

SSC399 Intervening with Families



For the Acadeum Course Sharing Consortium



Pathways

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We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A. Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic crimes can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright © 1998 University of Calgary

SSC399 Intervening with Families
Rocky Mountain College
Credits: 3

COURSE DESCRIPTION

SSC399 offers an introduction to applying systems thinking to understanding and working effectively with families and individuals. Diverse ethical and values issues will be addressed. Course assignments and experiential exercises will aid students in developing awareness and expertise in the practical application of therapeutic interventions to human service settings.
Prerequisite: SSC292.

This course is designed to help you intervene more effectively with families. As contemporary families face challenges from both within and without, they are becoming increasingly stressed and fragmented. It is incumbent upon human services professionals to intervene effectively to impart both hope and healing to people stuck in situations that are severely limiting. The paradigm of family systems thinking allows us to view human difficulties in a new way and design effective therapeutic interventions based upon the larger context of the particular difficulty.

As practitioners of family therapy have sought to apply systemic thinking to resolving interpersonal difficulties and have developed a wealth of effective interventions. As this course unfolds, the methods of intervention particular to prevailing models of family therapy will be successively explicated and evaluated—both in terms of their clinical efficacy and their congruency with Christian faith.

COURSE OBJECTIVES

Upon successful completion of this course, you should be able to:

1. Understand the historical roots of family therapy and its early adopters;
2. Develop a satisfactory understanding of the essential constructs of general systems thinking as applied to family functioning;
3. Know and be able to define terms and theories related to family therapy
4. Be able to integrate social movements (including those of today) into understanding the evolution of family therapy;
5. Complete a genogram for yourself and a family or couple that can be used in family therapy;
6. Recognize and appreciate your family system(s), as well as any “interventions” used;
7. Integrate faith-based perspectives and family therapy.
8. Identify treatment techniques and tools for common problems within families, such as abuse, alcohol misuse, etc.
9. Recognize common mental health issues and their impact on families;
10. Identify and appropriate prevailing models of family therapy when intervening with couples and parents;
11. Be able to conduct an initial assessment for a family seeking counselling services;

12. Select interventions which are most appropriate to specific situations in families, such as concerns with sexuality, diversity, and inclusion;
13. Maintain an effective theoretical approach in your interactions with others;
14. Determine when the difficulties of the individual and/or family with whom you are working are within the scope of your expertise and when you must refer them to other helping professionals

REQUIRED TEXTBOOKS

Nichols, M.P., (2013). *Family Therapy: Concepts and Methods (10th ed.)*. Pearson Education, Inc. Boston, MA.

Yarhouse, M. A. & Sells, J. N., (2008) *Family Therapies: A Comprehensive Christian Appraisal*, Intervarsity Press, Downers Grove, IL

RECOMMENDED READING

Metcalf, L. (Ed.) (2011). *Marriage and Family Therapy: A Practice-Oriented Approach*. Springer Publishing Company, New York, LLC

Kilpatrick, A.C., & Holland, T. (2009). *Working with families: An integrative model by level of need (5th ed.)*. Pearson, Toronto, ON

SSC399 COURSE SCHEDULE: INTERVENING WITH FAMILIES

Module # (Est Time to Complete)	Topic & Assignments	Required Reading
Module 1 (5 hrs)	Introduction to Family Therapy Bowen's Family Systems Theory Learning Activity Assignment (or Discussion Post): Today's Family (videos & questions)	Family Life Cycle table (p. xiv, Nicols, 2013) Introduction, Chapters 1, 3 & 4 of Nicols (2013)
Module 2 (4.5 hrs)	Strategic Family Therapy Structural Family Therapy Learning Activity Assignment (or Discussion Post): Family Therapy Models (videos & questions)	Chapters 5 & 6 of Nicols (2013) Article: Tools and Techniques for Family Therapy (2005, pp. 15-34)

