your decision-making process.

**3) Personal Reflection:**

- a) Examine your motives related to your worldview, ethical behaviors, and basic beliefs about who you are and who the couple is from your perspective. Consider the questions, thoughts, opinions or bias that came to you as you viewed the rules and expectations played out in the movie. Consider the role as a couples' therapist in treating the relationship and how, if applicable, you might challenge the status quo of the relationship. What does your reflection tell you about the type of couples' therapist you strive to become?
- b) What new insights into marital/couple therapy did you gain from your viewing and your reflection?

**4) Resources:**

- a) An interactive tour of web links, bibliotherapy guides or videos where clinicians or clients could go to learn more about issues presented in the movie.

**PART TWO:** Review your colleagues VTs and engage in a VT discussion with your colleagues about their movie review. Be sure to respond to your colleagues when they make a comment or ask a question about your voice thread. Use the rubrics from this syllabus as a guide for interaction.

**Clinical and Consumer Book Review:****PART ONE:**

Each student will read a:

1. Clinical Book related to Couples/Relational/Marital Therapy **AND**

## 2. Consumer-Focused Book related to Couples/Relational/Marital Therapy

Each student will create **two** Voice-Thread enhanced book reviews with slides that include video, audio and text. The VT will be geared toward practicing clinicians if reviewing a clinical book, and toward the public if you are reviewing a consumer book. Assume that your audience does not know you and has never heard of or read the book you are reviewing. The Voice Thread book review will include no more than five slides and be no more than 15 minutes total. The slides and video must include the following:

### 1. Overview:

- a. The books' relevancy to today and today's couples and therapists, three salient points from the book, who you would recommend this book to and a discussion of what led to your choice in this recommendation.
- b. A critical reflection on what the author identifies as effective ways of creating a healthy relationship. (What theory or theories drive the author's model definition of a healthy relationship?)

### 2. Application:

- a. A discussion of one section of the book for which to demonstrate your understanding in greater detail.
- b. A purposeful demonstration of the concepts described in the book using concrete & specific examples. The demonstration will include one or more of the following:
  - i. The teaching of a specific intervention
  - ii. The teaching of or the demonstrated use of psycho-education
  - iii. A role-play in which you apply the techniques to a couple who has agreed to role play with you.

### 3. Critique:

- a. A respectful critique of the book with examples and research to back up your critique.

### 4. Reflection:

- a. A description of what you learned about marriage/couple relationships from this book and how it will shape your process toward becoming a marital and couples' therapist.

### 5. Resources:

- a. An interactive tour of web links, bibliotherapy guides or videos where clinicians or clients could go to learn more.

**\*\*Please obtain informed consent from your role play couple informing them that the demonstration will be shared with the class and your instructor. You can use one another as role players for your demonstration. However, informed consent is still expected and must be documented in the project.**

**PART TWO:** Review **six** of your colleagues VTs and engage in a VT discussion with them about their book and about their presentation. Be sure to respond to your colleagues when they make a comment or ask a question about your voice thread. Use the rubrics from this syllabus as a guide for interaction.

### **MFT Teaching Group Presentation**

You have been assigned to a small group of three or four other peers. Together you and your peers will choose a topic of interest specifically related to couples'/relationship therapy. Your group will plan a 30-minute in person presentation with a presenter led question, answer and comment session to test the knowledge of your peers. The presentation must be relationally focused. You and your group are expected to be the experts in your chosen topic area. This is a formal presentation. Dress and professional competencies will be taken into consideration. Your peers will critique your presentation and performance. This feedback will be used as the primary grade for this assignment.

Students will provide their colleagues with pdfs or links to their resources, a one-two page overview handout, a reference page (with active web links) and/or a PPT or Prezi created for your presentation. Colleagues must be able to access all of your presentation materials in the Discussion Forum of Blackboard.

You can research the work of specific nationally and/or internationally renowned couple/relationship therapist. Some examples include: [David Schnarch](#), [Eve Lipchik](#), [Frank Dattalio](#), [Terry Real](#), [Esther Perel](#), [Brent Atkinson](#), [Pat Love](#), [Harville Hendrix & Helen Hunt](#), [Michele Weiner-Davis](#), [Bill Doherty](#), [Janis Abrams Spring](#) or choose a specific topic of marital and couples therapy that has not been covered in this class.

Students will use Blackboard Discussion Forum to identify their MFT Teaching Presentation Topic. Duplications are prohibited. Topics will be approved on a first come basis via Blackboard discussion forum. See your syllabus for the topic sign up deadline.

**PART TWO:** Critique your colleagues MFT Teaching Presentation the night of the presentation using the feedback form provided.

## **DISCUSSION FORUMS & WIKI ACTIVITIES:**

This course is divided into four Modules. Each module will include ONE in depth discussion and ONE comprehensive WIKI. Please check the online site to see a description of the discussions and the WIKIs.

## **WRITTEN ASSIGNMENTS:**

### **Parental Marital Analysis/Family Study**

Each student will research and describe the couple relationships in his/her own family life (parents [preferred], grandparents, aunts, and uncles, siblings [approval of instructor]). The couple does not have to be married. Focus on the relationship over time. Integration of course material into your paper is a requirement. **No more than 6 pages.** A description of the expectations for this assignment are posted on BB however, briefly the analysis/family study will include:

1. A description of the marital/couple relationship.
2. How the couple met.
3. Describe the personal influences each partner brought into the relationship from their own family of origin.
4. Describe the family of origin effects on the marital/couple relationship.
5. Discuss the changes that occurred in the relationship between the partners over time.
6. How does this relationship impact the way in which you see your role as a relational couple therapist?
7. What new insights into marital/couple therapy did you gain from your parental analysis?

### **Bio-psychosocial Assessment & Case Formulation Assignment**

Each student will interview a couple. Each student will create questions for the interview that cover issues of identity, culture, communication, role of each in the relationship, role of parents, ways of handling conflict, etc. You may wish to record the interview for your own use in reporting. You must get verbal permission from the couple to use their information in your paper and you must ensure that they are aware that you will maintain their privacy and confidentiality by changing names and other demographics. You are not allowed to interview another student for this project. **6-page maximum.**

A description of the expectations for this assignment are posted on BB however, briefly you will be asked to:

1. Create questions for an interview that covers issues of identity, culture, communication, roles, role of parents, ways of handling conflict, issues with which they struggle, ways in which they thrive. You must hand a copy of your questions in with your written assignment. *(Be willing to share your questions during class discussion.)*
2. Interview the couple using questions you develop.
3. Describe the marital/couple relationship.
4. Identify the communication patterns of each partner.
5. Describe the family-of-origin effects on the marital/couple relationship if possible.
6. Discuss changes between the partners and describe possible effects on their relationship.
7. Identify what you see as the couple's strengths, resiliencies and resources and how the couple describes them.
8. Identify what you see as the couple's problems and how the couple describes them.
9. Discuss the case formulation & treatment ideas you would consider if working with this couple. (Be specific, integrate theories and materials previously discussed or read about in this class)
10. Discuss how your current experiences have influenced your joining, interviewing, therapeutic skills and treatment planning for this assignment.

**450 grading points are possible in this course**

		<u>A</u> <u>(92%+)</u>	<u>AB</u> <u>(88%-</u> <u>91%)</u>	<u>B</u> <u>(82-</u> <u>87%)</u>	<u>BC</u> <u>(76-</u> <u>81%)</u>	<u>C</u> <u>(70-</u> <u>75%)</u>	<u>CD</u> <u>(64-</u> <u>69%)</u>	<u>D</u> <u>(58-</u> <u>63%)</u>	<u>F</u> <u>(Below</u> <u>58%)</u>
<b>In- class participation &amp; attendance (includes in-person role plays and skills building, class discussion, presentations and professionalism)</b>	<u>150</u>	<u>138+</u>	<u>132-</u> <u>137</u>	<u>123-</u> <u>131</u>	<u>114-</u> <u>122</u>	<u>105-</u> <u>113</u>	<u>96-</u> <u>104</u>	<u>87-95</u>	<u>&lt;87</u>
<b>Online Blended Interaction with peers (includes WIKIS, discussion forums personal and Movie review Voice Threads, participation in on-line journals, completion of Prepare &amp; Enrich Training and online professionalism)</b>	<u>150</u>	<u>138+</u>	<u>132-</u> <u>137</u>	<u>123-</u> <u>131</u>	<u>114-</u> <u>122</u>	<u>105-</u> <u>113</u>	<u>96-</u> <u>104</u>	<u>87-95</u>	<u>&lt;87</u>
<b>Assignments:</b>	<u>150</u>	<u>138+</u>	<u>132-</u> <u>137</u>	<u>123-</u> <u>131</u>	<u>114-</u> <u>122</u>	<u>105-</u> <u>113</u>	<u>96-</u> <u>104</u>	<u>87-95</u>	<u>&lt;87</u>
<b>Two Written Assignments: (2 @ 25 each)</b> • <u>Parental Analysis</u> • <u>Couple Biopsychosocial</u>	<u>50</u>	<u>46+</u>	<u>44-45</u>	<u>41-43</u>	<u>38-40</u>	<u>35-37</u>	<u>32-</u> <u>34</u>	<u>29-31</u>	<u>&lt;29</u>
<b>Book Reviews (2 @ 25 each)</b>	<u>50</u>	<u>46+</u>	<u>44-45</u>	<u>41-43</u>	<u>38-40</u>	<u>35-37</u>	<u>32-</u> <u>34</u>	<u>29-31</u>	<u>&lt;29</u>
<b>MFT Teaching Presentation</b>	<u>50</u>	<u>46+</u>	<u>44-45</u>	<u>41-43</u>	<u>38-40</u>	<u>35-37</u>	<u>32-</u> <u>34</u>	<u>29-31</u>	<u>&lt;29</u>
<b>Total possible for course</b>	<u>450</u>	<u>414+</u>	<u>413-</u> <u>396</u>	<u>395-</u> <u>369</u>	<u>368-</u> <u>342</u>	<u>341-</u> <u>315</u>	<u>314-</u> <u>288</u>	<u>287-</u> <u>261</u>	<u>&lt;260</u>

**Syllabus Revisions:** Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.

<b>In-Class Activity: Role-Play &amp; Skills Building</b>				
<b>Core Competency: 1.1.1, 1.2.1, 2.1.4., 2.3.7 Student Learning Objectives: 5, 7</b>				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
<p>Sophisticated demonstration of joining with the system</p> <p>Sophisticated attention to the relationships while understanding the unique aspects of the family through their diverse contextual systems.</p> <p>Sophisticated utilization of observational skills to notice nonverbal interactions among members.</p> <p>Sophisticated understanding, delivery, and rationale for theory.</p> <p>Thorough understanding of assessment, relational diagnosis &amp; case conceptualization of couple.</p> <p>Identifies impact and relevance of diverse contextual systems.</p> <p>Comprehensive identification of strengths, resilience, and resources.</p> <p>Demonstrates high level of detail to core competencies and assignment instructions.</p>	<p>Moderate demonstration of joining with the system</p> <p>Moderate attention to the relationships while understanding the unique aspects of the family through their diverse contextual systems.</p> <p>Moderate utilization of observational skills to notice nonverbal interactions among members</p> <p>Moderate understanding, delivery, and rationale for theory.</p> <p>Moderate understanding of assessment, relational diagnosis &amp; case conceptualization of couple.</p> <p>Identifies relevance of diverse contextual systems.</p> <p>Moderate identification of strengths, resilience, and resources.</p> <p>Demonstrates moderate level of detail to core competencies and assignment instructions</p>	<p>Basic demonstration of joining with the system</p> <p>Basic attention to the relationships while understanding the unique aspects of the family through their diverse contextual systems.</p> <p>Basic utilization of observational skills to notice nonverbal interactions among members.</p> <p>Basic understanding, delivery, and rationale for theory.</p> <p>Basic understanding of initial assessment, relational diagnosis &amp; case conceptualization of couple.</p> <p>Identifies diverse contextual systems.</p> <p>Basic identification of strengths, resilience, and resources.</p> <p>Demonstrates basic level of detail to core competencies and assignment instructions.</p>	<p>Minimal demonstration of joining with the system</p> <p>Minimal attention to the relationships while understanding the unique aspects of the family through their diverse contextual systems.</p> <p>Minimal utilization of observational skills to notice nonverbal interactions among members</p> <p>Minimal understanding, delivery, and rationale for theory.</p> <p>Minimal understanding of initial assessment, relational diagnosis &amp; case conceptualization of couple.</p> <p>Unclear recognition of diverse contextual systems.</p> <p>No identification of strengths, resilience, and resources.</p> <p>Demonstrates minimal level of detail to core competencies and /or assignment instructions</p>	<p>Poor demonstration of joining with the system</p> <p>Poor attention to the relationships while understanding the unique aspects of the family through their diverse contextual systems.</p> <p>Poor utilization of observational skills to notice nonverbal interactions among members</p> <p>Poor understanding, delivery, and rationale for theory.</p> <p>Significant problems with understanding relational diagnosis &amp; case conceptualization of couple.</p> <p>No recognition of diverse contextual systems.</p> <p>No recognition of strengths, resilience, and resources.</p> <p>Does not attend to core competencies and /or assignment instructions.</p>

<b>On-line &amp; In-class Activities: Movie Review, Book Review, MFT Group Teaching Presentation, Journal Entries, Discussion Forums and Wikis</b>				
<b>Core Competency: 1.1.1, 1.2.1, 2.1.4., 2.3.7 Student Learning Objectives: 5, 7</b>				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
<p>Sophisticated evidence of identifying and addressing facts &amp; assumptions.</p> <p>Excellent ability to relate course content to marital &amp; couple relationships.</p> <p>Excellent depth in review, reflection or presentation. Strong</p>	<p>Moderate evidence of ability to identify facts. &amp; assumptions.</p> <p>Moderate ability to relate course content to marital &amp; couple relationships.</p> <p>Moderate depth in review, reflection or presentation.</p> <p>Some connection to course content and competencies.</p>	<p>Basic evidence of ability to identify facts &amp; assumptions.</p> <p>Basic ability to relate course content to marital &amp; couple relationships.</p> <p>Basic depth in review, reflection or presentation.</p> <p>Basic connection to course content.</p>	<p>Limited evidence of ability to identify facts or identity assumptions.</p> <p>Limited ability to relate course content to marital &amp; couple relationships.</p> <p>Lacks depth in review, reflection or presentation. Minimal</p>	<p>No evidence of ability to identify facts or identity assumptions.</p> <p>Inability to relate course content to marital &amp; couple relationships.</p> <p>No depth in review, reflection or presentation. No</p>

