



Daybreak University

321 S State College Blvd., Anaheim, CA 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6010 Foundations of Marriage and Family Counseling

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling with the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Fall Quarter 2022/4.5 units, 10 weeks (**Core course**)

CLASS DAY AND TIME: (1) Weekly synchronous online class – Fridays, 4:30pm – 7:30pm (30hrs)

(2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Jin Kim, Ph.D. (jjinkim@daybreak.edu)

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. This course covers Family Systems Theories, Communication Theories, Structural Family Therapy, Strategic Family Therapy, Transgenerational Family Therapy, and Experiential Family Therapy.

Course Educational Objectives:

1. Demonstrate knowledge of the concepts and terms of the discipline of family counseling.
2. Develop an understanding of systemic epistemologies as they relate to therapeutic models.
3. Utilize critical thinking principles to evaluate family therapy models.
4. Evaluate family therapy models for congruence between theory, interventions, contextual factors, and goals for therapy
5. Demonstrate knowledge of the primary assumptions of the major theoretical models in family counseling.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Textbooks:

Wetchler, J. L., & Hecker, L. L. (Eds.). (2015). *An introduction to marriage and family therapy*(2ndEd.). New York, NY: Routledge.

Recommended

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Methods of Instruction: Online Class

- Synchronous lecture and discussion
- Asynchronous online threaded discussion
- Role play
- Assigned readings

Course Components

Attendance and Participation [30 points]: Attendance for this course is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of the person providing the excuse. Regular attendance will be taken at the beginning of every class. Each class missed beyond one class will result in a loss of 3 points per class missed. Absences, excessive lateness, and lack of participation all negatively impact grades.

Reading Reflections, Discussion & Interaction [20 points]: **This course requires you to log in to Populi weekly.** It is **essential** that students read assigned readings weekly for each class in preparation for lecture and class discussion. Your successful completion of the reading will greatly aid in your ability to contribute to class discussions and activities.

- **Your Reflection/Short Answers on Populi (10 weeks): 2-3 paragraphs**
- **Threaded Populi Discussion:** After students post their reflection/short answers on Populi weekly and then interact with at least two other students on their reflections; **2-3 Sentences**

Genogram [25 points]: Your midterm exam for this class will be the construction of a Genogram. Students will write a 6-7 page paper analyzing their families of origin from a transgenerational perspective. The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard margins, double-spaced, with references properly cited. The paper should include following:

a) An appendix with a three-generation genogram of your family of origin. The genogram should include all relevant information such as names, age, birth/death dates, relational patterns, and abuse history. You may want to communicate with your parent, grandparent, sibling, or other relative to gather information for the genogram.

b) Using the genogram:

- Identify at least three concepts from transgenerational family therapies (i.e. Triangles, differentiation of self, fusion, emotional cutoff, etc.), which were significant for you.
- Briefly describe these concepts in your family.
- Discuss how the concept/experience might influence you and your couple and/or family relationships (at least one page).
- Reflection on your learning, insight, and overall experiences of doing this assignment.

Model Discussion and Summary [25 points]

Students explain the core assumptions, concepts, and goals of each therapy model. Students are able to present the strengths and limitations of each model. Please find the grading rubric for this assignment at the end of this syllabus.

Grading & Policies

****Policy on late assignments:*** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Attendance and Participation	– 30 points (30%)
Reading Reflection & Threaded Discussion/Populi	– 20 points (20%)
Genogram	– 25 points (25%)
Model Discussion & Summary	– 25 points (25%)

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the

student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

 - Week 1-2, no grade recorded on academic record
 - Week 3-6, W grade recorded on academic record
 - Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

<u>CLASS</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>ASSIGNMENT DUE</u>
CLASS #1	Review the Syllabus Family Systems Theory	Ch. 1 & 2 General Systems Theory, Cybernetics and Family Therapy	Populi Posting
CLASS #2	Minuchin Structural Family Therapy	Ch. 4 Structural Family Therapy	Populi Posting
CLASS #3	Transgenerational Family Therapy (1): Bowen Family Systems Theory	Ch. 10 Transgenerational Family Therapy Kim et al., 2015	Populi Posting
CLASS #4	Transgenerational Family Therapy (2): Contextual Family Therapy Genogram	Ch. 5 Genogram	Populi Posting
CLASS #5	Satir Experiential Family Therapy	Ch. 8 Experiential Family Therapy	Populi Posting
CLASS #6	Narrative Therapy 1	Ch. 7 Narrative Therapy	Populi Posting
CLASS #7	Narrative Therapy 2	Medical Family Therapy and Integrated Care Chapters	Populi Posting Family-of-origin (Genogram) paper Due
CLASS #8	Solution Focused Brief Therapy	Ch. 6 Solution Focused Brief Therapy	Populi Posting
CLASS #9	Feminist Family Therapy (9:50am-10:50am): <u>Dr. Anne Prouty, Seattle Pacific University</u>	Ch. 3 & 15 Feminist Family Therapy	Populi Posting

<p>CLASS #10</p> <p>Live Class with Dr. Kim (Time: TBA)</p>	<p>*Family-of-origin (Genogram) paper sharing *Model Discussion</p>		<p>Model Summary Due</p>
--	--	--	------------------------------

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

***Logging on Information for the Populi Distance Education Platform**

To access the Populi platform, go to <https://daybreak.populiweb.com/>. Enter your user name and password that you were provided from the Distance Learning Office. If you need any technological assistance, please contact the office: (310) 739-0132.

Mid-Term Grading Rubric: Genogram [25pts]

Student Name:

Students will write a 6-7 page paper analyzing their families of origin from a transgenerational perspective. The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard margins, double-spaced, with references properly cited.

The paper should include following:

	Contents	Points (25)	Your points
1	An appendix with a three-generation genogram of your family of origin. The genogram should include all relevant information such as names, age, birth/death dates, relational patterns, and abuse history. You may want to communicate with your parent, grandparent, sibling, or other relative to gather information for the genogram.	5	
2	Identify <u>at least three concepts</u> from transgenerational family therapies (i.e. triangles, differentiation of self, fusion, emotional cutoff, loyalty, invisible loyalty, legacy, parentification), which were significant for you. Then, briefly describe these concepts in your family.	7	
3	Discuss how the concept/experience might influence you and your couple and/or family relationships (at least one page).	5	
4	Reflection on your learning, insight, and overall experiences of doing this assignment.	4	
5	A 6–7-page paper	4	
Total		25	
Comments:			

(Final-term) Model Discussion and Summary [25 points]

During the last class period, we will have a lively discussion that will include participation from all students. Please come to class prepared to discuss all of the major models reviewed in class **(Family Systems Theory, Bowen, Nagy, Structural, Experiential, Solution Focused, Narrative, Feminist Family Therapy)**. In class, you will be assigned to a group and discuss how to apply each model to various case examples. Your completed model chart will aid in this assignment. In order to receive the full points from the model discussion, you will need to

On the final paper	Be prepared to explain the core assumptions, concepts, and goals of each therapy model (on a paper)
	Be able to present the strengths and limitations of each model
	6-8 pages (One page for each model at least)

	A (5)	B (4)	C (3)	D/F (1/0)	Your points
Core assumptions, concepts, and goals of each therapy model.	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea	
Strengths and limitations of each model	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas	
Students explain problems, therapeutic goals, and treatment plans reflecting each therapy model with regard to given case examples	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound	

during the week 10.	as examples and specific details.				
6-8 pages (One page for each model)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to APA style sheet. & Excellent grammar, spelling, syntax and punctuation	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to APA style sheet. & A few errors in grammar, spelling, syntax and punctuation, but not many.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in APA style. & Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to APA style, nor listed correctly on the Works Cited page. & Continuous errors in grammar	

Model Discussion in the last class during the week 10	Appropriate amount of material is prepared, and points made reflect well their relative importance.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	ideas are present but not particularly developed or supported	Vague sense of a main idea	
Total Points (25)					

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6050 Clinical Research and Qualitative Evaluation

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Fall Quarter 2021/4.5 units, 10 weeks

CLASS DAY AND TIME: 9/27/2021 – 11/29/2021

(1) Weekly synchronous online class – Mondays, 10:00am – 1:00pm PST (30hrs)

(2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Deanna Linville, Ph.D., LMFT

E-MAIL: dlinvilletherapy@gmail.com

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

In this course, students will learn about research design and methodology. There will be a concentrated focus on learning about qualitative research methodologies, especially related to the social sciences. Students will learn the process of understanding, critiquing, and writing peer-reviewed qualitative research articles. This course will introduce research study design and be foundational for future research coursework. There is an

emphasis on developing knowledge necessary to understand the process of searching, identifying, engaging in critical analysis and summarizing literature in a topic of research interest.

Course Educational Objectives:

By the end of this course, students will be able to

- ❑ Understand research writing, IRB process, and ethics
- ❑ Understand and apply quantitative and qualitative research methodology
- ❑ Conceptualize and design independent research
- ❑ Understand and critically apply counseling theories with relational and individual systems

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Textbooks:

APA (2019). *Publication Manual of the American Psychological Association*: 7th Edition.

Creswell, J. W. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th). Thousand Oaks, CA: Sage.

- ❖ In addition to reading chapters from these main texts, you will have some articles on the populi course site to read. A complete list of the readings is amended to the syllabus.

Recommended books

Sprenkle, D. H., & Piercy, F. P. (Eds.). (2005). *Research methods in family therapy* (2nd ed.). New York: Guildford.

Norcross, J. C., Beutler, L. E., & Levant, R. F. (2005). *Evidence based practice in mental health*. Washington, DC: APA.

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Crane, D. R., Wampler, K. S., Sprenkle, D. H., Sandberg, J. G., & Hovestadt, A. J. (2002). The scientist-practitioner model in marriage and family therapy doctoral programs: Current status. *Journal of Marital and Family Therapy*, 28, 75-83.

METHODS OF INSTRUCTION: ONLINE CLASS

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Threaded discussions
- Student presentations

COURSE COMPONENTS

1. Class Participation [15 points]:

Class participation for this course is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of the person providing the documentation. When an absence happens, students are required to watch a recorded class and to write a summary paper (2-3 pages, bullet points).

2. Clinical Focus/Research Question Paper [20 points]:

For this assignment, you will articulate a clinical research question or questions that can be answered via qualitative methods. You will write a 3–4-page paper and describe the clinical focus, why it is important to study and *briefly* summarize key literature on the topic. End the paper with your research question(s) and why you think qualitative methodology is well suited to answer them. Adhere to APA, 7th edition formatting throughout your paper.

- Please upload your paper on Populi.
- After you post your paper on Populi then interact with at least two other students on their papers: 2-3 sentences of feedback/reflection on their papers.

3. Design and Conduct a Qualitative Interview [20 points]

For this assignment, you will construct a semi-structured qualitative interview guide that pertains to your research topic/question(s). The interview should be approximately 45-60 minutes in duration. Once you have developed the interview guide, send it to me via email and I will review it/provide feedback. Once I have approved your semi-structured interview guide, you will find one person to participate in the qualitative interview. The interview can be conducted in person or virtually as long as you use both video and audio features. You need to be able to see facial expressions and other nonverbals as this is also a source of data. Schedule the interview with enough advance notice that you have time to prepare adequately (e.g., practice following the guide, ensuring all the equipment you need is working). Take field notes during the interview and afterwards, you can jot down any noteworthy reactions you or the participant had and other observations. Record the interview and transcribe it verbatim afterwards. Do not include participant names or other identifying information in the transcript as you will need to turn the transcript into me in order to get full points for the assignment.

4. Qualitative Coding of Transcript [15 points]

Using the transcript from the interview you conducted, implement the process of open coding. You can either jot down codes in the margins on an electronic copy of the transcript or print the transcript out and write codes on the hard copy. Open coding breaks/pulls apart the data and is best done going line by line. If you were open coding across multiple interview transcripts, you could simultaneously be noting the frequency of occurrence for each code. After you have completed the line-by-line coding, put the codes into categories. You will turn in the final, most concise, compilation of categories as well as the open codes that fell into each category. You can represent this data analysis using a visual diagram or just as a list.

- Please upload your paper on Populi.
- After you post the paper on Populi then interact with at least two other students on their papers: 2-3 sentences of feedback/reflection on their papers.

5. Final-term presentation: Qualitative Research Proposal [30 points]

Prepare an 8-10 slide presentation on your proposed project that includes the following sections.

- Title
- Abstract
- Introduction (significance of topic)
- Literature Review
- Research Question(s)
- Research Methods (proposed design, data collection and analysis)
- Please upload your paper on Populi.
- After you post the paper on Populi then interact with at least two other students on their papers: 2-3 sentences of feedback/reflection on their papers.

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Attendance & Discussion Participation	15 pts. (15%)
Clinical Focus/Research Question Paper	20 pts. (20%)
Interview Assignment	20 pts. (20%)
Coding Assignment	15 pts. (15%)
Proposed Project Presentation	30 pts. (30%)
<hr/>	
TOTAL	100pts.

A final grade of “B” or better is required for graduate credit.

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student’s achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+

C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

 - Week 1-2, no grade recorded on academic record
 - Week 3-6, W grade recorded on academic record
 - Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

Online Class	Topic and Contents	Assignment
<u>Class 1: 9/27/2021</u> <ul style="list-style-type: none"> • Introduction • Syllabus 	<ul style="list-style-type: none"> • Research Foundations • Landscape of Clinical Research 	
<u>Class 2: 10/4/2021</u> <ul style="list-style-type: none"> • Research Question Development 	<ul style="list-style-type: none"> • Developing a Research Question • Research Design 	
<u>Class 3: 10/11/2021</u> <ul style="list-style-type: none"> • What is Qualitative Research? 	<ul style="list-style-type: none"> • Research Design • Quantitative/Qualitative Methods Comparison 	
<u>Class 4: 10/18/2021</u> <ul style="list-style-type: none"> • Proposed Projects 	<ul style="list-style-type: none"> • Project Consultation & Feedback 	Clinical Focus Paper Due Populi Discussion
<u>Class 5: 10/25/2021</u> <ul style="list-style-type: none"> • Types of Qualitative Research 	<ul style="list-style-type: none"> • Generic • Phenomenology • Grounded Theory • Narrative • Case Study 	
<u>Class 6: 11/1/2021</u> <ul style="list-style-type: none"> • Qualitative Data Collection 	<ul style="list-style-type: none"> • Interviews • Focus Groups • Observations/Field Notes 	Semi-Structured Interview Guide Due
<u>Class 7: 11/8/2021</u> <ul style="list-style-type: none"> • Qualitative Data Analysis • Trustworthiness Measures 	<ul style="list-style-type: none"> • Coding Techniques • Thematic Analyses • Strategies for ensuring trustworthiness, dependability 	Reflexive Journal/Field Notes (Doctoral Students Only)
<u>Class 8: 11/22/2021</u>	<ul style="list-style-type: none"> • Project Planning 	
<u>Class 9: 11/29/2021</u>	<ul style="list-style-type: none"> • Project Presentations & Feedback 	Coding Assignment Due
<u>Class 10: 12/6/2021</u>	<ul style="list-style-type: none"> • Project Presentations & Feedback 	Final Presentations are Due Populi Discussion

***Logging on Information for the Populi Distance Education Platform**

To access the Populi platform, go to <https://daybreak.populiweb.com>. Enter your username and password that you were provided from the Distance Learning Office.

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd Anaheim, CA 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6060 Psychopathology: Principles of the Diagnostic Process

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Fall Quarter 2022/4.5 units, 10 weeks

CLASS DAY AND TIME:

(1) Weekly synchronous online class – Wednesdays, 4:30pm – 7:30pm, PDT (30hrs)

(2) Weekly asynchronous online prompts and threaded discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Yesim Keskin, Ph.D. (yesimkeskin@gmail.com)

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 2 business days.

Course Description:

This course examines the diagnosis of mental disorders through extensive review of the current edition of the *Diagnostic and Statistical Manual*, 5th edition and related information. This course provides a framework for understanding the range of personality and behavioral disorders as presented in the DSM-V. Emphasis is given to the principles and practices that relate to psychopathology, DSM diagnosis, etiology and assessment, systematic treatment planning, interviewing, and short- and long-term interventions for severe mental disorders.

Course Educational Objectives:

- Describe accepted principles and practices of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
- Explain the disease concept, impact and etiology of addiction and co-occurring disorders
- Describe the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
- Identify multicultural competencies of clinical mental health counseling involving case conceptualization, diagnosis, treatment, and referral of mental and emotional disorders.
- Explain the established diagnostic criteria for mental and emotional disorders and describes treatment modalities and placement criteria within the continuum of care.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Texts:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). ISBN-10: 0890425760 ISBN-13: 978-0890425763

Bonfini, J. E. & Ventura, E. (2021). *Casebook for DSM-5®: Diagnosis and Treatment Planning*. 2nd Edition. ISBN-10: 0826186335 ISBN-13: 978-0826186331

Highly Recommended Texts (Keep in mind that these books are in a process of revision for DSM-5-TR):

Barlow, D. H. (Ed.). (2021). *Clinical handbook of psychological disorders: A step-by-step treatment manual*. Guilford publications.

Comer, R. J. (2021). *Abnormal psychology*. 11th Edition – I highly recommend the e-textbook as it includes several videoclips that are conducive to your learning.

Dattilio, F. M., Berghuis, D. J., & Davis, S. D. (2010). *The family therapy treatment planner*. 2nd Edition. ISBN-10 : 9781119063070 ISBN-13 : 978-1119063070

Berghuis, D. J., Peterson, L. M., & Bruce, T. J. (2014). *The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates* (Vol. 296). ISBN-13: 979-8831201093

Methods of Instruction: Online Class

This is a fast-paced, advanced level course and we will cover substantial amounts of information during each class session. Attending all classes is very important to your understanding of the concepts and course material

covered in this class. You are expected to come to class prepared to participate in class discussions, respond to questions, and make relevant comments and pertinent observations.

- Synchronous lecture and discussion
- Asynchronous online threaded discussion
- Case Studies
- Movies, Video Clips, and Documentaries
- Assigned readings

Course Components

Evaluation/Measurement/Assessment of Learner Outcomes:

This course requires substantial reading, studying, written expression, discussion, research, and time management. Pace yourself. I believe you have developed good writing and study skills by now. I believe you are in this program and course by choice, and want to be here. In order to succeed in this course, you must study, demonstrate skills in critical thinking and written expression, work diligently on assignments, and participate in class every week.

Assessment	Description	Points	Applicable SLO
Attendance and Participation	<p>Regular attendance will be taken at beginning of every class. Non-presence, excessive/repetitive tardiness, etc. will negatively impact grade.</p> <p>Regular attendance and participation to ALL classes is expected. The students are expected to provide a university approved documentation for absences. If you can't attend the class due to a university approved reason, then you are expected to watch the relevant class recording and write a 3-pages summary.</p> <p>To receive full credit, along with attendance and engagement you also need to demonstrate regular</p>	20 pts	

	<p>and consistent active participation, defined as (ACUE, 2018):</p> <p>I. Demonstrated Engagement (a) listened attentively and made eye contact with the speakers.</p> <p>(b) provided a response that demonstrated interest in the speaker's contribution. (c) summarized key takeaways or insights from the discussion.</p> <p>II. Posed Questions (d) asked a classmate to clarify or elaborate on his or her point. (e) posed a question about the causes or impact of an issue. (f) asked a question that caused classmates to consider a different perspective.</p> <p>III. Added Comments (g) pointed out a connection between classmates' ideas, course topics, or course learning outcomes. (h) summarized or recapped a key point from today's discussion or a previous discussion. (i) used a classmate's contribution as a jumping-off point to present a new idea. (j) introduced a counterargument into the discussion.</p> <p>IV. Added Resources (k) reminded my classmates of a relevant resource from the syllabus or course site that would add to the discussion. (l) presented a new website, reading, or video that would add to the discussion.</p>		
Case Analysis	<p>Four times throughout the term, you will analyze and submit a case study provided to you. You will address the following information in your 5-6 page paper:</p> <ol style="list-style-type: none"> 1. Short description of client system- any pertinent demographical, sociocultural or contextual information about the person (constructed like a Case Consultation Presentation), and Diversity Formulation (½ -1 pg) 	40 (4x10pts)	1-5

	<ol style="list-style-type: none"> 2. Provide a full diagnosis and justification for your diagnosis (1/2-1 pg) 3. Provide min 1 disorder that you considered, are still considering, and/or ruled out based on the information provided. (1/2 pg) 4. Systemic implications of the diagnosis (i.e. utilizing system theory concepts expand on possible circular causality, homeostasis, interrelatedness, boundaries, cybernetics, communication concepts, etc.) (1pg) 5. What issues would you prioritize for treatment? (1pg) 6. Recommendations for individual therapy (1/2 pg) 7. Recommendations for couple or family therapy (1/2 pg) 		
Discussion & Interaction on Populi	Engagement in the class during the weeks that we do not meet will be measured by students participating in online discussions weekly about the topic covered in the lecture and reading of the DSM. Students will be provided with reflection questions which they will utilize the online discussion portal to discuss with their colleagues. Students will submit one original post (by Friday, 11:59PM PST) and two responses to their classmates (by Tuesday, 11:59 PST) on the Threaded Discussion link on Populi. Late submissions will not be accepted.	30 (5x6pts)	1,2,4,5
Diagnosis in Families Consolidation paper	<p>For this paper, you will identify a diagnosis within a client system that you are working with or have knowledge of. You will construct an assessment report with the following information and present your summary in the final class. You will address the following information in your 5-6 page paper:</p> <ol style="list-style-type: none"> 1. Short description of client system- any pertinent demographical, sociocultural or contextual information about the person (constructed like a Case Consultation Presentation), and Diversity Formulation (½ -1 pg) 2. Provide a full diagnosis and justification for your diagnosis (1/2-1 pg) 	10	1-5

	3. Provide min 1 disorder that you considered, are still considering, and/or ruled out based on the information provided. (1/2 pg) 4. Systemic implications of the diagnosis (i.e. utilizing system theory concepts expand on possible circular causality, homeostasis, interrelatedness, boundaries, cybernetics, communication concepts, etc.) (1pg) 5. What issues would you prioritize for treatment? (1pg) 6. Recommendations for individual therapy (1/2 pg) 7. Recommendations for couple or family therapy (1/2 pg)		
--	---	--	--

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

- Attendance and Participation (20 points)
- Four (4) Case Analyses (10 points each; 40 points total)
- Weekly Class Discussions (3 points each; 30 points total)
- Diagnosis in Families Consolidation paper (10 points)

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

 - Week 1-2, no grade recorded on academic record
 - Week 3-6, W grade recorded on academic record
 - Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

<u>CLASS</u>	<u>TOPIC</u>	<u>Readings & Media</u>	<u>Assignments Due</u>
WEEK1	<ul style="list-style-type: none"> Intro & Caution Statement Skim DSM-5 for organization and content. Use of DSM 5 TR Manual & Terminology Clinical Assessment and Diagnosis Diversity Formulation 	<p>DSM-V: Intro. & Appendices Appendix A: Decision Trees pp. xxiii - xxxvii</p> <p>DSM-5-TR 1-34</p> <p>Petrovich & Garcia (2015)</p> <p>Optional:</p> <p>Readings: W1 Readings</p> <p>Comer Ch 4</p>	<p>Populi Discussion #1</p> <p>What are the main reasons you must provide a diagnosis in your clinical work? What are some of the limitations of the DSM and diagnosis? How does diversity impact symptoms and diagnosis?</p>
W2	<ul style="list-style-type: none"> Neurodevelopmental Disorders Schizophrenia Spectrum and Other Psychotic Disorders 	<p>DSM-5-TR Neurodevelopmental Disorders</p> <p>DSM-5-TR Schizophrenia Spectrum and Other Psychotic Disorders</p> <p>Bonfini & Ventura Ch1 & Ch2</p> <p>Rosenhan (1973)</p> <p>Media (Trigger Warning):</p> <p>Auditory Hallucinations (4 min): https://www.youtube.com/watch?v=0vvU-Ajwbok</p> <p>Optional:</p> <p>Readings: W2 Readings</p>	<p>Populi Discussion #2</p> <p>Read the Rosenhan (1973) article and discuss the role of systems in our understanding of normal and non-normal.</p> <p>OR</p> <p>Listen to one of your favorite songs while simultaneously listening to the Auditory Hallucinations media file. Then reflect on your experience: What was the most challenging aspect of the exercise? How might you acknowledge the hallucinations the client is experiencing? How could you attend to a client's comfort while interviewing them?</p>

		<p>Comer Ch13 & Ch14</p> <p>Media:</p> <p>Rain Man (1988)</p> <p>A Beautiful Mind (2001)</p>	
W3	<ul style="list-style-type: none"> • Bipolar and Related Disorders & Suicide • Depressive Disorders 	<p>DSM-5-TR Bipolar and Related Disorders</p> <p>DSM-5-TR Depressive Disorders</p> <p>Bonfini & Ventura Ch3 & Ch4</p> <p>Optional:</p> <p>Readings: W3 Readings</p> <p>Comer Ch7 & C h8</p> <p>Media:</p> <p>Infinitely Polar Bear (2015)</p> <p>It's Kind Of A Funny Story (2010)</p>	Case Study #1 due Sunday, 11:59pm PST.
W4	<ul style="list-style-type: none"> • Anxiety Disorders • Obsessive-Compulsive and Related Disorders 	<p>DSM-5-TR Anxiety Disorders</p> <p>DSM-5-TR Obsessive-Compulsive and Related Disorders</p> <p>Bonfini & Ventura Ch5 & Ch6</p> <p>Optional:</p> <p>Readings: W4 Readings</p> <p>Comer Ch5</p> <p>Media:</p> <p>Copycat (1995)</p> <p>As Good As It Gets (1997)</p>	<p>Populi Discussion #3</p> <p>Do you feel that Covid has made people more anxious? How? What sorts of things could be triggering anxiety for us in modern times? (ie: social media, breaking news, negative self-talk, etc.) How can we address dealing with these triggers?</p>

W5	<ul style="list-style-type: none"> • Trauma- and Stressor-Related Disorders • Dissociative Disorders 	<p>DSM-5-TR Trauma- and Stressor-Related Disorders</p> <p>DSM-5-TR Dissociative Disorders</p> <p>Bonfini & Ventura Ch7 & Ch8</p> <p>Optional:</p> <p>Readings: W5 Readings</p> <p>Comer Ch6</p> <p>Media:</p> <p>The Perks Of Being A Wallflower (2012)</p> <p>Fight Club (1999)</p>	Case Study #2 due Sunday, 11:59pm PST.
W6	<ul style="list-style-type: none"> • Somatic Symptom and Related Disorders • Feeding and Eating Disorders 	<p>DSM-5-TR Somatic Symptom and Related Disorders</p> <p>DSM-5-TR Feeding and Eating Disorders</p> <p>Bonfini & Ventura Ch9 & Ch10</p> <p>Optional:</p> <p>Readings: W6 Readings</p> <p>Comer Ch9 & Ch10</p> <p>Media:</p> <p>Hollywood Ending (2002)</p> <p>Thin (2006)</p>	<p>Populi Discussion #4</p> <p>What are cultural variances in the prevalence and familial experience of either somatic or eating-related disorders?</p>
W7	<ul style="list-style-type: none"> • Sexual Dysfunctions • Gender Dysphoria 	<p>DSM-5-TR Sexual Dysfunctions</p> <p>DSM-5-TR Gender Dysphoria</p>	Case Study #3 due Sunday, 11:59pm PST.