<p>Module 3 (6.5 hrs)</p>	<p>Experiential Family Therapy Psychoanalytic Family Therapy</p> <p>Learning Activity Assignment (or Discussion Post): (survey & questions)</p> <p>Family Therapy Terms & Theories Quiz Due</p>	<p>Chapters 7 & 8 of Nicols (2013)</p>
<p>Module 4 (8 hrs- includes genogram)</p>	<p>Cognitive-Behavioural Family Therapy The Family in the 21st Century</p> <p>Learning Activity Assignment (or Discussion Post): Genograms</p> <p>Family of Origin Assignment Due Part 1: Genogram</p>	<p>Chapters 9 & 10 of Nicols (2013)</p>
<p>Module 5 (5.5 hrs)</p>	<p>Solution Focused Family Therapy Narrative Family Therapy</p> <p>Learning Activity Assignment (or Discussion Post): Insoo Kim Berg (2009) video & Narrative Therapy journal articles (videos & questions)</p>	<p>Text: Chapters 11,12 & 13 of Nicols (2013)</p> <p>Journal Article: Narrative Therapy & Spiritual Direction (Blanton, 2005, pp. 68-79)</p> <p>Journal Article: Narrative Therapy with Couples (Gallant & Strauss, 2011, pp. 289-302)</p>
<p>Module 6 (12 hrs- includes essay)</p>	<p>Historical Christian Perspectives of Family Therapy Specific Family Issues: Crisis & Trauma</p> <p>Learning Activity Assignment (or Discussion Post): Family therapy and childhood trauma (videos & questions)</p> <p>Family of Origin Assignment Due: Part 2: Essay</p>	<p>Please Note: Change in Course Textbook for Readings: Chapter 2 & 13 of Yarhouse and Sells (2008)</p>
<p>Module 7 (4.5 hrs)</p>	<p>Specific Family Issues: Marital Conflict; Separation, Remarriage & Divorce</p> <p>Learning Activity Assignment (or Discussion Post): Parenting/family stress and Agile Programming (2013) (videos & questions)</p>	<p>Chapter 14 & 15 of Yarhouse and Sells (2008)</p>
<p>Module 8</p>	<p>Specific Family Issues: Psychopathology & Substance Use</p>	<p>Chapter 16 & 17 of Yarhouse and Sells (2008)</p>

(8.5 hrs- includes outline)	<p>Learning Activity Assignment (or Discussion Post): Mental Illness within the family video (Sederer, 2015)</p> <p>Part 1 of Topical Essay due (Outline only)</p>	
Module 9 (4.0 hrs)	<p>Specific Family Issues: Diversity & Sexual Identity</p> <p>Learning Activity Assignment (or Discussion Post): Childhood sexuality—Focus on the Family Website (site survey & questions)</p>	<p>Chapter 18 & 19 of Yarhouse and Sells (2008)</p> <p>Article: McIntosh (1988) Journal Article: Fuldauer (1992)</p>
Module 10 (12 hrs- includes essay)	<p>Casting a Vision for Christian Family Therapy Family Interview and Assessment</p> <p>Learning Activity Assignment (or Discussion Post): Comparing 3 examples of Assessments (survey & questions)</p> <p>Part 2 of Topical Essay due (Essay)</p>	<p>Please Note: Use of Both Course Textbooks is Required For Readings in This Module</p> <p>Chapter 1 & 20 of Yarhouse and Sells (2008) Chapter 2 of Nicols (2013)</p>
Module 11 (10 hrs- includes paper)	<p>Learning Activity Assignment: none</p> <p>Clinical Application Essay due</p>	<p>There are no textbook readings for this Module.</p>
Estimated Total Hours to Complete this Course: 80.5		

SSC399 COURSE REQUIREMENTS

SSC399 has five assignments, two of which are divided into parts (total of 7 submissions throughout the course). Please review each before beginning the course to understand the estimated requirements and assignment completion dates. All course Rubrics are included on the appropriate assignment pages and in this SSC399 Syllabus.

Family Therapy Terms & Theories Quiz - 10% of total course marks; due end of Module 3

The Family Therapy Terms & Theories Quiz is to be completed by the end of Module 3. Please answer all questions and then submit your quiz for marking. There will be twenty terms or theories to define and/or describe: each will be worth five points. The quiz has open access and allows for multiple attempts.