<p>integration of course content and competencies. Strong, effective challenge of self, attitude &amp; behaviors. Demonstrates a high degree of critical thinking &amp; application skills. Sophisticated demonstration of professional attitude and behavior in written and oral communication. Demonstrates high level of detail to core competencies and assignment instructions. Correct APA style; no misspelled words; citations as needed.</p>	<p>Moderate challenge of self, attitudes, behaviors. Demonstrates a moderate degree of critical thinking &amp; application skills. Moderate demonstration of professional attitude and behavior in written and oral communication. Demonstrates moderate level of detail to core competencies and assignment instructions. Correct APA style; 3 or less misspelled words; citations as needed.</p>	<p>Basic challenge of self, attitudes, behaviors. Demonstrates basic critical thinking &amp; application skills. Basic demonstration of professional attitude and behavior in written and oral communication. Demonstrates basic level of detail to core competencies and assignment instructions. Correct APA style; 5 or less misspelled words; citations as needed.</p>	<p>connection to course content. Minimal challenge of self, attitudes, behaviors. Demonstrate minimal critical thinking &amp; application skills. Minimal demonstration of professional attitude and behavior in written and oral communication. Demonstrates minimal level of detail to core competencies and /or assignment instructions. APA format not used appropriately; 6 or less misspelled words.</p>	<p>connection to course content. No critical thinking &amp; application skills. Poor explanations. Omits key aspects. No challenge of self, attitudes, behaviors. Lacks professional attitude and behavior in written and oral communication. Does not attend to core competencies and /or assignment instructions. APA format not used; more than 6 misspelled words.</p>
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**Written Assignment: Parental Analysis and Couple Biopsychosocial**

**Core Competency: 1.1.1, 1.2.1, 2.1.4., 2.3.7 Student Learning Objectives: 5, 7**

Component	Proficient	Good	Unsatisfactory	Possible points
<p><b>Parental Analysis Couple Biopsychosocial</b></p>	<p>Concisely describes and summarizes the parental marital system and/or the couple relational system. Demonstrates comprehensive evidence of:</p> <ul style="list-style-type: none"> <li>•Recognition &amp; awareness of contextual and systemic dynamics.</li> <li>•Comprehensive understanding and integration of couple and marital relationship patterns.</li> <li>•Balance and lack of bias in writing</li> </ul>	<p>Satisfactorily describes and summarizes the parental marital system and or/ the couple relational system</p> <p>Demonstrates some evidence of:</p> <ul style="list-style-type: none"> <li>•Recognition &amp; awareness of contextual and systemic dynamics</li> <li>•Some understanding and integration of couple and marital relationship patterns.</li> <li>•Balance and lack of bias in writing</li> </ul>	<p>Description of parental marital and/or the couple relational system is minimal.</p> <p>Does not demonstrate evidence of:</p> <ul style="list-style-type: none"> <li>•Recognition &amp; awareness of contextual and systemic dynamics.</li> <li>•Understanding and integration of couple and marital relationship patterns</li> <li>• Balance and lack of bias in writing</li> </ul>	<p><b>6</b></p>
<p><b>Links to course readings and additional research</b></p>	<p>The author provides clearly documented and relevant links between the parental marital analysis and/or couples biopsychosocial and awareness, knowledge &amp; skills in the psychological, social, political and economic realities which individuals</p>	<p>The author documents links between the parental marital analysis and/or couples biopsychosocial with course content.</p> <p>The author uses one or two few additional relevant sources/materials to</p>	<p>The author does not use any course content or additional references. Lacks awareness, knowledge &amp; skills in the psychological, social, political and economic realities which individuals</p>	<p><b>6</b></p>

	<p>experience in intimate relationships.</p> <p>The author uses three or four additional relevant sources/materials to support theories and/or research.</p>	<p>support theories and/or research.</p> <p>The author demonstrates emerging development of awareness, knowledge and skills in the psychological, social, political and economic realities which individuals experience in intimate relationships.</p>	<p>experience in intimate relationships.</p>	
<b>Depth of Analysis and Biopsychosocial</b>	<p>The parental marital analysis and/or couples biopsychosocial is detailed with an insightful review of a balanced, well-documented understanding &amp; awareness of functional and dysfunctional areas of relationships and the nature of committed relationships.</p> <p>Thorough understanding of assessment, relational diagnosis &amp; case conceptualization of couple.</p> <p>Identifies impact and relevance of diverse contextual systems.</p> <p>Comprehensive identification of strengths, resilience, and resources.</p>	<p>The parental marital analysis and/or couples biopsychosocial is detailed, covering a balanced, well thought out understanding &amp; awareness of functional and dysfunctional areas of relationships and the nature of committed relationships.</p> <p>Moderate understanding of assessment, relational diagnosis &amp; case conceptualization of couple.</p> <p>Identifies relevance of diverse contextual systems.</p> <p>Moderate identification of strengths, resilience, and resources.</p>	<p>The parental marital Analysis and/or couples biopsychosocial is superficial and/or misses a balanced understanding &amp; awareness of functional and dysfunctional areas of relationships &amp; the nature of committed relationships.</p> <p>Significant problems with understanding relational diagnosis &amp; case conceptualization of couple.</p> <p>No recognition of diverse contextual systems.</p> <p>No recognition of strengths, resilience, and resources.</p>	<b>7</b>
<b>APA Style Formatting</b>	<p>All resources and references are correctly cited using APA formatting in the paper and bibliography /reference page. Paper includes title page, running head, page numbers, in text citations.</p>	<p>All resources and references are cited using APA style but there are minor errors in citations. Paper includes elements of title page, running head, page number, and in text citations.</p>	<p>No citations are listed, citations are missing or use another formatting style, or plagiarism is evident. No evidence of APA style formatting.</p>	<b>3</b>
<b>Writing Clarity &amp; Quality</b>	<p>Writing is clear, concise and professional in style. No spelling or grammar errors. Could be shared professionally.</p>	<p>Writing is clear, concise and professional in style. Minimum spelling and grammar errors.</p>	<p>Writing is unclear. Grammar &amp; spelling mistakes are numerous.</p>	<b>3</b>

Date	In Class Topics	Online Topics
<b>Module #1: January 24- February 13 Principles and Processes</b>		
<p><b>1/24/2019</b> <b>Mandatory in-person class</b></p>	<p>Review &amp; Discuss the Blackboard course</p> <ul style="list-style-type: none"> <li>• Voice Threads</li> <li>• Discussions</li> <li>• Wikis</li> <li>• Journals</li> <li>• Written Assignments</li> <li>• Review Prepare and Enrich Site</li> </ul> <p>Lecture: Overview of Martial &amp; Couples Therapy</p> <ul style="list-style-type: none"> <li>• The Stories We Live by &amp; the Games People Play</li> </ul> <p>Role-playing &amp; Skills -Building</p>	<p><b>Module Reading:</b> Weeks Chapters 1-4</p> <p><b>Discussion Forum:</b> Weeks 1-4 WOW moments &amp; further exploration</p> <p><b>WIKI participation:</b> Types of Relational Patterns</p> <p><b>Voice Thread:</b></p> <ul style="list-style-type: none"> <li>• Personal Introduction</li> <li>• Movie Review</li> </ul> <p><b>Prepare &amp; Enrich:</b> Complete Segments 1-3 of Prepare &amp; Enrich, including the quiz for each segment.</p> <p><b>Reflection:</b> Complete Reflective Journal #1</p>
<b>Module #2: February 14- March 13: Basic Approaches and Techniques</b>		
<p><b>2/14/2019</b> <b>Mandatory in-person class</b></p>	<p>Lecture: Doing Marital &amp; Couples Therapy</p> <ul style="list-style-type: none"> <li>• Models of Couples Therapy                             <ul style="list-style-type: none"> <li>• Gottman Methods Model</li> <li>• Johnson’s Emotionally Focused Therapy Model</li> <li>• Bader &amp; Pearson’s Developmental Model</li> <li>• Terry Real’s Relational Life Theory</li> </ul> </li> </ul> <p>Role Play &amp; Skills Building</p>	<p><b>Module Reading:</b> Weeks Chapters 5-9</p> <p><b>Discussion Forum:</b> Weeks Chapters 5-9 WOW moments &amp; further explorations</p> <p><b>WIKI participation:</b> Models of Couples Therapy</p> <p><b>Voice Thread:</b></p> <ul style="list-style-type: none"> <li>• Consumer Book Review</li> </ul> <p><b>Parental Analysis</b></p> <p><b>Prepare &amp; Enrich</b> Complete Segments 4-6 of Prepare &amp; Enrich, including the quiz for each segment.</p> <p><b>Reflection:</b> Complete Reflective Journal #2</p>
<b>Module #3: March 14-April 24- Biopsychosocial &amp; Case Conceptualization</b>		
<p><b>3/14/2019</b> <b>Mandatory in-person Class</b></p>	<p>Lecture</p> <ul style="list-style-type: none"> <li>• Biopsychosocial</li> <li>• Case conceptualization</li> </ul> <p>Prepare &amp; Enrich Role Play &amp; Skills Building</p>	<p><b>Discussion Forum</b> Weeks Chapters 10-14 WOW moments</p> <p><b>WIKI participation:</b> Types of Relationship Structures</p> <p><b>Voice Thread:</b></p> <ul style="list-style-type: none"> <li>• Clinical Book Review</li> </ul> <p><b>Couples Biopsychosocial</b></p>

		<p><b>Prepare &amp; Enrich:</b> Complete Segments 7-9 of Prepare &amp; Enrich, including the quiz for each segment.</p> <p><b>Reflection:</b> Complete Reflective Journal #3</p>
<b>Module #4: April 25-May 9- Special Issues in Couples Therapy</b>		
<p><b>4/25/2019</b> <b>Mandatory in-person Class</b></p>	<p>Lecture</p> <ul style="list-style-type: none"> <li>• Special Populations</li> <li>• Common Factors</li> </ul> <p>Prepare &amp; Enrich Role Play &amp; Skills Building</p>	<p><b>Discussion Forum</b> Weeks Chapters 15-20 WOW moments</p> <p><b>WIKI participation:</b> Attachment Pairings</p> <p><b>Prepare &amp; Enrich:</b> Complete Segments 10-12 of Prepare &amp; Enrich, including the quiz for each segment.</p> <p><b>MFT Group Presentations</b></p> <p><b>Reflection:</b> Complete Reflective Journal #4</p>
<p><b>5/9/2019</b> <b>Mandatory in-person Class</b></p>	<p>MFT Presentations</p>	

*Spring 2019 Course Calendar.*

*The instructor reserves the right to change the syllabus and due dates as necessary for the flow of the class.*

*See the next 4 pages for Edgewood College specific resources*

## EDGEWOOD COLLEGE LEARNING COMMUNITY POLICIES & RESOURCES

### **Student handbook**

Edgewood College Student Rights & Responsibilities:

<http://deanofstudents.edgewood.edu/2017-2018-Student-Handbook>

### **Technology Assistance Center - Help Desk**

If you are experiencing any technical problems, please contact the **Technology Assistance Center**:

- Phone: 608-663-6900
- Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

Please be ready to provide the following information:

- Operating System: Windows Version, Macintosh OS
- Web Browser Used
- Course: Title, Instructor and Session

### **Academic Success and Career Development Center**

The Academic Success and Career Development Center (ASCDC) assists students with a variety of learning needs.

- <https://www.edgewood.edu/student-life/academic-success>

The ASCDC takes a developmental approach to helping students grow academically, professionally, and personally. Some examples of the services provided include:

- Academic advising
- Peer tutoring in introductory classes
- Drop-in assistance Math
- Study skills assistance (time management, qualitative skill development, test-taking strategies, etc.)
- Career development
- Internship placement

The ASCDC is located in DeRecci 206.

- Phone: 608-663-2281.
- Email: [success@edgewood.edu](mailto:success@edgewood.edu)
- Hours: Mon-Fri, 8-4:30

### **Accessibility & Disability Services**

If you are a student with a documented disability and are interested in accommodations for this course, the Office of Student Accessibility and Disability Services (DeRicci 206G) can assist you. Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential.

If you have questions about services, accommodations, or documentation requirements, or to make an appointment, see the Accessibility & Disability Services website, <http://accessibility.edgewood.edu/>, or contact the Director at:

- Phone: 608-663-2381
- Email: [AccessDisabilityServ@edgewood.edu](mailto:AccessDisabilityServ@edgewood.edu)

## **Military & Veteran Services**

At Edgewood College, we appreciate the sacrifice that military service demands, no matter where your career took you. We are pleased to welcome all veterans and dependents to our campuses and outreach locations. If you have any questions regarding federal educational benefits, degree programs that are available, or about veterans' services that are offered at Edgewood College please feel free to contact the Director of Military & Veterans Services in DeRicci 124A.

- Phone: 608-663-4266
- Email: [veterans@edgewood.edu](mailto:veterans@edgewood.edu)

## **Wellness Center**

The Wellness Center (<http://health.edgewood.edu/>) is located in Dominican 122, and is home to Health Services, Personal Counseling, and the Rape Crisis Center Advocate. Health Service Professionals specialize in college health, trained to meet your specific needs and concerns, in a confidential manner. We are a full-service medical clinic, here for you in times of illness or injury, as well as addressing your preventative medical needs. Personal Counseling provides individual and group counseling, crisis intervention, psychoeducational and preventative outreach services, consultation to students, parents, faculty, and staff, and training for graduate students in counseling.

