

Tentative Course Schedule (*The above schedule and procedures are subject to change in the event of extenuating circumstances*)

Date	Topic	Reading	Assignment Due
Week 1 8/29	-Class Introduction/Schedule presentations; -History of Psychopharmacology	-Preston, et al: Ch 1-	
Week 2 9/5	-Neurobiology Introduction -Diversity and Cultural Considerations for Psychopharmacology -Making a Referral	-Preston, Ch 2 -Appendix B -McGoldrick*	
Week 3 9/12	-Neurobiology; -The Limbic System	-Preston Ch 3 -Badenoch Ch 2, 3, 4	
Week 4 9/19	-Make a referral lecture -Drug side effects/interactions -MSE	-Preston -Appendix C, D, E	
Week 5 9/26	-Pharmacology -Diagnostic Considerations -Treatment Nonadherence	-Preston Ch 4, 5, 6, Appendix A	Make a referral Assignment due
Week 6 10/3	-Depression & Anxiety Disorders -Medication Management	-Preston, Ch 7, 9, 16, and 18	
Week 7 10/10	-Psychosis & Bipolar Disorders -Medication Management -Midterm Q and A	-Preston, Ch 8, 11, 17, and 19	
Week 8 10/17	Midterm Exam		Midterm Exam
Week 9 10/24	-OCD or PTSD	-Preston Ch 10, 12	Live Simulation – client referral Room ED 1101
Week 10 10/31	-Borderline PD -Substance related disorders -Other misc disorders -OCD or PTSD	-Preston Ch 13, 14, 15,	
Week 11 11/7	-Medication safety, discontinuation & OTC drugs -Red flags	-Preston Appendix G, Ch 20, 21, 22	
Week 12 11/14	-Trauma/ Attachment/Early Stress and the Brain -Children & Adolescents	-Badenoch Ch 5, 20 – 21 -Preston Ch 23	
Week 13 11/21	HOLIDAY – No formal class Neurobiology of Sex Response		Reading Critique Due by 4PM
Week 14 11/28	Psychoeducation Presentations		Presentations
Week 15 12/5	Psychoeducation Presentations Final Q and A		Presentations
Week 16 12/12	Online Final Exam		Final Exam



Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
EPC 678:
Psychopharmacology and Neurobiological Foundations

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Course Description

This course will introduce students to the neurobiological foundations of family therapy, including an overview of sexual dysfunction, interpersonal neurobiology, and effects of trauma. We will cover biochemical theories of mental disorders and the various classes of psychoactive medications used to treat these disorders across the lifespan. Attention will be given to utilization patterns based on sex, socioeconomic status, ethnicity, and other diversity factors. The role of family therapists will be emphasized in the assessment, referral, and management of clients being treated with psychotropic medication.

Units: 3

Prerequisite(s): EPC 672; Admission to master's counseling program at CSUN

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.

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 Marriage, Couple, and Family Counseling.
3. The Marriage and Family Therapy Core Competencies developed by the American Association for Marriage and Family Therapy.
4. 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).

BBS Curriculum Requirements Covered in this Class

4980.36 (c) (1) Integrate throughout its curriculum: (C) An understanding of various cultures and the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual's mental health and recovery.

4980.36 (d) (2) (A) Diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer reviewed literature.

4980.36 (d) (2) (C) The broad range of matters and life events that may arise within marriage and family relationships and within a variety of California cultures, including instruction in all of the following: stress.

(x) Effects of trauma.

4980.36 (d) (2) (H) Human sexuality, including the study of physiological, psychological, and social cultural variables associated with sexual behavior and gender identity, and the assessment and treatment of psychosexual dysfunction.

CACREP Standards Covered in this Class

The Marriage and Family Therapy/Counseling program at CSUN is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). 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:

1b.	Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.
1c.	Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.
3b.	Theories of learning and personality development, including current understandings about neurobiological behavior.
3c.	Effects of crises, disasters, and other trauma-causing events on persons of all ages.
5f.	A general framework for understanding and practicing consultation.