Please refer to the *Terms & Theories Quiz Rubric* for more information on how this assignment will be graded.

Learning Activity Assignment (or Discussion Posts) – 10% of total course marks; due the end of each Module

These Learning Activities include a variety of exercises meant to enhance student learning. They may include surveys, websites, videos, and journal articles, as well as a few questions to answer.

If there are three or more students registered in the course the Learning Activity Assignments will be answered as group Discussion Post instead so as to increase student and facilitator interaction and learning. If there are one or two students registered, the Learning Activity Assignments will be answered individually by the student and submitted in a Word document within each module. Your course facilitator will advise you of the format for this assignment prior to beginning the course.

Please refer to the *SSC399 Learning Activity/Discussion Post Rubric* for more information on how this assignment will be graded.

Family of Origin Project – 25% of course marks; Due end of Module 4 (Genogram) & Module 6 (Essay)

This assignment is an exploration of your family of origin and its impact on you as a person and professional. It can be an emotive and complex task but is considered a crucial step in creating self-awareness of your own biases, strengths, points of vulnerability, values and beliefs and how each might apply to your work with individuals and families. As well, couples and family therapists will often utilize a genogram as a powerful tool in their practice to aid clients in their explorations of families of origins.

In this assignment, you will be asked to briefly and concisely illustrate and then explain the predominant dynamics in your family and their influence/effects on you. There are two parts to complete, a three-four generation genogram and a 5-7 page double-spaced essay.

The **genogram** is a pictorial representation of three (or four) generations of your family. The **essay** will consist of your answers to a set of questions regarding your family of origin. The genogram and essay should be submitted separately according to each part's due dates.

Please Note: due to privacy concerns and confidentiality practices your work for this assignment will not be viewed by anyone other than the course facilitator.

Assignment Part 1: Genogram due end of Module 4

You are required to prepare a **genogram** spanning a minimum of three generations. Specific requirements are listed below. This assignment may require some conversations with family members for specific details. Please allow extra time for researching and fact-finding.

Please submit your completed genogram as a .jpeg image/photo embedded in your Word file or as a google.doc. There are electronic versions and apps to use for the genogram or you can create one by drawing and then photographing the chart. Indicate which of these formats you will be using to your course facilitator. If neither one is possible, please discuss other options as to how to submit this file in a different format.

The genogram is a tool that is used widely in assessing family systems. Refer to the websites listed below or other websites for ideas about how to construct your genogram. There is no 'right' way to complete your genogram but it should be constructed with a systemic family system approach. Please refer to the assignments page for further information as to the requirements for this assignment.

Possible websites to assist in the genogram portion of this assignment:

- 1 <http://www.wikihow.com/Make-a-Genogram>
 - 2 http://dhhs.ne.gov/children_family_services/documents/a1fgensym.pdf
 - 3 <http://www.genopro.com/genogram/templates/>
-

Assignment Part 2: Essay due end of Module 6

Based upon the **genogram** and your findings, write an 5-7 page double-spaced essay identifying significant themes, patterns, and events and the influence that these are having/or have had on your life. Your essay should be written according to APA standards and include answers to the questions found in your Assignment page in Module 7.

Please refer to the SSC399 *Family of Origin Rubric* for more information on how this assignment will be graded.

Topical Essay Assignment – 30% of course marks Due end of Module 8 (outline) and 10 (Essay)

This assignment has two parts that are submitted separately in Modules 8 & 10.

Part 1: Create a 1-2 page detailed outline of your proposed topical essay (due end of Module 8); and

Part 2: Write an 6-8 page essay on that issue chosen from the list below or a different topic approved by the course facilitator (due end of Module 10).

Part 1 of Topical Essay Assignment: Outline of Essay

Assignment Format: You may choose any topic that references current practices in family counselling. If you have chosen a topic not on the list below, please discuss this first with your course facilitator.