- Phone: 608.663.8334
- Hours: Mon-Fri, 9-4 (*closed 12-1*)

**Appointments:** Call the office, or self-schedule online (<http://health.edgewood.edu/self-scheduling>)

**Patient Portal:** <https://14456.portal.athenahealth.com/> -- Use the patient portal to schedule your own appointments, email a provider, download test results, complete forms prior to a visit, and more

## **Writing Center**

The Writing Center, located in the library (1st floor, behind Printing & Copy Center) offers free, drop-in service to all students. No appointment is necessary. Tutors offer feedback on all aspects of writing, from organization, evidence, and flow, to citations and punctuation. Students can work off a laptop, or tutors can print out a draft at no cost. You can find more information at <http://writing-center.edgewood.edu>

- Phone: 608-663-3293
- Hours: Mon-Thurs 9-9, Friday 9-2, Sunday 1-5

## **Edgewood Library Resources**

<http://library.edgewood.edu/>

## **Title IX**

Edgewood College policy specifically prohibits all forms of sexual misconduct and relationship violence. Harassment of individuals based on their gender, gender identity or gender expression is prohibited. All faculty and staff, with exception of confidential support options, are required to share reports of sexual misconduct or harassment with the Title IX Coordinator.

For comprehensive Title IX Information, including confidential and non-confidential campus resources and off-campus resources see <https://www.edgewood.edu/student-life/title-ix>.

## **Non-Discrimination & Harassment**

College policy specifically prohibits discrimination or harassment based on any characteristic protected under law, including gender identity and expression. The College affirms and protects the rights and opportunities of all persons to a working and learning environment free from discrimination and harassment. If you have been the target of (or have witnessed) an incident of discrimination, you may report this online by going to <http://diversity.edgewood.edu/report-an-incident>. Upon submission of this form, it will be sent to Edgewood's Director of Diversity & Inclusion.

You may also directly contact the Director of Diversity & Inclusion in Predolin 239.

- Phone: 608-663-3274
- Email: [diversity@edgewood.edu](mailto:diversity@edgewood.edu)
- Diversity & Inclusion at Edgewood: <http://diversity.edgewood.edu/>
- Office of Student Inclusion & Involvement: <http://diversity.edgewood.edu/Student-Diversity>

## **Incomplete Grades**

Incompletes may only be given when they are initiated by the student and the proper procedure is followed.

1. The student submits a "Request for Incomplete" to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar's Office. The Request for Incomplete must be filed before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or emergency—a situation beyond the student's control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of "A" to "F" must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar's Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of "F" for the class.

### **Academic Honesty Policy**

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintain high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator's name to a document or form.
- Plagiarism.
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean's Office.

### **Administrative Withdrawal Policy**

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

1. Disruptive behavior that interferes with the learning of other students.
2. Lack of course prerequisite(s).
3. Lack of instructor, advisor, or departmental approval for a course.
4. Academic dishonesty.
5. Once registered, the student retains responsibility and financial liability for all enrolled courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

### **Privacy of Student Records – FERPA**

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

# Edgewood College Marriage & Family Therapy

A COAMFTE Accredited Program

PSY 740

## Working With Kids and Adolescents

Summer Semester 2018

Wednesdays 4-7 p.m., 5/22, 6/5, 6/19, 7/3, 7/17, 7/31 in room DER309

Instructor: Justin Woodward, LMFT  
Phone: 608-213-0673 (cell)  
Email: jwoodward@edgewood.edu  
Office hours: by appointment only

### **COURSE DESCRIPTION:**

This class explores therapeutic techniques for approaching children, adolescents and their parents. It is designed to both provide exposure to basic observational and therapeutic techniques, a systemic framework for intervening in common family patterns, and to provide a model for designing custom interventions based on observed dynamics and developmental age. It is intended both as an overview of psychotherapy with children and adolescents and an introduction to techniques and styles that assist in the building of rapport and treatment of younger clients. It should be noted that, much like anything else relating to psychotherapy, this class is no substitute for experience and should merely serve as a foundation for further inquiry.

It will progress through the semester with child development as a chronological guide, and Betty Carter & Monica McGoldrick's family lifecycle as a systemic model. It is designed as an experiential class, and while you will learn a number of different interventions, the primary goal of the class is to help you customize interventions to the unique combinations of factors that you encounter based on the dynamics of the family, age of children in the household, diagnosis, and history of the family system or the internal system of the individual.

Some of the work will be done in class, and some will be assigned. This will depend on specific tasks that are necessary for each class. Because much of the class' format will revolve around specific cases, it will be necessary for you to come prepared for class with an initial understanding of the specific examples that we will work with.

### **ASSUMPTIONS I WILL MAKE:**

As your instructor, I find it important to highlight certain assumptions that I make going into the process. While I wish that I could lay foundational groundwork in the same way for everyone and that many of the basic skills and knowledge necessary can always be refined, we simply will not have time for me to ensure that everyone has the same baseline understanding. The best way that I've found to inoculate against the danger associated with making assumptions is to clarify what these assumptions are, and make an agreement that if they do not feel true for you, that you will either seek to learn what is missing independently or come to me for help.

My assumptions are as follows:

1. That students and instructors do the readings and that information in the readings is understood.
2. That students' perspective is that I mean well and wish to help. If offense is taken by something I say, please know that it was unlikely to be intended to do anything but help with understanding of the techniques and concepts we explore.
3. That students will talk to me if they are confused or disagree with what I've suggested. Discord and conflict are often the best ways to arrive at a more complete truth, provided that both sides are open to expanding their perspectives.
4. That things are taken in context, and when something is discussed, the source, intent, relationship, role, knowledge, etc. are accounted for.
5. That if intent is not understood, students will ask about what is meant or what the purpose of an interaction is.
6. That the information in class shared among students is confidential, and that when someone shares something in class, it will be protected and respected.
7. That work will be completed on time, and if circumstances arise that this is not possible, that students will have a plan to address both the circumstances that arose as well as the work needing to be completed as soon as possible.
8. That if I am approached about a situation that resulted in someone feeling uncomfortable, hurt or offended, that the person approaching me will likely need a gentle, validating approach. I assume that their perspective makes sense based on their context, but I also assume that they will be open to hear my perspective as well, and that we will both leave the interaction having a more complete understanding of each other.
9. That students coming into this class have had MFT I and Intro to Systems at least, and that students understand systemic thought, but if something is unclear, they will ask.
10. I assume that students know how to say 'I don't know,' and regularly practice curiosity and humility.
11. That students know how to ask for help, and will ask before the situation that they need help with becomes worse.
12. That students know that I am human, which means that I can and will make mistakes, but also that I am very willing to learn from those mistakes and when I don't know something or a gap in my understanding is highlighted, it's important to me to fill it.
13. Students and instructors are present in class in body and mind. When distractions occur, I may feel the need to protect others' and my own ability to focus, and therefore might ask that distractions be put away if they cause too many problems.
14. That notes will be taken in class, and that the content that is discussed builds on previous content.
15. That if these assumptions feel unfair that students will let me know that as well.

**REQUIRED MATERIALS:**

Book Title	ISBN-10	ISBN-13	New	Used
<b>EXPANDING FAMILY LIFE CYCLE (W/OUT ACCESS)</b>	9780205968060	9780205968060	212.50	113.25
<b>Author(s):</b> MCGOLDRICK				
<b>Publisher:</b> PRENTICE HALL, INC				
<b>Description:</b> EXPANDING FAMILY LIFE CYCLE (W/OUT ACCESS). 5TH VERSION. Printing: 2016				
<b>GARDENER &amp; THE CARPENTER (P)</b>	9781250132253	9781250132253	0.00	10.99
<b>Author(s):</b> GOPNIK				
<b>Publisher:</b> PICADOR49				
<b>Description:</b> GARDENER & THE CARPENTER (P).				

**RECOMMENDED MATERIALS:**

Love and Logic Website: <https://www.loveandlogic.com/articles-advice/parents>

123 Magic: <https://www.123magic.com/positive-parenting-solutions/1-2-3-magic-6e-paperback.html>

How to Talk so Kids Will Listen and Listen so Kids will Talk:

[https://www.amazon.com/How-Talk-Kids-Will-Listen-ebook/dp/B005GG0MXI/ref=sr\\_1\\_2?ie=UTF8&qid=1502764994&sr=8-2&keywords=how+to+talk+to+little+kids+will+listen](https://www.amazon.com/How-Talk-Kids-Will-Listen-ebook/dp/B005GG0MXI/ref=sr_1_2?ie=UTF8&qid=1502764994&sr=8-2&keywords=how+to+talk+to+little+kids+will+listen)

Raise Your Kids Without Raising Your Voice:

<https://www.amazon.com/Raise-Your-Without-Raising-Voice/dp/0978440250>

Fostering Changes:

<https://www.amazon.com/Fostering-Changes-Treating-Attachment-Disordered-Children/dp/1885473192>

Don't Shoot the Dog: <https://www.amazon.com/Dont-Shoot-Dog-Teaching-Training/dp/0553380397>

**MFT CORE COMPETENCIES:**

It is important to understand the difference between achieving a letter grade and meeting a core competency in a clinical program (and specifically this course). Our Edgewood MFT Program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), which is part of the American Association for Marriage and Family Therapy (AAMFT). COAMFTE requires all accredited programs meet most of the 128 core competencies through the education and training of their students, with the remaining competencies met post degree. *Core competencies are the areas of knowledge and skill deemed necessary to practice marriage and family therapy.* These competencies are distributed throughout our Program and often overlap across coursework and training.

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

A letter grade in a course does not represent achievement of a competency; therefore, students will be asked to upload an artifact (to your portfolio) attesting to the successful completion of a competency.

If a core competency is not met at the “competent” level, the student will be assigned remedial work at the instructor’s discretion. If the instructor determines the student is unable to meet the competencies at an acceptable level (competent or above), the instructor may require the student to repeat the course. Be aware this may result in any or all of the following: delayed graduation, removal from clinical placements, and additional cost (tuition/fees for the repeated course).

**Assessed in this course (1 core competency):**

Domain 2: Clinical Assessment and Diagnosis

Number	Subdomain	Competence
2.3.2	Executive	Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.

**MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program’s *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

**Addressed in this course (3 SLOs):**

- SLO 2: Integration of Concepts, Models, and Techniques—Students will apply a systemic, integrative and empirically informed approach to their clinical practice as Marriage and Family therapists, and demonstrate the ability to analyze and present a clinical case using one of the major MFT models.
- SLO 3: Clinical Competence—Students will develop a strong foundational level of professional competence in the conduct of systemically-orientated Marriage and Family Therapy, and use systems/relational theories to guide practice and service delivery across interpersonal, family, organizational, and/or community contexts.

- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.

## **COURSE EXPECTATIONS:**

Because this is a graduate course training you for a career in the field of mental health, competing factors require a more formal articulation of expectations. It is my hope the following expectations will facilitate a collaborative learning environment and process:

1) **ATTENDANCE & PARTICIPATION: I cannot stress enough the importance of attendance to acquire skills and knowledge associated with this course. Please be advised, I will not deviate from the attendance policy, regardless of circumstances. This is why you are allotted a maximum of 2 absences, and these should only be used sparingly in the most serious cases of illness, emergency, or death. It is at the instructor's discretion if extenuating circumstances warrants an adjustment to the policy.**

1. Students must inform me in advance, with as much notice as possible, if they will be late or absent from class.
  2. No missed class sessions, for whatever reason, can be made-up. This means if you are deemed absent for a class you cannot make-up those points regardless of the circumstance. There are only 5 classes in this sequence, and therefore, it is likely to impact your grade significantly if you are not there.
  3. Students are responsible for all work assigned, covered, discussed, or due when they are absent. Unless prior arrangements have been made with me (this does not mean you have left me a message to let me know you are not coming) and I agree to an extension or alternative arrangement, then any missed work will result in no credit given.
  4. If students miss 1 class session this results in at least a whole letter grade reduction.
  5. Excused absences will be managed on a case-by-case basis; however, if a student misses more than 2 classes, despite being excused, she/he may be subject to the previous (D) attendance policy, and this is at the instructor's discretion. The student will also be asked to consider whether they should remain in the course, or consider withdrawing from the course and retake it at a future time when they are able to more faithfully attend class sessions.
  6. Each class meeting you have the opportunity to earn from 0 – 10 points, based on how actively you participate in class. Because each class session has different activities including discussion, small group work, practice exercises, and other formats, the instructor will determine your level of participation in these activities. While not exhaustive, things you will be evaluated on include contribution to class discussions, knowledge of material based on reading assignments, completion of practice exercises, interactions with peers, and other areas as determined by the instructor.
    - a. **Points assessment**
      - i. 4 points for showing up, however no speaking or thoughtful contribution to class
      - ii. 6--8 points if you verbally participate in a thoughtful manner
      - iii. 10 points when you actively participate, while also giving space for others to speak up
- 2) Classroom Behavior:
- a. Be on time. If you are late, it disrupts the class. Understandably situations cause this, but if it becomes chronic, you may be asked to reconsider your enrollment in this

- course, or have your attendance and participation portion of your grade negatively affected.
- b. Turn all pagers and cell phones to vibrate or the off position during class, and making phone calls while class is in session is not permitted. If you need to answer a call or message, please discretely exit the class and do so outside of the room.
  - c. Please maintain a non-judgmental stance, and pick your words carefully with your audience in mind. As we may be reviewing issues of “real life,” which may indeed require the use of potentially offensive language, an important aspect of professionalism is to know the difference and appropriate use of such language.
  - d. Please be honest and respectful, when discussing and giving feedback to the instructor, guests, and peers.
    - i. In discussions, it is important to note simply stating how a person “feels” may be appropriate in some situations and discussions; however, as scholars and therapists, you will find in your future careers you must support your perspectives with analysis, theory, and at times other scholarly resources. Continued failure to engage in scholarly and appropriate dialogue could result in a reduction of the overall letter grade, failure to meet core competencies, restriction of progress in the program, and/or dismissal from the program.
  - e. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.

**Important:** The Professional and Personal Competence form (P&P) is our Program’s tool for addressing professional and personal performance. It can be completed by any instructor or supervisor at any time. If a significant concern presents in this area, a performance improvement plan may be created by the student and approved by the instructor or supervisor to mitigate the area of concern. The Program Director reviews all P&Ps.

### 3) Preparation for Learning & Academic Activities:

- a. Complete all assignments, on time, as directed.
- b. Read all materials as directed by their assigned date.
- c. Investigate and seek additional sources of information to supplement your knowledge and questions. This means you need to develop or utilize your existing skills at acquiring appropriate and scholarly resources.
- d. Academic honesty is expected at all times and in all facets of this course, including discussions, papers, and other situations. Any student discovered of engaging in plagiarism or academic dishonesty, will receive a failing grade in this class; and, depending on the current guidelines and Student Codes of Conduct of the MFT program and Edgewood College, a student may be expelled as determined by the faculty and administration. Plagiarism refers to utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. *This includes copying another person’s work and slightly changing the wording.* All work should be cited according to the most recent APA manual.

