



CALIFORNIA  
STATE UNIVERSITY  
NORTHRIDGE

Department of Educational Psychology and Counseling

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**Course Syllabus**  
**EPC 670A**  
**Systemic Family Therapy Theories and Their Evidence Base**  
**Spring 20\_\_**  
**Mondays 4:00-6:45**

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**Instructor:**

**Office:**

**Phone:**

**Email:**

**Office Hours:**

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## **Course Description**

Case conceptualization and treatment planning using systemic marriage and family therapy/counseling theories, including structural, strategic, experiential, and intergenerational theories. Addresses the associated evidence base, common factors research, and epistemological foundations of systemic theories. Applications with diverse clients, children, and the severely mentally ill are emphasized.

**Units:** 3

**Prerequisite(s):** Admission to master's program in counseling at CSUN

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## **College of Education Conceptual Framework**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, students - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of professional knowledge and skills.
- We value the use of evidence for the purposes of monitoring student growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.

- We value ethical practice and what it means to become ethical and caring professionals.
  - We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
  - We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
  - We value creative and reflective thinking and practice.
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## Instructional Philosophy

The Marriage and Family Therapy/Counseling program at CSUN is designed based on a learning-centered, outcome-based educational principles as described below:

### *Learning-Centered Education*

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

### *Outcome-Based Education*

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from four distinct sources:

1. The California State Board of Behavioral Science (BBS) educational requirements for becoming a Licensed Marriage and Family Therapist.
2. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling and College Counseling/Student Affairs.
3. The Student Learning Objectives developed by the departmental faculty.

How this course meets all of these requirements is outlined below (we know these lists may appear long and boring but we believe having these clearly defined in each syllabus ensures a consistent and high quality curriculum that is offered with integrity).

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### **CTC School Counseling Performance Expectations Covered in this Class**

**SCPE 1.3:** Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).

**SCPE 2.12:** Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.

## CACREP Standards Covered in this Class

The M.S. in Counseling program at CSUN will be seeking national accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in 2022. This accreditation provides numerous benefits to students, such as having their degree readily recognized by other states for licensure, eligibility to take the national counselor examination upon graduation, and a high-quality curriculum that is regularly revised by external experts.

The Core CACREP standards covered in this class include:

<b>PROFESSIONAL COUNSELING IDENTITY</b>	
1. Professional Counseling Orientation and Ethical Practice	a. History and philosophy of the counseling profession and its specialty areas
	b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
2. Social and Cultural Diversity	c. Multicultural counseling competencies
	e. The effects of power and privilege for counselors and clients
	f. Help-seeking behaviors of diverse clients
5. Counseling and Helping Relationships	a. Theories of models of counseling
	b. A systems approach to conceptualizing clients
	c. Theories, models, and strategies for understanding and practicing consultation
	f. Counselor characteristics and behaviors that influence the counseling process
	g. Essential interviewing, counseling, and case conceptualization skills
	h. Developmentally relevant counseling treatment or intervention plans
	i. Development of measurable outcomes for clients
	j. Evidence-based counseling strategies and techniques for prevention and intervention
	n. processes for aiding students in developing a personal model of counseling

The School Counseling and College Counseling Specialty Standards covered in this class include:

<b>SPECIALTY STANDARDS</b>		
School Counseling - Foundations	1a.	History and development of school counseling
School Counseling – Contextual Dimensions	2g.	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
	2n.	Legal and ethical considerations specific to school counseling
School Counseling – Practice	3f.	Techniques of personal/social counseling in school settings;
	3h.	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
College Counseling and Student Affairs – Foundations	1a.	History and development of college counseling
College Counseling and Student Affairs – Contextual Dimensions	2d.	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
	2o.	Legal and ethical considerations specific to college counseling
College Counseling and Student Affairs – Practice	3b.	Strategies to assist individuals in higher education settings with personal/social development
	3c.	Interventions related to a broad range of mental health issues for individuals in higher education settings

## Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. Develop case conceptualizations for treating couples and family using systemic MFT theories.
  - To be measured on the Case Conceptualization in the Group Presentation and Final Paper.
2. Write treatment plans for treating individuals, children, couples and family using a specific and appropriately chosen systemic MFT theory.
  - To be measured on the Treatment Plan in the Final Paper.
3. Demonstrate an understanding of the process and techniques of MFT therapy approaches.
  - To be measured on Treatment Plans in the Group Presentation and Final Paper.
4. Construct a three-generation genogram to assist with family assessment.
  - To be measured on the Final Paper.
5. Use the evidence base for family therapy to inform treatment.
  - To be measured by the choice of theory for the Final Paper.
  - To be measured on the Exam.
6. Apply knowledge of diversity in designing treatment for couples and families.

- To be measured on the Case Conceptualizations and Treatment Plans in the Group Presentation and Final Paper.
- 7. Apply knowledge about the family life cycle to select developmentally appropriate short-term and long-term therapy goals for individuals, couples, and families.
  - To be measured on the Case Conceptualizations and Treatment Plans in the Group Presentation and Final Paper.
- 8. Identify common factors across MFT theories and describe how each model uniquely mobilizes each factor.
  - To be measured on the Exam.

## Counseling Program Learning Objectives

Of the program's seven learning objectives, this course is designed to develop skills in the following:

1. **Objective #2:** Develop empathetic, respectful and congruent interpersonal skills and demonstrate their ability to work successfully with groups and individuals from diverse backgrounds in educational, community and mental health settings.

## Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum. The signature assignments for this course are:

### *Case Study Paper with Treatment Plan and Genogram*

Students will develop a paper examining the application of a theory of their choice that will include:

- 4-5 page literature review of theory
- Cross-theoretical case conceptualization
- Treatment plan
- Three-generation genogram
- References to at least 5-7 professional books or articles

### *Multiple Choice Exam*

A multiple-choice exam to prepare students for licensing exams.

## Required Textbooks

Gehart, D. R. (2013). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation* (3<sup>rd</sup> ed.). Boston, MA: Cengage Learning.

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

Minuchin, S., & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.

## Required Articles

(Some articles must be downloaded from PsychInfo via the CSUN Library; other articles available on Canvas class website.)

Bermudez, D. (2008). Adapting Virginia Satir techniques to Hispanic families. *The Family Journal*, 16(1), 51-57. doi:10.1177/1066480707309543.

Knudson-Martin, C. (1994). The female voice: Applications to Bowen's family systems theory. *Journal of Marital and Family Therapy*, 20(1), 35-46.

Soo-Hoo, T. (1999). Brief strategic family therapy with Chinese Americans. *The American Journal of Family Therapy*, 27(2), 163-179.

Williams, N. D., Foye, A., & Lewis, F. (2016). Applying structural family therapy in the changing context of the modern African American single mother. *Journal of Feminist Family Therapy*, 28, 30-47.

Yznaga, S. D. (2008). Using the genogram to facilitate the intercultural competence of Mexican Immigrants. *The Family Journal: Counseling and Therapy for Couples and Families*, 16(2), 159-165.

## Recommended References

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

Washington, D.C.: Author.

## Instructional Format

This graduate seminar course will include lecture, experiential activities, and in-class dialogue. The course may also include online components on Canvas (<http://Canvas.csun.edu>); use your CSUN user ID and password to log on.

### Organization of Class Time

Most class periods will involve one of the two formats below. In the first week, the theory is introduced through lecture and video; in the second week on the same theory and case conceptualization will be covered via student presentations, possible role-plays, and video.

## Overview of Course Activities

### Participation and Attendance (15 points total)

*Participation:* This portion of the grade covers regular and prompt attendance as well as the quality of student participation in classroom exercises and discussion. Additionally, this grade will also be determined by the student's professional conduct and attitude, which should reflect an understanding of professional ethics codes, such as those set forth by AAMFT. Students are expected to participate actively and constructively in class, to adhere to professional ethical codes of conduct, and in general contribute positively to class culture.