		<p>Bonfini & Ventura Ch13 & Ch14</p> <p>Optional:</p> <p>Readings: W7 Readings</p> <p>Comer Ch12</p> <p>Media:</p> <p>The Vagina Monologues (2002)</p> <p>Southern Comfort (2001)</p>	
W8	<ul style="list-style-type: none"> • Disruptive, Impulse-Control, and Conduct Disorders • Substance-Related and Addictive Disorders 	<p>DSM-5-TR Disruptive, Impulse-Control, and Conduct Disorders</p> <p>DSM-5-TR Substance-Related and Addictive Disorders</p> <p>Bonfini & Ventura Ch15 & Ch16</p> <p>Optional:</p> <p>Readings: W8 Readings</p> <p>Comer Ch11 & Ch16</p> <p>Media:</p> <p>Hold Me Tight, Let me Go - https://www.youtube.com/watch?v=-utWjqURiRE</p> <p>The Glass Castle (2017)</p>	Case Study #4 due Sunday, 11:59pm PST.
W9	<ul style="list-style-type: none"> • Neurocognitive Disorders • Personality Disorders 	<p>DSM-5-TR Neurocognitive Disorders</p> <p>DSM-5-TR Personality Disorders</p> <p>Bonfini & Ventura Ch17 & Ch18</p> <p>Optional:</p>	<p>Populi Discussion #5</p> <p>Explore treatment considerations for the Borderline-Narcissistic couple.</p>

		Readings: W9 Readings Comer Ch15 Media: A Moment to Remember (2004) Welcome To Me (2015) Forest Gump (1994)	
W10	<ul style="list-style-type: none"> • Legal & Ethical issues • Class Review 	Kress, Hoffman, Adamson, & Eriksen (2013) Optional: Comer Ch18	Diagnosis in Families Consolidation paper Sunday, 11:59pm PST.

* The contents of this syllabus may be altered as deemed appropriate by the instructor throughout the course. You will be notified of any changes.

Additional Readings (These will be posted on Populi)

Week 1

Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179(4070), 250-258.

Denton, W. H., & Bell, C. (2013). DSM-5 and the family therapist: First-order change in a new millennium. *Australian and New Zealand Journal of Family Therapy*, 34(2), 147–155.
<https://doi.org/10.1002/anzf.101>

Rigazio-Digilio S. A., & Magnavita J. J. (2000). Relational diagnosis: A co-constructive developmental perspective on assessment and treatment. *Advances in Relational Therapy*, (8), 1017.

Week 2

Matson J.L., Matheis, M., Burns, C.O., Esposito G., Venuti, P., Pisula, E., Misiak, A., Kalyva, E., Tsakiris, V., Kamio, Y., Ishitobi, M., & Goldin, R. L. (2017). Examining cross-cultural differences in autism spectrum disorder: A multinational comparison from Greece, Italy, Japan, Poland, and the United States. *European Psychiatry*, 42, 70-76.

Smith, M. (2017). Hyperactive around the world? *The History of ADHD in Global Perspective, Social History of Medicine*, 30(4), 767–787.

Week 3

Cluxton-Keller, F., & Bruce, M. L. (2018). Clinical effectiveness of family therapeutic interventions in the prevention and treatment of perinatal depression: A systematic review and meta-analysis. *PLoS One* 13(6).

Cohen, S., O'Leary, K., Foran, H .M., & Kliem, S. (2014). Mechanisms of change in brief couple therapy for depression. *Behavior Therapy*, (45)3, 402-417.

Interian, A., Chesin, M., Kline, A., Miller, R., St. Hill, L., Latorre, M., Stanley, B. (2018). Use of the Columbia-Suicide Severity Rating Scale (C-SSRS) to classify suicidal behaviors. *Archives of Suicide Research*, 22(2), 278.

Week 4

Hofmann, S. G., & Hinton, D. E. (2014). Cross-cultural aspects of anxiety disorders. *Current Psychiatry Reports*, 16(6), 450.

Week 5

Zala, S. (2012). Complex couples: Multi-theoretical couples counselling with traumatized adults who have a history of child sexual abuse. *Australian and New Zealand Journal of Family Therapy*, The, (3), 219.

Johnson, S. M., & Williams-Keeler, L. (1998). Creating healing relationships for couples dealing with trauma: The use of emotionally focused marital therapy. *Journal of Marital and Family Therapy*, 24(1), 25-40.

Suomi, A., Evans, L., Rodgers, B., Taplin, S., & Cowlishaw, S. (2019). Couple and family therapies for post-traumatic stress disorder (PTSD). *Cochrane Database of Systematic Reviews* 2019, 12, CD011257.

Week 6

Gillett, K. S., Harper, J. M., Larson, J. H., Berrett, M. E. and Hardman, R. K. (2009), Implicit Family Process Rules in Eating-Disordered and Non-Eating-Disordered Families. *Journal of Marital and Family Therapy*, 35, 159-174. doi:10.1111/j.1752-0606.2009.00113.x

Downs, K. J. and Blow, A. J. (2013), Eating disorder treatment. *Journal of Family Therapy*, 35. 3-28. doi:10.1111/j.1467-6427.2011.00566.x

Week 7

Graaf, N. M, Manjra I.I., Hames, A., Zitz., C. (2018) Thinking about ethnicity and gender diversity in children and young people. *PubMed*.

Week 8

Oksuz, E., Karaca, S., Ozaltin, G., & Ates, M. (2017). The effects of psychoeducation on the expressed emotion and family functioning of the family members in first-episode schizophrenia. *Community Mental Health Journal*, 53(4), 464-473.

Morino, Y. (2019), Ideas of the change process: family and therapist perspectives on systemic psychotherapy for children with conduct disorder. *Journal of Family Therapy*, 41: 29-53. doi:10.1111/1467-6427.12202.

Steinka-Fry K.T., Tanner-Smith, E.E., Dakof, G.A., & Henderson, C. (2017). Culturally sensitive substance use treatment for racial/ethnic minority youth: A meta-analytic review. *Journal of Substance Abuse Treatment*, 2017;75:22-37.

Morgan, T. B., Crane, D. R., Moore, A. M., & Eggett, D. L. (2013). The costs of treating substance abuse: Individual versus conjoint therapies. *Journal of Family Therapy*, 35(1), 2-23.

Week 9

Bailey, R. C., & Grenyer, B. S. (2015). The relationship between expressed emotion and wellbeing for families and careers of a relative with borderline personality disorder. *Personality and Mental Health*, 9(1), 21-32. doi:10.1002/pmh.1273

Bouchard, S., Sabourin, S., Lussier, Y. and Villeneuve, E. (2009), Relationship Quality and Stability in Couples When One Partner Suffers From Borderline Personality Disorder. *Journal of Marital and Family Therapy*, 35: 446-455. doi:10.1111/j.1752-0606.2009.00151.x

Week 10

Kress, V., & Hoffman, R., & Adamson, N., & Eriksen, K. (2013). Informed consent, confidentiality, and diagnosing: Ethical guidelines for counselor practice. *Journal of Mental Health Counseling*, 35, 15-28.

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6300 Diversity and Multicultural Counseling

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Spring Quarter 2023/4.5 units

CLASS DAY AND TIME: 3/29/2023 – 5/31/2023

(1) Weekly synchronous online class – Wednesdays, 4:30pm – 7:30pm (30hrs)

(2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Anne Prouty, Ph.D., LMFT (email: anne.prouty@yahoo.com)

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

This course examines the importance of recognizing and addressing cultural diversity and related influences that affect the provision of couples and family including race, ethnicity, gender, religion, sexual orientation, disabilities, socioeconomic status and other individual and group differences in the context of providing systems-based interventions. Students will learn therapists' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and

advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.

Course Educational Objectives:

By the end of this course, students will be able to

- Demonstrate ability to integrate systemic concepts into clinical applications relevant to Multicultural Family Therapy.
- Describe specific life experiences and their impact on human functioning and family dynamics. These include all specific experiences, events, circumstances and factors that affect people differently as evidenced by clinical observation and research evidence.
- Demonstrate basic integration the exploration of self into the development of cultural competency as a systemic therapist. This is fostered by papers that require personal exploration.
- Create a Cultural Genogram and write a reflection paper on one's personal experience with diversity factors and the influence of these factors on one's life.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Textbook :

Walsh, F. (Ed.). (2012). *Normal family processes: Growing diversity and complexity* (4th ed.). New York, NY: The Guilford Press.

Recommended Reading:

McGoldrick, M., & Hardy, K. V. (2019). *Re-visioning family therapy: Addressing diversity in clinical Practice* (3rd ed.). Guilford Press.

Rastogi, Mudita & Thomas, Volker (2009). *Multicultural Couple Therapy*. SAGE.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity & family therapy*. Guilford Press.

Sue, D. W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th ed.). Wiley.

Additional Reading List Suggestions

Grieger, I. (2011). A Cultural Assessment framework and interview protocol. In L. Williams, T. M. Edwards, J. Patterson, & L. Chamow (Eds.), *Handbook of multicultural assessment* (pp. 132-161). Guilford.

McGoldrick, M., Garcia Preto, N., & Carter, B. (2016). *The expanding family life cycle* (5th ed). Pearson.

Falicov, C. J. (2014). *MECA: A meeting place for culture and therapy*, In Latino families in therapy (2nd ed., pp. 17-50). Guilford.

Sue, D. W., et al. (2007). Racial micro-aggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286.

Sue, D. W., & Sue, D. (2013). Counseling persons with disabilities. In D. W. Sue & D. Sue (Eds.), *Counseling the culturally diverse: Theory and practice* (6th ed., pp. 527-542). Wiley.

Nelson, T. (2005). Ageism: Prejudice against or feared future self. *Journal of Social Issues*, 61, 207-221.

Kim, J., Prouty, A., & Roberson, P. (2012). Narrative therapy with intercultural couples: A case study. *Journal of Family Psychotherapy*, 23, 273-286.

Rastogi, M., & Thomas, V. (2009). *Multicultural couple therapy*. SAGE.

Wetchler, J. L., & Hecker, L. L. (Eds.). (2015). *An introduction to marriage and family therapy* (2nd Ed.). Routledge.

Methods of Instruction: Off-line Class

- Asynchronous online lecture
- Assigned readings
- Threaded discussions
- Synchronous Class Activities
- Two Assignments designed to enhance synthesis and integration of lecture and reading material with student's knowledge and interests

Course Components

Attendance and Participation [20 points]: Attendance and participation for this course is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse. Regular attendance will be taken at beginning of every class. Each class missed beyond one class will result in a loss of 4 points per class missed. Absences, excessive lateness, and lack of participation all negatively impact grade.

Video Lecture, Reading Reflections, Discussion & Interaction [20 points]:

This course requires you to log in to Populi weekly. It is **essential** that students read assigned readings and watch video clips weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

A. Your Reflection/Short Answers on Populi (10 weeks): 2-3 paragraphs

- What did you think of the reading and short video clips?
- How does it relate to your own diversity experiences with your families or relationships?
- How can you apply this learning to be a culturally competent as a Couples and Family Therapist?

B. Threaded Populi Discussion: After students post their reflection/short answers on Populi and then interact with at least two other students on their reflections; **2-3 Sentences**

Mid-term Paper [30 points]:

Students write **four reflection papers** on lecture video on the week 2, 4, 6, & 8. The assignment is a good preparation for the live classes. The page should be 2-3 pages each.

- a. What did you learn from the video lecture?
- b. How does it relate to your own experiences with your families or relationships?
- c. How can you apply this learning to therapy as a Couples and Family Therapist?

Final-term Paper [30 points]:

The purpose of this assignment is for students to have an opportunity to capture a student's learning and experiences in a semi-formal manner. The purpose of the reflection paper is to check in about content presented in class and what is being learned and gained from material. Though there will be some structure, students are expected to thoughtfully consider their response to the current material and share their responses and what they have learned. The reflection paper should be 4 pages (double spaced), demonstrate good writing elements, learning and reflection, and self-reflective thinking. Questions for the final paper:

- Write a reflection on anything from this classes that was meaningful, new, or challenging to you that you found interesting. Why did you find these ideas interesting?
- Construct a Cultural Genogram and write a 4-page paper in which you: Describe your cultural identity and social position (e.g., age, disability, religion, ethnicity, social class, sexual orientation, national origin, gender, etc.). Which are familiar and which do you need to think more about so as to be more aware of your biases in counseling (growth areas) and then explain how to work on them (learn more about how people are similar and different, learn about others' experiences and perspectives).
- Thinking about socio-economic class, family resources & time available, and community resources people of different class status use – list 6-ways client economics will impact how you will structure your expectations and your therapy with clients
- How did the class content and experiences impact your thoughts on your future as a person and as a marriage and family therapist?

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Attendance / Participation	20%
Populi Discussion	20%
Mid-term: Reflection Paper	30%
Final-term: Group Activity	30%

TOTAL	100%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

Course Schedule

CLASS DAY AND TIME: 3/29/2023 – 5/31/2023

(1) Weekly synchronous online class – Wednesdays, 4:30pm – 7:30pm (30hrs)

(2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

Weeks	Class format	Assignment	Reading & Video Clips
1	Live Class Discussion		Video Clips on Populi: International Adoption Clip – Cultural Identity CrossCut “Our Shared Table” Native Peoples: Chickasaw Nation – in U.S. - Creation Cultural Story
2	Definition of Culture Ethnicity, Immigration, & Religion	Reflection Paper 1 on the online lecture 1	Reading: Normal family processes, Ch.11 Video Clips on Populi: Gender-neutral Upbringing New Delhi, India TedTalk by Leher Sethi – Translation Needed as TedTalk from India
3	Live Class Discussion	Populi Discussion 1 on reading and video clips	“TWO SPIRIT”

			<p>Ancient Indigenous North American Gender Identity – Korean translation already available</p> <p>Non-binary Adult “Nanta” talks with Kids about gender – Korean translation already available</p>
4	Social Class & Poverty	<p>Reflection Paper 2</p> <p>on the online lecture 2</p>	<p>Reading: Normal family processes, Ch.12, 14</p> <p>Video Clips on Populi:</p>
5	Live Class Discussion	<p>Populi Discussion 2</p> <p>on reading and video clips</p>	<p>ERIK LIU TED TALK – Korean translation already available</p> <p>CrossCut “Deeply Rooted”</p> <p>NOVA clip</p>
6	Gender & Sexual Orientation	<p>Reflection Paper 3</p> <p>on the online lecture 3</p>	<p>Reading: Normal family processes, Ch. 15</p> <p>Video Clips on Populi:</p> <p>Dr. Sue’s Microaggressions</p>
7	Live Class Discussion	<p>Populi Discussion 3</p> <p>on reading and video clips</p>	
8	Health & Disability	<p>Reflection Paper 4</p> <p>on the online lecture 4</p>	<p>Reading: Normal family processes, Ch.19</p>
9	Live Class Discussion	<p>Populi Discussion 4</p> <p>on reading</p>	

10	Live Class Discussion	Final Paper Due	

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to www.Populidaybreak.org. Enter your user name and password that you were provided from the Distance Learning Office. If you need any technological assistance, please contact the office: (310) 739 – 0132.

Grading Rubric: Writing Assignment

- **Student Name:** _____

- **Final-term Paper [30 points]:** The purpose of this assignment is for students to have an opportunity to capture a student's learning and experiences in a semi-formal manner. The purpose of the reflection paper is to check in about content presented in class and what is being learned and gained from material. Though there will be some structure, students are expected to thoughtfully consider their response to the current material and share their responses and what they have learned. The reflection paper should be 4 pages (double spaced), demonstrate good writing elements, learning and reflection, and self-reflective thinking. An on-time submission and a grade of "sufficient" is required on ALL areas to earn 30 points.

Course Learning Outcomes	Questions to Answer in Paper	Points Possible	Your Points Earned	Sufficiency Earned	Revision Needed – see grader's requirements
CLO 1. Integrate multicultural development and cross-cultural issues including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and their incorporation into the psychotherapeutic process.	Write a reflection on anything from this classes that was meaningful, new, or challenging to you that you found interesting. Why did you find these ideas interesting?	5			
CLO 1. (see above)	Construct a <u>Cultural Genogram</u> and write a <u>4-page paper in which you: Describe your cultural identity and social position</u> (e.g., age, disability, religion, ethnicity, social class,	15			

	sexual orientation, national origin, gender, etc.). Which are familiar and which do you need to think more about so as to be more aware of your biases in counseling (growth areas) and then explain how to work on them (learn more about how people are similar and different, learn about others' experiences and perspectives).				
CLO 2. Describe the effects of socioeconomic status on treatment and available resources.	Thinking about socio-economic class, family resources & time available, and community resources people of different class status use – describe 6-ways client economics will impact how you will structure your expectations and your therapy with clients	5			
CLO 3. Understand therapists' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.	How did the class content and experiences impact your thoughts on your future as a person and as a marriage and family therapist?	5			
Well organized and ideas are presented with clarity	Revise until Sufficiency is achieved				
Submitted On-Time	- 5 points if submitted late				

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and

professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 7000:

Counseling and Psychotherapeutic Theories and Techniques: IPCST

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Fall Quarter 2021/4.5 units, 10 weeks

CLASS DAY AND TIME: 9/29/2021 – 12/1/2021

(1) Weekly synchronous class –(PST) Wednesdays, 10:00am – 1:00pm (30hrs)

(2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Live Webinar Course

INSTRUCTOR: Jay Oh, Ph.D., jayoh@daybreak.edu

OFFICE HOURS: By using Populi (online platform), I can regularly contact students for relevant discussion of academic subjects and assignments. The best way to contact me is through email and I will reply to an email message or question within 48 hrs.

Course Description:

The Internal Parent-Child Systems Therapy (IPCST) treatment model sets the direction and content of its therapy based on Family Systems Theory and Intersystem Approach, and sees Family-of-Origin (FOO) Therapy as the starting point for IPCST treatment. The core of IPCST lies in "Parent-Child Systems" Therapy. This "Parent-Child Systems" Therapy work includes two therapeutic dimensions: (1) "Parent-child relationship" treatment focused on the early relationship experience with primary caregivers in the family-of-origin which is based on "Family-of-Origin (FOO) Therapy" and "Inner Child Therapy" ; (2) "Parent-child relationship" treatment focused on the Relationship Therapy with their parents in FOO through "the Parent-child role play dialogue" between couples based on 'the Conscious Partnership' formed as an integrated model which is deepening and anew from 'the Parent-Child Dialogue' in Imago Relationship Therapy model. The IPCST model provides Parenting Counseling, Child Counseling and Family Therapy based on the conscious partnership as a team as a result of Parent-Child Relationship Therapy work between couples (parents).

The "Intersystem Approach (IA):" serves as a guide to the therapeutic diagnosis and direction of IPCST treatment. The IA was developed jointly by Family Therapists Dr. Rita DeMaria and Dr. Gerald Weeks, in particular, with analyzing the effects closely on the family relationship and the family system. Family systemic therapists guide clients to provide them with the "Secure Attachment-Based Therapeutic Alliance."

When applying the IPCST therapy model to practice, the most important key concept is "Isomorphism." Isomorphism is a representative concept of the IPCST model and the AAMFT (American Association for Marriage and Family Therapy) Approved Supervisor Training that best expresses the basic treatment philosophy and clinical attitude of IPCST in practice. It first requires a "self-reflective" attitude to humbly clarify who the therapist is "self-of-the-therapist" and to reflect on herself thoroughly. In other words, the therapist herself always does her best, first for her personal healing and growth, with a sincerity and congruence attitude, and always maintains her best self as a therapist, focusing on "how to be the best tool for my client" before anything else. Therefore, the core of IPCST clinical training and supervision, which trains us as relational and systemic IPCST family therapy professionals, depends on how clearly the therapist herself is aware of this concept of "Isomorphism" and can actually focus on clinicians. The most important thing is to be able to engage in "best of me" as an IPCST therapist and "isomorphic insight," which has become insightful through constant clinical training and supervision and self-reflection, while consulting a therapist.

Isomorphism refers to the repetition of similar patterns at all levels of the system, introduced by AAMFT as a core concept of family therapy professional training and supervision, especially in the U.S. state-certified MFT.

In other words, through systematic professional training, the therapist is not only well aware of the properties and influence of the inter-therapy pattern between the "supervisor-therapist/supervisee - client-client's family" but also "therapeutic relationship with client" in particular. It is important, therefore, that one's qualification as a systematic and relational therapist is a matter of "how fully awake and focused one is on the healing and growth of self-of-the-therapist." This will be possible only if a secure relationship (e.g., a supervisor-to-therapist relationship, or a cooperative supervision with a

fellow therapist) is provided securely and systematically.

For all the therapists and those in training attending this course, I hope that this course will be a valuable experience of "self-healing and growth as an Isomorphic systematic therapist" and that it will soon lead to providing a very positive and effective therapeutic relationship for clients. I also sincerely hope that this course will be the "peak experience" by Abraham Maslow, for your own healing and growth.