The Marriage, Couple, and Family Counseling standards covered in this class include:

A3.	Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.
C3.	Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.

MFT Core Competencies Covered in this Class

An interdisciplinary task force commissioned by the American Association for Marriage and Family Therapy has developed a list of 128 core competencies that describe the areas of knowledge and skill that characterize the practice of marriage and family therapy. This course is designed to teach all or part of the following core competencies:

3.3.8	Executive	Assist clients in obtaining needed care while navigating complex systems of care.
1.3.8	Executive	Develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers.
2.1.1	Conceptual	Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
2.1.3	Conceptual	Understand the clinical needs and implications of persons with comorbid disorders (e.g., substance abuse and mental health; heart disease and depression).
2.2.5	Perceptual	Consider physical/organic problems that can cause or exacerbate emotional/interpersonal symptoms.
3.1.3	Conceptual	Understand the effects that psychotropic and other medications have on clients and the treatment process.

MFT/C Program Learning Objectives

Of the program's six learning objectives (please see University Catalog), this course is designed to develop skills in the following:

Objective #2: Conduct psychosocial, family, clinical, diagnostic, crisis, and client progress **assessments** of clients that account for family system dynamics and larger socio-political and cultural contexts.

Objective #4: Provide effective, evidence-based, and culturally responsive therapy **interventions** for individuals, children, couples, families, and groups dealing with mild to severe mental health, addiction, family, and/or relational issues.

Course Learning Objectives

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

1. Describe the development and functioning of the human nervous system, including the physiology of the neuron, the role of neurotransmitters and receptors, the development of the brain, effects of trauma, and the role interpersonal relationships in early brain development.
 - a. To be measured on the midterm and final exams.
2. Describe the physiology of the male and female sexual function and dysfunction.
 - a. To be measured on the midterm and final exams.
3. Identify when, how, and where to refer children and adults for psychiatric evaluations.
 - a. To be measured on the midterm and final exams.
 - b. To be measured on the psychoeducational presentation.
 - c. To be measured on the make a referral assignment.
4. Provide psychoeducation for clients prior to referral about how psychotropic medication can complement psychotherapy for the treatment of major mental health issues, including psychosis, mood disorders, anxiety disorders, attention disorders, and behavioral disorders.
 - a. To be measured on the psychoeducational presentation.
 - b. To be measured on the make a referral assignment.

5. Provide psychoeducation to clients about a) the biochemical theories of mental disorders, and b) major classes of psychotropic medications, their applications, biological effects, side effects, risks, benefits, and typical courses of treatment.
 - a. To be measured on the psychoeducational presentation.
 - b. To be measured on the make a referral assignment.
6. Collaborate and effectively communicate with psychiatrists, physicians, and other medical professionals about medication and medical issues as part of a healthcare team.
 - a. To be measured on the psychoeducational presentation.
 - b. To be measured on the make a referral assignment.
7. Identify special issues related to the use of psychotropic medication in children, pregnant women, the elderly, substance abusers, and diverse clients.
 - a. To be measured on the midterm and final exams.
8. Use research and evidence to answer client questions about current controversies related to the use of psychotropic medications, especially with children.
 - a. To be measured on the midterm and final exams.
9. Use the therapeutic relationship and psychotherapy techniques to maximize the benefits and reduce the risks associated with psychotropic medications.
 - a. To be measured on the psychoeducational presentation.
 - b. To be measured on the make a referral assignment.

Signature Assignments

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 2 signature assignments for this course are:

1. Make a Referral for Psychiatric Evaluation Assignment

Students will identify a client in their field placement and will write a 3-4 page description of the potential referral process. See full instructions below in Overview section.

2. Psychoeducational Presentation on a Medication

Students must cite a minimum of 5 professional resources (e.g., journal articles, professional books, National Institute of Mental Health publications, etc.) in developing their psychoeducational literature and presentation. See full instructions below in Overview section

Signature Readings: Required Across All Sections:

Preston, J. D., O'Neal, J. H., & TaLaga, M. C. (2016). *Handbook of clinical psychopharmacology for therapists* (8th edition). Oakland, CA: New Harbinger Publications.