Choose at least three peer-reviewed journal articles and at least one scholarly, research-based website as your reference texts. Ensure that they:

- Have a clear theoretical framework(s) and approach(s) with scholarly, research-based writing

- (i.e., not a self-help book or forum, blog, or TedTalk); and
- Adequately represent and discuss the topic/issue chosen

From the material in your reference texts and the essay criteria as listed below, prepare a detailed outline of your proposed essay. This is Part 1 of the assignment and is submitted first for approval by the course facilitator (due end of Module 8).

List of possible essay topics:

· Blended Families	· ADD-HD
· Teen pregnancy	· Family violence
· Sexual abuse	· Immigration
· Religion/Faith in the family	· Terminal Illness/death
· Adoption	· Parent Depression
· Drug/Alcohol Misuse	· Poverty/Un-employment
· Suicide of Parent or Sibling	· Chronic Illness

Once any revisions to the outline have been completed, the student will then write the essay (Part 2 of the assignment; due end of Module 10).

Part 2 of the Topical Essay Assignment

Your essay must include the following criteria:

1. A Title Page
2. An Outline Page (completed as part one of this assignment)
3. A summary of the content of the reference texts
4. A summary of the theoretical framework/approach used. Must be one of the family systems /frameworks that the text presents.
5. A summary of the main therapeutic tools, interventions, and techniques used
6. A critique of the reference texts' usefulness for family therapy (pros and cons)
7. A personal response to the material, including new learning, questions raised, and what could be added or developed further
8. A References page and proper APA formatting, including citations.

Please refer to the SSC399 *Topical Essay Rubric* for more information on how this assignment will be graded.

Clinical Application Paper – 25% course marks; due end of Module 11

This assignment is an opportunity for you to demonstrate your ability to integrate, synthesize, and apply your course knowledge to a specific case study, which will be provided in a separate Module 11 page.

This paper should be 6-8 pages in length, double-spaced and include proper citations and APA formatting and guidelines. It also requires a Title Page and a Reference Page.

Clinical Application Paper Criteria:

Read over the case study provided for you in the Module 11 page. Read through the study for the family a few times in order to create a hypothesis as to what the presenting problems are for

this family. Then choose a therapeutic approach that you feel would be most effective. In this essay you will briefly discuss your hypothesis, theoretical framework and treatment approach, the strengths and weaknesses in this approach, and how this approach might interact with your own biases and framework. Refer to the more detailed essay criteria, which are found in your Clinical Paper assignment page.

Please refer to the SSC399 *Clinical Application Rubric* for more information on how this assignment will be graded.

SSC399 COURSE STANDARDS

Assignments

All work submitted is to be original work for this class, not reworked assignments from previous courses or, worse, the work of others. All assignments must be double-spaced, and conforming to the *Publication Manual of the American Psychological Association* (APA).

SSC399 COURSE RUBRICS

Learning Activity Assignments Rubric				
Criteria	Ratings			
Connection to Personal Experience	Synthesis, analysis, and insightful connections between aspects, ideas, and/or issues and life/outside-of-school experiences. 5 pts	Adequate synthesis, analysis, and insightful connections between aspects, ideas, and/or issues and life/outside-of-school experiences. 3 pts	Inadequate synthesis, analysis, and insightful connections between aspects, ideas, and/or issues and life/outside-of-school experiences. 1.5 pts	Max 5 pts
Connection to Learning Activities & Readings	Synthesis, analysis, and insightful connections between aspects, ideas, and/or issues from activities as assigned in the course 5 pts	Adequate synthesis, analysis, and insightful connections between aspects, ideas, and/or issues from activities as assigned in the course 3 pts	Inadequate synthesis, analysis, and insightful connections between aspects, ideas, and/or issues from activities as assigned in the course 1.5 pts	Max 4 pts
Spelling and Grammar	No or very few spelling or grammatical errors. APA citations and	No or very few spelling or grammatical errors. APA citations and a	Poor spelling or grammatical composition. APA citations and/or a	Max 1 pts

	a References page provided when required. 5 pts	References page provided when required. 3 pts	References page not provided when required. 1.5 pts	
Total Points Per Learning Activity Assignment: 10				