*Attendance:* Students with more than two excused absence or any non-excused absence will have points deducted from this grade; the point deduction will be determined by the reason for absence and the student's manifested responsibility regarding the absence. In addition points will be deducted for persistent

tardiness. Two (2) unexcused absences will affect your grade; three (3) absences will result in a NC (no credit) and necessitate dropping the course.

*Professionalism* (**SCPE 2.12**): As a course in a professional training program, students are expected to consistently demonstrate professional behavior; this is counted toward your participation grade. This includes but is not limited to:

- Being on time to class and with assignments
- Participating in respectful interactions with students and faculty
- Proactive engagement in learning process and assignments
- Organized and prepared for class and presentations
- Managing paperwork and technology effectively; not using your laptop inappropriately during class time; not using your cellular phone at any time during class except when directed to by the instructor
- Managing personal crises effectively; notifying the instructor in a timely manner when necessary

### **Study Sheets (5 due, 10 points total) Submitted on Canvas**

Study sheets are due for each theory chapter (3, 4, 5, 6, & 7) covered from *Mastering Competencies in Family Therapy*. Students will use these to prepare for the final exam and eventually the comprehensive and licensing exam. These sheets may be in outline format or any format (flash cards, etc.) that best facilitates the student's personal learning. All students who complete all study sheets on time will receive 10 points.

### **Group Presentations: Theory-Specific Case Conceptualization and Intervention Role Play (15 points total) (SCPE 1.3)**

Students will be divided into groups. Each group will present to the class a Theory-Specific Case Conceptualization and Intervention role-Play based on the assigned theory.

Theory Presentations will be a minimum of 15 minutes and may not exceed 20 minutes. Presentations should include a formal visual presentation (such as PowerPoint) with the following elements:

- A brief vignette with basic demographics and diversity considerations: race/ethnicity, age, gender, education and/or employment/school, grade, religion, language, etc. for each person in the family or couple relationship
- Brief review of the presenting problem from each client's perspective
- A 3-generation genogram
- A summary of key elements of the Theory-Specific Case Conceptualization (available on Canvas or via email)
- One theory-specific treatment goal using format from online form available on Canvas or via email
- A brief review of the selected intervention for the role play

Each group will also prepare a 10 minute role play or video working with the vignette the group presented to demonstrate a specific associated theoretical intervention. Your group should research primary sources and videos to get an in depth understanding of the theoretical intervention to be presented in the role play.

**\*Please bring 1 copy of the completed Theory Specific Case Conceptualization Form and the PowerPoint (min. 3 slides per sheet) to turn into the instructor the day of the presentation.**

### **Vignette & Genogram (15 points total)**

1. **Vignettes:** Each student will identify a relational issue in his/her personal life and will develop a brief, one-paragraph to one-page vignette, revealing only information that he/she is comfortable revealing. The issue must be relational but the treatment approach may be an individual, a couple, or a family depending on theory of choice. For every vignette, **diversity factors** should be included and discussed.

Note: you may revise history as needed to feel comfortable writing this assignment. If necessary, include more fiction than fact. I recommend you choose issues that you feel you have successfully dealt with and avoid issues that are still painful for you.

2. **Genogram:** Construct a three-generation genogram for your vignette. The genogram should include names and dates of birth, death, marriage, divorce, and relevant diversity factors. In addition, identify significant conflict, cut-off, closeness, and enmeshment among members of the client family. The instructor will provide information for creating a genogram to students, however an additional helpful resource is your book: McGoldrick, M., Gerson, R., & Petry, S. S. (2008). *Genograms: Assessment and intervention* (3<sup>rd</sup> ed.). The genogram may be computer generated or hand drawn and should fit on one sheet of paper. If you choose to draw the genogram by hand, use a straight edge and some type of template to keep it neat.