Badenoch, Bonnie, (2008). *Being a Brain-wise Therapist: A Practical Guide to Interpersonal Neurobiology*. New York, NY: W.W.Norton & Company, Inc.

Pfaus, J. G., Scepkowski, L. A., Marson, L., & Georgiadis, J. R. (2014). Biology of the sexual response. In D. L. Tolman, L. M. Diamond, J. A. Bauermeister, W. H. George, J. G. Pfaus, & L. M. Ward (Eds.), *APA handbook of sexuality and psychology, Vol. 1: Person-based approaches* (pp. 145-203). Washington, DC, US: American Psychological Association. doi:10.1037/14193-007

Voucher for Simulation (purchase at CSUN bookstore prior to simulation on 10/24)

Additional Required Readings for This Section

Recommended References

American Psychiatric Association. (2000). *Diagnostic and statistical manual for mental disorders* (4th ed.; Text revision). Washington D. C.: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. *Note: You should obtain the *second printing* of the sixth edition; the first had numerous errors in the example; check this when buying a used edition.

Sprengle, D. H. (Ed.). (2002). *Effectiveness research in marriage and family therapy*. Alexandria, VA: American Association for Marriage and Family Therapy. [Chapters 8 & 9].

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York: Guilford.

Recommended Reading and Resources for Assignments

Patterson, J., Albala, A., McCahill, M., & Edwards, T. (2006). *The therapist's guide to psychopharmacology: Working with patients, families, and physicians to optimize care*. New York, NY US: Guilford Press.

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.

Overview of Course Assignments and Activities

1. *Midterm and Final Exams*

Comprehensive midterm and final exams will be used to assess student learning of class material.

2. *Neurobiology of Sexual Response article review*

Students will read and review a preselected article on the neurobiology of the sexual response in lieu of class on 11/21. Review will be 3 pages due via email by 4PM.

3. *Make a Referral for Psychiatric Evaluation Paper*

Students will identify a client in their field placement and will write a 3 – 4 page description of the referral process to include:

- a) **Process for In-Session Evaluation:** Citing professional resources, describe your process for conducting a mental status exam and developing a diagnosis. Include a brief mental status exam summary (1/2-1 page).
- b) **Script for Referring Client:** Describe what you would say to the client to not only make the referral but also to motivate the client to follow through; include psychoeducation as necessary; cite resources. Link to treatment plan (half page).
- c) **Rationale for Referral:** 1-2 sentences justifying the clinical rationale for making a referral for an evaluation by a medical professional; this should be in formal medical terms (e.g. client has been clinically depressed (moderate) for 6 months; ¼ page).
- d) **Identify Referrals:** List 3 specific community referrals for the client to professionals the client could afford. Include name, title, phone number, website. Also include a one-sentence justification for each referral (1/4-1/2 page).
- e) **Write a Referral Letter:** Write a referral letter to one of the medical professionals above describing (1 page):
 - reason for referral
 - working diagnosis
 - list of symptoms that justify diagnosis with frequency, duration and severity
 - current medications client has reported to you
 - crisis and safety issues
 - your brief treatment plan to include modality (individual, couple, family) and frequency of meetings.
- f) **Client Resources:** Identify 3 potential informational websites, readings, or other resources recommended to client; include a rationale for each (1/4-1/2 page).

Students must cite a minimum of 3 professional resources outside class resources (e.g., journal articles, professional books, National Institute of Mental Health publications, etc.) to support a, b, and c of this paper.

4. Psychoeducation Presentation

Subject to instructor's approval, students will pick a medication or other pre-approved psychopharmacology topic and will a) develop an informational handout for clients, and b) present the information to the class during a 10-minute presentation. In the handout and presentations, students will provide information in client friendly language. Students may use power point to enhance presentations. Topics will be selected the 2nd week of classes. Presentations about medications should include:

1. Description of drug and the conditions it is designed to treat
2. Indications and dosages
3. Side effects
4. Drug to drug interactions
5. Efficacy
6. Research that responds to controversial issues related to the drug
7. Research about how best to combine the medication with individual, couple, and/or family therapy.