Family Therapy Terms & Theories Quiz Rubric					
Criteria	Ratings Per Criterion				
Demonstrates Knowledge and Understanding of Content	The term or theory is very well defined and/or described and includes all salient information. 4.0 pts.	There is a good description or definition of the term or theory with most of the salient information included. 2.5 pts.	There is an unclear or incomplete description or definition of the term or theory. 1.5 pts.	Student does not answer the quiz item or describes or defines the theory or term incorrectly. 0 pts.	Max 4 pts
Writing Style	Writing is consistently clear, concise, and scholarly. 1.0 pts	Writing is inconsistent as it pertains to clarity, conciseness, and scholarly style. 0.5 pt		Writing is unclear and/or not scholarly in style (e.g., use of slang). 0 pts	Max 1 pts
Total Points for the Quiz: 100 pts.					

Family of Origin Part 1: Genogram Assignment Rubric				
Criteria	Ratings Per Criterion			
Genogram	Demonstrates a thorough and clear pictorial representation of 3-4 generations of a family. Effectively reflects family systems theory. Demonstrates the following: quality of all relationships, births & deaths, intergenerational	Demonstrates a fairly thorough and clear pictorial representation of 3-4 generations of a family. Effectively reflects family systems theory. Demonstrates most of the following: quality of all relationships, births & deaths,	Does not demonstrate a thorough and clear pictorial representation of 3-4 generations of a family or it is missing significant parts. Genogram does not reflect family systems theory or demonstrates gaps	Max 50 pts

	strengths and weaknesses, causes of death, immigration, adoption, etc. It has a clear legend for symbols, abbreviations, lines, etc. used. 50 pts	intergenerational strengths and weaknesses, causes of death, immigration, adoption, etc. It has a clear legend for symbols, abbreviations, lines, etc. used. 35 pts	in student knowledge. Does not demonstrate the following: quality of all relationships, births & deaths, intergenerational strengths and weaknesses, causes of death, immigration, adoption, etc. It has a clear legend for symbols, abbreviations, lines, etc. used. 20 pts	
Demonstrates Learning	Work demonstrates understanding of genogram structures and family systems concepts 35 pts	Work adequately demonstrates understanding of genogram structures and family systems concepts but may be missing some part of the genogram construct. 25 pts	Work does not demonstrate understanding of genogram structures and family systems concepts and/or is missing key parts of the genogram. 15 pts	Max 35 pts
Spelling and Mechanics	Symbols, lines, etc., are very understandable and consistent. 15 pts	Symbols, lines, etc., are understandable and consistent. 10 pts	Symbols, lines, etc., are not understandable and/or consistent. 5 pts	Max 15 pts
Total Points: 100				

Family of Origin Part 2: Essay Assignment Grading Rubric					
Criteria	Ratings				
Content & Development	Content is thorough. Addresses assignment and includes	Content is moderately thorough. Addresses assignment	Content is adequately addressed. Addresses enough of the	Content is not addressed and/or assignment does not	Max 35 pts

	<p>course concepts. Purpose of essay and points are made clear to reader. Work is consistently well written. Essay criteria are included (e.g., significant themes and events in the family are discussed). 35 pts.</p>	<p>and includes course concepts adequately. Purpose of essay and points are made clear to reader overall. Work is consistently well written for the most part. Essay criteria are included (e.g., significant themes and events in the family are discussed). 28 pts.</p>	<p>assignment criteria and course concepts. Purpose of essay and points are clear enough to reader. Work meets course minimum standards. Essay criteria are mostly included (e.g., significant themes and events in the family are discussed). 21 pts.</p>	<p>include course concepts and/or purpose of essay and points are not made clear to reader. Work is consistently poorly written. Important essay criteria are missing (e.g., significant themes and events in the family are discussed). 15 pts.</p>	
Organization & Structure	<p>Writing is clear and easy to follow. Points are supported. Transitions are logical and maintain flow of thought. Introduction & conclusion reflect body of essay. 30 pts.</p>	<p>Writing is most often clear and easy to follow. Points are most often supported. Transitions are logical and maintain flow of thought the majority of the time. Introduction & conclusion reflect body of essay for the most part. 24 pts.</p>	<p>Writing is adequate but may lack some clarity and/or is sometimes difficult to follow. Points are supported with some exceptions. Transitions are sometimes logical and maintain adequate flow of thought. Introduction & conclusion reflect body of essay at a bare minimum. 18 pts.</p>	<p>Writing is unclear and difficult to follow and/or main points are not supported. Transitions are illogical, choppy, and/or do not maintain the flow of thought. Introduction and/or conclusion is missing. 12 pts.</p>	Max 30 pts.