Course Educational Objectives:

- Identify and understand common theory-based ethical challenges faced by practicing Therapists
- Explain an overall view of historical, contemporary, and future theoretical perspectives that serve as the foundation for counseling practice
- Identify how specific theories of counseling, including multicultural theories, address or fail to address contemporary multicultural and pluralistic trends
- Address a wide variety of divergent theories of development, personality, and learning and their relevance to counseling practice
- Identify psychopathology, as defined by specific theoretical perspectives, and apply a variety of strategies for facilitating psychosocial development across the life-span

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Textbooks:

1. Oh, J., Kim, J. *Internal "Parent-Child" Systems Therapy (IPCST): Isomorphism & Self-of-the-Therapist Workbook*. IICFR
2. DeMaria, R. Weeks G., & Twist, M. L. C. (2017). *Focused genograms: Intergenerational assessment of individuals, couples, and families*. New York, NY: Routledge.
3. Worden, M. (2003). *Family therapy basics*. Brooks/Cole, Cengage Learning.
4. Bradshaw, J. (1993). *Homecoming: Reclaiming and championing your inner child*. Piatkus.
5. Harville, H., Lakelly Hunt, H. (2021) *Doing Imago Relationship Therapy*. Norton.
6. Mello, D. A., & Stroud, J. F. (1990). *Awareness*. Collins Fount.

Articles

1. Scheinkman, M., & Fishbane, M. D. (2004). The vulnerability cycle: Working with impasses in couple therapy. *Family Process*, 43, 279-299.
2. Dinero, R., et.al. (2011). Influence of family-of-origin and adult romantic partners on romantic attachment security. *Couple Family Psychology: Research and Practice*, 1, 16-30.
3. White, M. B., & Russell, C. (1997). Examining the multifaceted notion of isomorphism in marriage and family therapy supervision: A quest for conceptual clarity. *Journal of Marital and Family Therapy*, 23(3), 315-333.

Recommended

Family Therapy/ Family Systems Theory

- Berger, M. M. (1978) (Ed.). *Beyond the double bind: Communication and family systems, theories, and techniques with schizophrenics*. New York, NY: Brunner/Mazel.
- Bowen, M. (1978). *Family therapy in clinical practice*. New York, NY: Jason Aronson.
- Bradshaw, J. (1990). *Family - a new way of creating solid self-esteem*. Health Communications.
- Framo, J. L. (1992). *Family-of-Origin therapy: An intergenerational approach*. New York, NY: Brunner/Mazel.
- Kerr, M. E., & Bowen, M. (1988). *Family evaluation*. New York: Norton.
- Minuchin, S., & Minuchin, S. (1998). *Family healing: Strategies for hope and understanding*. Simon & Schuster.
- Minuchin, S., Reiter, M. D., & Borda, C. (2014). *The craft of family therapy: Challenging certainties*. New York, NY: Routledge.
- White, M., & Epston, D. (1990). *Narrative Means to Therapeutic Ends*. Adelaide: Dulwich Centre.
- Worden, M. (2003). *Family therapy basics*. Brooks/Cole, Cengage Learning.

The Intersystem Approach

DeMaria, R. Weeks G., & Twist, M. L. C. (2017). *Focused genograms:*

Intergenerational assessment of individuals, couples, and families. New York, NY: Routledge.

Weeks, G. R. (1989). *Treating couples: The intersystem model of the marriage council of Philadelphia.* New York, NY: Brunner/Mazel.

Internal Family Systems Therapy (IFS)

Schwartz, R. C., & Schwartz, R. C. (1995). *Internal family systems therapy.* The Guilford Press.

Genogram

McGoldrick, M., Gerson, R., & Petry, S. (2005). *Genogram assessment and intervention.* W.W. Norton y Company.

Couple/ Imago Relationship Therapy

Chapman, G. (2014). *The Five Love Languages.* Moody Publishing

Hendrix, H. H. (1992). *Keeping the love you find.* New York, NY: Atria.

Hendrix, H. H. (1988). *Getting the love you want.* New York, NY: St. Martin's Griffin.

Johnson S. M. (2004). *The practice of emotionally focused couple therapy* (2nd Ed.).

New York, NY: Brunner-Routledge.

Luquet, W., & Hannah, M. T. (2004). *Healing in the relational paradigm: The imago relationship therapy casebook.* Taylor and Francis.

Brown, R., & Reinhold, T. (1999). *Imago relationship therapy: An introduction to theory and practice.* J. Wiley.

Scheinkman, M., & Fishbane, M. D. (2004). The vulnerability cycle: Working with
impasses in couple therapy. *Family Process*, 43, 279-299.

Neuropsychology/ Couple Interaction with Neurobiology

Siegel, D. J. (2012). *Pocket guide to interpersonal neurobiology: And integrative
handbook of the mind.* New York, NY: Norton & Company.

Siegel, D. J. (2012). *The developing mind: How relationships and the brain interact*

to shape who we are. New York, NY: Guilford.

Attachment and Family Therapy

Byng Hall, J. (2008). The crucial roles of attachment in family therapy. *Journal of Family Therapy*, 30, 129-146.

Dinero, R., et.al. (2011). Influence of family-of-origin and adult romantic partners on romantic attachment security. *Couple Family Psychology: Research and Practice*, 1, 16-30.

Diener, J., & Monroe, J. (2011). The relationship between adult attachment style and therapeutic alliance in individual psychotherapy: A meta-analytic review. *Psychotherapy: Theory, Research, Practice, Training*. 48(3), 237-248.

Sex Therapy

Nelson, T et al. (2020). *Integrative Sex & Couples Therapy: A Therapist's Guide to New and Innovative Approaches*. PESI.

Nelson, T. (2008) *Getting the Sex You Want: Shed Your Inhibitions and Reach New Heights of Passion Together*, FairWinds Press, Quiver Books

Hertlein, K. M., Weeks, G. R., & Gambescia, N. (Eds.). (2015). *Systemic sex therapy* (2nd ed.). New York, NY: Routledge.

Inner Child Therapy

Bradshaw, J. (1993). *Homecoming: Reclaiming and championing your inner child*. Bantam Books.

Whitfield, C. L., & Nuckols, C. C. (2015). *Healing the child within: Discovery and recovery for adult children of dysfunctional families*. Health Communications.

Alice Miller. (1996). *The Drama of the Gifted Child: The Search for the True Self*, New York, NY: Basic Book.

Carl Rogers' Person-Centered Approach

Rogers, C. R. (1995). *A way of being*. Houghton Mifflin Co.

Mindfulness/ Spirituality

Cohen, A. (1994). *Dare to be yourself: How to quit being an extra in other people's movies and become the star of your own*. Fawcett Columbine.

Napoli, M. (2011). React to respond: A guide to apply mindfulness for families and therapists. *Families in Society*. 92(1), 28-32.

Isomorphism/ Supervision

Lee, R. E. (1997). Seeing and hearing therapy and supervision: A clinical example of isomorphism. *Journal of Family Psychotherapy*, 8(3), 51-57.

Nelson, T. S., & Lee, R. E. (2014). *The contemporary relational supervisor*. New York, NY: Routledge.

Todd, T. C., & Storm, C. L. (2002). *The complete systemic supervisor*. New York, NY: Allyn Bacon.

White, M. B., & Russell, C. (1997). Examining the multifaceted notion of isomorphism in marriage and family therapy supervision: A quest for conceptual clarity. *Journal of Marital and Family Therapy*, 23(3), 315-333.

Self of the Therapist

Baldwin, M. (Ed.). (2013). *The use of self in therapy* (3rd ed.). New York, NY: Routledge.

Bochner, D. A. (2000). *The therapist's use of self in family therapy*. Northvale, NJ: Jason Aronson.

Kottler, J. A. (2010). *On being a therapist* (4th ed.). San Francisco, CA: Jossey Bass.

MFT Ethics

Woody, R. H., & Woody, J. D. (2001). *Ethics in Marriage and Family Therapy*. Alexandria, VA: American Association for Marriage and Family Therapy.

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Threaded discussions

Course Components

Class Participation [25 points]: Students are required to use **ZOOM (Web Conference Tool)** for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of people providing the excuse.

* Zoom links for the weekly classes will be given to students.

a. Lecture, Reading Reflections, Discussion & Interaction: This course requires you to log in to **Populi weekly**. It is **essential** that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

b. Your reflection: What did you think of the reading and video? How does it relate to your own experiences with your families or intimate relationships? Any growth areas in you and your family/intimate relationships?

- After listening to the lecture (and reading the reading material given), what touched my heart the most.
- Please post about 10 sentences in length on the Mood Discussion Board.
- And about the forum written by two other students, what I felt (not criticism, interpretation, evaluation) was...
- Write it down briefly. (approx. 2-3 sentences).
- Date and time of submission: after class until next class
- To submit: Upload to Populi Discussion Board

Self-of-the Therapist (25 points)

IPCST Therapist's Work on Self-Healing and Growth [25 points]:

Every week, students work on self-healing and growth of IPCST therapist related to the contents of the class. These self-reflecting questions that therapist ask themselves while looking into training as IPCST therapist. This questionnaire is attached at the end of each chapter of the given workbook.

- Date and time of submission: After class, before the next class
- Submission method: Upload to Populi <IPCST Therapist's Working Bulletin Board>

Final Term- Isomorphic Reflection Paper (25 points)

IPCST Therapist's Self-Reflection Work for Clients [25 points]:

Every week, we will do self-reflection work of IPCST therapist for clients regarding the contents of the class. It is a self-reflection task in which a therapist takes an Isomorphic perspective and examines herself closely to see how the dynamics of her state of being (body, mind, family-of-origin and, couple and family relationships, etc.) and "supervisor-therapist-client" relationships affect, the therapy process. This questionnaire is attached at the end of each chapter of the given workbook. The grading rubric is attached to the last page of the class plan.

- Date and time of submission: Before the 10th week of class
- How to submit: Upload to Populi <Final Board>

Class Presentation (25 points)

Participants will be expected to present a case study of their family-of-origin including the Focus Genogram and the Couples Interaction Map that they have learned during this course.

This presentation is a self-reflection study that focuses on the early childhood dynamics that impact adult relationships, including therapeutic relationships with their clients.

1. Describe the case included the unfinished business of childhood wounds and how it impacts your adult relationships (use one or more of the following):

Inner Child Therapy Model

Parent-Child Role Play Dialogue

2. Describe the "self-of-the-therapist" and "isomorphic reflection" including your therapeutic relationship with your client.

3. Be prepared to hand in your paper as well as present to the group in Week Nine or Week Ten

The presentation will include a description of your case and self-reflection

4. Please use a PowerPoint with 3 to 4 slides to present your case.

Please note: If you are not comfortable presenting your personal story for this case presentation you are welcomed to present with a focus on someone else (a real person). Please keep all identifiable information confidential.

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Class Participation – 25%

Self-of-the Therapist – 25%

Final-Isomorphism – 25%

Class Presentation - 25%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-

C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

 - Week 1-2, no grade recorded on academic record
 - Week 3-6, W grade recorded on academic record
 - Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

Class	TOPIC
<p>Week 1 (9/29)</p> <p>Populi posting and interaction for Lecture 1</p>	<p>Chapter 1. Mindfulness</p> <p>1. Mindful Therapist, Mindful Activities</p> <p>2. IPCST “Self-of-the-Therapist” Work-up</p> <p>3. “Isomorphic Reflection” for Clients</p> <p>Syllabus</p> <p>Supporting Materials:</p> <p>Oh, J. & Kim H. (2021) <i>IPCST (Internal parent-child systems therapy): Isomorphism & self-of-the-therapist workbook</i>. International Institute for Couples and Family Institute (IICFR). California.</p> <p>Napoli, M. (2011). React to respond: A guide to apply mindfulness for families and therapists. <i>Families in Society</i>. 92(1), 28-32.</p> <p>*Lee, R. E. (1997). Seeing and hearing therapy and supervision: A clinical example of Isomorphism. <i>Journal of Family Psychotherapy</i>, 8(3), 51-57.</p>
<p>Week 2 (10/6)</p> <p>Populi posting and interaction for Lecture 2</p>	
<p>Week 3 (10/13)</p> <p>Populi posting and interaction for Lecture 3</p>	<p>Chapter 2. IPCST: Internal ‘Parent-Child’ Systems Therapy</p> <p>1. Conceptual Description</p> <p>(1) IPCST (Internal Parent-Child Systems Therapy)</p> <p>(2) Self-of-the-Therapist</p> <p>(3) Isomorphism</p>

	<p>2. Motivation and Benefits of Developing IPCST Treatment Model</p> <p>3. Core and Key Technique of Internal Parent-Child Systems Therapy</p> <p>Supporting Materials:</p> <p>Oh, J. & Kim H. (2021) <i>IPCST (Internal parent-child systems therapy): Isomorphism & self-of-the-therapist workbook</i>. International Institute for Couples and Family Institute. California.</p> <p>Bochner, D. A. (2000). <i>The therapist's use of self in family therapy</i>. Northvale, NJ: Jason Aronson.</p> <p>Lee, R. E. (1997). Seeing and hearing therapy and supervision: A clinical example of Isomorphism. <i>Journal of Family Psychotherapy</i>, 8(3), 51-57.</p>
<p>Week 4 (10/20)</p> <p>Populi posting and interaction for Lecture 4</p> <p>Week 5 (10/27)</p> <p>Populi posting and interaction for Lecture 5</p> <p>Week 6 (11/3)</p> <p>Populi posting and interaction for Lecture 6</p>	<p>Chapter 3. IPCST: Early 'Parent-Child' Relationship Therapy of FOO</p> <p>1. Family Systems Therapy</p> <p>2. Bowen's Family Systems Theory: Triangle and Differentiation</p> <p>3. Intersystem Approach: Couple Interaction Map (CIP), Focused Genogram (FG), & Attachment Style</p> <p>4. Inner Child Therapy and Early Parent-Child Relationship Therapy of Family-of-Origin (FOO)</p> <p>Supporting Materials:</p> <p>Oh, J. & Kim H. (2021) <i>IPCST (Internal parent-child systems therapy): Isomorphism & self-of-the-therapist workbook</i>. International Institute for Couples and Family Institute. California.</p> <p>Bowen, M. (1978). <i>Family therapy in clinical practice</i>. New York, NY: Jason Aronson.</p> <p>DeMaria, R. Weeks G., & Twist, M. L. C. (2017). <i>Focused genograms: Intergenerational assessment of individuals, couples, and families</i>. New York, NY: Routledge.</p> <p>DeMaria, R. Bogue B., & Haggerty, V. (2020). <i>The Attachment-based focused genogram workbook: Expanding the realms of</i></p>

	<p><i>attachment theory</i>. New York, NY: Routledge.</p> <p>Diener, J., & Monroe, J. (2011). The relationship between adult attachment style and therapeutic alliance in individual psychotherapy: A meta-analytic review. <i>Psychotherapy: Theory, Research, Practice, Training</i>. 48(3), 237-248.</p> <p>Bradshaw, J. (1990). <i>Homecoming: Reclaiming and championing your inner child</i>. A Bantam Book.</p> <p>Framo, J. L. (1992). <i>Family-of-Origin therapy: An intergenerational approach</i>.</p>
<p>Week 7 (11/10)</p> <p>Populi posting and interaction for Lecture 7</p> <p>Week 8 (11/17)</p> <p>Populi posting and interaction for Lecture 8</p>	<p>Chapter 4. IPCST: Couples Therapy</p> <p>1. Relational Paradigm: Vulnerability Cycle/ Couple's Game/ Neuropsychology Research and Zero Negativity (ZN)</p> <p>2. IPCST: Couples Relationship Therapy</p> <p>2-1: IPCST: Couples Relationship Therapy and Family-of-Origin (FOO) Therapy through the Early 'Parent-Child' Relationship Treatment</p> <p>2-2: Forming a 'Couple's Conscious Partnership' in the Space Between</p> <p>2-3:'Parent-Child' Relationship Therapy of FOO through IPCST Couples 'Parent-Child' Role Play Therapy</p> <p>2-4: IPCST Core Emotion Treatment with EFT</p> <p>Supporting Materials:</p> <p>Oh, J. & Kim H. (2021) <i>IPCST (Internal parent-child systems therapy): Isomorphism & self-of-the-therapist workbook</i>. International Institute for Couples and Family Institute. California.</p> <p>Hendrix, H. & Hunt, H. L. (2021). <i>A clinician's guide: Doing Imago relationship therapy in the space between</i>. W. W. Norton & Company.</p> <p>Johnson S. M. (2004). <i>The practice of emotionally focused couple therapy</i> (2nd Ed.). New York, NY: Brunner-Routledge.</p> <p>Schwartz, R. C., & Schwartz, R. C. (1995). <i>Internal family systems</i></p>

	<p><i>therapy</i>. The Guilford Press.</p> <p>Chapter 5. IPCST ‘Parent-Child’ Relationship Treatment</p> <p>1. Forming a Conscious Partnership Between the Couple</p> <p>2. ‘Parent-Child’ Relationship Therapy for the Current Family Using the Couple’s Conscious Partnership, Child Relations’ Treatment, Parenting Education and Counseling, and Family Therapy</p> <p>Chapter 6. IPCST Specialist</p> <p>1. Self-of-the-Therapist</p> <p>2. Isomorphism</p> <p>3. IPCST Specialist Training</p> <p>Supporting Materials:</p> <p>Oh, J. & Kim H. (2021) <i>IPCST (Internal parent-child systems therapy): Isomorphism & self-of-the-therapist workbook</i>. International Institute for Couples and Family Institute. California.</p> <p>Baldwin, M. (Ed.). (2013). <i>The use of self in therapy</i> (3rd ed.). New York, NY: Routledge.</p> <p>*Bochner, D. A. (2000). <i>The therapist’s use of self in family therapy</i>. Northvale, NJ: Jason Aronson.</p> <p>Lee, R. E. (1997). Seeing and hearing therapy and supervision: A clinical example of Isomorphism. <i>Journal of Family Psychotherapy</i>, 8(3), 51-57.</p>
<p>Week 9 (11/24)</p> <p>Populi posting and interaction for Lecture 9</p> <p>Week 10 (12/1)</p>	<p>Class Presentations</p>

Populi posting and interaction for Lecture 10	
---	--

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

***Logging on Information for the Populi Distance Education Platform**

To access the Populi platform, go to <https://daybreak.populiweb.com>. Enter your username and password that you were provided from the Distance Learning Office.

Final-Term Grading Rubric: IPCST 'Self-of-the-Therapist (SoT)' Work-up from the Isomorphic Perspective [25pts]

Students will write a paper articulating their IPCST 'Self-of-the-Therapist' work-up from the Isomorphic perspective based on the Attachment Theory Styles and scripts. Emphasis of this paper will be on using the Intersystem Approach incorporating (1) a four-generation genogram, (2) the Internal Models Map, (3) the Couple Interaction Map, (4) the Family Map, (5) Individual, Couple, and Family Timelines, and (6) Identification of the Self of the Therapist with the Therapeutic Posture Strength and Growth Areas.

*MAC only students that are **not** seeing clients during this class will be exempt from including (6) Identification of the Self-of-the-Therapist with Therapeutic Posture of Strength and Growth Areas.

The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard margins, double-spaced, with references properly cited.

The paper should include following:

	Contents	Points (25)	Your points
1	Gender-Focused Genogram (GFG): My Father, My Mother, Myself(MFS): The first step in developing the SoT study is constructing the MFS and then highlighting the topics that emerge.	5	
2	The Internal Models Map(IMM), the Couple Interaction Map(CIM), the Family Connections Map(FCM): The IMM is a clinical tool for obtaining a comprehensive understanding of any given client's internal working models(IWM) of attachment. Prepare the IMM and describe each set of relationships – same sex parent, opposite sex parent, other significant caregivers; and marital/parental couple interaction. The goal of the CIM is to help the clinician identify and explore the defensive interaction patterns observed in the loop, which are driven by each partner's attachment insecurities. The FCM allows for the identification of differentiated disorganized	10	

	childhood patterns and adult styles. Develop a FCM using the Circumplex Model to identify a family connections script.		
3	Identification of the Self of the Therapist (SoT): An Exploration of Attachment Scripts, Patterns and Styles. Identify your relational strengths using the Therapeutic Posture Styles, based on the identification and experience of your attachment styles and scripts within your family-of-origin (FoO).	10	
	8-10-page paper with the APA manual guidelines/ 12 pt. font/ double-spaced/ reference		
Total		25	
Comments:			

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and

professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd Anaheim, CA 92806

Phone: (310) 739-0132, Website: www.daybreak.education, E-mail: info@daybreak.education

Code & Title: HST 6000 Human Sexuality Education I

On-line Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Summer Quarter 2022/4.5 units, 10 weeks

CLASS DAY AND TIME: Weekly asynchronous online lecture and Populi posting

CLASSROOM: N/A, Online Course

INSTRUCTOR: Tammy Nelson, Ph.D.

E-MAIL: tammynelson@daybreak.edu

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

This course includes sexual anatomy, physiology, sexual disorders, sexual development and normative age-related sexual changes, sexual response cycles, sexual interviewing techniques, current evidence-based literature, sexuality research, and history of sexology. Specific sexual disorders, such as hypoactive sexual desire disorder in men and female sexual interest/arousal disorder are thoroughly discussed. Consideration is also given to: alternate forms of sexual expression, creating a safe and ethical environment for treatment, emerging forms of intimate expression and relationships, possible impacts of disability on the experience of sexuality, and the self of the therapist.

Course Educational Objectives:

- Demonstrate an understanding of human sexuality and human intimacy
- Identify various sexual problems and treatment approaches in relation to physiological, psychological and social-cultural variables associated with sexual behavior and gender identity
- Explain the etiology and treatment of sexual problems from a systemic perspective
- Demonstrate human sexuality in relational context covering sexual development, sexual expression, sexual pleasure, and sexual concerns

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Texts:

Peterson, Z. D. (Ed.). (2017). *The wiley handbook of sex therapy*. Hoboken, NJ: Wiley Blackwell.

*You can read this book through the Daybreak online library.

Recommended Books:

Hertlein, K.M., Weeks, G.R., & Gambescia, N. (Eds). (2015). *Systemic sex therapy*. New York, NY: Routledge: Taylor & Francis Group, LLC.

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Treaded discussions
- Student Presentations

Course Components

Class Participation [20 points]: Students are required to use ZOOM (Web Conference Tool) for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse. **For the excused absence, students watch the recorded class and submit a one-page summary on the class to the instructor.**

* Zoom links for the weekly classes will be given to students.

Video Lecture, Reading Reflections, Discussion & Interaction [40 points]: This course requires you to log in to Populi weekly. It is **essential** that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

- **Your Reflection/Short Answers on Populi (10 weeks): 2-3 paragraphs**
 - a. When there is no discussion question: Students write reflections on the following questions on Populi.
 - What did you think of the reading and video?
 - How does it relate to your own experiences with your families or intimate relationships?
 - b. When there are discussion questions: Students are expected to write short answers to the questions on Populi.

- **Threaded Populi Discussion:** After students post their reflection/short answers on Populi weekly and then interact with at least two other students on their reflections;
2-3 Sentences

Mid-Term: Response Paper [20 points]: Students are expected to write up a practice case, with interventions. Imagine you are treating a male or female or a couple and describe the case and the presenting problems (use one or more of the following: desire/arousal/pain/orgasm or pleasure avoidance), and include at least two interventions that you would use with the client(s) that we have covered in class. **A 4-5-page paper (Double Spaced)**

*Please find the Grading Rubric at the end of the syllabus.

Final Project: Sex Therapy Small Group Presentation [20 points]:

You can work on this presentation by yourself or as a small group (two or three persons).

The 20-minute Presentation includes following contents:

1. Each group chooses a topic related to Sexual Problems or Sex therapy with Specific Populations.
2. Present the topic of your choice: e.g., symptoms, treatments, clinical issues, special considerations, etc.
3. Present literature review (at least 5 articles) on this topic: Search empirical studies related to this topic.
4. Suggestions for future research
5. Present clinical approach to this topic: Please choose one or two therapy models/theories (Imago Relationship Therapy, Systems Theory, Bowen Family Systems Theory, etc.) for this clinical approach.
6. Each group posts a handout having all above information on Populi.

*Please find the Grading Rubric at the end of the syllabus.