### **Cross-Theoretical Case Conceptualization (15 points total) (SCPE 1.3)**

Assess your vignette using the Cross-Theoretical Systemic Case Conceptualization form available on Canvas or via email. This assignment will demonstrate your understanding of what you have learned throughout this Systemic Theories class this semester. This form must be typed and free of typographical and grammatical errors. Do not underestimate the amount of time this assignment will take you. I encourage you to work on one section of the Conceptualization each week. *Approximate time to complete:* 6-10 hours depending on understanding of material and conceptualizing ability.

### **Literature Review & Treatment Plan (20 points total) (SCPE 1.3)**

**Brief Literature Review on Theory of Choice:** Students will choose one theory covered in this course. Students should consider the appropriateness of fit between the theory and presenting problem in the vignette, noting that certain problems lend themselves to certain theories. Cite a minimum of **5-7 original academic sources** for the theory chosen to complete the following:

- a. A brief review of the model in which you review:
  - i. Basic assumptions of the theory;
  - ii. How the theory works in therapy (i.e. treatment, what healthy families look like, how problems develop, the role of the therapist, etc.);
  - iii. The course of therapy treatment and an in depth review of at least two interventions;
  - iv. Diversity considerations for the model
- b. Application of the model with your previously submitted vignette in which you:
  - i. Apply theoretical concepts to your case vignette.
  - ii. Address the diversity factors of your case and how the theory addresses or does not address these.
  - iii. Cite the evidence base to support using the theory if available.

- Remember that an academic paper should include an introduction and a conclusion.
- All papers must be typed in accordance with the current 6<sup>th</sup> edition of the APA *Publication Manual*.
- Papers will be **7-10 pages** and must be **double spaced**, in **12-point, Times New Roman font**.
- Use **1 inch margins on all sides** and **align left**.
- Students are encouraged to use *headers* to structure their papers. Please use the format for two levels of headers from your APA guide.
- Papers must be stapled. Use full APA coversheet format; no additional information should be added (e.g., class number, professor name, etc.). No abstract required.
- All papers submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors.



- Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches.
- *Approximate time to complete:* 10-20 hours depending on understanding of material and academic writing ability.

**Proposed Treatment Plan:** Develop a theory-based treatment plan using the abbreviated Treatment Plan form available on Canvas or via email. The treatment plan should be designed using the *single theory* you have selected for this paper.

### **Exam (20 points total)**

A multiple-choice exam designed to be a culminating experience for the class to solidify the knowledge that has been presented over the course of the term as a form of preparation for the licensing exam.

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ALL ASSIGNMENTS LISTED ABOVE, EXCEPT STUDY SHEETS, WILL BE GRADED USING RUBRICS.

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## **Evaluation**

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Participation & Attendance	20
Study Sheets	10
Group Presentation	15
Vignette, Genogram, & Conceptualization	15
Literature Review & Treatment Plan	20
Exam	20
<b>Total</b>	<b>100</b>

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Points	Grade
94-100	A
90-93.5	A-
88-89.5	B+
84-87.5	B
80-83.5	B-
78-79.5	C+
74-77.5	C
70-73.5	C-
60-69.5	D
Below 60	F

### **Grading System**

A point grading scale will be used for assignments in this course; the same scale will also be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course. Also note that I do not round scores under any circumstances.

### **University Policy on GPA Requirements for Graduate Programs**

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a "C" can be counted in the formal program. Any grade of "C-" or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a "C" or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

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## Policies and Resources

### Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. If you will be absent for any reason, please contact the instructor ahead of time. In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time. If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Students may have **no more than 3 absences**. Arriving 15 minutes late counts as ½ absence. Students who miss 3 or more classes will not receive a passing grade and will need to repeat the 670B course the following year.