Essay Format	Essay follows APA guidelines and is appropriate length. Format creates excellent readability. 10 pts.	Essay follows APA guidelines for the majority of the time and is appropriate length. Format creates good readability. 6 pts	Essay does not follow APA guidelines for the most part and/or is not of appropriate length and/or the format lacks readability. 4 pts	Max 10 pts
Grammar, Punctuation, & Spelling	Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are consistently strong in structure and execution. 10 pts	Rules of grammar, spelling, and punctuation are generally followed; spelling is most often correct. Language is generally clear and precise with a few exceptions; sentences are typically strong. 6 pts	Rules of grammar, spelling, and punctuation are not typically followed and/or spelling is poor with many mistakes made and/or language is unclear and imprecise and/or sentences are consistently weak in structure and execution. 4 pts	Max 10 pts
References & Citations	All sources are properly cited in essay and a References page is correctly used. Correct use of APA format. 15 pts	The majority of sources are properly cited in essay and a References page is used as is a correct use of APA format. 10 pts	Few or no sources are properly cited in essay and/or a References page is not included. Correct use of APA format is not evidenced. 6 pts	Max 15 pts
Total Points: 100				

Topical Essay Part 1: Outline Assignment Rubric				
Criteria	Ratings Per Criterion			
Outline Subject Matter	Demonstrates a thorough understanding of	Demonstrates a good understanding of the salient concepts of	Does not adequately demonstrate a	Max 50 pts

	the salient concepts of the subject matter and family systems approach 50 pts	the subject matter and family systems approach 35 pts	thorough understanding of salient concepts of the subject matter and family systems approach 20 pts	
Demonstrates Learning	Thoroughly demonstrates an understanding of the student's choice of family system, the salient concepts and content need to be represented in the outline. 35 pts	Adequately demonstrates a good understanding of the student's choice of a family system, the salient concepts and content need to be represented in the outline. 25 pts	Inadequately demonstrates an understanding of the student's choice in a family system, the salient concepts and content need to be represented in the outline. 15 pts	Max 35 pts
Outline Framework Formatting	Format of outline is thorough, logical, and points, headings make sense within sections and overall outline. 15 pts	Format of outline is generally thorough, logical, and points, headings make sense within sections and overall outline. 10 pts	Format of outline is not thorough, logical, and/or points, headings do not make sense within sections and/or overall outline. 5 pts	Max 15 pts
Total Points: 100				

Topical Essay Part 2: Essay Assignment Grading Rubric					
Criteria	Ratings				
Content & Development	Content is accurate, thorough, and supported by research. Essay addresses assignment criteria and includes course concepts. Essay demonstrates a well-	Content is generally accurate, thorough, and supported by research. Essay addresses assignment criteria and includes course concepts. Essay demonstrates a reasonable	Content is adequate in scope and is typically supported by research. Essay adequately addresses assignment criteria but may be missing some course concepts.	Content is inaccurate, poorly developed, and/or poorly supported by research. Essay does not address the assignment criteria and/or does not include course concepts, a well-thought	Max 35 pts