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Participation – 20%

Video/Reading Reflection & Threaded Discussion/Populi – 40%

Mid-term: Response Paper – 20%

Final: Small Group Presentation – 20%

Grading & Policies

GRADING

Students will be evaluated on the following aspects of the course:

Video/Reading Reflection & Threaded Discussion/Populi – 50%

Mid-term: Response Paper – 20%

Final: Presentation – 30%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+

A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students

must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

 - Week 1-2, no grade recorded on academic record
 - Week 3-6, W grade recorded on academic record
 - Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

Week	Topic	Video/Audio/Readings/Assignments
Week #1	<ul style="list-style-type: none"> • <u>Self of the Therapist and Human Sexuality</u> • Introduction to the Course & Syllabus • Review Attendance Policy • Lecture and Q&A • Power Point: Intro to Sex and Sex Therapy • Parental History Review • Countertransference Handout Review • Answer Countertransference Questions • PLISSIT Model Handout Review 	<p><u>Populi posting and interaction on Readings and Video</u></p> <p>Readings</p> <ul style="list-style-type: none"> • PLISSIT model of treating sexual issues (Handout) • Countertransference (Handout) • Peterson (2017). Ch. 1: Introduction <p>Video (watch at least one):</p> <p>CBT and Sex Therapy - Barry McCarthy</p> <p>Part One – CBT and Sex Therapy (1:30)</p> <p>Part Two – CBT and Sex Therapy (1:40)</p>
Week #2	<ul style="list-style-type: none"> • <u>Systemic Sex Therapy</u> • Power Point: Sexual Health Issues for Women • Desire, Pain, Arousal, Orgasm and Pleasure • Q&A 	<p><u>Populi posting and interaction on following questions after reading assigned readings and listening the audio.</u></p> <p>1. What is Sexual Pain?</p> <p>2. Describe three causes of Sexual Pain.</p>

		<p>3. What are three ways to treat sexual pain?</p> <p>Readings</p> <p>Peterson (2017)</p> <p>Ch. 2: Treating Women's Sexual Desire and Arousal Problems</p> <p>Ch. 5: Treating Women's Orgasmic Difficulties</p> <p>Audio</p> <p>One-hour Teleclass <i>Sex and Pain Part One Spring 2013 audio</i> with Tammy Nelson and Talli Rosenbaum (1:00)</p>
Week #3	<ul style="list-style-type: none"> ● <u>Biology Basics & Common Issues</u> ● Treatment of Specific Disorder ● Discussion: Sexual Anatomy and Biology ● Sexual Function ● Orgasmic Function ● Pain ● Power Point: Men's Sexual Health ● Issues ● Q&A 	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p>1. What are some of the "truths about sex" that McCarthy talks about in his article?</p> <p>2. What are the four Sexual Styles that define couples in relationships?</p> <p>Video (watch at least one):</p> <p>CBT and Sex – Barry McCarthy</p> <p>Part Three – 1:44</p> <p>Part Four – 1:22</p> <p>Readings</p>

		<p>1. Peterson (2017)</p> <p>Chapter 3: Treating Low Sexual Desire in Men</p> <p>Chapter 4: Treating Men's Erectile Problems</p> <p>Chapter 7: Treating Sexual Pain</p> <p>2. Read the article (Handout)</p> <p>McCarthy, Barry (2009) <i>Helping Couples find their Sexual Style</i>, Psychotherapy Networker Magazine</p>
Week #4	<ul style="list-style-type: none"> ● <u>Assessment and treatment of psychosexual dysfunction</u> ● Sex History and Assessment forms ● Review (see handouts) ● Power Point: Attachment in Sexual Relationship Therapy ● For discussion: How do attachment issues affect sexuality for individuals and couples? 	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p>1. What does Kleinplatz, et al, say are the components of great sex?</p> <p>2. Why do the authors of this study believe that these components make up great sex?</p> <p>Video (watch at least one):</p> <p>Conducting an Assessment –</p> <p>Gail Guttman</p> <p>Part One – 1:49</p> <p>Part Two – 1:16</p> <p>Readings</p>

		<p>1. Peterson (2017)</p> <p>Chapter 10: Treating Lack of Sexual Passion</p> <p>2. Read the article (Handout)</p> <ul style="list-style-type: none"> • Sex History and Assessments Choose one and fill out using your own sexual history • Read Kleinplatz, Peggy, et al, (2009) <i>The Components of Great Sex</i>, The Canadian Journal of Human Sexuality
Week #5	<ul style="list-style-type: none"> • <u>LGBTQ! Sexuality & Relationships</u> • <u>Transgender Identity and Sexuality</u> • Read: Working With LGB(TRANS)QIA People Using an Intersectional, Psychodynamic and Gender Affirmative Approach. • Lecture and Class discussion 	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p>Video</p> <p>The New Sex Ed- Johnson (58:18)</p> <p>Readings</p> <p>Peterson (2017)</p> <p>Chapter 17: Treating Sexual Problems in Lesbian, Gay, & Bisexual Clients</p> <p>Chapter 18: Treating Sexual Problems in Transgender Clients</p> <p>Assignment:</p> <p>Mid-Term Response Paper Due</p>

		<p>Students are expected to write up a practice case, with interventions.</p> <p>Imagine you are treating a male or female or a couple and describe the case and the presenting problems (use one or more of the following: desire/arousal/pain/orgasm or pleasure avoidance), and include at least two interventions that you would use with the client(s) that we have covered in class.</p>
Week #6	<ul style="list-style-type: none"> • Sexual Compulsivity: • Diagnosis, Assessment, and Treatment • Read: What is Sexual Addiction by Stephen Levine • Read: A One-page Personal Communication re Sex Addiction by Eli Coleman • Read: WORLD HEALTH ORGANIZATION International Classification of Compulsive Sex Behavior Disorder 	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p>1. Is there such a thing as sex addiction?</p> <p>2. If the DSM does not have it as a diagnosis, but the WHO sees it as an ICD9 classification?</p> <p>Video (watch at least one):</p> <p>Building Intimacy – Deb Fox</p> <p>PART ONE – 1:05</p> <p>PART TWO – 1:11</p> <p>Readings</p> <p>Peterson (2017)</p> <p>Chapter 8: Hypersexuality</p>
Week #7	<ul style="list-style-type: none"> • <u>Interplay Between Mental and Sexual Health</u> • Discuss TED talks: Esther Perel Tammy Nelson Brene Brown 	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p>

	<p>Helen Fisher</p> <ul style="list-style-type: none"> • Discuss connection between emotion and sex 	<p>* Please choose at least two questions out of the six following questions to answer.</p> <ol style="list-style-type: none"> 1. How does the use of fantasy help with sexual intimacy? 2. What is one way of using fantasy in therapy with a client? 3. What are some myths about sexuality? 4. What is Erotic Curiosity? 5. What are the benefits of talking about sex? 6. What are the stages of relationships? <p>Readings</p> <p>1. Peterson (2017)</p> <p>Chapter 12: A Psychobiosocial Approach to Sex Therapy</p> <p>2. Using Fantasy in Couples Therapy (handout) for Q. 1 & 2</p> <p>3. Myths of Sexuality by Esther Perel (Handout) for Q. 3</p> <p>4. Read Chapters One and Two in <i>Getting the Sex You Want</i> for Q. 4-6</p> <p>Video (watch at least one):</p> <p>TED talks:</p> <p>Esther Perel</p> <p>Tammy Nelson</p> <p>Brene Brown</p> <p>Helen Fisher</p>
--	--	--

Week #8	<ul style="list-style-type: none"> • <u>Disability and Sexuality</u> • Watch Videos: <ul style="list-style-type: none"> 1. Sex and Disability https://vimeo.com/10602415 2. Sex and Tantra and Disability https://vimeo.com/82928124 3. Relationship TV Interview with Mitch Tepper https://www.youtube.com/watch?v=lqmiB_Q8p64 4. Love after war fundraiser https://www.loveafterwar.org/preview 	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p>Readings</p> <p>1. Peterson (2017)</p> <p>Chapter 20: Treating Sexual Problems in Aging Adults</p> <p>VIDEO (watch at least one):</p> <p>Choose one video and write short review of what you learned.</p> <p>Listen to Podcast: http://mitchelltepper.com/dr-teppers-regain-that-feeling-sexual-healing-after-injury-or-illness-interview/</p>
Week #9	<ul style="list-style-type: none"> • <u>Sex Therapy</u> • <u>Review: How to Work with Clients</u> • Video: Tammy with couple • In class Practice: • Erotic Recovery Worksheets (handout) 	<p><u>Populi posting and interaction on following questions after watching videos.</u></p> <p>VIDEO</p> <p>Research Methods</p> <p>Nelson – (1:01)</p>
Week #10	<ul style="list-style-type: none"> • Final Project - Presentations (Specialized Topics) 	<p>Assignment:</p> <p>Presentations and Handouts Due</p>

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to <https://daybreak.populiweb.com> Enter your user name and password that you were provided from the Distance Learning Office. If you need any technological assistance, please contact the office at info@daybreak.edu, (310) 739 – 0132.

Mid-Term Grading Rubric: Response Paper [20 points]

Student Name:

Students are expected to write up a practice case, with interventions. Imagine you are treating a male or female or a couple and describe the case and the presenting problems (use one or more of the following: desire/arousal/pain/orgasm or pleasure avoidance), and include at least two interventions that you would use with the client(s) that we have covered in class.

The paper should include following:

	Contents	Points	Your points
1	Descriptions of the case and the presenting problems (use one or more of the following: desire/arousal/pain/orgasm or pleasure avoidance)	5	
2	The first interventions that you would use with the client(s) that we have covered in class.	5	
3	The Second interventions that you would use with the client(s) that we have covered in class.	5	
4	4-5 pages (12 pts, double spaced)	5	
Total		20	
Comments:			

Final Term Grading Rubric: Presentation [20 points]

Student Name:

The presentation should include following:

	Contents	Points	Your points
1	Present the topic of your choice: e.g., symptoms, treatments, clinical issues, special considerations, etc.	3	
2	Present literature review (at least 5 articles) on this topic: Search empirical studies related to this topic.	4	
3	Suggestions for future research	2	
4	Present clinical approach to this topic: Please choose one or two therapy models/theories (Imago Relationship Therapy, Systems Theory, Bowen Family Systems Theory, etc.) for this clinical approach.	4	
5	Each group posts a handout having all above information on Populi.	4	
6	20-minute presentation	3	
Total		20	
Comments:			

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and

professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6020 Advanced Marriage and Family Therapy

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling with a Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Online, 4.5 units, 10 weeks (**Core course**)

CLASS DAY AND TIME:

- (1) Weekly synchronous online class time is indicated on the course schedule.
- (2) Weekly asynchronous online lecture and thread discussion on Populi.

CLASS DAY AND TIME: Weekly asynchronous online lecture and thread discussion on Populi (45hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Jin Kim, Ph.D. (jinkim@daybreak.edu)

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs. Appointment is also available as needed.

Course Description:

Students integrate theories, concepts, and techniques of marriage and family therapy. This course provides a detailed introduction and comparative study of each of the major family therapy

theoretical orientations and the process of theory integration. This course satisfies the ACA 2: Advanced Relational/Systemic Clinical Theory by COAMFTE.

Course Educational Objectives:

1. Integrate major family therapy theories and approaches.
2. Analyze couple and family relationships with cultural sensitivity and self-awareness and demonstrate cultural competence in all professional activities.
3. Compare various approaches to individual, couple, and family therapy.
4. Analyze legal and professional ethics, standards of practice, and personal awareness that apply to the couple and family relationship coaching.
5. Analyze research in marriage and family therapy and coaching.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Textbooks:

Required

1	Patterson, J., Williams, L., Edwards, T., Chamow, L., & Grauf-Grounds, C. (2018). <i>Essential skills in family therapy: From the first interview to termination</i> (3rd ed.). New York, NY: Guilford Press.
2	McGoldrick, M., Gerson, R., & Petry, S. (2020). <i>Genograms: Assessment and intervention</i> (4th ed.). W W Norton & Co.
3	White, M. (2007). <i>Maps of narrative practice</i> . New York, NY: W W Norton & Co.

Recommended

Wetchler, J. L., & Hecker, L. L. (Eds.). (2015). *An introduction to marriage and family therapy* (2nd Ed.). New York, NY: Routledge.

Kerr, M. E. (2019). *Bowen Theory's Secrets: Revealing the Hidden Life of Families*. New York, NY: W. W. Norton.

Lawson, D. M., & Prevatt, F. F. (1998). *Casebook in Family Therapy*. Thomson Learning.

Johnson, S. M. (2019). *The practice of emotionally focused couple therapy: Creating connection* (3rd ed.). New York, NY: Routledge/Taylor & Francis Group.

Schwartz, R. C., & Sweezy, M. (2020). *Internal family systems therapy* (2nd ed.). New York, NY: The Guilford Press.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Methods of Instruction: Online Class

- Synchronous lecture and discussion
- Asynchronous online treaded discussion
- Role play
- Assigned readings

Course Components

Class Participation [30 points: 3 points per class]: Students are required to use **ZOOM (Web Conference Tool)** for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse.

* Zoom links for the weekly classes will be given to students.

In the event of an unavoidable situation, the instructor should be informed of the absence and the reason before the class, and a 2-3 page summary report will be submitted to the Populi after listening to the recorded lecture.

- Summary paper: Key Content
- Submission date and time: by Thursday before the next class

Video Lecture, Reading Reflections, Discussion & Interaction [20 points]:

This course requires you to log in to Populi weekly. It is **essential** that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

- **Your Reflection/Short Answers on Populi (10 weeks): 2-3 paragraphs**
 - What did you think of the reading and video?
 - How does it relate to your own experiences with your families or intimate relationships?
 - How can you apply this learning to therapy as a Marriage and Family Therapist?
- **Threaded Populi Discussion:** After students post their reflection/short answers on Populi weekly and then interact with at least two other students on their reflections;
2-3 Sentences

Reading Reflection Paper [15 points]:

Students will write a 3-4 page reflection paper after reading the following book.

White, M. (2007). *Maps of narrative practice*. New York, NY: W W Norton & Co.

Students write

- Benefits and purpose of Externalizing Conversation
- Benefits and purpose of Re-Authoring Conversation
- Benefits and purpose of Re-Membering Conversation
- Benefits and purpose of Conversations that Highlight Unique Outcomes
- Your reflection on the reading

*Please find the grading rubric for this assignment at the end of this syllabus.

Family Interview [35 points]:

Students will write a 6-7 page paper (not including the appendices) after conducting a family interview with a family. You could have the family interview with your family clients, your own family, or your friends.

Please include:

- a) An appendix with a timeline of the family
- b) An appendix with interview questions
 - Basic questions to understand the family and the family system
 - MFT theory/model questions: Generate questions reflecting an MFT theory/model of your choice.
- c) Conduct a family interview with the questions you generated.
- d) Family Interview Paper includes
 - The family system

- The family's strength, weakness, & growth area
- What MFT theory/model techniques would you like to implement to this family? What could be the possible outcome from utilizing this technique for this family?
- Reflection on your learning, insight, and overall experiences of doing this assignment.

*Please find the grading rubric for this assignment at the end of this syllabus.

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Class Participation – 30%

Video/Reading Reflection & Threaded Discussion on Populi – 20%

Mid Term: Reading Reflection Paper - 15%

Final Term: Family Interview Paper – 35%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly cancelled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+

A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All course work is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

 - Week 1-2, no grade recorded on academic record
 - Week 3-6, W grade recorded on academic record
 - Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

Course Schedule:

Wks	Contents	Instructors	Assignment Due
1 1/13/2023 10am-1pm, PST (English) or 4pm-7pm, PST (Korean)	Family Therapy Intervention: Intake and Assessment	Jin Kim, Ph.D., LMFT Daybreak University	Patterson et al. (2018). Ch. 1-4
2.1 1/20/2023 4pm-5:30pm, PST (English & Korean)	Neurodiverse Relationship	Lorna Hecker, Ph.D., LMFT Daybreak University	Different Planets <u>On Populi</u>
2.2 Online Lecture	Neurodiversity – the key that unlocked my world Elisabeth Wiklander TEDxGöteborg - YouTube Neurodiversity: The New Normal Cynthia Coupé TEDxOcala - YouTube		Patterson et al. (2018). Ch. 5 White, M. (2010). Ch. 1-3
3 1/27/2023 4pm-7pm, PST (English & Korean)	Internal Family Systems (IFS) Therapy	Prof. John Hjarsø Mortensen Daybreak University	Schwartz, R. C., & Sweezy, M. (2020). Chapter 2 <u>On Populi</u>

<p>4</p> <p>2/3/2023</p> <p>4pm-7pm, PST</p> <p>(English & Korean)</p>	<p>Family Genogram Intervention</p>	<p>Kenneth Silvestri, Ph.D., LMFT</p>	<p>McGoldrick, M., Gerson, R., & Petry, S. (2020). Chapter 1, 2, & 3</p> <p>https://www.psychologytoday.com/us/blog/wider-lens/201906/who-do-you-think-you-are</p>
<p>5</p> <p>2/10/2023</p> <p>4pm-7pm, PST</p> <p>(English & Korean)</p>	<p>Bowen Family Systems Theory Intervention</p> <p>: <i>The Nuclear Family Emotional System</i></p>	<p>Carrie E. Collier, Ph.D., LPC</p> <p>Director, The Bowen Center for the Study of the Family/Georgetown Family Center</p>	<p>Readings:</p> <p>Kerr, M. E. (2019). Ch. 4</p> <p><u>On Populi</u></p> <p>White, M. (2010). Ch. 4-5</p> <p>Video for November 2022 (found on the website free videos): Kerr Lecture Series #4: The Nuclear Family.</p> <p>Bowen Theory — The Bowen Center for the Study of the Family</p>
<p>6</p> <p>Online Lecture</p> <p>(No Live Class)</p>	<p>Risk Assessment</p> <p>Family Systems Theory</p>	<p>Tiffany Brown, Ph.D., LMFT</p> <p>Kenneth Silvestri, Ph.D., LMFT</p>	<p>Patterson et al. (2018). Ch. 6, 7, 8</p>

			<u>Reading Reflection</u> <u>Due</u>
7 Online Lecture (No Live Class)	1. Trauma Treatment: Insight from interpersonal neurobiology 2. IntraConnected (Video Lecture)	Dr. Daniel Seigel	Patterson et al. (2018). Ch. 9, 10, 11, 12
8 3/3/2023 4pm-7pm, PST (English & Korean)	EMDR's safety-building skills	Yesim Keskin, Ph.D., LMFT Professor, University La Verne	TBA On Populi
9 3/10/2023 4pm-7pm, PST (English & Korean)	Sex Therapy Intervention: Women's sexuality and sexual health across the lifespan	Dr. Stephanie Buehler, AASECT Certified Sex Therapist and Supervisor The Buehler Institute	TBA On Populi
10 3/17/2023 10am-1pm, PST (English) 4pm-7pm, PST (Korean)	Family Interview Paper Reflection	Jin Kim, Ph.D., LMFT Daybreak University	Family Interview Paper Due

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to www.Populidaybreak.org. Enter your user name and password that you were provided from the Distance Learning Office. If you need any technological assistance, please contact the office: (310) 739 – 0132.

Assignment Rubrics:

Mid-Term Grading Rubric: Reading Reflection Paper [15 points]

Students will write a 3-4 page reflection paper after reading the following book.

White, M. (2007). *Maps of narrative practice*. New York, NY: W W Norton & Co.

Students write:

The paper should include following:

	Contents	Points (15)	Your points
1	Benefits and purpose of Externalizing Conversation	3	
2	Benefits and purpose of Re-Authoring Conversation	3	
3	Benefits and purpose of Re-Membering Conversation	3	
4	Benefits and purpose of Conversations that Highlight Unique Outcomes	3	
5	Your reflection on the reading	3	
Total		15	
Comments:			

(Final-term) Family Interview Paper [35 points]

Students will write a 6-7 page paper (not including the appendices) after conducting a family interview with a family. You could have the family interview with your family clients, your own family, or your friends. The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard margins, double-spaced, with references properly cited. The paper should include the following:

The paper should include the following:

	Contents	Points (35)	Your points
1	An appendix with a timeline of the family	7	
2	An appendix with interview questions <ul style="list-style-type: none">• Basic questions to understand the family and the family system• MFT theory/model questions: Generate questions reflecting an MFT theory/model of your choice.	7	
	Family Interview Paper includes:		
3	The family system	3	
4	The family's strength, weakness, & growth area	3	
5	What MFT theory/model techniques would you like to implement to this family? What could be the possible outcome from utilizing this technique for this family?	7	
6	Reflection on your learning, insight, and overall experiences of doing this assignment.	4	
7	6–7-page paper (excluding the appendices)	4	
Total		35	
Comments:			

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6030 Couples Relationship Therapy

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

Doctor of Philosophy in Counseling with a Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Spring Quarter 2022/4.5 units, 10 weeks

CLASS DAY AND TIME:

(1) Weekly synchronous online class – Wednesdays, 10:00am – 1:00pm (30hrs)

(2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Hye Jin Kim, Ph.D. (jjkim@daybreak.edu)

Dr. Deanna Linville, Prof. Wendy Patterson, & Prof. John Hjarsø Mortensen

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

This course is designed to help students learn the concepts and approaches of marital/couples therapy models. Coursework will also include assessment, treatment planning, and intervention of couple relationships. Throughout the class discussion, ethical issues and couples interventions with diverse populations, including working with interface issues of culture, ethnicity, gender, religion, sexual orientation, disabilities and SES will be explored.

Course Educational Objectives:

1. Demonstrate knowledge of the concepts and terms of the discipline of couple counseling.
2. Develop an understanding of systemic epistemologies as they relate to therapeutic models.
3. Utilize critical thinking principles to evaluate couple counseling models.
4. Evaluate couple counseling models for congruence between theory, interventions, contextual factors, and goals for counseling.
5. Demonstrate knowledge of the primary assumptions of the major theoretical models in couple counseling.

Appendices:

Appendix A: MA MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Appendix B: PhD MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Required Texts:

1. Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work*. New York, NY: Harmony.
2. Johnson S. M. (2004). *The practice of emotionally focused couple therapy* (2nd Ed.). New York, NY: Brunner-Routledge.
3. Hendrix, H. H. & Hunt, H. L. (2019). *Getting the love you want*. New York, NY: St. Martin's Griffin.

Recommended Reading:

1. Chapman Gary (2015). *The 5 love languages: The secret to love that lasts*. Chicago, IL: Northfield Publishing.

2. Scheinkman, M. S., & Fishbane, M. D. (2004). The vulnerability cycle: Working with impasses in couple therapy. *Family Process*, 43(3), 279-299.
3. Scheinkman, M. S. (2008). The multi-level approach: A road map for couples. *Family Process*. 47(2), 197-213.
4. DeMaria, R., Weeks, G. & Hof, L. (1999). *Focused genograms: Intergenerational assessment of individuals, couples and families*. New York: Brunner Routledge.
5. Galindo, I., Boomer, E. & Reagan, D. (2006). *A family genogram workbook*. Kearney, Nebraska: Morris Publishing.

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Threaded discussions

Course Components

Class Participation [25 points]: Students are required to use ZOOM (Web Conference Tool) for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of the person providing the excuse.

* Zoom links for the weekly classes will be given to students.

* Students must inform the absence to the instructor before the class and need to submit a summary note after watching the recorded lecture for the week: 4 pages

!: This course requires you to log in to Populi weekly. It is **essential** that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

- **Your Reflection/Short Answers on Populi (10 weeks): 2-3 paragraphs**
 - a. Students write reflections on the following questions on Populi (What did you think of the reading and video?

- How does it relate to your own experiences with your families or intimate relationships?
- Any growth areas in you and your family/intimate relationships?
- **Threaded Populi Discussion:** After students post their reflection/short answers on Populi weekly and then interact with at least two other students on their reflections; **2-3 Sentences**

Mid-term Paper [20 points]: Movie Analysis

Watch a suggested movie showing couple relationship dynamics. Reflect the class learning on the couple's relationship/interactions in the movie.

Suggested Movies: **Marriage Story, Hope Springs, Take this waltz**

Please write a 5–6-page paper having the following contents:

- The four horsemen John Gottman explains, used by this couple
- In the five love languages, what love language each partner uses and/or wants in this couple relationship?
- Creating a vulnerability cycle for this couple relationship.
- Briefly summarize EFCT concepts, and define the couple's problems and interactional cycle based on the EFCT.