Edgewood college academic honesty policy: As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his/her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions: cheating on exams; submitting collaborative work as one's own; falsifying records, achievements, field or laboratory data, or other course work; stealing examinations or other course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signing an instructor's or administrator's name to any document or form; plagiarism, or aiding another student in any of the above actions.

4) Students with Disabilities:

It is a student's responsibility to inform the instructor as soon as possible if she or he possesses a documented disability, which may impact, impede, or impair the learning process.

If you have a documented disability, which requires accommodations in this course, please contact Learning Support Services, located in the Student Resource Center in DeRicci 206, 663-2281. They will work with you to provide appropriate accommodations, and all information will be kept confidential.

**Title IX Statement:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, here are some resources to consider:

Confidential Resources:

- Counseling Services: Megan Cobb [mcobb@edgewood.edu](mailto:mcobb@edgewood.edu), 663-2281, DER 206
- Health Services: Kimberly Moreland, 663-3262, PRD 209, [kmoreland@edgewood.edu](mailto:kmoreland@edgewood.edu)
- Dominican Life: Mary Klink, 663-3451, PRD 222, [MKlink@edgewood.edu](mailto:MKlink@edgewood.edu)
- Dane County Rape Crisis Center: 2801 Coho St #301, Madison WI 53713, (608) 251-7273

Non-Confidential Resources:

- Title IX Coordinator: Pam LaValliere 663-4304, DER 214, [plavalliere@edgewood.edu](mailto:plavalliere@edgewood.edu)
- Dean of Student's Office: Tony Chambers 663-3205, PRD 217, [tchambers@edgewood.edu](mailto:tchambers@edgewood.edu)
- Academic Dean's Office: Kelley Grorud 663-6925, DER 222, [kgrorud@edgewood.edu](mailto:kgrorud@edgewood.edu)

**Learning support services:**

- *The Student Resource Center*, located in 206 DeRicci, is home to *Learning Support Services*, providing academic support for students such as peer tutoring and assistance in time management, study skills, and test-taking skills— stop in or call 663-2281. You can also stop in to access free *Counseling Services* or call 663-2237.
- Edgewood College is committed to providing a learning environment that is accessible to all, and I wish to fully include persons with disabilities or special needs in this course. If you have a disability and would like accommodations, please contact me by the end of the first week of class to discuss your specific needs. In addition, please contact Grace Bandoh, Director of Student Accessibility and Disability Services, by phone at 663-8347, or by emailing [GBandoh@edgewood.edu](mailto:GBandoh@edgewood.edu). The Disabilities Support Services office is located in the Student Resource Center, 206 DeRicci. To schedule an appointment through the resource center, call 663-2281.

- The *Writing Center*, located in the library (first floor, behind the Printing and Copy Center) offers free, drop-in service to all students. No appointment is necessary. Students may bring work from any class, at any stage of development. Tutors offer feedback on all aspects of writing, from organization, evidence, and flow, to citation style and punctuation. They work with students at all levels, in every school and department, and at every level of ability and experience. Students can work off a laptop, or tutors can print out a draft at no cost. More information at <http://writing-center.edgewood.edu>.

## **GRADING**

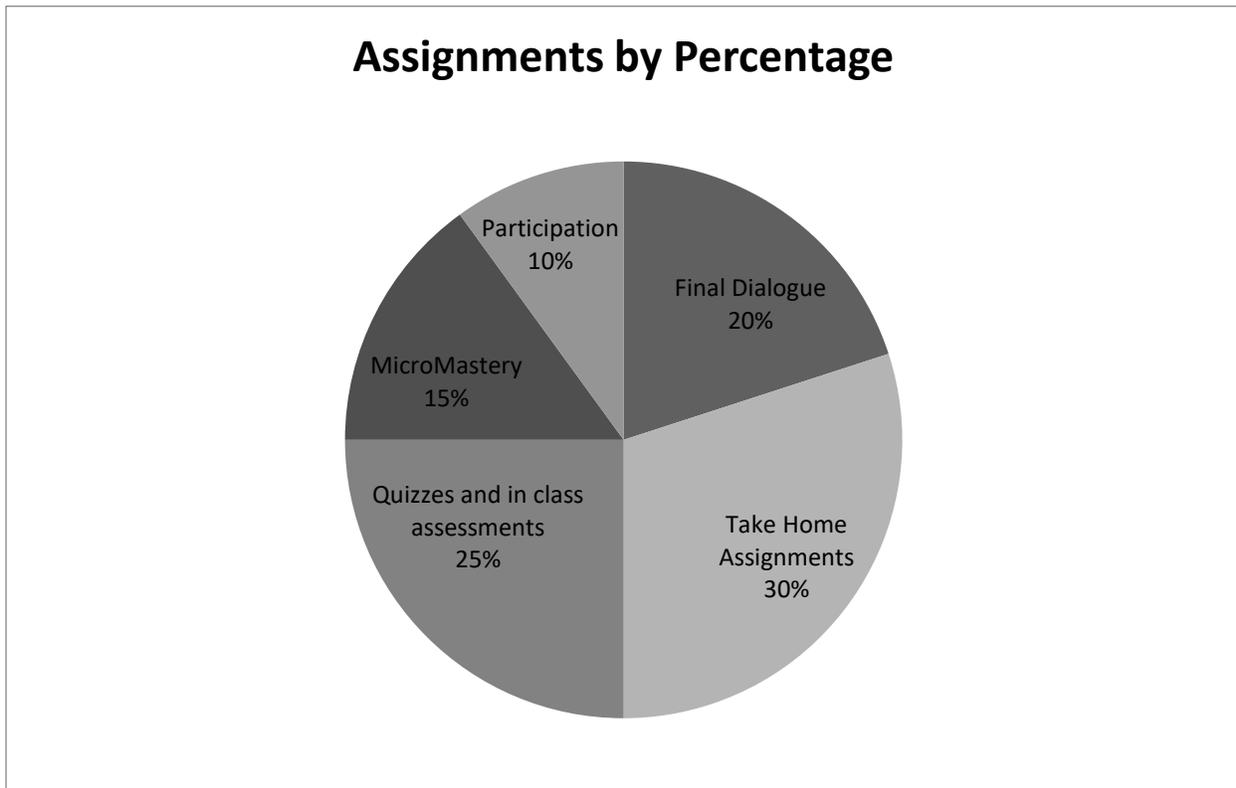
### **Assignments Overview:**

Over the course of our semester, there will be a number of assignments that are intended to build up to a final assignment of writing a dialogue in script format describing a targeted intervention that you create with a family that addresses multiple systemic factors in a family with whom you are working. The assignments that are given through the semester will be designed to help you in the process of generating client/family specific interventions that address families that have children. Typically the interventions that will be generated will be targeted toward the child in the family, as this is most often the area that you are asked to focus on but they will be viewed in the context of the family system.

It should be noted that one of the key skills that you will be expected to learn in this course is the ability to adapt your perspective and approach to match the needs of a particular client. As the course unfolds, your adaptability will be increasingly challenged and evaluated. Come to me early if this is an area that you struggle with.

## **ASSIGNMENT GRADING AND RUBRICS**

All assignments will be graded and weighted according to their relative percentage of value in the class. The following pie chart gives an illustration of the weight each of these assignments holds in the class. It is purposefully weighted with the goal of maximizing your efficiency in terms of prioritization of material. If you are struggling to keep up with material, look at the chart below and it should help you decide where best to spend your time.



#### Assignment Breakdown

The following is a list of all assignments that will be graded in this class and their relative point values. Please note that point values only matter within a category, and categories are weighted according to the chart above. Please note- they are in order on the calendar, but not in the list directly below.

Category:	Title of Assignment:	Point Value:
Quizzes (25% of grade)	Surveys and quizzes are done throughout the semester to assess reading comprehension.	10 points per quiz Total will vary between 5 to 10.
Micromastery and Creative Application: (15% of grade)	Micromastery 1: Magic Trick	10
	Micromastery 2: Therapeutic activity	10
	Micromastery 3: Uninteresting skill/idea	10
	Customized Parenting System	10
Take Home Assignments (30% of grade)	123 Magic Article and assignment	10
	Love and Logic Assignment	10
	Interview #1 (with a child 7 or younger)	100
	Interview #2 (with a child 8 - 14)	100
	Interview #3 (with a teen 15 - 19)	100
	Reflection on Brainstorm Article	10
	Reflection on Autism Adulthood	10
	Contract Assignment	100
Final Assignment (20% of grade)	Final Dialogue assignment	100

**Rubrics and Assignment Details:**

**Assignment:** Quizzes and in-class Assessments—These are done throughout the semester to ensure that specific concepts that will be necessary to demonstrate and clarify understanding of the topic that is covered during the day. They often require use of an internet enabled device, so please ensure that you are prepared. If you need to borrow a device, you will receive a minor point deduction without prior approval.

**Assessment Process:** The quizzes used in this class are often online interactive quizzes and surveys designed to help provide both formative and summative information about your own level of understanding of concepts that are present both in class and readings. They will typically be 10 question quizzes that will inform the process, and clarify any areas that need to be reviewed or clarified before moving on to the next topic. You will be able to see your score compared to others in the class. You can choose to use a non-identifying nickname if you are concerned about anonymity, but if you do so, please let me know what it is, so I can use it for grading. If fewer than ½ of the class is able to answer a particular question correctly, it will be dropped, and scores will be adjusted. In cases where surveys are done rather than quizzes, you will only be scored on your participation.

<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Student scores 95% or higher on	Student scores between 85 – 94%	Student scores between 80 – 87%	Student scores between 76 – 79%	Student scores between 68 – 75%

**Assignment:** Micromastery and creative application of specific interests.

**Assessment Process:** Apply the grading rubric below that differentiates among superior, very good, competent, fair and poor to the degree to which the micro-skill is practical and usable. For some you will be asked to create a short video and send it via email demonstrating how you would use the skill with a client. Some skills will be demonstrated in class as part of class activities. Note that all criteria need to be present for each tier of grading.

# Edgewood College Marriage & Family Therapy

A COAMFTE Accredited Program

PSY 740

<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
<p>The skill is previously unpracticed or used</p> <p>The skill can be demonstrated while engaging in conversation simultaneously.</p> <p>The applications to therapeutic use are thoroughly considered, and the student reports using more than once with clients</p> <p>The student can demonstrate more than 1 application with no preparation.</p>	<p>The skill is previously unpracticed or used</p> <p>The skill can be demonstrated while pausing for spoken commentary.</p> <p>The applications to therapeutic use are well considered, and the student reports using at least once with clients</p> <p>The student can demonstrate at least 1 application with no preparation.</p>	<p>The skill was previously known and competence is clear.</p> <p>The skill can be demonstrated with discussion before or after.</p> <p>The applications to therapeutic use are adequately considered, and the student reports plans of using in session.</p> <p>The student can demonstrate at least 1 application with planning.</p>	<p>The skill was previously known but not competent.</p> <p>The skill can be demonstrated but discussion is inadequate.</p> <p>The applications to therapeutic use are peripherally considered, and plans are in progress.</p> <p>The student can describe at least 1 application with planning.</p>	<p>No skill learned</p> <p>The skill can be described and discussion is inadequate.</p> <p>The applications to therapeutic use are minimally if at all considered, plans to use can't be adequately described.</p> <p>The student can't describe any applications effectively.</p>

**Assignment:** Take-Home Assignments

**Assessment Process:** Apply the grading rubric below that differentiates among superior, very good, competent, fair and poor.

<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
<p>Thorough understanding of the various expected tasks, concepts, processes or activities.</p> <p>Less than 1 misspelled words/grammatical errors.</p> <p>Citations as needed</p>	<p>Moderate understanding of the various expected tasks, concepts, processes or activities.</p> <p>Less than 3 misspelled words/grammatical errors.</p> <p>Citations as needed</p>	<p>Basic understanding of the various expected tasks, concepts, processes or activities.</p> <p>Less than 4 misspelled words/grammatical errors.</p> <p>Citations as needed</p>	<p>Some understanding of the various expected tasks, concepts, processes or activities.</p> <p>Numerous misspelled words/grammatical errors.</p>	<p>Significant problems understanding the various expected tasks, concepts, processes or activities.</p> <p>Numerous misspelled words/grammatical errors.</p>

# Edgewood College Marriage & Family Therapy

A COAMFTE Accredited Program

PSY 740

<b>Assignment:</b> <u>Final Assignment: Customized intervention dialogue.</u>				
<b>Assessment Process:</b> Apply the grading rubric below that differentiates among superior, very good, competent, fair and poor.				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
<p>Includes at least 1 intervention that is intended to target multiple treatment goals, and client response demonstrates effective execution.</p> <p>Identifying information is substituted, extracted or blacked out.</p> <p>Customized intervention is concisely described in all 3 areas.</p> <p>Intervention accounts for crucial areas to consider, and addresses additional dynamics without compromising the original intent.</p> <p>Intervention appears to be uniquely created based on the family's circumstances, lifecycle, cultural background and degree of rapport.</p> <p>Citations as needed</p>	<p>Includes at least 1 intervention that is intended to target at least 2 treatment goals.</p> <p>Identifying information is substituted, extracted or blacked out.</p> <p>Customized intervention is concisely described in both assessment and data portion.</p> <p>Intervention accounts for most crucial areas to consider.</p> <p>Intervention appears to be customized for the family's circumstances, lifecycle, cultural background and degree of rapport.</p> <p>Citations as needed</p>	<p>Includes at least 1 intervention that is intended to target at least 1 treatment goal.</p> <p>Identifying information is substituted, extracted or blacked out.</p> <p>Customized intervention is briefly described in assessment or data portion.</p> <p>Intervention misses crucial areas to consider, and this is justified in the assessment portion.</p> <p>Intervention adequately fits the family's circumstances, lifecycle, cultural background and degree of rapport.</p> <p>Citations as needed</p>	<p>Includes at least 1 intervention that addresses a problem that is encountered in session.</p> <p>Identifying information is substituted, extracted or blacked out.</p> <p>Customized intervention is briefly described.</p> <p>Intervention misses crucial areas to consider, and this is not justified in the assessment portion.</p> <p>Intervention does not fit the family's circumstances, lifecycle, cultural background and degree of rapport.</p> <p>Numerous misspelled words/grammatical errors.</p>	<p>Does not include at least 1 intervention.</p> <p>Identifying information is NOT substituted, extracted or blacked out.</p> <p>Intervention misses crucial areas to consider, and this is not justified in the assessment portion.</p> <p>Family's circumstances, lifecycle, cultural background and degree of rapport, don't appear to be considered.</p> <p>Numerous misspelled words/grammatical errors.</p>