Students must cite a minimum of 5 professional resources outside of class readings (e.g., journal articles, professional books, National Institute of Mental Health publications, etc.) related to the presentation.

Note: You must create these yourself using your own words and only photos for which you have copyright permission. Downloading text and photo from the Internet is considered plagiarism and a violation State and Federal laws, and you may be prosecuted and/or subject to ethical code violations. Include photo credits/copyright for the photos either by using your own or using photos and/or clip art that is “royalty free” and/or allows use with proper permission/credit (creative commons licensing; Flickr.com).

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 (points)
Make a Referral Assignment	20
Midterm	15
Psychoeducation presentation	28
Reading Critique	7
Final	20
Participation*	10*
Total	100 points

*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to AAMFT Code of Ethics, department and university student Codes of Conduct, etc.)

Grading System

A 100-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, but a grade of A+ is granted to exceptional work.

Points	Grade	Description
97+	A+	<i>Reserved for exceptional work</i> ; original thought; thorough development of topic; free of technical and stylistic errors; well organized discussion. <i>Note this grade can be given only for assignments; the highest possible grade for the course is A.</i>
93-96	A	Excellent handling of subject; insightful discussion of topic; well developed ideas; few technical or stylistic errors; well-organized discussion.
90-92	A-	Skillful discussion; well developed ideas; few technical or stylistic errors.
88-89	B+	Skillfully addresses content; strong development of topic; some technical, stylistic, and/or organizational problems.
82-87	B	Competently covers content; topic sufficiently developed; some technical, stylistic, and/or organizational problems.
80-81	B-	Covers content with few errors; topic adequately developed; some technical, stylistic, and/or organizational problems.
78-79	C+	Some errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper; topic under developed.
72-77	C	Several errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.
70-71	C-	Numerous errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.

60-69	D	Serious difficulties with content and form.
Below 60	F	Significant difficulty with content and form; paper/answer not responsive to assigned project. Unacceptable graduate-level work.

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

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.

Policies and Resources

Breaks

We will take a 15-minute break at 5:15 PM in each class for you to use the restroom, check messages, and ask questions. This is to reduce disruption in class

Mobile Phones, Computers, and Digital Devices

Students may NOT use mobile phones, computers, tablets, or other digital devices during class time. This class follows a seminar format which requires everyone’s attention and participation. **Power points will be uploaded after each class.** Research indicates that use of these devices not only reduces the user’s ability to learn but it also negatively affects the ability of others in the class to learn effectively. Students who are caught using a digital device in class will be required to write an **8-page review of the literature on the effect of digital devices on student and peer learning.** The paper must have 10 academic references and will be due two weeks from the date of the incident.

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.

Because of the detailed and scientific nature of this class, I encourage you to attend all classes. If you going to miss class, you must contact me by email in advance to have the absence excused – there is a maximum of 2 excused absences; 3 or more absences or unexcused absences may lower your grade.

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. Please be aware that material may be presented in class which is not in the readings. You are responsible for and may be tested on all lecture materials presented in class that are not covered in your readings. Please be aware that even if your absence is excused, your participation grade may be impacted.

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.

Due Dates and Times

Due dates 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. 1 point will be deducted from the total possible for each day an assignment is late.

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).

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.

Professionalism

As a course in a professional MFT 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.
- 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.
- Behaving in a professional manner as you would with clients. For example, you wouldn't get up and use the restroom in the middle of a session (at least I hope not). The same is true in this class so please plan accordingly and take advantage of breaks.

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.

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.

Policy on 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*.