Final Paper [30 points]: Self-Reflection on Couple Relationships

Write a paper on your own marital/couple relationship. If it is not allowed, you could write about your parent's marital/couple relationship or your sibling's marital/couple relationship (7-8 pages).

Please write a 7–8-page paper having the following contents:

- The four horsemen **John Gottman** explains, used by your couple (or other couple relationship you choose)
- In the **five love languages**, what love language each partner use and/or want in your couple relationship (or other couple relationship you choose)?

- Creating a **vulnerability cycle** for your couple relationship (or other couple relationship you choose)?
- **Based on the EFCT,**
 - a. Define your couple's attachment style, interactional cycle, use of primary and secondary emotions.
 - b. What interventions do you suggest in order to make a secure attachment for your couple (or other couple relationship you choose)?
- **Based on Imago Relationship Therapy,**
 - a. Describe my Imago and my partner's (if possible) Imago
 - b. Describe my unfinished business and my partner's (if possible) unfinished business
 - c. My healing point and my partner's (if possible) growth point, which are connected to each other
 - d. My partner's (if possible) healing point and my growth point, which are connected to each other
 - e. Suggested treatment intervention for c and d
- **Reflecting on me with this assignment:**
 - a. Understanding and reflection of who I am in a couple relationship, and where I could grow.
 - b. Understanding, reflection, and growth areas in me as a couple relationship therapist.

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Attendance and Participation – 25%

Reading Reflection & Threaded Discussion – 25%

Mid-term Paper – 20%

Final Paper – 30%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

Wks (Date)	CFT 6030: Couples Relationship Therapy	Instructors
1 (3/30)	<p>Introduction</p> <p>Five-Love Language & Couple Therapy</p> <p>Reading: Five-Love Language</p>	Dr. Jin Kim
2 (4/6)	<p>John Gottman Research</p> <p>Reading: Gottman</p>	Dr. Deanna Linville
3 (4/13)	<p>Vulnerability Cycle</p> <p>Reading: Scheinkman, M. S., & Fishbane, M. D. (2004). The vulnerability cycle: Working with impasses in couple therapy. <i>Family Process</i>, 43(3), 279-299.</p>	Dr. Jin Kim
4 (4/20)	EFCT: Emotionally Focused Couple Therapy	Dr. Deanna Linville

	Reading: EFCT			
5 (4/27)	Advanced Image Couple Therapy (For Imago Certified Therapist: CIT) Reading: TBA	Prof. John Hjarsø Mortensen	Image Couple Therapy (For Non-CIT) Reading: GTLYWix – Part 1	Prof. Wendy Patterson
6 (5/4)	Advanced Image Couple Therapy (For CIT) Reading: TBA	Prof. John Hjarsø Mortensen	Image Couple Therapy (For Non-CIT) Reading: Part 2	Prof. Wendy Patterson
7 (5/11)	Advanced Image Couple Therapy (For CIT) Reading: TBA	Prof. John Hjarsø Mortensen	Image Couple Therapy (For Non-CIT) Reading: Part 3	Prof. Wendy Patterson
8 (5/18)	Imago Couple Therapy (For both CIT and Non-CIT) Reading: TBA			Prof. John Hjarsø Mortensen
9 (5/25)	Imago Couple Therapy (For both CIT and Non-CIT) Reading: TBA			Prof. John Hjarsø Mortensen
10 (6/1)	Student Presentation with the Final Assignment			Dr. Jin Kim

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to <https://daybreak.populiweb.com/router/logins>. Enter your user name and password that you were provided from the Distance Learning Office.

Mid-Term Grading Rubric: Couple Relationship Paper [20 points]

Student Name :

Watch a suggested movie showing couple relationship dynamics. Reflect the class learning on the couple's relationship/interactions in the movie (5-6 pages).

Suggested Movies: **Marriage Story, Hope Springs, Take this waltz**

The paper should include following:

	Contents	Points	Your points
1	The four horsemen John Gottman explains, used by this couple	3	
2	In the five love languages, what love language each partner use and/or want in this couple relationship?	3	
3	Creating a vulnerability cycle for this couple relationship.	5	

4	Briefly summarize EFCT concepts, and define the couple's problems and interactional cycle based on the EFCT.	6	
5	5-6 pages (Double spaced)	3	
Total		20	
Comments:			

Final-Term Grading Rubric: Self-Reflection on Couple Relationships [30 points]

Student Name:

Write a paper on your own marital/couple relationship. If it is not allowed, you could write about your parent's marital/couple relationship or your sibling's marital/couple relationship (7-8 pages).

The paper should include following:

	Contents	Points	Your points
1	The four horsemen John Gottman explains, used by your couple (or other couple relationship you choose)	3	
2	In the five love languages , what love language each partner use and/or want in your couple relationship (or other couple relationship you choose)?	3	
3	Creating a vulnerability cycle for your couple relationship (or other couple relationship you choose)?	4	
4	Based on the EFCT, - Define your couple's attachment style, interactional cycle, use of primary and secondary emotions. - What interventions do you suggest in order to make a secure attachment for your couple (or other couple relationship you choose)?	5	

5	<p>Based on Imago Relationship Therapy,</p> <ul style="list-style-type: none"> Describe my Imago and my partner's (if possible) Imago Describe my unfinished business and my partner's (if possible) unfinished business My healing point and my partner's (if possible) growth point, which are connected to each other My partner's (if possible) healing point and my growth point, which are connected to each other Suggested treatment intervention for c and d 	8	
6	<p>Reflecting on me with this assignment:</p> <ul style="list-style-type: none"> Understanding and reflection of who I am in a couple relationship, and where I could grow. Understanding, reflection, and growth areas in me as a couple relationship therapist. 	3	
7	5-6 pages (Double spaced)	4	
Total		30	
<p>Comments:</p>			

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and

professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6040 Group Process and Techniques in Family Counseling

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Winter Quarter 2019/4.5 units, 5 weeks

CLASS DAY AND TIME: 1/23/2019 – 2/27/2019

(1) Weekly synchronous online class – Tuesdays & Fridays, 5:30pm – 8:30pm (30hrs)

(2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Jea Eun Oh, Ph.D.

E-MAIL: jayoh@daybreak.edu

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

The ability to work with groups is increasingly becoming an essential skill for family therapists. Students will learn principles of group dynamics, group process components, developmental stage theories,

therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

Course Educational Objectives:

By the end of this course, students will be able to

- Define different theories and techniques of individual, marital, couple, family, and group process.
- Demonstrate specific knowledge of the group therapy approaches.
- Compare major theoretical modalities in intervening with groups.
- Explain general knowledge in research pertaining to group therapy.
- Identify ethical concerns, professional issues, and training of group therapy.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Textbooks:

Required

Yalom, I. D. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

Cohen, A. (1991). *Dare to be yourself: How to quit being an extra in other people's movies and become the start of your own*. New York, NY: Fawcett Books.

Rogers, C. (1970). *Encounter groups*. New York, NY: Harrow Books.

Recommended Reading:

Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Belmont, CA: Brooks/Cole.

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Threaded discussions

Course Components

Class Participation [40 pts]

a. Encounter Group Participation: A major component of the course is participation in encounter group. The group is designed to provide students with first-hand experience of group process and membership. Although some self-revelation may be appropriate, students should carefully consider the nature and depth of any self-disclosure. Students are encouraged to actively participate in the group process. However, your grade for participation in the experiential group will be based on your reflections, not the nature or content of your participation.

b. Video Lecture, Reading Reflections, Discussion & Interaction: This course requires you to log in to Populi weekly. It is **essential** that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

- **Your reflection:** What did you think of the reading and video? How does it relate to your own experiences with your families or intimate relationships? Any growth areas in you and your family/intimate relationships?
- **Populi Posting and Threaded Discussion:** Students post their reading/video reflection (1 page) weekly and then interact with at least two other students on their reflections.

Mid-term - Informed Consent Document for Group Therapy [30 pts] (a 3-page paper with 12pt. font and single-spaced): Students develop an Informed Consent form for one specific type of group therapy (e.g., Anger management group, Substance abuse group, Parenting group, Couple relationship enhancement group, etc.).

Students should include following information in the informed consent form:

1. Information on the nature, purposes, and goals of the group
2. Confidentiality and exceptions to confidentiality
3. Group services that can be provided (e.g., frequency and duration of meetings, length of a group, place for group meetings, fee, open versus closed groups, etc.)
4. The role and responsibility of group members and leaders
5. Inclusion criteria

Final Group Reflection Papers [30 points]: The purpose of this assignment is for students to have an opportunity to capture their learning and experiences from encounter group participation and reading **(Rogers, 1970)**. The response paper should be 7-8 pages (12pt. font and double spaced) and demonstrate your learning and reflection from the reading (Rogers, 1970) and the encounter group experiences. For the response paper, please describe:

- Self-Reflection: My experience from participating the group.
- Self-of-the-Therapist: My awareness and learning from participating the group with regard to my family of origin.
- Isomorphism: Reflection on the group dynamics and my reaction/learning/growth areas regarding a group leader, group members, and clients.

COURSE GRADING

Class Participation	40 points (40%)
Inform Consent Document	30 points (30%)
Final Reflection Papers	30 points (30%)
<hr/>	
TOTAL	100pts. (100%)

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly cancelled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All course work is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.

- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten weeks fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

CLASS	Part 1: 5:30 – 7:20pm (Encounter Group) Part 2: 7:30 – 8:30pm (Lecture & Activity)	Populi Discussion & Assignment Due
CLASS #1	1. Group Activity 2. Syllabus Reading: Corey et al. (2014), Ch.1, Corey et al. (2014), Ch.3	Populi posting and interaction

CLASS #2	1. Introduction to group work 2. Ethical and legal issues in group therapy Reading: Corey et al. (2014), Ch.5 Yalom (2005), Ch.8	Populi posting and interaction
CLASS #3	1. Encounter group lecture 2. Encounter group participation (1) Reading: Cohen (1991), pp 7-30 Rogers (1970), Ch.1, Ch.2, Ch.3, & Ch.4	Populi posting and interaction
CLASS #4	1. Encounter group participation (2) 2. Transference and Transparency Reading: Cohen (1991), pp 33-99 Rogers (1970), Ch.5 Yalom (2005), Ch 7 Yalom (2005, pp 41-52),	Populi posting and interaction *Informed Consent Document for Group Therapy
CLASS #5	1. Encounter group participation (3) 2. Group with couples Reading:	Populi posting and interaction

	<p>Cohen (1991), pp 103-140</p> <p>Rogers (1970), Ch.6</p>	
CLASS #6	<p>1. Encounter group participation (4)</p> <p>2. Here-and-Now</p> <p>3. Group Cohesiveness</p> <p>Reading:</p> <p>Cohen (1991), pp 141-182</p> <p>Rogers (1970), Ch.7</p> <p>Yalom, 2005, Ch.6.</p>	Populi posting and interaction
CLASS #7	<p>1. Encounter group participation (5)</p> <p>2. Group with Families</p> <p>Reading</p> <p>Cohen (1991), pp 185-240</p> <p>Rogers (1970), Ch.8</p> <p>Yalom, 2005, Ch.3</p>	Populi posting and interaction
CLASS #8	<p>1. Encounter group participation (6)</p> <p>2. Stages of the Group 1</p> <p>Reading:</p> <p>Cohen (1991), pp 243-278</p> <p>Rogers (1970), Ch.9</p> <p>Yalom, 2005, Ch.11</p>	Populi posting and interaction

CLASS #9	1. Encounter group participation (7) 2. Stages of the Group 2 Reading: Cohen (1991), pp 279-309 Rogers (1970), Ch.10 Yalom, 2005, Ch.12	* Populi posting and interaction
CLASS #10	1. Final Encounter group participation (8) 2. Termination Group Reading: Corey Ch. 9.	Populi posting and interaction * Final Response paper

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to www.Populidaybreak.org. Enter your user name and password that you were provided from the Distance Learning Office. If you need any technological assistance, please contact the office at ta@daybreak.edu, (310) 739 – 0132.

Final Grading Rubric

(Final-term) Group Reflection Paper [30 points]

Student Name:

A major component of the course is participation in group. The group is designed to provide students with first-hand experience of group process and membership. Although some self-revelation may be appropriate, students should carefully consider the nature and depth of any self-disclosure. Students are encouraged to actively participate in the group process.

The paper should include following:

	Contents	Points (30)	Your points
1	Self-Reflection: My experience from participating the group.	8	
2	Self-of-the-Therapist: My awareness and learning from participating the group with regard to my family of origin.	8	
3	Isomorphism: Reflection on the group dynamics and my reaction/learning/growth areas regarding a group leader, group members, and clients.	8	
4	4-5 pages, double spaced	6	
Total		30	
Comments: Good self-reflection.			

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and

professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

CFT 6070 Psychopharmacology **Distance Learning (On-line) Course**

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Summer Quarter 2022/4.5 units, 10 weeks

CLASS DAY AND TIME:

- (1) Weekly synchronous online class – Thursday, 4:30pm – 7:30pm (30hrs)
- (2) Weekly asynchronous online prompts and threaded discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: **Diane Zelman, PhD** (E-MAIL: dianezelman@gmail.com)

Class Management Professor: Jeonghwa Yoon Ph.D (E-MAIL: jeonghwayoon@daybreak.edu)

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

This course summarizes the use of medications for the treatment of mental disorders. Beginning with a summary of relevant information on the nervous system, and fundamentals of pharmacology, we will discuss medications for depression, bipolar illness, anxiety and related disorders, psychosis, and sleep: how they are believed to work and common side effects. We will explore applications of psychopharmacology in key patient populations, such as adults, children, women, various ethnic groups, and the elderly. We will take a practical approach, addressing questions like: How do I know when my client might benefit from medications? What information should I give to medical professionals? What should I understand about the medications my clients take – such as their positive effects and side effects? How can I help educate my clients and their families?

Course Educational Objectives:

Students will:

- Be able to discuss fundamentals of neuroanatomy and neurophysiology as they relate to psychotropic medications.
- Be able to define pharmacodynamics and pharmacokinetics and understand their importance.
- Identify when medication evaluation is warranted for individuals with common mental disorders.
- Reflect on your role in the assessment, referral to medical professionals, and monitoring in the use of psychotropic medication.
- Be able to discuss how to refer a patient for medication evaluation or re-evaluation and learn strategies for working collaboratively with other professionals.
- Create a plan for how to discuss medications with children, families, and adults
- Contrast medication differences between adults and children.
- Understand major categories of psychotropic drugs, their rationale for use, mechanisms of action, common side effects, and drug interactions.
- Explain the stigmas surrounding mental health issues and medications and the reasons behind them.
- Demonstrate awareness of diversity issues including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.
- Note: The exams you pass in this class on these topics will help prepare you for handling questions from your patients, and for answering such questions on your standardized licensing tests.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Course Rationale:

Therapists increasingly find that to competently practice, and to be a member of a healthcare team, they must understand psychiatric medications and their actions on the brain and body.

Although therapists do not prescribe medication, they may play a role in all parts of the process of psychiatric medication use:

- Therapists may be the first professional to identify the potential need for medication.
- Clients, their families, and their teachers may ask us our opinion about the need for medication
- Clients may ask us to help identify appropriate practitioners: we recommend local psychiatrists, non-psychiatric physicians, clinics, and nurse practitioners.
- We may need to write a referral note to the physician, and maintain contact with the medicating physician, to provide feedback on improvement
- We may be the first to recognize the presence of dangerous side effects, noncompliance, misuse or diversion of medications, use of drugs and alcohol, and potential drug interactions.
- We are asked for advice about medications in professional and social situations, and we need to determine the boundaries of our competence and our professional role
- We may be treating clients who are using alcohol and drugs. We need to know the effects of these drugs on the brain.

Required texts (can be purchased as an e-book, hard cover or soft cover):

Preston, J.D., O'Neal, J.H., Talaga, M.C., & Moore, B. A. (2021). Handbook of Clinical Psychopharmacology for Therapists 9th edition Oakland, California: New Harbinger Press. ISBN-13 9781684035151

Reading

(Provided in pdf form on Populi): Patterson, J., Griffith, J. L., & Edwards, T. M. (2021) The therapist's guide to psychopharmacology: working with patients, families, and physicians to optimize care. Part I: The mind-body connection. Pages 1-17.

Recommended text, if you wish to work with children (can be purchased as an e-book):

Preston, J.D., O'Neal, J.H., Talaga, M.C., & Moore, B. A. (2021). Child and Adolescent Psychopharmacology Made Simple 4rth edition. Oakland, California: New Harbinger Press.
ISBN-13 9781684035120

About the instructor:

Dr. Diane Zelman is a Full Professor in the Clinical Psychology PhD program at California School of Professional Psychology of Alliant International University. She is also a clinical faculty member at the Department of Family Medicine at University of California, San Francisco. From 2008-2018, she was a core faculty member and Associate Program Director of Alliant University's Hong Kong PsyD program in clinical psychology, and in 2019-2020, she was Program Director of her PhD program in San Francisco. She has also served as a hospital-based psychotherapist and neuropsychologist. She graduated from the Clinical Psychology program at the University of Wisconsin, did postdoctoral training at University of California at Berkeley and Garden Sullivan Hospital. She received a postdoctoral master's degree in Psychopharmacology in 2001 and has been teaching Psychopharmacology for the past 20 years. Her research interests include chronic pain, sleep, anxiety disorders and neuropsychology. She published the book, What You Need to Know About Sleep Disorders, in 2021.

Methods of Instruction: Online Class :

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous threaded discussions
- Midterm assignments
- Final exam

Course Components

Class Participation [25 points]: Students are required to use **ZOOM (Web Conference Tool)** for the **synchronous online class** and class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse.

* Zoom links for the weekly classes will be given to students.

Reading Reflections, Discussion & Interaction [25 points]: This course requires you to log in to Populi weekly. It is **essential** that students read assigned readings and watch any assigned links weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities. You will be asked different prompt questions for discussion each week, which may include:

- a. **Your reflection:** What did you think of the reading, lecture, and video link? How does it relate to your own experiences with your families or intimate relationships?
- b. **Populi Posting and Threaded Discussion:** These may relate to a clinical case, or a specific practice situation, or other reflections. Students post their reading/video reflection (1 page) weekly and then interact with at least two other students on their reflections.

Mid-term assignments [5 assignments, 5 points each, total = 25 points]: There will be 5 midterm assignments (see which weeks in Sequential Outline of Subject Matter, below). For those weeks, you will respond to 2 or 3 questions that summarize information in the readings and lecture, you will apply it to a case situation. The 5 mid-term assignments require up to 1 page of writing.

****Policy on late mid-term assignments:*** Please note that the grade for the mid-term assignments will be reduced by 2 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Feedback to instructor (2 points for each = 4 points total): I would like to hear about your experiences in this class. When you submit mid-term assignments #1 and #3, you will also have the opportunity to submit anonymous feedback for me, on a special assignment on Populi. This is not required, but you will earn 2 points extra credit for each time you provide feedback. The feedback will be translated for me. I will know if you have provided feedback, but the translator will aggregate all the information, so I will not know what you personally have submitted.

Final exam [25 points] : The final exam will have two sections. The exam is open-book – you may use the course PowerPoints, textbooks, and other resources. You must complete it on your own:

First section (10 points, approximately 2 pages): Referral letter to a psychiatrist. Invent a client or write about a client or someone you know. The “client” can be a child or an adult. You will write a formal 2-page letter to a psychiatrist, Dr. Kim, asking her to evaluate your client. Your goal is to write a clear letter to help your client get good care from the psychiatrist. The full assignment is described at the end of this syllabus.

Second section (15 points, approximately 2 pages) You will read **three** brief case examples of mental health problems that are sometimes treated with psychiatric medications, and you will answer questions about each. The full assignment is at the end of this syllabus. Cases will be assigned later in the term. (5 points for each case).

***Policy on late assignments:** Please note that the grade for the final exam will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

- Attendance and Participation [25 points/25%]
- Populi threaded discussion [25 points/25%]
- Mid-term assignments [25 points/25%]
- Final exam [25 points/25%]

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall

indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.

- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.

- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

Date	Topics	Assignments (Due Wednesday before next class, midnight, Korea)
Week 1 July 7	Psychopharmacology Course introduction When do we consider medication? What does medication mean to our clients? Who prescribes medications? Writing a referral.	Reading for next week: Read syllabus and ask any questions you have Preston text: Chapter 1: pages 13 – 15 Chapter 2: pages 24—30 Populi Posting and Interaction Topic: The meanings of medication to the client
Week 2 July 14	Psychopharmacology	Reading for next week: Patterson et al. pdf: The Mind-Body Connection: pages 1-17

	<p>The brain and medication: basic neurobiology and neurophysiology</p> <p>Basic pharmacology: pharmacokinetics, pharmacodynamics</p>	<p>Optional (non-required) reading:</p> <p>Preston text: Chapters 3, 4, Appendix A</p> <p>Populi Posting and Interaction</p> <p>Topic: Choose interesting part of readings and reflect</p>
<p>Week 3</p> <p>July 21</p>	<p>Psychopharmacology of Depression</p>	<p>Reading for next week:</p> <p>Preston text: Chapter 7, Chapter 17, Information for clients: Appendix I (351-353)</p> <p>Populi Posting and Interaction:</p> <p>Topic: speaking about antidepressants with your clients</p> <p>Midterm assignment #1: Depression questions</p> <p>Extra credit (2 points) provide anonymous feedback to Dr. Zelman</p>
<p>Week 4</p> <p>July 28</p>	<p>Psychopharmacology of Bipolar Disorder</p>	<p>Reading for next week:</p> <p>Preston textbook: Chapter 8, Chapter 18</p> <p>Information for clients: Appendix I (356-361, 364-366)</p>

		<p>Populi Posting and Interaction: Topic: bipolar disorder case</p> <p>Midterm assignment #2: Bipolar disorder questions</p>
<p>Week 5 August 4</p>	<p>Psychopharmacology of Anxiety – Part 1</p>	<p>Reading for next week: Chapter 9, Chapter 19 Information for clients: Appendix I: 354-355</p> <p>Populi Posting and Interaction: Topic: anxiety case</p>
<p>Week 6 August 11</p>	<p>Psychopharmacology of Anxiety – Part 2 Related disorders (OCD, PTSD, Sleep)</p> <p>Obsessive compulsive disorder</p> <p>Post-traumatic stress disorder</p> <p>Sleep Disorder</p>	<p>Reading for next week: Chapter 10, Chapter 12</p> <p>Populi Posting and Interaction: Topic: anxiety case</p> <p>Midterm assignment #3: Anxiety treatments – therapy, medication, and both</p> <p>Extra credit (2 points) provide anonymous feedback to Dr. Zelman</p>

Week 7 August 18	Psychopharmacology of Psychoses	Reading for next week: Chapter 11, Chapter 20 Information for clients: Appendix I (reread 364-366) Populi Posting and Interaction: Topic: psychosis, medication, and the family Midterm assignment #4: psychosis
Week 8 August 25	Psychopharmacology and Children Part 1	Reading for next week: Chapter 25, Information for clients and families: 362-363 Populi Posting and Interaction Topic: Perspectives on child psychopharmacology
Week 9 September 1	Psychopharmacology and Children Part 2 Complementary and herbal strategies (if time permits)	Reading for next week: Chapter 25 (continued from last week), Chapter 21 Populi Posting and Interaction Topic: Child case Midterm assignment #5: Children
Week 10	Psychopharmacology and Diversity Ethnicity/Culture	Final exam (Parts 1 and 2):

September 8	Special populations: Elderly, women	Due Wednesday after final class, midnight, in Korea Reading for next week: None Populi Posting and Interaction: Ethnicity, gender, and perspectives on medication
----------------	--	---

* The contents of this syllabus may be altered as deemed appropriate by the instructor throughout the course. You will be notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to www.Populidaybreak.org. Enter your user name and password that you were provided from the Distance Learning Office.

FINAL EXAM – [25 points, open book]

***Policy on late assignments:** Please note that the grade for the final exam will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Part 1 [10 points]: Referral letter to a psychiatrist. Limit: 2 pages, single-spaced.

Invent a client or write about a client or someone you know. If this is a real client, please disguise any confidential facts. The “client” can be a child or an adult. You will write a formal 2-page letter to a psychiatrist Dr. Kim, asking her if she will evaluate your client. Your goal is to write a **brief** and **clear** letter to Dr. Kim with the important information to help your client get good care from the psychiatrist.