### Cellular Phones and Laptops

Due to the fact that cell phones (e.g., text messaging, internet surfing) are disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be **silenced and put away** during class time and text messaging and cell phone internet access is not allowed during class. If you have an exceptional circumstance (e.g., ill child) and need to be on standby for a possible cell phone call, please set your cell to vibrate and exit the classroom if you receive a call.

If you use a laptop to take notes during class, please seek the permission of those around you. Typing notes during class can be very disruptive for people sitting near you – be sure that those around you are not distracted by your note taking. During **all films, student presentations, and guest lectures**, laptops must be put away. If an alternate learning ability requires the use of a laptop, please contact me on the first day of class about this.

*Respect the classroom environment, the instructor, and your peers: Computer laptop and cell phone internet surfing is prohibited during class. Persistent disregard of these policies will affect your participation grade.*

### Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, student should refer to the Ethics Codes of AAMFT, ACA, and CAMFT for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the *APA Publication Manual*.

### Due Dates and Times

Due dates for all assignments are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity. Late assignments will result in a *minimum 25% reduction* for every class period it is delayed. Students who do not show up for a scheduled individual or group presentations will receive no credit for the assignment.

### Email Contact

*Availability:* In addition to office hours, I am available by email for consultation related to course matters. Promptly responding to student emails is a high priority for me. You should receive a response within 24 hours on weekdays depending on my teaching, meeting, and work schedule. Please note that I am often unable to return emails on the weekends.

*Emailing Documents:* I do not accept emailed assignments without prior permission.

### Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Seeking assistance related to assignments in advance of due dates.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Managing personal information (own and others') appropriately.
- Engaging in email communication with students and faculty appropriately and professionally (e.g. proper email etiquette, using appropriate language, etc.).

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

### **Requests for Incompletes**

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form ([www.csun.edu/anr/forms/request\\_incomplete.pdf](http://www.csun.edu/anr/forms/request_incomplete.pdf)).

### **Religious Holidays**

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

### **Students with Disabilities**

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

### *Useful Links*

#### **CSUN's Computer Support**

<http://www.csun.edu/helpdesk/>

#### **Request for Incomplete Grade**

[www.csun.edu/anr/forms/request\\_incomplete.pdf](http://www.csun.edu/anr/forms/request_incomplete.pdf)

#### **Disabilities Resources and Educational Services**

<http://www.csun.edu/dres/studentservices/index.php>

#### **Writing Center**

<http://www.csun.edu/lrc/>

**CSUN Student Conduct Policies**

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

**Research and Library Assistance**

<http://library.csun.edu/ResearchAssistance/AskUs>

**Counseling Videos** (You must be logged into to your CSUN portal if off campus)

<http://ctiv.alexanderstreet.com.libproxy.csun.edu/>

**Tentative Course Schedule**

*\*The schedule and procedures below are subject to change in the event of extenuating circumstances. Students will be notified in class/writing.*

	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
<b>Week 1</b>	Jan. 22	Welcome & Introduction to class		
<b>Week 2</b>	Jan. 29	Philosophical Foundations of Systems	Gehart 3	<b>Ch. 3 Study Sheets Due</b>
<b>Week 3</b>	Feb. 5	Case Conceptualization APA Writing Genograms	Gehart 11; McGoldrick et al., 1	
<b>Week 4</b>	Feb. 12	Bowen Theory <b>(SCPE 1.3)</b>	Gehart 7; McGoldrick et al., 2	<b>Ch. 7 Study Sheets Due</b>
<b>Week 5</b>	Feb. 19	Bowen Theory <b>(SCPE 1.3)</b>	McGoldrick et al., 5-6; Yznaga article	<b>Vignettes &amp; Genograms Due</b>
<b>Week 6</b>	Feb. 26	Bowen Theory Wrap- Up + Introduction to Structural	Minuchin & Fishman 1-2	<b>Student Presentation: Bowen</b>
<b>Week 7</b>	Mar. 5	Structural Therapy <b>(SCPE 1.3)</b>	Gehart 5; Minuchin & Fishman 3-4	<b>Student Presentation: Structural</b>
<b>Week 8</b>	Mar. 12	Structural Therapy <i>Guest Presenter:</i>	Minuchin & Fishman 5-6; Williams et al. article	<b>Ch. 5 Study Sheets Due; <i>Optional 1<sup>st</sup> Draft of Case Concept Due</i></b>
<b>Week 9</b>	Mar. 19	<b>SPRING BREAK</b>	<i>Online Lecture</i>	
<b>Week 10</b>	Mar. 26	Strategic, MRI, Milan	Gehart Ch. 4;	<b>Ch. 4 Study Sheets Due</b>
<b>Week 11</b>	Apr. 2	Strategic, MRI, Milan	Soo-Hoo article	<b>Student Presentation: Strategic</b>
<b>Week 12</b>	Apr. 9	Satir Human Growth Model <b>(SCPE 1.3)</b>	Gehart 6	<b>Ch. 6 Study Sheets Due</b>