Useful Links

CSUN's Computer Support

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

Request for Incomplete Grade

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>

Make a referral signature assignment rubric*Rating Scale*

4=Outstanding: Strong mastery of skills and thorough understanding of the process

3=Mastered Basic Skills at Developmental Level: Average

2=Developing: Some problems/errors

1=Deficits: Poor demonstration of knowledge and skills

	4	3	2	1	MFT Core Comp
Punctuality	Assignment turned FULLY COMPLETED on or before 4PM of the due date	Assignment turned in completed on or before 4PM of the due date	Assignment turned in the day of the due date	Assignment after the due date	5.5.1
Accuracy	Responses were very detailed and consistent with APA criteria (see consultants discussion on DVD)	Responses had some detail and covered some of the areas agreed upon by the consultants	Some errors or missed details. Not as consistent with the consultation tape	Significant number of errors (more than 5 on the entire MSE) Significantly inconsistent with the consulting tape.	2.1.2 2.1.3 2.1.5 2.3.7
Rationale	Skilled in differentiating between diagnostic choices. Very good rationales.	Demonstrates some ability to differentiate. Rationale is adequate.	Problems differentiating. Rationale is off-target	Poor skills in differentiating and significant deficits in creating a good rationale for clinical choices.	2.2.5 2.3.1 2.3.7 3.2.1
Clinical Writing/references	Superior writing skills. Strong understanding of clinical terms and definitions	Average writing skills. Clinical use of terms satisfactory.	Problems in writing and use of terminology	Poor writing and significant lack of clinical knowledge of terms.	3.5.3
Cultural Sensitivity	Strong examples of cross-cultural differences presented	Adequate response to cultural sensitivity	Limited awareness attention to cultural sensitivity/	Poor or no attention to cultural sensitivity	2.1.6 2.1.3 3.2.1

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Medication Presentation Signature assignment rubric

	4: Outstanding	3: At Level	2: Developing	1: Deficits	Comp	Score
Description of drug	<input type="checkbox"/> Detailed description of use and forms <input type="checkbox"/> Brand name, generic and other names	<input type="checkbox"/> Provides clear description of key elements	<input type="checkbox"/> Missing 1-2 identifiers	<input type="checkbox"/> Missing, incorrect or significant problem with identifiers	2.1.1	Score <input type="checkbox"/> NA
Dosages	<input type="checkbox"/> Provides all relevant dosages <input type="checkbox"/> Describes what happens if fails to follow protocol <input type="checkbox"/> Describes overdose possibilities	<input type="checkbox"/> Clear description most common forms of dosage	<input type="checkbox"/> Minor problems or lack of clarity with problem descriptions	<input type="checkbox"/> Significant problems or inaccurate descriptions	3.1.3	Score <input type="checkbox"/> NA
Side effects and contraindications	<input type="checkbox"/> Details side effects from appropriate sources <input type="checkbox"/> Considers age and other factors	<input type="checkbox"/> Identifies most common side effects and contraindications	<input type="checkbox"/> Vague or minimal information	<input type="checkbox"/> Significant information missing	3.1.3	Score <input type="checkbox"/> NA
Drug-to-drug interactions	<input type="checkbox"/> Detailed and useful description of possible interactions <input type="checkbox"/> Able to clearly explain	<input type="checkbox"/> Identifies at least one possible interaction	<input type="checkbox"/> Underdeveloped discussion of interaction or minor inaccuracies	<input type="checkbox"/> Significant problems	3.1.3	Score <input type="checkbox"/> NA
Efficacy	<input type="checkbox"/> Detailed and useful description of efficacy <input type="checkbox"/> Able to identify source and critically evaluate source of information	<input type="checkbox"/> Clearly explains efficacy for drug	<input type="checkbox"/> Minor problems when describing efficacy	<input type="checkbox"/> Significant problems with discussion of efficacy (e.g., exaggerate claims)	3.1.3	Score <input type="checkbox"/> NA
Controversies	<input type="checkbox"/> Fairly discusses controversies without bias	<input type="checkbox"/> Identifies and describes both sides of controversies	<input type="checkbox"/> Minor problems with discussion	<input type="checkbox"/> Clear bias	3.1.3	Score <input type="checkbox"/> NA
MFT Applications	<input type="checkbox"/> Detailed description of applications for MFT specifically	<input type="checkbox"/> Clear description of applications	<input type="checkbox"/> Vague, non-behavioral applications	<input type="checkbox"/> Unclear	3.1.3 4.3.9	Score <input type="checkbox"/> NA