- **[1 point] Ethics: (Not part of the letter, just part of this exam):** Confirm that:
 - you have discussed the referral with your client
 - the client or the client’s parents have provided permission for you to contact the psychiatrist (written permission or verbal permission, whichever is the law where you practice), and
 - you have already contacted the psychiatrist’s clinic (by phone, email, or FAX) and informed them that you will refer the client
 - you will write the letter in a tone that is empathic, so if the client or family read it, they would find it respectful.
- **[1 point] Introduction paragraph for the letter:**
 - Introduce yourself and your professional role.
 - Provide the name of the client (please, not a real name) and explain that you are writing to refer your client for psychiatric evaluation.
 - Briefly explain why you are referring the client for psychiatric treatment right now (for example: I am referring her for evaluation because she has severe symptoms of panic and depression, or: I am concerned that she is not taking her medication).
 - Explain why you are referring the client now. Indicate if you feel this is an urgent matter, and why – for example, client voicing signs of suicide, client appears to have a medical problem, client is confused.
 - Name a specific referral question (Some examples: “Please let me know if you feel she would benefit from medication.” “Do you feel he needs his

current medications changed” “I am concerned that he may have a medical problem”)

- **[1 point] Introduce your “client”**
 - Provide information: age, gender, ethnicity, education, marital status, vocation.
 - Explain how long and how frequently you have been working with the client and in what treatment setting (for example: public clinic, private office, school, hospital?)

- **[1 point] Describe the client’s symptoms**
 - Name the diagnosis you believe the client has (DSM diagnosis is not necessary, you can be general: depression, panic disorder, psychosis, etc.)
 - Name the symptoms that concern you
 - How long has the client had these symptoms
 - How severe are the symptoms (For example, in what ways is the client limited (cannot work, cannot go to school?))
 - If the client has been in therapy, how has the client responded to therapy?

- **[1 point] Brief statement of history and family background**
 - Has client had this problem before? How was it treated? Were they on medication, and do you know the name of the medication they were on? Was treatment successful?
 - Are they currently on any medications? To your knowledge, are they abusing any substances (such as alcohol or drugs)
 - Does the client have history of other mental health or substance problems?
 - In particular, has client tried to commit suicide, been hospitalized?
 - Is there any family history of this problem or similar psychiatric problems?
 - If a family member has had a similar problem, was it treated, and was the treatment successful?
 - Is the client’s family supportive of the client’s treatment?

- **[1 point] Indicate either that this is an urgent matter or a routine matter and explain:**
 - If you feel this is urgent and client should be seen immediately, explain why. Some examples:
 - Suicide risk?

- Recent traumatic life event?
 - Severe increase in symptoms (For example: patient is confused, trying to hit people),
 - Medical risk (patient has an untreated medical problem that you feel may be causing the problem)
- If you feel this is a routine matter and client can be seen in the next few weeks, explain why. Some examples:
 - Patient is showing signs of {depression, anxiety, hypomania, psychosis, other condition}.
 - Patient has presented for therapy and you suspect other medications they are taking may be contributing to the problem
 - Patient has not been responding to therapy and you think medication may help
- **[1 point] Indicate your requests from the psychiatrist and your plans for your treatment of the client.** Some examples:
 - “I would appreciate receiving a copy of your evaluation note”
 - “Please let me know about any medications you recommend and any instructions, so I can help the client comply with your recommendations.”
 - “I intend to continue providing care at (for example: I will continue to provide weekly therapy at my office)”
 - “If she is hospitalized, it will be necessary to continue her therapy with a new counselor.”
- **[1 point] End the letter in a professional and collegial manner.** Some examples:
 - “Thank you for seeing [name of client]”
 - “I look forward to learning your impressions about [name of client]”
 - “I look forward to working with you”
 - “Please feel free to contact me [explain how] if I can be of assistance.”
- **[up to 2 points] Added if letter is brief, clear, well-written, and shows respect for the client.**

Grading rubric – Final exam, Part 1 [10 points]

	Contents of Letter to Psychiatrist	Points (10)	Your points
	Ethics – student confirms permission from client/parents	1	
	Introduction paragraph – clear and brief	1	
	Introduce client – clear and brief	1	
	Describe client symptoms – clear and brief	1	
	History and family background – clear, brief, includes required information	1	
	Urgent versus routine, explains why	1	
	Requests from psychiatrist and plans	1	
	Ends letter in professional and collegial way	1	
	Letter is brief, clear, well-written, and shows respect for client	0-2	
Total			
Comments and Feedback:			

Final Exam Part 2 [15 points]: Case discussions. Approximately 2 pages in total, single-spaced. All open-book

You will read **three** brief case examples of mental health problems that are sometimes treated with psychiatric medications (5 points each). For each case example:

- **[1 point]** Name and describe the mental health problem described in the description (you do not need to provide a DSM diagnosis, just a general statement – for example, depression, panic disorder, mania, psychosis)

- **[1 point]** Based on the textbook and the class lectures, what are three common medications that would be given for these mental health problems. **The medications must come from different classes (types):** for example, for depression, you would not choose 3 SSRIs, you might choose 1 SSRI, 1 SNRI and bupropion.
- **[1 point]** Name three common side effects associated with each medication you chose.
- **[2 points]** Find at least 1 reference from a peer-reviewed journals about this mental health problem and how it is treated in Korea, preferably, an article about medication for this problem. Write 1 paragraph summarizing what you have learned from this article about the disorder. Please cite where you obtained information using APA, 7th edition style.

Grading rubric – Final exam, Part 2 [15 points]

	Contents of case reviews	Points (15)	Your points
Case 1	Names and defines mental health problem	1	
	Names 3 medications from different classes for the problem	1	
	Names three common side effect for each medication	1	
	Describes one relevant article	0-2	
Case 2	Names and defines mental health problem	1	
	Names 3 medications from different classes for the problem	1	
	Names three common side effect for each medication	1	
	Describes one relevant article	0-2	

Case 3	Names and defines mental health problem	1	
	Names 3 medications from different classes for the problem	1	
	Names three common side effect for each medication	1	
	Describes one relevant article	0-2	
Total			
Comments and Feedback:			

FULL COURSE GRADING RUBRIC

Student Name:

	Final grade Rubric	Points (100)	Your points
1	Attendance and Participation [25 points/25%]	25	
2	Populi Discussion [25 points/25%]	25	
3	Mid-term assignments [5 assignments 25 points/25%]	25	

4	Final exam [25 points/25%]	25	
5	Extra credit for providing feedback to instructor (after mid-term assignments #1 and #3)	4	
Total		100	
Comments:			

Scoring sheet for the 5 mid-term assignments

	Contents	Points (25)	Your points
1	Mid-term assignment #1	5	
2	Mid-term assignment #2	5	
3	Mid-term assignment #3	5	
4	Mid-term assignment #4	5	
5	Mid-term assignment #5	5	
Total		25	
Comments:			

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6080 Assessment Appraisal Psychological Testing

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling

TERM, UNITS, AND LENGTH OF THE COURSE: Spring Quarter 2023/4.5 units, 10 weeks

CLASS DAY AND TIME:

- (1) Weekly synchronous online class – Tuesdays, 10:00am – 1:00pm (30hrs)
- (2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Nichole Nahal Hydaryacil, PsyD., LMFT (drhydaryacil@gmail.com)

Jane Goldberg, Ph.D., LMFT (dr.jane@cox.net)

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

Students will learn basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals, couples, families, and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques.

Course Educational Objectives:

1. Demonstrate major systemic and ecological considerations when conducting a relational assessment.
2. Identify issues associated with diversity when conducting a relational assessment.
3. Explain conceptual connection between systems theory, communication theory, and relational assessment.
4. Describe conceptual, perceptual and executive relational assessment skills and their application when working with couples and families.
5. Demonstrate major ethical considerations in the practice of relational assessment.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Texts:

Williams, L., Edwards, T. M., Patterson, J., & Chamow, L. (2011). *Essential assessment skills for couple and family therapists*. Guilford Press.

Recommended Reading:

Watzlawick, P., Bavelas, J., & Jackson, D. (1967). *Pragmatics of human communication: A study of interactional patterns, pathologies, and paradoxes*. New York: W.W. Norton.

Gottman, J. (1999). *The marriage clinic: A scientifically-based marital therapy*. New York: W.W. Norton.

Gurman, A. S. (2008). *Clinical handbook of couple therapy*. New York: Guilford Press.

Fredman, N., & Sherman, R. (1987). *Handbook of measurements for marriage and family therapy*. New York: Brunner/Mazel.

Assessment Tools and Psychological Testing Resources:

Arrien, Angeles. Signs of Life: The Five Universal Shapes and How to Use Them. Sonoma, Ca. Arcus Publishing Company, 1992.

Avila Dr, Alexander. Love Types: Discover Your Romantic Style and Find Your Soul Mate. New York; Avon Books, 1999.

Baron, Renee & Wagele Elizabeth. The Enneagram Made Easy: Discover the 9 Types of People. New York; Harper Collins Publishers, 1994.

Chapman, Gary. The Five Love Languages: How To Express Heartfelt Commitment To Your Mate. Chicago; Northfield Publishing, 1992.

Gottman, John, M. The Seven Principles For Making Marriage Work. New York; Three Rivers Press 1999.

Keirsey, David and Bates, Marilyn. Please Understand Me: An Essay On Temperament Styles. Del Mar; Prometheus Book Company, 1978

Keirsey, David. Please Understand Me II; Temperament, Character, Intelligence.
Del Mar; Prometheus Book Company, 1998.

Myers, Isabel Briggs with Myers, Peter B. Gifts Differing. Palo Alto; Consulting Psychologists Press, Inc. 1980.

Myss, Carolyn. Sacred Contracts: Awakening Your Divine Potential. New York: Harmony Books, 2001.

Pearson, Carol S. Awakening The Heroes Within: Twelve Archetypes To Help Us Find Ourselves and Transform Our World. New York; HarperCollins Publishers, 1991.

Tatkin, Stan. Wired For Love: How Understanding Our Partner's Brain and Attachment Style Can Help You Defuse Conflict and Build A Secure Relationship. Oakland, Ca.; New Harbinger Publications, 2011

Tatkin, Stan. Wired For Dating: How Understanding Neurobiology And Attachment Style Can Help You Find Your Ideal Mate. Oakland, Ca.; New Harbinger Publications, 2016.

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Threaded discussions

Course Components

1. Attendance and Participation [30 points]: Students are required to use ZOOM (Web Conference Tool) for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Regular attendance will be taken at beginning of every class. Each class missed beyond one class will result in a loss of 3 points per class missed. Absences, excessive lateness, and lack of participation all negatively impact grade. When an absence happens, students are required to watch a recorded class and to write a summary paper (2-3 pages, bullet points). Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse.

2. Reflections, Discussion & Interaction on Populi [20 points]: This course requires you to log in to Populi weekly. It is essential that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

a. Your reflection: What did you think of the reading, lecture, and/or case scenario provided? How would you apply this learning into your practice as a couples and family therapist?

b. Students reply to one other student's reflection with short feedback (2-3 sentences).

3. MIDTERM: Assessment Report/Case Note Presentation [25 points]:

Part of this course will be taught in a manner that involves administering assessment instruments to **adult** volunteer subjects, writing assessment reports, and an in class presentation. The assessments will involve administering a biopsychosocial assessment; providing a detailed report on your findings; and administering an Anxiety or Depression inventory scales to one volunteer subject. Each assessment will also involve conducting a clinical interview with your volunteer subject to obtain background and contextual information. * **A 6-8 page paper (double spaced)**

There are a number of factors that need to be considered in selecting your volunteer couple and individual volunteer:

1. Volunteers **should not** be a family member.
2. Volunteers **should not** be a psychotherapy client you are treating/have treated.
3. Volunteers must be **reliable people** who are willing to devote the time needed to participate in a brief clinical interview and complete the required measure.
4. Your volunteers must be willing to complete the assessment without receiving feedback from you regarding their score. You are a graduate student in training and are conducting the testing as a learning exercise rather than a true clinical evaluation; thus, it would be unethical at this point to present your findings as comprehensive, professional assessment results.
5. **Avoid asking individuals to participate in these class projects who are likely to be in need of a professional assessment or treatment** (e.g. Highly distressed individuals, individuals involved in custody evaluation, couples experiencing significant martial/family conflict, etc.).

The confidentiality of your volunteers will be preserved through the use of pseudonyms in the assessment reports. Obtaining informed consent of your volunteers is very important

and will be discussed in class. ***Use the Appendix B**

4. FINALTERM: Comprehensive Psychological Assessment Report [25 points]: Student will administer one of the Psychological Assessment Scales on a client or individual of their choice and present their comprehensive report on their findings, test validity, test weakness and strengths, diversity issues, systematic viewpoints, and future investigations.

A. Final Paper and Presentations:

Part of this course will be taught in a manner that involves administering assessment instruments to **adult** volunteer subjects, writing assessment reports, and an in class presentation. The assessments will involve administering a personality assessment and providing a detailed report on your findings. Each assessment will also involve conducting a clinical interview with your volunteer subject to discuss results of these inventories to determine how they have impacted the client in the therapeutic process. I recommend administering at least 3 different assessments during the 5 weeks to see how each affected the client(s) differently.

Students in the class will also be asked to directly experience a selection of the instruments themselves, either in class or for homework. There will be an opportunity during class for small groups of 3-4 to discuss their findings, both professionally and personally and to reflect upon them.

B. The paper should include the following:

The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard margins, double-spaced, with references properly cited. (7-8 pages)

Optimally, the paper can be divided so there are 2 pages on each of 3 clients/sessions (6 pages in total), describing the results of the assessments, reflections on the process, and their impact on the client and the therapeutic relationship. The 7th page can describe the student therapist's reflection on his/her/their own experience with this process for themselves, the client's experience, and their understanding of the value and purpose of these tools. They can reflect on their in-class small group conversations about these tools and how/when/why/where they wish to use psychological assessments in their practice in the future.

There are a number of factors that need to be considered in selecting your volunteer couple and individual volunteer:

1. Volunteers **can** be a psychotherapy client you are treating/have treated.

2. Volunteers must be **reliable people** who are willing to devote the time needed to participate in a brief clinical interview and complete the required measure.
3. **Avoid asking individuals to participate in these class projects who are likely to be in need of a professional assessment or treatment** (e.g. Highly distressed individuals, individuals involved in custody evaluation, couples experiencing significant marital/family conflict, etc.).

The confidentiality of your volunteers will be preserved through the use of pseudonyms in the assessment reports. Obtaining informed consent of your volunteers is very important and will be discussed in class. ***Check the Appendix C**

Grading & Policies

****Policy on late assignments:*** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Attendance & Participation	30 points (30%)
Reading Notes	20 points (20%)
MIDTERM: Assessment Report/Case Note Presentation	25 points (25%)
FINALTERM: Psychological Assessment Final Papers	25 points (25%)
Total points:	100 points (100%)

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

Course Schedule

CLASS #	DATE & TIME	TOPIC	READING	ASSIGNMENT
1	3/28/2023 10am-1pm (PST, USA)	<ul style="list-style-type: none"> ● Orientation ● What is Assessments? ● Introduction to a Biopsychosocial Assessment <p>Dr. Nichole Nahal Hydaryacil</p>	<p>Redalyc.Evolution of the biopsychosocial model in the practice of Family Therapy</p> <p>Relationship between daily rated depression symptom severity and the retrospective self-report on PHQ-9: A prospective ecological momentary assessment study on 80 psychiatric</p> <p><i>Essential assessment skills (Ch.1)</i></p>	<p>Populi Discussion</p> <p>What stood out in today's lecture on the biopsychosocial? What will you do differently in your work as a therapist with this new knowledge?</p>
2	4/4/2023 10am-1pm (PST, USA)	<ul style="list-style-type: none"> ● Introduction to Beck's Depression Inventory ● Introduction to the Gad-7 ● Self-Report (Bring 	<p>outpatients - ScienceDirect</p> <p>Do self-criticism and somatic symptoms play a key role in chronic depression? Exploring the factor</p>	<p>Populi Discussion</p> <p>With the knowledge on BDI and GAD-7 what symptoms would prompt the use of these tools? What</p>

		<p>a copy to class to work on)</p> <p>Dr. Nichole Nahal Hydaryacil</p>	<p>structure of Beck depression inventory-II in a sample of chronically depressed inpatients. - ScienceDirect</p> <p><i>Essential assessment skills (Ch.2)</i></p>	<p>will you do differently in your work with clients knowing this new knowledge?</p>
3	<p>4/11/2023</p> <p>10am-1pm</p> <p>(PST, USA)</p>	<ul style="list-style-type: none"> ● Introduction to the Beck's Anxiety Inventory ● Introduction to the Phq-9 Inventory. ● Self-Report (Bring a copy to class to work on) <p>Dr. Nichole Nahal Hydaryacil</p>	<ul style="list-style-type: none"> ● Value added? A pragmatic analysis of the routine use of PHQ-9 and GAD-7 scales in primary care <p><i>Essential assessment skills (Ch.3-4)</i></p>	<p>Populi Discussion</p> <p>With the knowledge on BAI and PHQ-9 what symptoms would prompt the use of these tools? What will you do differently in your work with clients knowing this new knowledge?</p> <p>Volunteer Consent Forms (Appendix B) to be signed</p> <p>Begin Midterm Assignment</p>
4	<p>4/18/2023</p> <p>10am-1pm</p> <p>(PST, USA)</p>	<ul style="list-style-type: none"> ● Presentations Order to be determined <p>Dr. Nichole Nahal Hydaryacil</p>	<p><i>Essential assessment skills (Ch.5-6)</i></p>	<p>Populi Discussion</p> <p>Please provide some feedback and insight on the presentations this week? What did you enjoy, what did you learn? What can you take from the presentation?</p>

5	4/25/2023 10am-1pm (PST, USA)	<ul style="list-style-type: none"> Presentations Order to be determined. Dr. Nichole Nahal Hydaryacil	<i>Essential assessment skills (Ch.7-8)</i>	Populi Discussion Please provide some feedback and insight on the presentations this week? What did you enjoy, what did you learn? What can you take from the presentation? Mid-term Due
6	5/02/2023 10am-1pm (PST, USA)	Introduction Personality Assessments Dr. Jane Goldberg	Read about, study and take Myer-Briggs Typology Personality-Ville Enneagram <i>Essential assessment skills (Ch.9-10)</i>	Populi Discussion Bibliography given out to students to choose readings. Volunteer Consent Forms (Appendix C) to be signed Implement New Tools
7	5/09/2023 10am-1pm (PST, USA)	Introduction Art Therapy Projective Tests	Read about, study and experience *Drawing Aspects of the Self	Populi Discussion Read and Implement New Assessment Tools

		Dr. Jane Goldberg	*Archetypes & Heroes *Five Universal Shapes, Colors & Card Reading *House, Tree, Person Test	With Clients and Self
8	5/16/2023 10am-1pm (PST, USA)	Introduction Relationship Assessments Dr. Jane Goldberg	Read about, study and experience Attachment Styles 5 Love Languages Gottman Exercises 5 Sexual Styles <i>Essential assessment skills (Ch.11)</i>	Populi Discussion Read and implement new tools With Clients and Self
9	5/23/2023 10am-1pm (PST, USA)	Presentations Order to be determined Dr. Jane Goldberg	Continue the exploration of these tools and determine your personal/professional stance on them <i>Essential assessment skills (Ch.12)</i>	Populi Discussion
10	5/30/2023 10am-1pm (PST, USA)	Presentations Order to be determined Dr. Jane Goldberg	<i>Essential assessment skills (Ch.13)</i>	Populi Discussion Final-Term Paper Due

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to www.Populidaybreak.org. Enter your user name and password that you were provided from the Distance Learning Office.

**Midterm-Term Paper Grading Rubric [25pts]:
Assessment Report/Case Note Presentation**

Midterm Guidelines

Description: Students will administer one of the Psychological Assessment Scales as well as a BIOPSYCHOSOCIAL on a client or individual of their choice and present their comprehensive report on their findings, test validity, test weakness and strengths, diversity issues, systematic viewpoints, and future investigations. This will be a written assignment (6-8 pages) as well as a presentation.

Assessment Report should include the following:

	Contents	Points (25)	Your points
1	Summary of the detailed Biopsychosocial findings	4	
2	Test choice and findings	4	
3	Test validity and weaknesses	3	
4	Diversity issues	3	
5	Systematic viewpoints	3	
6	Referrals or resources recommended	3	
7	Self of the therapist	2	
8	Further investigation	3	
Total		25	
Comments: 			

Final-Term Paper Grading Rubric [25pts]:
Comprehensive Psychological Assessment Report

Presentations:

Part of this course will be taught in a manner that involves administering assessment instruments to **adult** volunteer subjects, writing assessment reports, and an in class presentation. The assessments will involve administering a personality assessment and providing a detailed report on your findings. Each assessment will also involve conducting a clinical interview with your volunteer subject to discuss results of these inventories to determine how they have impacted the client in the therapeutic process. I recommend administering at least 3 different assessments during the 5 weeks to see how each affected the client(s) differently.

Students in the class will also be asked to directly experience a selection of the instruments themselves, either in class or for homework. There will be an opportunity during class for small groups of 3-4 to discuss their findings, both professionally and personally and to reflect upon them.

The paper should include the following:

	Contents	Points (25)	Your points
1	The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard margins, double-spaced, with references properly cited. (7-8 pages)	5	
2	Optimally, the paper can be divided so there are 2 pages on each of 3 clients/sessions (6 pages in total), describing the results of the assessments, reflections on the process, and their impact on the client and the therapeutic relationship.	5	
3	The 7th page can describe the student therapist's reflection on his/her/their own experience with this process for themselves, the client's experience, and their understanding of the value and purpose of these tools.	5	
4	They can reflect on their in-class small group conversations about these tools and how/when/why/where they wish to use psychological assessments in their practice in the future.	5	
5	In Class Presentation	5	

Total		25	
Comments:			

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and

professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.

APPENDIX B

Daybreak University

Assessment of Individuals, Couples, and Families Consent for Participation as a Volunteer in Psychological Assessment Training

This form provides you with information about the course exercise for which you have volunteered to participate. This exercise is being conducted as part of a course entitled “Assessment of Individuals, Couples, and Families” (course number) taught through the Daybreak University. The instructor for the course is _____. The “Assessment of Individuals, Couples, and Families” course is designed to teach students enrolled in the master’s of Counseling program at Daybreak University about basic aspects of clinical evaluation and assessment.

The project for which you are volunteering will involve completion of one of the Becks Inventories (Depression or Anxiety), the PHQ-9 or the GAD-7. These assessments are developed to score individuals characteristics, attitude and symptoms of anxiety and depression. This is a self-administered test. In addition, if there are other questions on the assessment that you do not feel comfortable answering, you can leave these blank. The assessments generally take about 10-15 minutes to complete.

In addition to completing the assessment, you will be briefly interviewed by the graduate student completing the project. Each interview will take approximately 20-30 minutes. The purpose of the interview is to give the graduate student an opportunity to practice his/her interviewing skills and to provide some basic background information. Students have been provided with a BIOPSYCHOSOCIAL to gather information regarding background, demographics, social environment, physical health, family relationships, mental health, self esteem, coping skills, and history of substance use. If there are other questions on the assessment that you do not feel comfortable answering, you can leave these blank.

Because this project is a learning exercise and is being conducted by a graduate student in training, it does not constitute a professional evaluation. This may be the first time the student has administered the test that will be included in this project. In addition, the interview portion of the project will only focus on selected topics and will not inquire into all areas that might typically be covered in a professional clinical interview. It would therefore be unethical to present the test results as reliable and valid findings. As such, students are asked to refrain from providing feedback to you regarding your test results.

The students in the Psychology course will be preparing a written report and presenting these results and interviews in class. In order to protect your confidentiality, your identity will be concealed in the report through the use of pseudonyms (i.e., fake names). Although students will be asked to report such demographic characteristics in their report as the age, ethnic background, and educational level of their volunteer participants, they will be asked to refrain from reporting any information that could reveal the volunteers’ specific identities. You are, however, asked to sign this informed consent form using your real name and not a pseudonym.