<b>Class Schedule</b>				
<b>DATE</b>	<b>TOPICS</b>	<b>Assignments <u>DUE</u></b>	<b>Readings <u>DUE</u>: Carter, McGoldrick, et al</b>	<b>Readings <u>DUE</u>: Gopnik</b>
5/22	<ul style="list-style-type: none"> <li>Review syllabus</li> <li>Discuss class structure</li> <li>Class overview</li> <li>Family Lifecycle introduction</li> <li>Introduction to Early Childhood families</li> <li>Ages 0-4</li> <li>Infancy/attachment</li> </ul>	<ul style="list-style-type: none"> <li>Look over syllabus. -Generate at least one question</li> <li>Read Micromastery article.</li> <li>Read Ghosts in the Nursery, and Angels in the Nursery</li> </ul>	Chapter 1: Overview	
6/5	<ul style="list-style-type: none"> <li>Ages 5-onset of adolescence</li> <li>'Parenting'</li> <li>FBA discussion</li> <li>Play Therapy</li> <li>Introducing language and skills</li> <li>Emotion psychoeducation</li> <li>Transitioning into talk therapy</li> <li>Single Parent families</li> </ul>	<ul style="list-style-type: none"> <li>Micromastery: Learn a short magic trick</li> <li>123 Magic Article</li> <li>Love and Logic website assignment.</li> <li>Interview #1 due.</li> </ul>	Chapter 15: The Family with Young Children  Chapter 9: Siblings  Chapter 21: Single Parent Families	Chapter 1 Chapter 2
6/19	<ul style="list-style-type: none"> <li>Overview of adolescence.</li> <li>Adolescence and comorbidity</li> <li>Key areas for adolescents</li> <li>Walking the tightrope</li> <li>Communicating with parents</li> <li>Talking about sex</li> <li>Consent issues</li> <li>Adolescence and trauma</li> </ul>	<ul style="list-style-type: none"> <li>Micromastery: Learn about something that does not normally interest you, or something you avoid.</li> <li>Read Brain Storm chapters</li> <li>Interview #2 due.</li> </ul>	Chapter 16: Adolescence  Chapter 6: Sexuality  Chapter 25: Domestic Violence	Chapter 3 Chapter 4

# Edgewood College Marriage & Family Therapy

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PSY 740

7/3	<ul style="list-style-type: none"> <li>• Adolescence and substance use</li> <li>• Guest Speaker, Lucas Moore?</li> <li>• Teens and technology</li> <li>• Launching overview</li> </ul>	<ul style="list-style-type: none"> <li>• Micromastery: Learn a skill, game or create your own activity that will be useful in therapy.</li> <li>• Contract Assignment Due</li> <li>• Romance of Risk Chapter</li> <li>• Interview #3 due</li> </ul>	<p>Chapter 24: Alcohol problems</p> <p>Chapter 20: Divorce</p>	<p>Chapter 5 Chapter 6 Chapter 7</p>
7/17	<ul style="list-style-type: none"> <li>• Launching - special circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Autism Adulthood Chapter</li> <li>• Micromastery: Select a skill or idea to learn that will contribute to your own wellbeing.</li> <li>• Turn in final dialogue</li> <li>• Supplementary assignment if needed.</li> </ul>	<p>Chapter 17: Launching</p> <p>Chapter 26: Creating Rituals</p>	<p>Chapter 8 Chapter 9</p>
7/31	<ul style="list-style-type: none"> <li>• Filling in the gaps</li> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Late work due</li> <li>• Come with questions</li> </ul>	<p>Chapter 13: Becoming an Adult</p>	<p>Chapter 10</p>

**Syllabus Revisions:** *Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

**Clinical Internship I, II, III**

Spring Semester 2019

Wednesdays (e/o), 6–9 p.m 1/30-5/8, Deming # 112

1/30/2019

2/13/2019

2/27/2019

3/13/2019

3/27/2019

4/10/2019

4/24/2019

5/8/2019

Instructor: Tammy J. Conrad, MS, LMFT  
Phone: 608-345-1325 (cell)  
Email: tconrad@edgewood.edu  
Office hours: by appointment only

**COURSE DESCRIPTION:**

Group supervision of marriage and family therapy field experience in a three-part course sequence. All three courses must be completed within a 12-month period.

PSY 750 Clinical Internship I—*Prerequisite: Completion of all Year 1 courses and approval of the Program Director.*

PSY 760 Clinical Internship II—*Prerequisite: PSY 750.*

PSY 770 Clinical Internship III—*Prerequisite: PSY 760.*

Your course may also provide a source of AAMFT approved supervision (check with your instructor) which may be required if your field experience supervisor is not AAMFT approved.

This three-part course sequence continues to build on the skills and experiences of your clinical internship with additional emphasis on the areas identified below.

1. First course emphasis—exploring the person of the therapist and contemplative practices, while learning the role of an intern and case consultation.
2. Second course emphasis—implementing specific clinical requirements with the objective of successfully performing various levels of agency work.
3. Third course emphasis—obtaining a Wisconsin MFT training license and transitioning from student to professional with the objective of understanding post-graduation supervision requirements and the need for colleague/peer contacts and continued support.

**NO REQUIRED MATERIALS:**

*No textbooks are required for these three courses.*

Individual instructors may recommend materials which you can refer to or purchase at your discretion.

## **MFT CORE COMPETENCIES:**

It is important to understand the difference between achieving a letter grade and meeting a core competency in a clinical program (and specifically this course). Our Edgewood MFT Program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), which is part of the American Association for Marriage and Family Therapy (AAMFT). COAMFTE requires all accredited programs meet most of the 128 core competencies through the education and training of their students, with the remaining competencies met post degree. *Core competencies are the areas of knowledge and skill deemed necessary to practice marriage and family therapy.* These competencies are distributed throughout our Program and often overlap across coursework and training.

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

A letter grade in a course does not represent achievement of a competency; therefore, students will be asked to upload an artifact (to your **Foliotek** portfolio) attesting to the successful completion of a competency.

If a core competency is not met at the “competent” level, the student will be assigned remedial work at the instructor’s discretion. If the instructor determines the student is unable to meet the competencies at an acceptable level (competent or above), the instructor may require the student to repeat the course. Be aware this may result in any or all of the following: delayed graduation, delayed admittance into clinical internship, removal from clinical placements, and additional cost (tuition/fees for the repeated course).

## **Assessed in this 3-part course sequence (67 core competencies):**

### Domain 1: Admission to Treatment

Number	Subdomain	Competence
1.2.2	Perceptual	Consider health status, mental status, other therapy, and other systems involved in the clients’ lives (e.g., courts, social services).
1.2.3	Perceptual	Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
1.3.1	Executive	Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
1.3.2	Executive	Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extra-familial resources).
1.3.3	Executive	Facilitate therapeutic involvement of all necessary participants in treatment.
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.
1.3.5	Executive	Obtain consent to treatment from all responsible persons.
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.

### Domain 2: Clinical Assessment and Diagnosis

Number	Subdomain	Competence
2.2.1	Perceptual	Assess each clients’ engagement in the change process.

Number	Subdomain	Competence
2.2.2	Perceptual	Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.
2.3.1	Executive	Diagnose and assess client behavioral and relational health problems systemically and contextually.
2.3.3	Executive	Apply effective and systemic interviewing techniques and strategies.
2.3.5	Executive	Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
2.3.6	Executive	Assess family history and dynamics using a genogram or other assessment instruments.
2.3.7	Executive	Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems.
2.4.2	Evaluative	Assess ability to view issues and therapeutic processes systemically.
2.4.3	Evaluative	Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.
2.4.4	Evaluative	Assess the therapist-client agreement of therapeutic goals and diagnosis.
2.5.1	Professional	Utilize consultation and supervision effectively.

### Domain 3: Treatment Planning and Case Management

Number	Subdomain	Competence
3.2.1	Perceptual	Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.
3.3.1	Executive	Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.
3.3.2	Executive	Prioritize treatment goals.
3.3.3	Executive	Develop a clear plan of how sessions will be conducted.
3.3.4	Executive	Structure treatment to meet clients' needs and to facilitate systemic change.
3.3.5	Executive	Manage progression of therapy toward treatment goals.
3.3.6	Executive	Manage risks, crises, and emergencies.
3.3.9	Executive	Develop termination and aftercare plans.
3.4.1	Evaluative	Evaluate progress of sessions toward treatment goals.
3.4.2	Evaluative	Recognize when treatment goals and plan require modification.
3.4.3	Evaluative	Evaluate level of risks, management of risks, crises, and emergencies.
3.4.4	Evaluative	Assess session process for compliance with policies and procedures of practice setting.
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.

### Domain 4: Therapeutic Interventions

Number	Subdomain	Competence
4.2.1	Perceptual	Recognize how different techniques may impact the treatment process.
4.2.2	Perceptual	Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
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).

Number	Subdomain	Competence
4.3.3	Executive	Reframe problems and recursive interaction patterns.
4.3.4	Executive	Generate relational questions and reflexive comments in the therapy room.
4.3.5	Executive	Engage each family member in the treatment process as appropriate.
4.3.6	Executive	Facilitate clients developing and integrating solutions to problems.
4.3.7	Executive	Defuse intense and chaotic situations to enhance the safety of all participants.
4.3.8	Executive	Empower clients and their relational systems to establish effective relationships with each other and larger systems.
4.3.9	Executive	Provide psychoeducation to families whose members have serious mental illness or other disorders.
4.3.10	Executive	Modify interventions that are not working to better fit treatment goals.
4.3.11	Executive	Move to constructive termination when treatment goals have been accomplished.
4.4.2	Evaluative	Evaluate ability to deliver interventions effectively.
4.4.3	Evaluative	Evaluate treatment outcomes as treatment progresses.
4.4.4	Evaluative	Evaluate clients' reactions or responses to interventions.
4.4.5	Evaluative	Evaluate clients' outcomes for the need to continue, refer, or terminate therapy.
4.4.6	Evaluative	Evaluate reactions to the treatment process (e.g., transference, family of origin, current stress level, current life situation, cultural context) and their impact on effective intervention and clinical outcomes.
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.

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

Number	Subdomain	Competence
5.1.3	Conceptual	Know policies and procedures of the practice setting.
5.2.4	Perceptual	Recognize when clinical supervision or consultation is necessary.
5.3.1	Executive	Monitor issues related to ethics, laws, regulations, and professional standards.
5.3.3	Executive	Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.
5.3.7	Executive	Practice within defined scope of practice and competence.
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.

### **MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program's *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

**Addressed in this 3-part course sequence (4 SLOs):**

- SLO 2: Integration of Concepts, Models, and Techniques—Students will apply a systemic, integrative and empirically informed approach to their clinical practice as Marriage and Family therapists, and demonstrate the ability to analyze and present a clinical case using one of the major MFT models.
- SLO 3: Clinical Competence—Students will develop a strong foundational level of professional competence in the conduct of systemically-orientated Marriage and Family Therapy, and use systems/relational theories to guide practice and service delivery across interpersonal, family, organizational, and/or community contexts.
- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.
- SLO 7: Professional identity as Marriage and Family Therapist—Students will clearly identify themselves within the profession of Marriage and Family Therapy.

**COURSE EXPECTATIONS:**

As with the other courses in this three-part class sequence, your experience from your internship placement provides the foundation for our class conversations. Over the course of our semesters, each student will present a case(s) for consultation to the class. Time will also be set aside to explore questions and issues with regard to your internship experience and other clinical topics of interest. Specific requirements include the following:

- Obtain and maintain placement in a clinical setting that satisfies the 500-hour requirement for the degree (300 direct client contact and 200 ancillary, *note: supervision is in addition to this*).
- Participate in a *minimum* of 100 hours of supervision from your clinical agency or by student contract with a supervisor approved by the department. At least 50 of your supervision hours are required to be with an AAMFT approved supervisor or supervisor candidate.
- Participate and collaborate with your colleagues during case presentations and class discussions.
- Explore how practice issues may impact a therapist's personal issues and vice-versa, both in and out of the classroom.
- Obtain a Wisconsin State MFT training license.

**Important:** There may be agency requirements mandatory for your specific clinical internship site in addition to our MFT Program requirements. Each internship site has the authority to dismiss an intern if their agency requirements are not met. The Clinical Coordinator (Lindsey Marsh) must be informed of any concerns or issues you may have with your internship. The above course expectations only reflect our MFT Program requirements.

**Attendance:**

1. Because this course is linked to your clinical internship placement, attendance at classes is mandatory for liability coverage.
2. Please be on time. If you are going to be late or miss class, please let me know prior to class. If I do not hear from you, the absence is considered "unexcused." Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.

3. Only one (1) absence of any kind will be excused due to our every other week schedule. More than one (1) absence may result in receiving a failing grade for this course. *Keep in mind that missing a class also reduces your supervision hours accordingly.*
4. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.
5. Completion of assignments (presentations) by the assigned or agreed to dates is required. Late and missed work/assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.
6. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the course.

### **Professionalism and confidentiality:**

1. Policy dictates that any major concerns or changes with regard to your clinical internship placement must be discussed with Clinical Coordinator Lindsey Marsh before proceeding. This ensures that your internship is coordinated in an effective and professional manner. Your course instructor and academic advisor can also be useful and supportive in addressing supervisory questions and guidance.
2. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.

**Important:** The Professional and Personal Competence form (P&P) is our Program's tool for addressing professional and personal performance. It can be completed by any instructor or supervisor at any time. If a significant concern presents in this area, a performance improvement plan may be created by the student and approved by the instructor or supervisor to mitigate the area of concern. The Program Director reviews all P&Ps.

7. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
8. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
9. For the benefit of student learning, we discuss cases in class. It is of utmost importance you maintain confidentiality regarding the details of the cases and refrain from discussing these cases with friends or family members.
10. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

Note: See Edgewood College's Academic Honesty Policy, listed later in this syllabus, for more information.

### **GRADING AND ASSIGNMENTS:**

This course is graded on a Pass/Fail basis with the grade dependent on professionalism, attendance, participation, completion of course requirements, and ongoing clinical training at your internship site. Keep in mind, some students may not complete their required internship hours by the end of their last

semester and therefore may not receive a final evaluation with their site supervisor during this course sequence. If this situation were to occur for you, our Program makes individual arrangements with you and your internship site to support your progress toward graduation. Please communicate any concerns about your planned internship completion date to Clinical Coordinator Lindsey Marsh and your site supervisor.

**Syllabus Revisions:** *Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

### **Case presentation/consultation:**

Your opportunity to experience professional support and feedback from colleagues and supervision. The purpose is to share, experience, practice, and facilitate discussion with your colleagues.

- Sign up to present a clinical case for consultation. (This continues throughout all three courses in this 3-part course sequence.)
- Prepare by reviewing your instructor's preferred guide and/or "Using the Person-of-the-Therapist Supervision Instrument" by Harry J. Aponte and J. Carol Carlsen, 2009, edited by Thomas C. Todd and Cheryl L. Storm, 2014, along with your clinical case notes to reflect on your experience with your client:  
<http://www.wiley.com/legacy/wileychi/todd/supp/Supervisory/Reflecting/sec05c.pdf>
- Share a self-care practice that works for you personally or a therapeutic tool that works with your client. Briefly demonstrate or describe this supportive practice or tool.
- Draw your client's genogram and/or timeline on the classroom board to facilitate clarifying your client's relational and familial patterns. *Please use fictitious names to maintain confidentiality.*
- Use your skills as a therapist to incorporate previous coursework, resources, and current research to address diverse systemic and contextual issues during your case presentation/consultation while reflecting on how these issues may influence your clinical practice.
- Examine your therapeutic lens and any model specific interventions you have used or would like to explore.
- Decide how you would like to be supported by your peers/colleagues during this consultation.

### **Clinical internship evaluation:**

At your clinical internship site, your supervisor will complete a midpoint and final evaluation of your one (1) year clinical internship using AAMFT core competencies. The specific 67 competencies being assessed are listed earlier in this syllabus. The steps for this evaluation process are the same for both the midpoint and the final evaluation.

1. You complete a self-assessment using the Clinical internship evaluation form.
2. Your site supervisor assesses your competency using the same evaluation form.
3. During supervision both your copy and your site supervisor's copy are shared and discussed.
4. A consolidated and agreed upon final version is created by you and your site supervisor.
5. You schedule a joint meeting with Clinical Coordinator Lindsey Marsh and your site supervisor to review the final copy, discuss any issues, and obtain signatures.

The objective is to achieve a level of "competent" or higher across the AAMFT five (5) domains by the end of your clinical internship year. Keep in mind, your internship may be extended if your site supervisor and/or the Clinical Coordinator Lindsey Marsh conclude that you need more experience to

achieve competence in a specific area. If this situation occurs for you, extra internship time can be a valuable learning opportunity to focus on specific skills. If you disagree with your evaluation, you do have access to program resources to appeal the assessment.

*NOTE: Upload a scan of your final signed Clinical Internship Evaluation as your artifact to Folitek*

**Rubrics:**

<b>Assignment:</b> Clinical case presentation/consultation				
<b>Core Competency:</b> 1.1.4, 1.3.4, 1.3.5, 5.3.3 <b>Student Learning Objectives:</b> 2, 3, 5, 7				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Thorough understanding of theory and techniques; choice of interventions relevant to session and theory.	Moderate understanding of theory and techniques; choice of interventions consistent with theory.	Basic understanding of theory and techniques; choice of interventions generally consistent with theory.	Minimal understanding of theory and techniques; choice of interventions often not consistent with theory or relevant to session.	Significant problems with understanding of theory and techniques; unable to recognize interventions.
Strong understanding and articulation of rationale for choice of interventions.	Clear understanding and articulation of rationale for choice of interventions.	General understanding and articulation of rationale for choice of interventions.	Vague understanding and articulation of rationale for choice of interventions.	Poor understanding or choice of interventions.
Recognizes and addresses impact of diverse contextual systems.	Recognizes and addresses diverse contextual systems.	Recognizes and identifies diverse contextual systems.	Unclear recognition of diverse contextual systems.	No recognition of diverse contextual systems.
Proactively identifies and addresses self of the therapist issues and maintains a high level of professionalism.	Recognizes and attends to self of the therapist issues and exhibits a reasonable level of professionalism.	Recognizes self of the therapist issues and maintains an adequate level of professional behavior.	Minimal recognition of self of the therapist issues and exhibits an inconsistent level of professional behavior.	No recognition of self of the therapist issues and exhibits poor professional behavior.

**EDGEWOOD COLLEGE ACADEMIC POLICIES**

**EDGEWOOD COLLEGE LEARNING COMMUNITY POLICIES & RESOURCES**

**Student handbook**

Edgewood College Student Rights & Responsibilities:

<http://deanofstudents.edgewood.edu/2017-2018-Student-Handbook>

**Technology Assistance Center - Help Desk**

If you are experiencing any technical problems, please contact the **Technology Assistance Center:**

- Phone: 608-663-6900
- Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

Please be ready to provide the following information:

- Operating System: Windows Version, Macintosh OS
- Web Browser Used
- Course: Title, Instructor and Session

## **Academic Success and Career Development Center**

The Academic Success and Career Development Center (ASCDC) assists students with a variety of learning needs.

- <https://www.edgewood.edu/student-life/academic-success>

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- Academic advising
- Peer tutoring in introductory classes
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- Study skills assistance (time management, qualitative skill development, test-taking strategies, etc.)
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- Internship placement

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- Phone: 608-663-2281.
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- Hours: Mon-Fri, 8-4:30

## **Accessibility & Disability Services**

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- Phone: 608-663-2381
- Email: [AccessDisabilityServ@edgewood.edu](mailto:AccessDisabilityServ@edgewood.edu)

## **Military & Veteran Services**

At Edgewood College, we appreciate the sacrifice that military service demands, no matter where your career took you. We are pleased to welcome all veterans and dependents to our campuses and outreach locations. If you have any questions regarding federal educational benefits, degree programs that are available, or about veterans' services that are offered at Edgewood College please feel free to contact the Director of Military & Veterans Services in DeRicci 124A.

- Phone: 608-663-4266
- Email: [veterans@edgewood.edu](mailto:veterans@edgewood.edu)

## **Wellness Center**

The Wellness Center (<http://health.edgewood.edu/>) is located in Dominican 122, and is home to Health Services, Personal Counseling, and the Rape Crisis Center Advocate. Health Service Professionals specialize in college health, trained to meet your specific needs and concerns, in a confidential manner. We are a full-service medical clinic, here for you in times of illness or injury, as well as addressing your preventative medical needs. Personal Counseling provides individual and group counseling, crisis intervention, psychoeducational and preventative outreach services, consultation to students, parents, faculty, and staff, and training for graduate students in counseling.

- Phone: 608.663.8334
- Hours: Mon-Fri, 9-4 (*closed 12-1*)

**Appointments:** Call the office, or self-schedule online (<http://health.edgewood.edu/self-scheduling>)

**Patient Portal:** <https://14456.portal.athenahealth.com/> -- Use the patient portal to schedule your own appointments, email a provider, download test results, complete forms prior to a visit, and more

## **Writing Center**

The Writing Center, located in the library (1st floor, behind Printing & Copy Center) offers free, drop-in service to all students. No appointment is necessary. Tutors offer feedback on all aspects of writing, from organization, evidence, and flow, to citations and punctuation. Students can work off a laptop, or tutors can print out a draft at no cost. You can find more information at <http://writing-center.edgewood.edu>

- Phone: 608-663-3293
- Hours: Mon-Thurs 9-9, Friday 9-2, Sunday 1-5

## **Edgewood Library Resources**

<http://library.edgewood.edu/>

## **Title IX**

Edgewood College policy specifically prohibits all forms of sexual misconduct and relationship violence. Harassment of individuals based on their gender, gender identity or gender expression is prohibited. All faculty and staff, with exception of confidential support options, are required to share reports of sexual misconduct or harassment with the Title IX Coordinator.

For comprehensive Title IX Information, including confidential and non-confidential campus resources and off-campus resources see <https://www.edgewood.edu/student-life/title-ix>.

## **Non-Discrimination & Harassment**

College policy specifically prohibits discrimination or harassment based on any characteristic protected under law, including gender identity and expression. The College affirms and protects the rights and opportunities of all persons to a working and learning environment free from discrimination and harassment. If you have been the target of (or have witnessed) an incident of discrimination, you may report this online by going to <http://diversity.edgewood.edu/report-an-incident>. Upon submission of this form, it will be sent to Edgewood's Director of Diversity & Inclusion.

You may also directly contact the Director of Diversity & Inclusion in Predolin 239.

- Phone: 608-663-3274
- Email: [diversity@edgewood.edu](mailto:diversity@edgewood.edu)
- Diversity & Inclusion at Edgewood: <http://diversity.edgewood.edu/>
- Office of Student Inclusion & Involvement: <http://diversity.edgewood.edu/Student-Diversity>

## **Incomplete Grades**

Incompletes may only be given when they are initiated by the student and the proper procedure is followed.

1. The student submits a “Request for Incomplete” to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar’s Office. The Request for Incomplete must be filed before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or emergency –a situation beyond the student’s control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of “A” to “F” must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar’s Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of “F” for the class.

## **Academic Honesty Policy**

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintain high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one’s own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator’s name to a document or form.

- Plagiarism.
- Or aiding another student in any of the above actions.

Suspected violations of the Academic Honesty Policy will be reported to the Academic Dean's Office.

### **Administrative Withdrawal Policy**

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

1. Disruptive behavior that interferes with the learning of other students.
2. Lack of course prerequisite(s).
3. Lack of instructor, advisor, or departmental approval for a course.
4. Academic dishonesty.
5. Once registered, the student retains responsibility and financial liability for all enrolled courses.

Tuition refunds will not be granted when students are withdrawn by the institution for cause.

### **Privacy of Student Records – FERPA**

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

### *Class Schedule*

DATE	SPECIAL TOPICS (Decided in class)	CASE PRESENTATIONS (Signup)
1/30/2019	Review syllabus <ul style="list-style-type: none"> <li>• Review DSPS Website</li> <li>• Review Person of Therapist Clinical Case Presentation Format</li> <li>• Discuss Course Confidentiality</li> <li>• Identify Topics of Interests</li> </ul>	Review class format & signup for presentations Case consultation
2/13/2019	TBD by students and instructor	Check in: Presentation #1: Presentation #2: Client Voice:
2/27/2019	TBD by students and instructor	Check in: Presentation #1: Presentation #2: Client Voice:
3/13/2019	TBD by students and instructor	Check in: Presentation #1: Presentation #2: Client Voice:
3/27/2019	TBD by students and instructor	Check in: Presentation #1: Presentation #2: Client Voice:

4/10/2019	TBD by students and instructor	Check in: Presentation #1: Presentation #2: Client Voice:
4/24/2019	TBD by students and instructor	Check in: Presentation #1: Presentation #2: Client Voice:
5/8/2019	TBD by students and instructor	Check in: Presentation #1: Presentation #2: Client Voice:

**Syllabus Revisions:** *Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

## Marital & Family Therapy II

Spring Semester 2019

Monday 6–9 p.m., 1/28–5/6, Deming 139

Instructor: Deb Polacek, LMFT  
Phone: 608-663-2266 (office), 608-219-7702 (cell)  
Email: dpolacek@edgewood.edu  
Office hours: by appointment

### **COURSE DESCRIPTION:**

This course explores techniques of major fields of systems therapy, including structural, strategic, systemic, existential, brief, and others. *Prerequisite: PSY 605.*

Preparation for clinical practice by focusing on the practice/process of therapy (from first contact through the course of treatment to termination) with diverse cultural and contextual systems, as well as addressing the professional significance of understanding and articulating rationales for treatment approaches.

Specific session formats and their dynamics will be explored including family sessions, groups session, and the impact of substance use and co-occurring disorders.

### **COURSE MATERIALS:**

Essential Skills in Family Therapy, 2<sup>nd</sup> (or 3<sup>rd</sup>) Edition, by JoEllen Patterson et al., ISBN: 9781606233054

*Syllabus Revisions: Syllabus, class itinerary, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

### **MFT CORE COMPETENCIES:**

It is important to understand the difference between achieving a letter grade and meeting a core competency in a clinical program (and specifically this course). Our Edgewood MFT Program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), which is part of the American Association for Marriage and Family Therapy (AAMFT). COAMFTE requires all accredited programs meet many of the 128 core competencies through the education and training of their students, with the remaining competencies met post degree. *Core competencies are the areas of knowledge and skill deemed necessary to practice marriage and family therapy.* These competencies are distributed throughout our Program and often overlap across coursework and training.

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

A letter grade in a course does not represent achievement of a competency; therefore, students will be asked to upload an artifact (to your **Foliotek** portfolio) attesting to the successful completion of a competency.

If a core competency is not met at the “competent” level, the student will be assigned remedial work at the instructor’s discretion. If the instructor determines the student is unable to meet the competencies at an acceptable level (competent or above), the instructor may require the student to repeat the course. Be

aware this may result in any or all of the following: delayed graduation, delayed admittance into clinical internship, removal from clinical placements, and additional cost (tuition/fees for the repeated course).

**Assessed in this course (2 core competencies):**

Domain 3: Treatment Planning and Case Management

Number	Subdomain	Competence
3.3.3	Executive	Develop a clear plan of how sessions will be conducted.

Domain 4: Therapeutic Interventions

Number	Subdomain	Competence
4.5.3	Professional	Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.

**MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program's *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/ assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

**Addressed in this course (4 SLOs):**

- SLO 1: Foundational Knowledge Base—Students will become knowledgeable of the core concepts, common factors, and major schools of Marriage and Family Therapy.
- SLO 2: Integration of Concepts, Models, and Techniques—Students will apply a systemic, integrative and empirically informed approach to their clinical practice as Marriage and Family therapists and demonstrate the ability to analyze and present a clinical case using one of the major MFT models.
- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.
- SLO 7: Professional identity as Marriage and Family Therapist—Students will clearly identify themselves within the profession of Marriage and Family Therapy.

**COURSE EXPECTATIONS:**

This is a “skills” oriented class; therefore, you will have ample opportunity to learn and hone your basic therapeutic skills. As in any skill-building process, feedback will be frequent and ongoing. Your active and thoughtful participation is key to your success in this course; it is a valuable tool for evaluating your understanding of the materials.

**Attendance:**

1. Please be on time. If you are going to be late or miss class, let me know prior to class. If I do not hear from you, the absence is considered “unexcused.” Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.
2. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.

3. Due to our Program's strong emphasis on in-class learning and participation you cannot make-up points lost when you miss a class (excused or unexcused). Keep in mind you can miss one (1) class session before it impacts your course grade yet if you miss two (2) class sessions, our Program policy recommends a whole letter grade reduction. If a grade reduction occurs, you may want to consider if it would be more beneficial to withdraw from the course and retake it later.
4. Completion of assignments by the assigned due dates is required. Late and missed work/assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.
5. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the class.

### **Professionalism and confidentiality:**

1. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
2. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
3. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
4. For the benefit of student learning, I may discuss cases in class when appropriate and relevant. It is of utmost importance you maintain confidentiality regarding the details of the cases I discuss and refrain from discussing these cases with friends or family members.
5. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

Note: See Edgewood College's Academic Honesty Policy, listed later in this syllabus, for more information.

6. Remember any concerns with regard to your professionalism will be considered when determining your readiness for clinical internship and for graduation.

**Important:** The Professional and Personal Competence form (P&P) is our Program's tool for addressing professional and personal performance. It can be completed by any instructor or supervisor at any time. If a significant concern presents in this area, a performance improvement plan may be created by the student and approved by the instructor or supervisor to mitigate the area of concern. The Program Director reviews all P&Ps.

**GRADING AND ASSIGNMENTS:**

		A (92%+)	AB (88-91%)	B (82-87%)	BC (76-81%)	C (70-75%)	CD (64-69%)	D (58-63%)	F (<58%)	
Class participation	140	129+	123-128	115-122	106-114	98-105	90-97	81-89	<81	
Role play	60	55+	53-54	49-52	46-48	42-45	38-41	35-37	<35	
Assignments:	200	184+	176-183	164-175	152-163	140-151	128-139	116-127	<116	
• Model reflection		10	9+	8	7	6	5	4	3	<3
• Group reflection		40	37+	35-36	33-34	30-32	28-29	26-27	23-25	<23
• Case file		75	69+	66-68	62-65	57-61	53-56	48-52	44-47	<44
• Case analysis		75	69+	66-68	62-65	57-61	53-56	48-52	44-47	<44
Total possible for course	<b>400</b>	368+	352-367	328-351	304-327	280-303	256-279	232-255	<232	

**Class participation:**

Your opportunity to contribute by showing your knowledge of materials assigned, completing practice exercises, and interacting respectfully with your cohort with relevant feedback and mutual support. Role playing as a therapist is required for passing this course.

Point assessment (14 classes are worth up to 10 points each):

- 4 points for showing up and holding space for others to share.
- 5–10 points for actively participating in a thoughtful manner, while giving space for others.

**Role play:**

Create a role play family and participate in “therapy-practice” applying a relational/systemic perspective. For each of the 6 role play sessions, forms are provided and completed in class as listed below. Each form is worth up to 10 points (for a total of 60 points). *When you are the therapist be prepared to share with me, prior to the session, your goals and plan for the session along with 1–2 interventions you would like to practice.*

- If you are an *observer* or a *therapist*, you complete a Progress Note & Reflection Form.
- If you are a *role player*, you complete a Client Satisfaction & Reflection Form.

**Assignments:**

- **Model reflection (10 points):** [Blackboard]

Based on your therapy model of choice write an *informal* reflection (1–2 pages) addressing the following questions:

1. What specific intervention(s) would you like to explore more? Explain.
2. With what type of clientele/diagnosis would this fit? Explain.
3. What would you modify to make the intervention(s) a better fit for you as the therapist?

- **Group session reflection paper (40 points):** [Blackboard]

Attend a group associated with substance use (or other addiction support group) and write an *informal* reflection paper (2-3 pages) on your experience addressing the following items:

1. Identify the type of group (AA, NA, Al-Anon, Smart Recovery, etc.); its structure/format and size (*omit all participant-specific identifiable information*).
2. What was effective about this group? Explain.
3. What didn't you like about this group process? What might you do different?
4. What value can you take away from observing this group?

- **Clinical case file (75 points):** *[all created as paper copies in class]*

You will create a clinical case file for our role play family. All information necessary to complete this assignment will be gathered in class as the semester progresses.

1. Intake (20 points):

Demonstrate your ability to complete an intake with a client during a first session while attending to diverse contextual issues. Includes:

- a. HIPAA, informed consent, releases of information, client fees/payment, confidentiality, mandated reporting, and how therapy is structured
- b. gathering history (biopsychosocial) information including MSE

Prepares you to field questions about your role as an intern, gather assessment and case formulation information, *all while establishing a join with your client.*

2. Treatment Plan (35 points)
3. Progress Notes (points counted within Role Play)
4. Aftercare Plan/Termination Summary (20 points)

- **Clinical case analysis paper (75 points):** *[Blackboard]*

Your opportunity to analyze our role play family sessions from the perspective of a Universal Family Therapist in a *formal APA style* paper (7–10 pages).

1. Introduction (information from 1<sup>st</sup> contact)
  - ✓ Briefly describe the client(s).
  - ✓ State the presenting problem they are seeking help with and any identified patient.
2. Beginning therapy overview (Sessions 1–2).
  - ✓ Identify characteristics of the client(s) you observed. For example, gatekeeper, power, hierarchy, subsystems, etc.
  - ✓ Describe potential systems/contextual issues (culture, socioeconomic class, race, gender, etc.) and how they may be impacting the client(s).
  - ✓ *Include how the above supports your diagnosis and goals for therapy.*
3. Main body of therapy overview (Sessions 3–4).
  - ✓ Identify three specific interventions, explain them, and why you would use them.
  - ✓ *Include how your interventions support the goals for therapy.*
4. Ending therapy overview (Sessions 5–6)
  - ✓ Describe the indicators present/observed for ending therapy.
  - ✓ Explain the aftercare/termination plan.
  - ✓ *Include how this might manage client risk post therapy*
5. Your professional opinion on what you would do different if one of the individuals in the sessions had revealed they were also experiencing a co-occurring disorder.
  - ✓ *Include how it might affect the structure of the sessions*
  - ✓ *Include how it may affect risk levels and specifically how you would manage that*
  - ✓ *Include how the reveal of a co-occurring disorder might affect you personally and what steps you would take to establish and maintain your own personal care plan*

**IMPORTANT:**

**You will need to upload your final Clinical Case Analysis Paper as an artifact to FOLIOTEK.**

**Extra credit:** [Blackboard]

All extra credit work is to be posted to PADLET (maximum 2 submissions per student).

- Self-care activity (5 points)**  
 Upload a link to an informational video or article on a self-care activity that may be useful for a therapist and/or with a client and indicate in a “comment” your reason for choosing this activity (1 sentence).
- Psychoeducation (5 points)**  
 Upload a link to an informational video or article that may be useful for your cohort to view or to recommend as psychoeducation for a client and indicate in a “comment” your rationale behind this choice (1 sentence).

**Rubrics:**

<b>Assignment:</b> Reflection papers				
<b>Core Competency:</b> 4.5.3 <b>Student Learning Objectives:</b> 1, 2, 5				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Comprehensive understanding of session structure and techniques; recognizes and identifies impact of diverse contextual issues.	Clear understanding of session structure and techniques; recognizes and identifies diverse contextual issues.	Basic understanding of session structure and techniques; recognizes diverse contextual systems.	Minimal or vague understanding of session structure and techniques; unclear recognition of diverse contextual systems.	Significant problems with understanding session structure, techniques, and contextual issues.
Relevant and clear personal reflection.	Relevant personal reflection.	Generally relevant personal reflection.	Vague, unclear personal reflection.	No actual personal reflection within paper.

<b>Assignment:</b> Role play				
<b>Core Competency:</b> 3.3.3 <b>Student Learning Objectives:</b> 1, 2, 5, 7				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Thorough plan and presentation of therapy session and techniques.	Reasonable plan and presentation of therapy session and techniques.	Basic plan and presentation of therapy session and techniques.	Undeveloped plan and presentation of therapy session.	Significant problems with therapy session.
Successfully engages with all clients; attends to diverse contextual issues.	Effectively engages with most clients; attends to diverse contextual issues.	Engages with some clients; recognizes diverse contextual systems.	Minimally engages with client; recognizes contextual systems.	Problems engaging client and recognizing contextual systems.
Comprehensive rationale for interventions.	Clear rationale for interventions.	Basic rationale for interventions.	Vague rationale for interventions.	Poor rationale for interventions.

<b>Assignment:</b> Clinical case file				
<b>Core Competency:</b> 3.3.3, 4.5.3 <b>Student Learning Objectives:</b> 1, 2, 5, 7				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Thorough understanding and detailed coverage of all material including mandated reporting and duty to warn.	Moderate understanding and clear coverage of all material including mandated reporting and duty to warn.	Basic understanding and general coverage of material including mandated reporting and duty to warn.	Minimal understanding and vague coverage of materials; omits some important aspects.	Significant problems with material; poor explanations; omits key aspects.
Full understanding of initial assessment and diagnosis of role play family; identifies impact and relevance of diverse contextual systems.	Reasonable understanding of initial assessment and diagnosis of role play family; identifies relevance of diverse contextual systems.	Rudimentary understanding of initial assessment and diagnosis of role play family; identifies diverse contextual systems.	Nominal understanding of initial assessment and diagnosis of role play family; unclear recognition of diverse contextual systems.	Substantial problems understanding initial assessment and diagnosis of role play family; no recognition of diverse contextual systems.
Comprehensively identifies most strengths, resiliency factors, and resources; aware of clinical relevance.	Clearly identifies many strengths, resiliency factors, and resources; some awareness of relevance.	Identification of strengths, resiliency factors, and resources.	Minimal recognition of strengths, resiliency factors, or resources.	No or unclear recognition of strengths, resiliency factors, or resources.
Complete, clear, and thorough paperwork; no misspelled words.	Complete and clear paperwork; 3 or less misspelled words.	Complete paperwork; 5 or less misspelled words.	Mostly complete paperwork; many misspelled words.	Incomplete paperwork; missing items; many misspelled words.

<b>Assignment:</b> Clinical case analysis paper				
<b>Core Competency:</b> 4.5.3 <b>Student Learning Objectives:</b> 1, 2, 5				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Comprehensive description of session structure with sound rationale for theoretical relevancy of interventions.	Reasonable description of session structure with clear rationale for theoretical relevancy of interventions.	Basic description of session structure and interventions with generally relevant rationale.	Minimal or vague description of session structure with unclear rationale for interventions.	Significant problems with understanding and describing session structure and recognizing interventions.
Impact of diverse contextual issues addressed.	Recognizes effect of diverse contextual issues.	Recognizes and identifies diverse contextual systems.	Unclear recognition of diverse contextual systems.	No recognition of diverse contextual systems.
3 relevant interventions comprehensively described.	3 relevant interventions clearly described.	3 generally relevant interventions basically described.	Less than 3 relevant interventions identified.	No interventions identified.
Correct APA style; no misspelled words; citations as needed.	Correct APA style; 3 or less misspelled words; citations as needed.	Correct APA style; 5 or less misspelled words; citations as needed.	APA format not used appropriately; many misspelled words.	No APA format; many unclear sentences and misspelled words.

## **EDGEWOOD COLLEGE LEARNING COMMUNITY POLICIES & RESOURCES**

### **Student handbook**

Edgewood College Student Rights & Responsibilities:

<http://deanofstudents.edgewood.edu/2017-2018-Student-Handbook>

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- Phone: 608-663-2381
- Email: [AccessDisabilityServ@edgewood.edu](mailto:AccessDisabilityServ@edgewood.edu)

## **Military & Veteran Services**

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- Phone: 608-663-4266
- Email: [veterans@edgewood.edu](mailto:veterans@edgewood.edu)

## **Wellness Center**

The Wellness Center (<http://health.edgewood.edu/>) is located in Dominican 122, and is home to Health Services, Personal Counseling, and the Rape Crisis Center Advocate. Health Service Professionals specialize in college health, trained to meet your specific needs and concerns, in a confidential manner. We are a full-service medical clinic, here for you in times of illness or injury, as well as addressing your preventative medical needs. Personal Counseling provides individual and group counseling, crisis intervention, psychoeducational and preventative outreach services, consultation to students, parents, faculty, and staff, and training for graduate students in counseling.

- Phone: 608.663.8334
- Hours: Mon-Fri, 9-4 (closed 12-1)

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- Phone: 608-663-3274
- Email: [diversity@edgewood.edu](mailto:diversity@edgewood.edu)
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- Office of Student Inclusion & Involvement: <http://diversity.edgewood.edu/Student-Diversity>

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Incompletes may only be given when they are initiated by the student and the proper procedure is followed.

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***Syllabus Revisions:*** *Syllabus, schedule, policies, and assignments are subject to change at the discretion of the instructor and/or due to the needs of the class.*

# Edgewood College Marriage & Family Therapy

A COAMFTE Accredited Program

**PSY 700**

## **Research Methods**

Spring Semester 2019

Alternating wednesdays 6–9 p.m., 1/23-5/1

Instructor: Ann Jamison, MS MFT  
Phone: 608-663-4364 (office), 608-658-7259 (cell)  
Email: aejamison@edgewood.edu  
Office hours: by appointment only

### **COURSE DESCRIPTION:**

This course provides a review of quantitative and qualitative methods of inquiry, examining recent marriage and family therapy research studies. This course includes the opportunity to conduct a comprehensive literature review and disseminate research on evidence based practices to colleagues and the public.