	thought out hypothesis and theoretical framework. 35 pts	hypothesis and theoretical framework. 28 pts.	Essay includes a hypothesis and theoretical framework. 21 pts	out hypothesis and/or theoretical framework. 15 pts	
Organization & Structure	Essay is very clear and very readable. Points are well supported. Transitions are logical and maintain very good flow of thought. Introduction & Conclusion appropriately reflect the body of essay. Work is consistently well written according for the type of essay. 30 pts	Essay is clear and readable. Points are adequately supported. Transitions are generally logical and maintain flow of thought. Introduction & Conclusion appropriately reflect body of essay. Work is consistently of good quality according to the type of essay. 24 pts	Essay is often clear and readable with some exceptions. Points are adequately supported. Transitions are generally logical and maintain flow of thought with some exceptions. The Introduction & Conclusion adequately reflect the body of essay. Work is consistently of average quality according for type of essay. 18 pts	Essay has difficulty with any of the following: it is either unclear or difficult to follow; points are not consistently supported; transitions are not logical and do not maintain flow of thought; the Introduction & Conclusion does not adequately reflect body of essay; work is consistently of poor quality according for type of essay. 12 pts	Max 30 pts
Format	Essay follows APA guidelines and is appropriate length. Format is appropriate to essay type. 10 pts	Essay generally follows APA guidelines and is of appropriate length. Format appropriate to essay type. 6 pts	Essay does not follow APA guidelines and is not an appropriate length. Format is not suitable for type of essay. 4 pts		Max 10 pts

Grammar, Punctuation, & Spelling	Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are consistently strong in structure and execution. 10 pts	Rules of grammar, spelling, and punctuation are generally followed; spelling is generally correct. Language is clear; sentences are typically strong. 6 pts	Rules of grammar, spelling, and punctuation are not generally followed; spelling is generally poor. Language is often unclear; sentences are often weak. 4 pts	Max 10 pts
References & Citations	All sources are properly cited in essay and References. Correct use of APA format. 15 pts	Most sources are properly cited in essay and References. Correct use of APA formatting the majority of time. 9 pts	Few or no sources are properly cited in essay and/or a References page is not included. Correct use of APA format is not evidenced. 6 pts	Max 15 pts
Total Points for Topical Essay/Part 2: 100				

Clinical Application Paper Assignment Grading Rubric					
Criteria	Ratings				
Content & Development	Content is accurate, thorough, and supported by research. Addresses assignment criteria (e.g., family therapy model framework, hypothesis) and includes course concepts. Points are clear	Content is accurate and supported by research. Addresses majority of assignment criteria and course concepts. Points are clearly presented and addressed in a satisfactory manner.	Content is somewhat supported by research, but could include more referencing and/or support. Most points are clearly made, although not all are clear or logical in presentation. 21 pts	Content is insufficiently referenced and researched or lacks the majority of assignment criteria or is not presented clearly. 15 pts	Max 35 pts

	and logically addressed. 35 pts	28 pts			
Organization & Structure	Written work is clear and easy to follow. Points are supported. Transitions are logical and maintain flow of thought. 30 pts	Written work is mostly clear and easy to follow. Points are mostly supported and transitions in topics, for the most part, maintain the flow of thought. 24 pts	Written work is sometimes difficult to follow at times and it is not always understandable where the transitions in topics are to be found. There are a satisfactory amount of points and flow in writing. 18 pts	Written work is difficult to follow and points are not referenced or are referenced inadequately. Transitions in topic or thoughts do not follow a clear flow from one point to the other. 12 pts	Max 30 pts
Format	Written work follows APA guidelines and is the appropriate length. Format creates excellent readability. A Title page and References page are included. 10 pts	Written work mostly follows APA guidelines and is the appropriate length. Format creates good readability. A Title page and References page are included. 8 pts	Written work does not follow APA guidelines and/or is not the appropriate length. A Title page or Reference page is not included 4 pts		Max 10 pts
Grammar, Punctuation, & Spelling	Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are	Rules of grammar, spelling, and punctuation are followed for the most part; spelling has few errors. Language is clear; sentences are		This mark is earned when any of the following occur: Rules of	Max 10 pts

	consistently strong. 10 pts	generally strong. 8 pts	grammar, spelling, and punctuation are not followed for majority of the time; spelling is poor throughout. Language is consistently unclear; sentences are consistently weak. 4 pts	
References & Citations	All sources are properly cited in essay and References. Correct use of APA format. 15 pts	Most sources are properly cited in essay and References. Correct use of APA format employed for most of the work. 9 pts	Few sources are properly cited in essay and References. Much of the work exhibits incorrect use of APA format. 6 pts	Max 15 pts
Total Points for Clinical Application Paper: 100				

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