<b>Week 13</b>	Apr. 16	Satir Human Growth Model ( <b>SCPE 1.3</b> )	Bermudez article	<b>Cross-Theoretical Case Conceptualization Due</b>
<b>Week 14</b>	Apr. 23	Satir Wrap-Up + other Experiential Models		<b>Student Presentation: Satir</b>
<b>Week 15</b>	Apr. 30	Course Wrap-Up & Exam Review		<b>Literature Review Due</b>
<b>Week 16</b>	May 7	Exam		
<b>Finals Week</b>	May 14	No Class scheduled		

*\*Other rubrics will be available either via email or on Canvas later in the semester.*

### Participation & Professionalism Rubric

	<b>Excellent (5)</b>	<b>Adequate (3)</b>	<b>Fair (1)</b>	<b>Poor (0)</b>	<b>Score</b>
<b>Attendance</b>	Attends all classes, arrives on time weekly and stays for the entire class. When absent, contacts the instructor appropriately.	Misses one full class; or arrives late to class more than once; and/or leaves early more than once.	Misses two full classes; or arrives to class late three or more times; and/or leaves early three or more times	Misses more than two full classes without communication with professor re: extenuating circumstance; or arrives to class late and/or leaves early more than 3 times.	
<b>Class and small group participation</b>	Regularly asks/answers questions and/or makes observations that are indicative of reflective practices and critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings.	Occasionally asks/answers questions and/or makes observations that are somewhat indicative of reflective practices and some critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings.	Rarely asks/answers questions or makes comments; some familiarity with topic, lecture, or assigned readings.	Never asks/answers questions or makes comments that indicate any familiarity with the topic, lecture, or assigned readings.	
<b>Professionalism</b>	As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to: <ul style="list-style-type: none"> <li>• Being on time to class and with assignments.</li> <li>• Seeking assistance related to assignments in advance of due dates.</li> <li>• Respectful interactions with all students and faculty.</li> <li>• Proactive engagement in the learning process.</li> <li>• Being organized and prepared.</li> <li>• Managing paperwork effectively.</li> <li>• Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).</li> </ul>				

	<ul style="list-style-type: none"> <li>Managing personal information (own and others') appropriately.</li> <li>Engaging in email communication with students and faculty appropriately and professionally (e.g. proper email etiquette, using appropriate language, etc.).</li> </ul>			
	<b>Excellent (5)</b>	<b>Adequate (3)</b>	<b>Fair (1)</b>	<b>Poor (0)</b>
	Meeting all areas as listed above.	Meeting at least 8 areas as listed on above.	Meeting at least 7 areas as listed above.	Meets 6 or fewer areas as listed above.

**Total points possible: /15**

**EPC 670A INDEX for CTC Standards****Pages on which CTC Standards are Introduced in yellow**

<b>SCPE</b>	<b>Introduced</b>
1.3	7, 8, 12, 13
2.12	7