The focus of this class is on research methods and their application to marriage and family therapy. Students completing these courses will develop skills to understand common MFT research methods, how research methods are applied, and how to critique research. Students in PSY 700 will learn and be able to apply the basic tenets of:

- Quantitative and qualitative research design strategies
- Qualitative and quantitative data analysis techniques
- Evidence-based practice
- Research presentation

The overarching goal of this course is to strengthen student ability to critically read and apply literature in their practice and to apply this to their own clinical practice—in essence, to practice evidence-based practice. There will be time in class provided to work on your projects.

### **COURSE MATERIALS:**

*No textbooks are required for this course.*

- There may be required readings that will be made available or sent out by the instructor.
- Edgewood’s library staff created a home page for this course, which you can find at the following URL: <http://library.edgewood.edu/psy700>

### **Recommended (optional, NOT required):**

Rubin, A., & Bellamy, J. (2012). *Practitioner’s guide to using evidence-based practice* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

### **MFT CORE COMPETENCIES:**

It is important to understand the difference between achieving a letter grade and meeting a core competency in a clinical program (and specifically this course). Our Edgewood MFT Program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE), which is part of the American Association for Marriage and Family Therapy (AAMFT). COAMFTE requires all accredited programs meet most of the 128 core competencies through the education and training of their students, with the remaining competencies met post degree. *Core competencies are the areas of knowledge and skill deemed necessary to practice marriage and family therapy.* These competencies are distributed throughout our Program and often overlap across coursework and training.

To successfully graduate from our Program, students must complete the academic and training requirements and be assessed as competent in the associated core competencies. The instructor may determine competency through items such as, exams, quizzes, writing assignments, classroom participation, experiential assignments, classroom behavior, and instructor observations.

A letter grade in a course does not represent achievement of a competency; therefore, students will be asked to upload an artifact (to your **Foliotek** portfolio) attesting to the successful completion of a competency.

If a core competency is not met at the “competent” level, the student will be assigned remedial work at the instructor’s discretion. If the instructor determines the student is unable to meet the competencies at an acceptable level (competent or above), the instructor may require the student to repeat the course. Be aware this may result in any or all of the following: delayed graduation, delayed admittance into clinical internship, removal from clinical placements, and additional cost (tuition/fees for the repeated course).

**Assessed in this course (2 core competencies):**

Domain 6: Research and Program Evaluation

Number	Subdomain	Competence
6.1.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice.
6.1.2	Conceptual	Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services.

**MFT STUDENT LEARNING OUTCOMES (SLOs):**

Student Learning Outcomes are part of our Program’s *Educational Outcomes* and are those measurable accomplishments of students that include but are not limited to grades, evidence of learning in projects/ assignments, evidence of skills in the AAMFT core competencies, and other program-established competencies, and national exam pass rates.

**Addressed in this course (2 SLOs):**

- SLO 4: Integration of Research—Students will learn to be critical consumers of research. Through learning the principles of evidence-based practice, students will understand how to apply the best research evidence available to their own practice setting.
- SLO 5: Diversity and Cultural Sensitivity—Students will incorporate cultural sensitivity and respect for diversity across contextual issues such as race, ethnicity, age, socioeconomic status, religion, gender, and sexual orientation.

**COURSE EXPECTATIONS:**

Your active and thoughtful participation is key to your success in this course; it is a valuable tool for evaluating your understanding of the materials.

**Format and Learning Strategies:**

Class sessions will include lecture, guest speakers, video, small and large group discussion, in-class writing and other exercises.

**Attendance:**

1. Please be on time. If you are going to be late or miss class, let me know prior to class. If I do not hear from you, the absence is considered “unexcused.” Exceptions will be made in the case of dangerous weather conditions and medical or family emergencies; however, you will be responsible for all materials covered in class and any assignments due.

2. Edgewood rarely cancels classes, leaving most weather-related decisions up to the instructor. If class needs to be canceled, I will send out an email early on the day of the class.
3. Due to our program's strong emphasis on in-class learning and participation, you cannot make up points lost when you miss a class (excused or unexcused). Keep in mind you can miss one (1) class session before it impacts your course grade. If you miss two (2) class sessions, our program policy recommends a whole letter grade reduction. If a grade reduction occurs, you may want to consider if it would be more beneficial to withdraw from the course and retake it later.
4. Completion of assignments by the assigned due dates is required. Late and missed work/assignments will not be accepted unless prior arrangements have been coordinated and agreed to with me for an extension or alternative arrangement.
5. Incompletes are rarely given except in the case of documented illness/emergency. If you find yourself falling behind, PLEASE talk to me as soon as possible so we can work out a way for you to complete the class.

### **Professionalism and confidentiality:**

1. Professional behavior is expected at all times. Each instructor observes students to determine continued appropriateness for our Program and the MFT field.
2. Please turn off cell phones/pagers/internet during class. If you need to be available for emergencies, please have your phone/pager on vibrate.
3. Given the nature of this class—the kind of intimacy that emerges in therapeutic relationships—all exchanges of personal information will be handled in the strictest of professional confidence in accordance with the “Ethical Standards” of the AAMFT.
4. For the benefit of student learning, I may discuss cases in class when appropriate and relevant. It is of utmost importance you maintain confidentiality regarding the details of the cases I discuss and refrain from discussing these cases with friends or family members.
5. Academic honesty is expected at all times in all facets of this course. Any student discovered engaging in plagiarism or academic dishonesty, will receive a failing grade in this class and may be expelled as determined by the faculty and administration. Plagiarism includes utilizing the work, words, thoughts, opinions, or scholarship of another person or group, and presenting it as your own original work. All work should be cited according to the most recent APA manual.

Note: See Edgewood College's Academic Honesty Policy, listed later in this syllabus, for more information.

6. Remember any concerns with regard to your professionalism will be considered when determining your readiness for clinical internship and for graduation.

**Important:** The Professional and Personal Competence form (P&P) is our Program's tool for addressing professional and personal performance. It can be completed by any instructor or supervisor at any time. If a significant concern presents in this area, a performance improvement plan may be created by the student and approved by the instructor or supervisor to mitigate the area of concern. The Program Director reviews all P&Ps.

**GRADING AND ASSIGNMENTS:**

Class participation		70
Assignments:		370
Lit Review proposal	10	
Exam	100	
Critique Paper	20	
Literature review paper	200	
Literature Review Presentation	20	
● Podcast/Interview	20	
Total possible for course		<b>440</b>

**Class participation:**

Your opportunity to contribute to class discussions, show your knowledge of materials assigned, complete practice exercises, interact with your peers, and observe.

Point assessment (7 sessions each worth up to 10 points):

- ✓ 4 points for showing up and holding space for others to share. This means being awake and present, and not distracted by electronic devices.
- ✓ 5–10 points for actively participating in a thoughtful manner, while giving space for others.

**Assignments:**

● **Literature Review Proposal** (10 points)

The first assignment will involve a short description of your proposal for a literature review. Please use the template provided on Blackboard.

● **Exam** (100 points)

An in-class, closed-book exam will consist of multiple choice questions and short-answer. It will cover basic statistics, research principles, and the scientific method. A take-home exam will be given out that will involve an essay portion. This exam is open-book but cannot be worked on in groups or pairs.

● **Critique Paper** (15 points)

This is a brief paper and should be no less than 2 pages double-spaced, and no more than 3. You will select a piece of scholarly research in the field of marriage and family therapy. Briefly summarize the research and provide a critique of the research design. Refer to rubric on Blackboard.

● **Literature Review** (200 points)

This is the major artifact of your PSY 700 course. As per your proposal, you will be looking at a topic in the field of marriage and family therapy. Your research question will be, essentially, “what is the current state of knowledge on this topic?” Answering this question will involve doing an extensive literature review of the existing literature available on the topic, synthesizing that literature in a discussion, pointing out where there are still gaps in knowledge, and proposing

research moving forward.

This review will also serve to make you a subject matter expert on your topic. You are encouraged to see this paper as an opportunity to deepen your knowledge on a topic and/or client population you are interested in working with in a clinical setting.

Please refer to rubric on Blackboard for rubric.

- **Literature Review Presentation** (20 points)

Each individual will present their research question and findings to their colleagues in class. Each presentation should be between 5-10 minutes long. See Blackboard for rubric.

- **Literature Review Interview/Podcast** (20 points)

During our scheduled final class, each of you will sign up for a time slot to have an individual conversation with me. This conversation will be a short interview about your literature review. I will be asking you to describe your topic, your findings, and asking you a couple questions based on the findings in your paper. This conversation will be similar to what a Q&A might be like at the end of a presentation. This conversation will be recorded (audio only) and be featured as an episode of our class's podcast, which will be available publicly. You will also be provided the digital file of your interview via email. This will fulfill the requirement to publicly present your research. See Blackboard for rubric.

*NOTE: You will need to upload your paper and audio file as artifacts to **Foliotek**.*

# Edgewood College Marriage & Family Therapy

A COAMFTE Accredited Program

PSY 700

**Rubric:**

<b>Assignment:</b> All assignments				
<b>Core Competency:</b> 6.1.1, 6.1.2 <b>Student Learning Objectives:</b> 4, 5				
<b>5 SUPERIOR</b>	<b>4 VERY GOOD</b>	<b>3 COMPETENT</b>	<b>2 FAIR</b>	<b>1 POOR</b>
Thorough understanding and coverage of all relevant.	Moderate understanding and coverage of all relevant material.	Basic understanding and coverage of material.	Minimal understanding and coverage of materials; omits some important aspects.	Significant problems with material.
Thorough plan and strong presentation of project.	Moderate plan and clear presentation of project.	Basic plan and general presentation of project.	Minimal plan and vague presentation of project.	Significant problems with plan and poor presentation of project.
Comprehensively addresses diverse contextual systems.	Effectively addresses diverse contextual systems.	Addresses diverse contextual systems.	Minimally addresses diverse contextual systems.	Does not recognize or address diverse contextual systems.
Complete, clear, and thorough paperwork; correct APA style; no misspelled words; effective use of citations.	Complete and clear paperwork; correct APA style; 3 or less misspelled words; relevant citations as needed.	Complete paperwork; correct APA style; 5 or less misspelled words; adequate citations.	Mostly complete paperwork; APA format not used correctly; many misspelled words, irrelevant citations.	Incomplete paperwork; missing items; APA format not used; many grammatical errors and misspelled words, no citations.

# Edgewood College Marriage & Family Therapy

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PSY 700

## Spring 2019 Class Schedule

This schedule is tentative and includes topics, readings, and assignment due dates. This schedule may be modified with notice according to the needs of the course.

DATE	TOPICS	ASSIGNMENTS & READINGS (due for date listed)
week 1 1/23	Class canceled - polar vortex	
week 2 2/6	Welcome Introductions Syllabus/Class Structure, Q & A <b>The Why</b> Why do we do research?	Before class, listen to: The Psychopath Test Prologue to Unconditional Love
week 3 2/20	<b>The How</b> Research methods and stats crash course Ethics in Research Critical Reading and Review	Literature Review Proposal due Read Chapters 2.3, 3, 5, 12, and 13 of Research Methods in Psychology
week 4 3/6	<b>The Impact</b> Diversity and Decolonization of Research What we research and how we talk about it	Exam (in-class portion) Critique Paper due Read Tuhiwai Smith Introduction ONLY
week 5 4/3	<b>Access and Media</b> Who can access research and why Check-ins on progress, in-class work time	Watch Erica Stone Ted Talk Exam (take-home portion due)
week 6 4/17	Staying up to date on EBP Current Debates on EBP	In-class activity
week 7 5/1	In class presentations	Presentations and Lit Review Due Podcast Recordings

Copy this newer Edgewood Policy Section (below) and paste over your old "EDGEWOOD COLLEGE ACADEMIC POLICIES" section that was at the end of your previous syllabus. This was received from Edgewood this morning and alleviates the issues I discussed at our departmental meeting Friday regarding name changes within the college's syllabus template.

NOTE: If you have already adjusted or printed your existing syllabus removing names from the section, you may save this information for next time.

## EDGEWOOD COLLEGE LEARNING COMMUNITY POLICIES & RESOURCES

### Student handbook

Edgewood College Student Rights & Responsibilities:

<http://deanofstudents.edgewood.edu/2017-2018-Student-Handbook>

### Technology Assistance Center - Help Desk

If you are experiencing any technical problems, please contact the **Technology Assistance Center**:

- Phone: 608-663-6900
- Email: [Technology-Assistance@edgewood.edu](mailto:Technology-Assistance@edgewood.edu)

Please be ready to provide the following information:

- Operating System: Windows Version, Macintosh OS
- Web Browser Used
- Course: Title, Instructor and Session

### Academic Success and Career Development Center

The Academic Success and Career Development Center (ASDC) assists students with a variety of learning needs.

- <https://www.edgewood.edu/student-life/academic-success>

The ASCDC takes a developmental approach to helping students grow academically, professionally, and personally. Some examples of the services provided include:

- Academic advising
- Peer tutoring in introductory classes
- Drop-in assistance Math
- Study skills assistance (time management, qualitative skill development, test-taking strategies, etc.)
- Career development
- Internship placement

The ASCDC is located in DeRecci 206.

- Phone: 608-663-2281.
- Email: [success@edgewood.edu](mailto:success@edgewood.edu)
- Hours: Mon-Fri, 8-4:30

## Accessibility & Disability Services

If you are a student with a documented disability and are interested in accommodations for this course, the Office of Student Accessibility and Disability Services (DeRicci 206G) can assist you. Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential.

If you have questions about services, accommodations, or documentation requirements, or to make an appointment, see the Accessibility & Disability Services website, <http://accessibility.edgewood.edu/>, or contact the Director at:

- Phone: 608-663-2381
- Email: [AccessDisabilityServ@edgewood.edu](mailto:AccessDisabilityServ@edgewood.edu)

## Military & Veteran Services

At Edgewood College, we appreciate the sacrifice that military service demands, no matter where your career took you. We are pleased to welcome all veterans and dependents to our campuses and outreach locations. If you have any questions regarding federal educational benefits, degree programs that are available, or about veterans' services that are offered at Edgewood College please feel free to contact the Director of Military & Veterans Services in DeRicci 124A.

- Phone: 608-663-4266
- Email: [veterans@edgewood.edu](mailto:veterans@edgewood.edu)

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