However, the only persons who will see this form are the student who is conducting the project with you and the course instructor.

You are free to refrain from answering any questions on the assessments or in the clinical interview that you feel uncomfortable about. You are also free to withdraw your participation from this course project at any time.

Although you may not derive direct benefit from participating in this project, you may find the testing process to be an interesting and/or unique experience. In addition, your participation may benefit society by contributing to the training of future mental health practitioners.

In terms of potential risks or discomforts associated with participation in this project, it is possible that some individuals may feel anxious or otherwise distressed when completing self report measures, when being interviewed, or about not being informed of the results of the completed assessment. Again, however, the purpose of the project is not to provide a professional, comprehensive evaluation to you, but instead to assist students in learning how to administer and interpret tests.

Please note that there are certain limits to confidentiality with which the student administering this assessment must comply. Specifically, should the student learn of any known or suspected abuse of a child, elderly person, or dependent adult, (s)he would be obligated under California law to report such information to the appropriate authorities. Also, if you are a danger to yourself or others, the student administering this assessment would be obligated to take precautions so that you and others are safe.

Should you have questions or concerns about this project, you may contact the course instructor Dr. Nichole Hydaryacil, MFT, PsyD at _____.

I have read and understand the nature of the project for which I will be volunteering. I understand that my participation is voluntary and that I am not obligated to disclose information that I do not feel comfortable sharing. I understand that I may withdraw my participation at any time.

Print Name of volunteer: _____

Signature of volunteer: _____ Date: _____

Name of graduate student obtaining consent: _____

Signature of graduate student: _____ Date: _____

APPENDIX C

Daybreak University

Assessment of Individuals, Couples, and Families Consent for Participation as a Volunteer in Psychological Assessment Training

This form provides you with information about the course exercise for which you have volunteered to participate. This exercise is being conducted as part of a course entitled “Assessment of Individuals, Couples, and Families” (course number) taught through the Daybreak University. The instructor for the course is _____. The “Assessment of Individuals, Couples, and Families” course is designed to teach students enrolled in the master’s of Counseling program at Daybreak University about basic aspects of clinical evaluation and assessment.

Because this project is a learning exercise and is being conducted by a graduate student in training, it does not constitute a professional evaluation. This may be the first time the student has administered the test that will be included in this project. In addition, the interview portion of the project will only focus on selected topics and will not inquire into all areas that might typically be covered in a professional clinical interview. It would therefore be unethical to present the test results as reliable and valid findings. As such, students are asked to refrain from providing feedback to you regarding your test results.

The students in the Psychology course will be preparing a written report and presenting these results and interviews in class. In order to protect your confidentiality, your identity will be concealed in the report through the use of pseudonyms (i.e., fake names). Although students will be asked to report such demographic characteristics in their report as the age, ethnic background, and educational level of their volunteer participants, they will be asked to refrain from reporting any information that could reveal the volunteers’ specific identities. You are, however, asked to sign this informed consent form using your real name and not a pseudonym.

However, the only persons who will see this form are the student who is conducting the project with you and the course instructor.

You are free to refrain from answering any questions on the assessments or in the clinical interview that you feel uncomfortable about. You are also free to withdraw your participation from this course project at any time.

Although you may not derive direct benefit from participating in this project, you may find the testing process to be an interesting and/or unique experience. In addition, your participation may benefit society by contributing to the training of future mental health practitioners.

In terms of potential risks or discomforts associated with participation in this project, it is possible that some individuals may feel anxious or otherwise distressed when completing self report measures, when

being interviewed, or about not being informed of the results of the completed assessment. Again, however, the purpose of the project is not to provide a professional, comprehensive evaluation to you, but instead to assist students in learning how to administer and interpret tests.

Please note that there are certain limits to confidentiality with which the student administering this assessment must comply. Specifically, should the student learn of any known or suspected abuse of a child, elderly person, or dependent adult, (s)he would be obligated under California law to report such information to the appropriate authorities. Also, if you are a danger to yourself or others, the student administering this assessment would be obligated to take precautions so that you and others are safe.

Should you have questions or concerns about this project, you may contact the course instructor Dr. Jane Goldberg, MFT, PhD. at _____.

I have read and understand the nature of the project for which I will be volunteering. I understand that my participation is voluntary and that I am not obligated to disclose information that I do not feel comfortable sharing. I understand that I may withdraw my participation at any time.

Print Name of volunteer: _____

Signature of volunteer: _____ Date: _____

Name of graduate student obtaining consent: _____

Signature of graduate student: _____ Date: _____



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6090:

Human Growth and Family Development Across the LifeSpan

Distance Learning (On-line) Course

PPROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

Doctor of Philosophy in Counseling with a Specialization in Marriage and Family Therapy

INSTRUCTOR: Deanna Linville, Ph.D., LMFT

CONTACT EMAIL: dlinvilletherapy@gmail.com

CLASSROOM: N/A, Online Course

TERM: Winter Quarter 2022

UNITS & COURSE LENGTH: 4.5 units, 10 weeks

OFFICE HOURS: By using Populi (online platform), I can regularly contact students for relevant discussion of academic subjects and assignments. The best way to contact me is through email and I will reply to an email message or question within 48 hrs.

Course Description:

In this course, we will examine human development and family systems within the context of families and society. In this class, you will learn about the family life cycle and a range of human development within the familial and sociopolitical context. We will study the varied and diverse forms of family structure and explore how families interact with each other and with larger systems, such as communities and cultural beliefs and norms. Using a family system and ecological based approach, we will learn skills in observation and assessment of family systems as well as identification of family risk and resilience factors. We will critically evaluate the family lifecycle from a cross-cultural perspective, as well as how it relates to one's own personal beliefs, biases and values.

Course Educational Objectives:

1. Review theory and research related to concepts of individual development and the family life cycle, and to learn how to consider the interaction between individual and family development.
2. Learn how gender, culture, race, sexual orientation, power, & privilege influence individual and family life cycle processes.
3. Examine One's own place in the individual and family life cycle.
4. Learn about the developmental tasks related to each individual and family life cycle phase.
5. Explore variations in individual and family life cycles, including divorce, the life cycle for single individuals, single parents, etc.

Appendices:

Appendix A: MA MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Appendix B: PhD MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Required Text:

Lally, M. & Valentine-French, S. (2019). *Lifespan Development: A Psychological Perspective* (2nd edition). The Open Education Resource. (Available on Populi, free online text).

McGoldrick, M., Carter, B., & Garcia Preto, N. (2016). *The expanding family life cycle (5th ed)*. New York, NY: Pearson.

Methods of Instruction: Online Class

- ☐ Synchronous online lecture and interactive conversation/discussion
- ☐ Assigned readings
- ☐ Threaded discussions
- ☐ Feedback on assignments

Course Components

Class Participation [20 points]: Students are required to use ZOOM (Web Conference Tool) for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of the person providing the excuse.

* Zoom links for the weekly classes will be given to students.

Reading Reflections, Discussion & Populi Interaction [25 points]: This course requires you to log in to Populi weekly.

It is **essential** that students complete the assigned readings in preparation for lecture and class discussion.

Populi Posting and Threaded Discussion: Students post their reading reflection (minimum of 1/2 page) four times throughout the term and then respond/interact with at least one other students on their reflections.

Mid-term/Life Map Timeline [25 points]: Construct a timeline of your life up until now and include critical events/experiences and key relationships in your life. The events and experiences you draw in your life map can make great starting points for self-exploration. You can get as creative as you want with how to construct your life map and there are many examples online if you need ideas. Along with the life map, include a two-page paper that discusses how at least one key relationship and/or event has shaped your development across

time. Apply concepts learned in class and/or covered in the readings to this discussion. Follow APA, 7th edition formatting guidelines for your paper.

Final-term Paper [30 points]: Write a 4–6-page, double-spaced paper, following APA 7th Edition formatting guidelines, on your individual and family life cycles. There are four main sections for this paper as follows:

1. Describe your family of origin's current FLC stage from the perspective of your parents' generation, drawing from relevant chapters in the McGoldrick, Garcia Preto, and Carter text. Identify similarities and differences between your family's experience and descriptions in the text.
2. Describe your immediate (i.e., created) family's life cycle stage (includes single and partnership life cycles) in relationship to relevant chapters in the McGoldrick et al. text. Again, write about similarities to and differences from your experience and the descriptions in the readings.
3. Identify what individual life cycle stage you most identify at this point in your life and explain?
4. Discuss your current thinking about how you will understand clients' presenting issues within a developmental context. Provide one example of a way that life cycle stages and developmental functioning might influence a family's presenting issues in therapy.

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading:

Students will be evaluated on the following aspects of the course:

Attendance /Participation–20%

Populi Discussion–25%

Mid-term/Life map–20%

Final-term Paper–30%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit

W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

 - Week 1-2, no grade recorded on academic record
 - Week 3-6, W grade recorded on academic record
 - Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

<u>CLASS</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>ASSIGNMENT</u> <u>DUE</u>
1/3 (Mon) Eng	Human Development within a Family Systems Framework Attachment Relationships & Influence on Human Development		
1/10 (Mon) Eng	Infant & Preschool Development	Ch. 1 in McGoldrick, Carter, & Garcia Preto (2016) Text Chs. 2 & 3 in Lally & Valentine- French (2019) Text	Populi posting and interaction
1/17 (Mon)	Martin Luther King Day 2022 -No Class		
1/24(Mon) Eng	Childhood/School-Age Development	Ch. 9 in McGoldrick, Carter, & Garcia Preto (2016) Text Chs. 4 & 5 in the Lally & Valentine-French (2019) Text	Populi posting and interaction
1/31(Mon) Eng	Adolescence & Emerging Adulthood Development	Chs. 13, 14 in McGoldrick, Carter, & Garcia Preto (2016) Text Chs. 6 & 7 in Lally & Valentine-	Populi posting and interaction

		French (2019) Text	
2/10 (Thur) Kor/Eng	The Changing/Expanded Family Life Cycle	Chs. 1, 7, & 8 in McGoldrick, Carter & Garcia Preto (2016) Text	Life Map Assignment Due
2/17 (Thur) Kor/Eng	Family of Origin and Vertical/Horizontal Stressors on Family Development	Chs. 5, 23, & 24 in McGoldrick, Carter & Garcia Preto (2016) Text	Populi posting and interaction
2/24 (Thur) Kor/Eng	New Parent Couples; Transition to Parenthood	Chs. 14 & 15 in McGoldrick, Carter, & Garcia Preto (2016) Text	Populi posting and interaction
3/3 (Thur) Kor/Eng	Divorce, Remarriage, Stepfamily Development	Chs. 20, 21, & 22 in McGoldrick, Carter & Garcia Preto (2016) Text	Populi posting and interaction
3/10 (Thur) Kor/Eng	Family Grief and Loss	Ch. 19 in McGoldrick, Carter & Garcia Preto (2016) Text	Populi posting and interaction
3/14 (Mon) Eng	Middle & Older Adulthood Family Transitions	Ch. 26 in the McGoldrick, Carter & Garcia Preto (2016) Text Chs. 8 & 9 in the Lally & Valentine-French (2019) Text	Final Paper Due

* The contents of this syllabus may be altered as deemed appropriate by the instructor throughout the course. You will be notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to www.Populidaybreak.org. Enter your user name and password that you were provided from the Distance Learning Office.

Final-Term Grading Rubric

[30pts]

Student Name:

	Contents	Points (25)	Your points
1	Clear and concise descriptions of the family life-cycles and similarities/divergence from what is found in course materials	10	
2	Clear and concise descriptions of the individual lifespan stages of development and similarities/divergence from what is found in course materials.	10	
3	Description of how clients' presenting issues might be influenced by life cycle stage and within the context of development.	5	
4	Writing quality and adherence to APA guidelines	5	
Total		30	

Comments:

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd., Anaheim, CA 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6500 Chemical Dependency and Addiction Counseling

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Spring Quarter 2022/4.5 units, 10 weeks

CLASS DAY AND TIME:

- (1) Weekly synchronous online class–Tuesdays, 4:30pm–7:30pm PST (30hrs)
- (2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Yesim Keskin, Ph.D., LMFT

EMAIL: yesimkeskin@gmail.com

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Main Instructor: Yesim Keskin, PhD, LMFT

- Assistant Professor, Psychology & Fieldwork Coordinator, The University of La Verne, California
- Licensed Marriage and Family Therapist based in Pasadena, California
- AAMFT Approved Clinical Supervisor, and a Certified Trauma Professional with more than 10 years of clinical experience providing therapy to individuals, couples, groups, and families in a variety of settings -- including psychiatric hospitals, private practice, and university counseling centers

- PhD in Human Development with a specialization in Marriage and Family Therapy from Virginia Tech with Graduate Certificates in Future Professoriate and Educational Research
- MA in Clinical Psychology from Istanbul Bilgi University.
- Her scholarship includes addiction and trauma counseling, common factors and mechanisms of effective marriage and family therapy practice, promoting diversity and inclusion in clinical training and supervision, experiential learning, and self-of-the-therapist work.

Guest Speaker: Dr. Fred Piercy

- Distinguished Professor of Marriage and Family Therapy, Daybreak University
- Professor Emeritus of Marriage and Family Therapy, Department of Human Development, Virginia Tech University
- Former Professor at Virginia Tech (18 years), Purdue University (18 years) & Texas A&M Commerce (7 years)
- Former Consultant to the United Nations Office on Drugs and Crime
- Past Editor of the *Journal of Marital and Family Therapy (JMFT)*
- AAMFT Approved Supervisor
- Over 185 published journal articles and book chapters, five books, and 43 funded grants
- Selected books: *Research Methods in Family Therapy*(with Douglas Sprenkle), *Handbook for the Clinical Treatment of Infidelity* (with co-editors Katherine Hertlein, and Joseph Wetchler), & *Family Therapy Sourcebook* (with Douglas Sprenkle, Joseph Wetchler, and Associates)
- Recipient of the AAMFT's 2007 Outstanding Contribution to Marriage and Family Therapy Award, 2015 Lifetime Achievement Award of the American Family Therapy Academy, and Virginia Tech's 2007 Alumni Award for Outstanding Graduate Student Advising

Course Description:

Students will learn substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

Course Educational Objectives:

1. Define the field/foundations of chemical dependency, including theories of prevention, addiction, treatment approaches, the physiology and psychology of addiction.
2. Explain in-depth understanding of the effects of different drugs on the individual and society, including physiological, biological, spiritual, cultural, and behavioral effects.
3. Describe the history, philosophy, and trends in addiction counseling.
4. Describe the ethical and legal considerations in addiction counseling.
5. Identify the models and theories of addiction.
6. Identify community resources including screening, assessment, treatment and follow-up for the affected person and family.
7. Describe the prevention of substance use disorders and addiction.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Texts:

Van Wormer, K., & Davis, D. R. (2016). *Addiction treatment*. Cengage Learning.

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Threaded discussion

Course Components

Class Participation [25 points]: Students are required to use ZOOM (Web Conference Tool) for the synchronous online class and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse.

* Zoom links for the weekly classes will be given to students.

Reading Reflections, Discussion & Interaction [25points]: This course requires you to log in to Populi weekly. It is **essential** that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

Your reflection: What did you think of the reading and lecture? How does it relate to your own experiences with your families or intimate relationships? Any growth areas in you as a person and therapist?

b. Students reply to one other student's reflection with a short feedback (2-3 sentences).

Abstinence Project [25points]: Choose one behavior, habit, or pattern that you would like to reduce, discontinue, or abstain from for an abstinence period of about three weeks, to begin

on _____ and to end on _____. You will write a 3-5 double spaced page reaction paper at the conclusion of this assignment. The due date is _____before the class.

assignment. What did you abstain from? Why? Were you successful? What did you find most challenging? Where did you find support? What are you noting to be different? Was it more or less difficult than you imagined? What would have made it easier? What have you learned in the process that may be useful in your future work and/or personal life? What does this experience teach you about others who want to change compulsive or addictive behaviors? Try to make your answer holistic. That is, consider the effects of this assignment on the physical, mental, emotional, social, and even possibly spiritual dimensions of your life.

The last time this class was offered, students chose to abstain from such things as coffee, chocolate, sweets, workout, Twitter, Facebook, soda, and even Game of Thrones episodes (the student had bought Season 1-8 and was watching 2-3 episodes each night).

NOTE: Your paper is confidential. I will not share it with anyone else or connect it in any way with your identity.

Final term - Foundation of Addictions Paper [25 points]: Please write a 6-page paper (not including title page) describing the primary aspects of the foundations of the addictions field. This includes 1) the nature, historical perspectives including the trends in addiction, 2) DSM5 based definitions of addiction, co-occurring disorders, and differential diagnoses, 3) major screening and assessment tools used in addiction treatment, 4) major evidence-based treatment modalities used in addiction treatment, 5) characteristics of mutual help groups, major criticisms against them, 6) major family roles in families with addiction, and 7) ethnicity, culture, SES, gender, and sexual orientation factors in addiction, 8) public policies on local, state, and national levels that affect the quality and accessibility of addiction treatment services. Please cite where you obtained information using APA, 6th edition style. In addition to obtaining and citing the class text books, please cite and include at least 2 references from peer reviewed journals. This paper must be double spaced, 12-point font, 1 inch margins, and must include a title page and a reference list. This paper must follow APA, 6th edition style.

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Lecture Summary and Reading Reflection : 50%

Genogram : 25%

Model Discussion & Summary : 25%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

 - Week 1-2, no grade recorded on academic record
 - Week 3-6, W grade recorded on academic record
 - Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

Course Schedule

<u>CLASS</u>	TOPIC	Reading Due
CLASS #1	Nature of Addiction *Populi posting and interaction	Ch1
CLASS #2	Historical Perspectives *Populi posting and interaction	Ch2
CLASS #3	Substance Misuse, Dependence, and the Body *Populi posting and interaction	Ch3
CLASS #4	Substance Misuse with a Co-occurring Mental Disorder or Disability *Populi posting and interaction	Ch4
CLASS #5	Screening and Assessment Strengths and Evidence Based Helping Strategies *Populi posting and interaction	Ch7 Ch8
CLASS #6	<u>SBIRT and Motivational Interviewing</u> *Populi posting and interaction	
CLASS #7	Mutual Help Groups and Spiritual/Religious Resources The Role of persons and systems that support and compound substance abuse and addiction	Ch9

	*Populi posting and interaction	
CLASS #8	Family Risks and Resiliencies *Populi posting and interaction	Ch10
CLASS #9	Ethnicity, Culture, and the Socioeconomic Determinants of Addiction Gender, Sexual, and Sexual Orientation Differences *Populi posting and interaction	Ch11 Ch12
CLASS#10	Public Policy Training, Further Education, and Ethics *Populi posting and interaction	Ch13

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

***Logging on Information for the Populi Distance Education Platform**

To access the Populi platform, go to <https://daybreak.populiweb.com/router/logins>. Enter your user name and password that you were provided from the Distance Learning Office.

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

CFT 6600 Law, Professional Ethics, and Community Practice & Teletherapy

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Summer Quarter 2022/4.5 units, 10 weeks

CLASS DAY AND TIME: Wednesdays, 4:30 pm – 7:30 pm Pacific Time, US

INSTRUCTOR: Yesim Keskin, PhD, LMFT, AAMFT Approved Clinical Supervisor

E-MAIL: Yesimkeskin@gmail.com

Office Hours: By using Populi (online platform), I can regularly contact students for relevant discussion of academic subjects and assignments. The best way to contact me is through email

and I will reply to an email message or question within 48 hrs.

Course Description:

This course will cover principles and issues of professionalism and ethics in counseling. The course will follow a seminar format with special emphasis on the student's thorough preparation for, and active participation in class discussions. A main goal of this course is to introduce students to ethical principles, professional guidelines, and issues pertaining to special groups. Students are expected to challenge themselves to consider how their own values and backgrounds will influence their own personal sets of ethics. It is hoped that this course will assist students in their future daily work as professional counselors and will facilitate decision-making and consultation skills when faced with ethical dilemmas.

Course Educational Objectives:

- Explain professional roles, functions, and relationships with other human service providers
- Identify ethical issues related to technological competence and use of technology in counseling
- Articulate counselors' roles in social justice and advocacy
- Discuss current legal patterns and trends in the mental health professions
- Facilitate student self-awareness and the importance of appropriate professional boundaries
- Identify psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, and the treatment of minors
- Understand licensing law and licensing process.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

REQUIRED TEXTBOOK:

- Corey, G., Corey, M. S., & Corey, C. (2019). Issues and ethics in the helping professions (10th edition). Cengage Learning.

REQUIRED ONLINE RESOURCES:

- Department of Consumer Affairs (2002). Professional therapy never includes sex. Sacramento, CA: Department of Consumer Affairs. Available at bbs.ca.gov/forms
- American Association of Marriage and Family Therapy. (2015). AAMFT code of ethics. https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx
- California Association for Marriage and Family Therapists (CAMFT). (2019, December). CAMFT code of ethics. <https://www.camft.org/Membership/About-Us/Association-Documents/Code-of-Ethics>

Methods of Instruction: Online Class

- **Synchronous online lecture and interactive conversation/discussion**
- **Assigned readings**
- **Asynchronous online lecture**
- **Threaded discussions**

COURSE REQUIREMENTS

1. **Attendance and Participation (20 points):** Regular attendance and participation to ALL classes is expected. The students are expected to provide a university approved documentation for absences. To receive full credit, along with attendance you need to demonstrate regular and consistent active participation, defined as (ACUE, 2018):
 - I. **Demonstrated Engagement** (a) listened attentively and made eye contact with the speakers. (b) provided a response that demonstrated interest in the speaker's contribution. (c) summarized key takeaways or insights from the discussion.
 - II. **Posed Questions** (d) asked a classmate to clarify or elaborate on his or her point. (e) posed a question about the causes or impact of an issue. (f) asked a question that caused classmates to consider a different perspective.
 - III. **Added Comments** (g) pointed out a connection between classmates' ideas, course topics, or course learning outcomes. (h) summarized or recapped a key point from

today's discussion or a previous discussion. (i) used a classmate's contribution as a jumping-off point to present a new idea. (j) introduced a counterargument into the discussion.

- IV. **Added Resources** (k) reminded my classmates of a relevant resource from the syllabus or course site that would add to the discussion. (l) presented a new website, reading, or video that would add to the discussion.

2. **Exams (2 pts each= 50 pts) PLO#4, SLO#4:** There will be two exams, one at the mid-semester and the other at the final week. The questions will be in formats like multiple choice, true/false, matching, fill in the blanks, and short answer formats. The exams will NOT be cumulative.

3. **Populi Discussion (Reading Reflections, Discussion & Interaction) [10 * 3 pts each = 30 points]:** This course requires you to log in to Populi weekly. It is **essential** that students read assigned readings weekly for each class in preparation for lecture and class discussion. Your successful completion of the reading will greatly aid in your ability to contribute to class discussions and activities.

- **Your Reflection/Short Answers on Populi (10 weeks): 2-3 paragraphs**
- **Threaded Populi Discussion:** After students post their reflection/short answers on Populi weekly and then interact with at least two other students on their reflections; **2-3 Sentences**

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

- Attendance /Participation – 20pts
- Midterm – 25 pts
- Final – 25 pts
- Populi Discussion – 30 pts

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an

evacuation should notify the instructor as soon as possible, no later than the second week of the term.

- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.

- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

Classes	Date	Topic	Readings and Assignments
1	7/6/2022	Introduction to class <ul style="list-style-type: none">● Review the syllabus● Familiarize w/ ethical Standards	Syllabus Review 😊 Populi Posting and Interaction 1

2	7/13/2022	Introduction to Professional Ethics <ul style="list-style-type: none"> Professional Codes of Ethics Ethical Decision Making Steps in Making Ethical Decisions 	Corey et al. (2019) Ch 1 Populi Posting and Interaction 2
3	7/20/2022	The Counselor as a Person and as a Professional <ul style="list-style-type: none"> Self-Awareness and the Influence of the Therapist's Personality and Needs Personal Therapy for Counselors Transference and Countertransference Client Dependence Stress in the Counseling Profession Counselor Burnout and Impairment Maintaining Vitality Through Self-Care 	Corey et al. (2019) Ch 2 Recommended Readings: Bush, A. D. (2015, May/June). Little and often: Using micro-practices for self-care. <i>Psychotherapy Networker</i> . Aponte, H. J., & Kissil, K. (2014). "If I can grapple with this I can truly be of use in the therapy room": Using the therapist's own emotional struggles to facilitate effective therapy. <i>Journal of Marital and Family Therapy</i> , 40(2), 152–164. Populi Posting and Interaction 3
4	7/27/2022	Values and the Helping Relationship	Corey et al. (2019) Ch 3

		<ul style="list-style-type: none"> • Controversies Regarding Integrating Personal Values With a Professional Identity • Clarifying Your Values and Their Role in Your Work • The Ethics of Imposing Your Values on Clients • The Legal Framework Regarding Values Discrimination • Values Conflicts Regarding Sexual Attitudes and Behavior • Value Conflicts Pertaining to Abortion • Case Study of Other Possible Value Conflicts • The Role of Spiritual and Religious Values in Counseling • Value Conflicts Regarding End-of-Life Decisions 	<p>Recommended Readings:</p> <p>Kocet, M.M., & Herlihy, B.J. (2014). Addressing value-based conflicts within the counseling relationship: A decision-making model. <i>Journal of Counseling & Development</i>, 92, 180-186.</p> <p>Paprocki, C. M. (2014). When personal and professional values conflict: Trainee perspectives on tensions between religious beliefs and affirming treatment of LGBT clients. <i>Ethics & Behavior</i>, 24(4), 279–292.</p> <p>Caldwell, B. (2018, September). Can a religious therapist refuse to treat gay and lesbian clients? <i>Psychotherapy Notes</i>. Ben Caldwell Labs.</p>
--	--	---	--

			Populi Posting and Interaction 4
5	8/3/2022	Multicultural Perspectives and Diversity Issues <ul style="list-style-type: none"> • The Problem of Cultural Tunnel Vision • The Challenges of Reaching Diverse Client Populations • Ethics Codes From a Diversity Perspective • Cultural Values and Assumptions in Therapy • Addressing Sexual Orientation • The Culture of Disability • Matching Client and Counselor • Multicultural Training for Mental Health Workers 	<p>Corey et al. (2019) Ch 4</p> <p>Recommended Readings:</p> <p>D’Aniello, C., Nguyen, H. N., & Piercy, F. P. (2016). Cultural sensitivity as an MFT common factor. <i>American Journal of Family Therapy</i>, 44(5), 234–244.</p> <p>Martinez, S. (2020, July). Why we need more culturally competent therapists. <i>National Alliance on Mental Illness (NAMI)</i>.</p> <p>Populi Posting and Interaction 5</p>
6	8/10/2022	Client Rights and Counselor Responsibilities <ul style="list-style-type: none"> • The Client’s Right to Give Informed Consent • The Content of Informed Consent • The Professional’s Responsibilities in Record Keeping • Ethical Issues in Online Counseling • Working With Children and Adolescents 	<p>Corey et al. (2019) Ch 5</p> <p>Recommended Readings:</p> <p>Zur, O. (2007, July/August). Don’t let “risk management” undermine your</p>

		<ul style="list-style-type: none"> • Dealing With Suspected Unethical Behavior of Colleagues • Malpractice Liability in the Helping Professions 	<p>professional approach. Psychotherapy Networker.</p> <p>DUE: MIDTERM (8/10)</p> <p>Populi Posting and Interaction 6</p>
7	8/17/2022	<p>Confidentiality: Ethical and Legal Issues</p> <p>Teletherapy</p> <ul style="list-style-type: none"> • Confidentiality, Privileged Communication, and Privacy • Privacy Issues With Telecommunication Devices • Implications of HIPAA for Mental Health Providers • The Duty to Warn and to Protect • Protecting Children, the Elderly, and Dependent Adults From Harm • Confidentiality and HIV/AIDS-Related Issues • Teletherapy Laws, Ethics, and Best Practices 	<p>Corey et al. (2019) Ch 6</p> <p>Recommended Readings:</p> <p>AAAMFT (n.d.). HIPAA resources.</p> <p>California Department of Education. (n.d.) Child abuse identification & reporting guidelines.</p> <p>Howes, R. (2020, May/June). Listening to suicidal clients: How to get beyond our fears. Psychotherapy Networker.</p> <p>Populi Posting and Interaction 7</p>

8	8/24/2022	Managing Boundaries and Multiple Relationships <ul style="list-style-type: none"> • The Ethics of Multiple Relationships • Perspectives on Boundary Issues • Managing Multiple Relationships in a Small Community • Bartering for Professional Services • Giving or Receiving Gifts • Social Relationships With Clients • Sexual Attractions in the Client–Therapist Relationship • Sexual Relationships in Therapy: Ethical and Legal Issues • Sexual Relationships With Former Clients 	Corey et al. (2019) Ch 7 Recommended Readings: Zur, O. (2015). Categories of dual or multiple relationships between psychotherapist & clients. Gitlin, D. (2019, July/August). Therapists in a fishbowl: The challenges of a small-town practice. Psychotherapy Networker. Populi Posting and Interaction 8
9	8/31/2022	Ethical Issues in Couples and Family Therapy <ul style="list-style-type: none"> • The Systems Theory Perspective • Ethical Standards in Couples and Family Therapy • Special Ethical Considerations in Working With Couples and Families • Informed Consent in Couples and Family Therapy • Contemporary Professional Issues • Values in Couples and Family Therapy • Gender-Sensitive Couples and Family Therapy 	Corey et al. (2019) Ch 11 Recommended Readings: California legislative information. (n.d.). California family code.

		<ul style="list-style-type: none"> Responsibilities of Couples and Family Therapists Confidentiality in Couples and Family Therapy 	<p>Kuo, F.-C. (2009). Secrets or no secrets: Confidentiality in couple therapy. American Journal of Family Therapy, 37(5), 351–354.</p> <p>Johnson, A. (2017). Domestic violence and the duty to make mandated Reports.</p> <p>Haven Women's Center of Stanislaus County. (n.d.). Safety planning for IPV.</p> <p>Lane, D. K. (2017, March 28). Responding to subpoenas. AAMFT.</p> <p>Populi Posting and Interaction 9</p>
10	9/7/2022	<p>Professional Competence and Training</p> <ul style="list-style-type: none"> Therapist Competence: Ethical and Legal Aspects Ethical Issues in Training Therapists Evaluating Knowledge, Skills, and Personal Functioning 	<p>Corey et al. (2019) Ch 8</p> <p>Board of Behavioral Sciences (BBS). (2020, January) Important answers to frequently asked questions for associate marriage and</p>

		<ul style="list-style-type: none"> • Gatekeeper Role of Faculty in Promoting Competence • Dismissing Students for Nonacademic Reasons • Professional Licensing and Certification • Continuing Professional Education and Demonstration of Competence <p>Review of the Class</p> <ul style="list-style-type: none"> • Revisiting the Syllabus 	<p>family therapists and MFT trainees.</p> <p>Recommended Readings:</p> <p>Board of Behavioral Sciences (BBS). (2020, September). Handbook for future LMFTs.</p> <p>Skurtu, A. (2017, May 15). How marriage and family therapists are different from other mental health professionals. AAMFT.</p> <p>DUE: FINAL EXAM (9/14)</p> <p>Populi Posting and Interaction 10</p>
--	--	--	--

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 6700 Trauma and Collaborative Care

Face to Face (Off-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Winter Quarter 2022/4.5 units, 10 weeks

CLASS DAY AND TIME:

- (1) Weekly synchronous online class – Fridays, 4:00pm – 7:00pm PST (30hrs)
- (2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Dr. Ami Sung

E-MAIL: amijune2012@gmail.com

OFFICE HOURS: By using Populi (online platform), I can regularly contact students for relevant discussion of academic subjects and assignments. The best way to contact me is through email and I will reply to an email message or question within 48 hrs.

Course Description:

This course covers trauma theory and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis and traumatic stress. Also, this course focus on the dynamics, assessments and interventions regarding family violence and child abuse. The course will examine theories, multiple assessments, treatments & interventions, as well as social & scientific controversies regarding family violence and child abuse. The course will encourage self-reflection regarding the definition, function, & various experiences of abuse and violence in society and the family. The course will address gender and cultural issues regarding both victims and perpetrators of family violence and child abuse. The course will examine how counselors in their clinical practice can assess for and treat families experiencing violence and abuse.

This course also provides a comprehensive overview of child abuse, intimate partner violence, elderly abuse and neglect treatment and their prevention. The covers the meanings, prevalence, scope, dynamics, contemporary responses, and prevention strategies for the abuse and neglect within an ecological and risk/resilience framework. Throughout the course, students will learn to identify the risks that threaten healthy individual, couple, family, and community development and factors that promote healthy development. The overall goal of the course is to deepen students' understandings of the core issues related to the child, adult and elderly abuse and neglect and of effective strategies not only for prevention but for the promotion of child and family well-being. **This course also includes 7 hours training in child and adult abuse assessment and reporting.**

Course Educational Objectives:

- Describe therapists' 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
- Differentiate between diagnoses and developmentally appropriate reactions during crises, disasters, and other trauma-causing events
- Explain effects of crises, disasters, and other trauma-causing events on persons of all ages
- Identify the operation of an emergency management system within clinical mental health agencies and in the community
- Address crisis intervention and suicide prevention models, including the use of psychological first aid strategies
- Describe collaborative treatment

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Textbooks:

Van der Kolk, B. A., McFarlane, A. C., & Weisaeth, L. eds. (2007). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York: The Guilford Press.

Recommended Reading:

Herman, J. L. (1997). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. New York: Basic Books. ISBN: 0465087302.

Courtois, C. A., Ford, J. D. eds. (2009). *Treating complex traumatic stress disorders: An evidence-based guide*. New York: The Guilford Press. ISBN: 1606230395.

McDaniel H. S., Doherty, J. W., & Hepworth, J. (2014). *Medical family therapy and integrated care* (2nd ed.). Washington, DC: American Psychological Association.

Methods of Instruction: Off-line Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Threaded discussions

Course Components

Class Participation [30 points]: Students are required to use ZOOM (Web Conference Tool) for the synchronous online class and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse.

* Zoom links for the weekly classes will be given to students.

Video Lecture, Reading Reflections, Discussion & Interaction [30 points] PLO1, CLO1, CLO4: This course requires you to log in to Populi weekly. It is essential that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

a. **Your reflection:** What did you think of the reading and video? How does it relate to your own experiences with your families or intimate relationships? Any growth areas in you and your family/intimate relationships?

b. **Populi Posting and Threaded Discussion:** Students post their reading/video reflection (1 page) weekly and then interact with at least two other students on their reflections.

Mid-Term Clinical Analysis Paper [20 pts]

You will write a 4-5 page paper analyzing your actual or imaginal client's trauma narrative after watching the ACE (Adverse Childhood Experiences) video:

https://www.cdc.gov/violenceprevention/aces/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facestudy%2Findex.html

You will reflect on your client's trauma experience from biopsychosociocultural perspectives and develop your clinical formulation. While this paper is a clinically reflective analysis based on your clinical experiences, you will also be evaluated on how you integrate the course concepts into your paper. You will be evaluated on: (1) Demonstrated ability to exercise critical thinking and communicate self-reflective practice (5 points); (2) Depth of clinical insights and awareness on client trauma narratives and symptom manifestations and its impact on their relationship with self, other, and the world (5 points); (3) Thorough, clear, organized writing that identifies core trauma concepts and issues (5 points); (4) integrating trauma core concepts into clinical practice (5 points).

The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard margins, double-spaced, with references properly cited if applicable.

(Final-term) Self-Care Log and Resourcing [20 points]

You will develop a self-care plan over the course of our class and will share it with your peers. The self-care plan will contain signals of yourself when you are in distress and a list of internal resources (e.g., affect regulation skills) and external resources (e.g., yoga or meditation, exercise) that you could do to de-stress. You will ask to consider time and location required for each activity and make sure to include activities that need different lengths of time and could be done in different settings.

You will keep a **journal that records your emotional, cognitive, bodily responses to class readings, class content and experiences, as well as how you carry out a self-care plan to manage your responses**. You will modify your self-care plan as you gain more understanding of what works for you and what does not. In the end, you will submit a self-care journal, which contains: a) Identifying a self-care plan you involved (make sure you mark what has been changed) and writing a log of at least 10 entries of present moment experiences, such as emotional, cognitive, and bodily reactions toward class readings, content, assignments, or stressful personal or clinical experiences based on self-care activities that you did (10 points); b) Identifying internal and external barriers to self-soothing experience, and developing and solidifying an adaptive option for yourself via practice (5 points); c) 2-3 paragraphs of new awareness and self-reflective learning about self-care you gained throughout this semester (5 points).

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

GRADING RUBRIC

Students will be evaluated on the following aspects of the course:

- **Attendance and Participation [20 points/ 20%]**
- **Populi Discussion [40 points/ 40%]**
- **Mid-Term Grading Rubric 임상 분석 보고서 Clinical Analysis Paper [20 points/ 20%]:**
- **(Final-term) Self-Care Log and Resourcing 기말 고사: 자기 케어 [20 points/ 20%]**

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn

R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.

- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

 - Week 1-2, no grade recorded on academic record
 - Week 3-6, W grade recorded on academic record
 - Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

Date	Topics	Assignments
1/7/2022 (Fri) 4-7pm PST 7-10pm EST	Week1 Introduction to the Course: Trauma Informed Care and Creating Safety	Herman: CH7, CH8
1/14/2022 (Fri) 4-7pm PST 7-10pm EST	Week2 Abuse and Adverse Childhood Experiences; Child, Partner, and Elder Dependent Abuse Assessment and Intervention (1)	https://www.ajpmonline.org/article/S0749-3797(98)00017-8/pdf
1/21/2022 (Fri) 4-7pm PST 7-10pm EST	Week3 Child, Partner, and Elder Dependent Abuse Assessment and Intervention(2)	Van der Kolk: CH8, CH10 Herman: CH5 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5993370/
1/28/2022 (Fri) 4-7pm PST 7-10pm EST	Week4 The Effects of Trauma: The Neurobiology of Traumatic Stress	Van der Kolk: CH4, CH5, CH11, CH12
2/4/2022 (Fri) 4-7pm PST 7-10pm EST	Week5 Assessment and Diagnosis in Trauma	Herman: CH6

2/11/2022 (Fri) 4:30-7:30pm PST 7:30-10:30pm EST	Dr. Dan Siegel's Special Guest Speaking 4:30-5:50pm PST	
	Major Issues in Trauma Treatment	Herman: CH3 https://janinafisher.com/pdfs/dissociation.pdf
2/18/2022 (Fri) 4-7pm PST 7-10pm EST	Week7 Core Components in Complex Trauma Intervention	Herman: CH9, CH10
2/25/2022 (Fri) 4-7pm PST 7-10pm EST	Week8 Specific Trauma Treatment Approaches I	Van der Kolk: CH17 https://janinafisher.com/pdfs/trauma.pdf
3/4/2022 (Fri) 4-7pm PST 7-10pm EST	Week9 Specific Trauma Treatment Approaches II	Van der Kolk: CH15
3/11/2022 (Fri) 4-7pm PST 7-10pm EST	Week10 Post-Traumatic growth/Resilience, and Vicarious Trauma	Van der Kolk: CH13

* The contents of this syllabus may be altered as deemed appropriate by the instructor throughout the course. You will be notified of any changes.

Mid-Term Grading Rubric: Clinical Analysis Paper [20 pts]

You will write a 4-5 page paper analyzing your actual or imaginal client's trauma narrative after watching the ACE video:

https://www.cdc.gov/violenceprevention/aces/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facestudy%2Findex.html

You will reflect on your client's trauma experience from biopsychosociocultural perspectives and develop your clinical formulation. While this paper is a clinically reflective analysis based on your clinical experiences, you will also be evaluated on how you integrate the course concepts into your paper. You will be evaluated on: (1) Demonstrated ability to exercise critical thinking and communicate self-reflective practice (5 p); (2) Depth of clinical insights and awareness on client trauma narratives and symptom manifestations and its impact on their relationship with self, other, and the world (5 p); (3) Thorough, clear, organized writing that identifies core trauma concepts and issues (5 p); (4) integrating trauma core concepts into clinical practice (5 p).

The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard margins, double-spaced, with references properly cited if applicable.

Rubric	20
Demonstrated ability to exercise critical thinking and communicate self-reflective practice	5
Depth of clinical insights and awareness on client trauma narratives and symptom manifestations and its impact on their relationship with self, other, and the world	5
Thorough, clear, organized writing that identifies core trauma concepts and issues	5

Integrating trauma core concepts into clinical practice	5
---	---

(Final-term) Self-Care Log and Resourcing [20 points]

You will develop a self-care plan over the course of our class and will share it with your peers. The self-care plan will contain signals of yourself when you are in distress and a list of internal resources (e.g., affect regulation skills) and external resources (e.g., yoga or meditation, exercise) that you could do to de-stress. You will ask to consider time and location required for each activity and make sure to include activities that need different lengths of time and could be done in different settings. You will keep a **journal that records your emotional, cognitive, bodily responses to class readings, class content and experiences, as well as how you carry out self-care plan to manage your responses**. You will modify your self-care plan as you gain more understandings of what work for you and what does not. In the end, you will submit a self-care journal, which contains: a) Identifying a self-care plan you involved (make sure you mark what has been changed) and writing a log of at least 10 entries of present moment experiences, such as emotional, cognitive, and bodily reactions toward class readings, content, assignments, or stressful personal or clinical experiences based on self-care activities that you did (10 p); b) Identifying internal and external barriers to self-soothing experience, and developing and solidifying an adaptive option for yourself via practice (5 p); (c) 2-3 paragraphs of new awareness and self-reflective learning about self-care you gained throughout this semester (5 p).

Rubric	20
Identifying a self-care plan you involved (make sure you mark what has been changed) and writing a log of at least 10 entries of present moment experiences, such as emotional, cognitive, and bodily reactions toward class readings, content, assignments, or stressful personal or clinical experiences based on self-care activities that you did	10
Identifying internal and external barriers to self-soothing experience, and developing and solidifying an adaptive option for yourself via practice	5

2-3 paragraphs of new awareness and self-reflective learning about self-care you gained throughout this semester	5
--	---

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 7900B Practicum in Marriage and Family Therapy

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy
Doctor of Philosophy in Counseling with a Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Fall Quarter 2022/4.5 units, 10 weeks

CLASS DAY AND TIME: 10/10/2022 – 12/12/2022

(1) Weekly synchronous online class – **Monday, 10:00am – 1:00pm Pacific time**

(2) Weekly internship

CLASSROOM: N/A, Online Course

OFFICE HOURS: By using Populi (online platform), I can regularly contact students for relevant discussion of academic subjects and assignments. The best way to contact me is through email and I will reply to an email message or question within 48 hrs.

Supervisors:

Dr. Jin Kim, LMFT (Jinkim@daybreak.edu)

- Executive Director at Daybreak University Couple and Family Therapy Center
- Licensed Marriage and Family Therapist
- AAMFT Approved Supervisor
- Certified Imago Relationship Therapist

Dr. Monica Lee, LMFT, LPC (monicalee@daybreak.edu)

- Clinical Director at Daybreak University Couple and Family Therapy Center
- Licensed Marriage and Family Therapist
- Licensed Professional Counselor & Approved Supervisor
- AAMFT Approved Supervisor Candidate
- Certified Imago Relationship Therapist & IITI Faculty Associate

Dr. Kenneth Silvestri, Ph.D., LMFT

- Licensed Marriage and Family Therapist
- AAMFT Approved Supervisor

Dr. Jane Goldberg, LMFT, REAT (dr.jane@cox.net)

- Licensed Marriage and Family Therapist
- Registered Expressive Arts Therapist

Course Description:

In the didactic portion of the course, issues relevant to the beginning counselor are addressed including refinement of interviewing skills and the application of counseling to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

Internship Description:

The therapist intern will be engaged in face-to-face client therapy under the supervision of a professional therapist who has met national standards as an AAMFT Approved Supervisor or the equivalent. The student will be responsible to the supervisor of the externship site for all procedures and policies of that site. The faculty supervisor regularly interacts with the student and the site supervisor concerning details and evaluation of this experience.

Course Educational Objectives:

1. Demonstrate knowledge of the concepts and terms of the discipline of family counseling.
2. Develop an understanding of systemic epistemologies as they relate to therapeutic models.
3. Utilize critical thinking principles to evaluate family therapy models.

4. Evaluate family therapy models for congruency between theory, interventions, contextual factors, and goals for therapy.
5. Demonstrate knowledge of the primary assumptions of the major theoretical models in family counseling.

Appendices:

Appendix A: MA MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Appendix B: PhD MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Textbooks:

Worden, M. (2012). *Family Therapy Basics Marital, Couple, & Family Counseling*. 3rd Edition. Cengage Learning.

Recommended Texts

Minuchin, S, Nichols, M. P., & Lee, W. Y. (2007). Assessing families and couples: from symptom to system

Lee, R. E. (1997). Seeing and hearing therapy and supervision: A clinical example of isomorphism.
Journal of Family Psychotherapy, 8(3), 51-57.

Lee, R. E., & Nelson, T. S. (2022). *The contemporary relational supervisor*. New York, NY: Routledge.

Todd, T. C., & Storm, C. L. (2002). *The complete systemic supervisor*. New York, NY: Allyn Bacon.

White, M. B., & Russell, C. (1997). Examining the multifaceted notion of isomorphism in marriage and family therapy supervision: A quest for conceptual clarity. *Journal of Marital and Family*

Therapy, 23(3), 315-333.

Woody, R. H., & Woody, J. D. (2001). *Ethics in Marriage and Family Therapy*. Alexandria, VA: American Association for Marriage and Family Therapy.

Methods of Instruction: Online Class

- Synchronous online supervision and conversation/discussion
- Assigned readings
- Student Presentation

Course Components

Attendance and Supervision (25 points):

Students are required to use ZOOM (Web Conference Tool) for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse.

* Zoom links for the weekly classes will be given to students.

Case Consultation (25 points):

Students, who present cases, complete the **Supervision Planning form** attached in the syllabus and email to supervisor and classmates 48 hours before each class. When you bring raw data, the clip should be cued up and ready to be viewed in the supervision.

(Presentation - 10 min additional info + 5-7 min. video + 25 min. Supervision)

Clinical Internship (25 points)

Maintain at least 5 cases + during internship period, and follow Daybreak University CFTC policy

Form submission (25 points): See Appendix

1. Supervision Planning Form
2. Client Contact and Supervision Hours: Each quarter
3. Supervisor & Supervisee Evaluation: By the end of each quarter (thru Google form)
4. Client log & case progress note: Write within 24 hours.
5. Other forms when needed. (Ex: Termination summary, No-harm agreement, etc.)

Watch video clips in Populi each week

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

- **Attendance & Supervision Participation – 25%**
- **Case Consultation – 25%**
- **Clinical Internship – 25%**
- **Form submission – 25%**

Pass (P): 80 =<

Fail (F): < 80

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.

- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.

- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

Course Schedule

1. One supervision group consists of 8 supervisees and 2-3 supervisors in training. Each week, supervisees may meet different supervisors.
2. A therapist intern presents her/his case using Supervision Planning form (attached below) for 20 minutes.
2. A Supervisor provides supervision for 20-25 minutes.
3. When there is some time available after finishing 4 presentations, the rest of the interns could ask questions to the supervisor about their own cases briefly.

Daybreak University Couple and Family Therapy Center (CFTC)

Supervision Planning Short Form

❖ De-identify client's information

Therapist Name: _____ Case # _____

1. total Session #: (_____)

2. a. Type of therapy: IN(), FA(), CO(), Child(), Teen (), Other ()

b. Client Information: Gender () Age () Residency () Religion()

Relationship status: Married/ Separated/ Divorced / Widow / Dating/ Other _____

3. Presenting Problem:

4. Understanding the Client Family System: What makes the family system maintain? (ex: family rule/role/boundary, open/closed system, circular interaction pattern, IP etc.)

5. Diversity Consideration – ex: religion, culture, special circumstance etc.

--

6. Theoretical Framework – family therapy model to understand and analyze the IP's issues (ex: Bowen's Family System Theory, Narrative Therapy, Imago Relationship Therapy, etc.)

--

7. Hypothesis based on the theoretical framework:

--

8. Treatment Goals based on the theoretical framework:

--

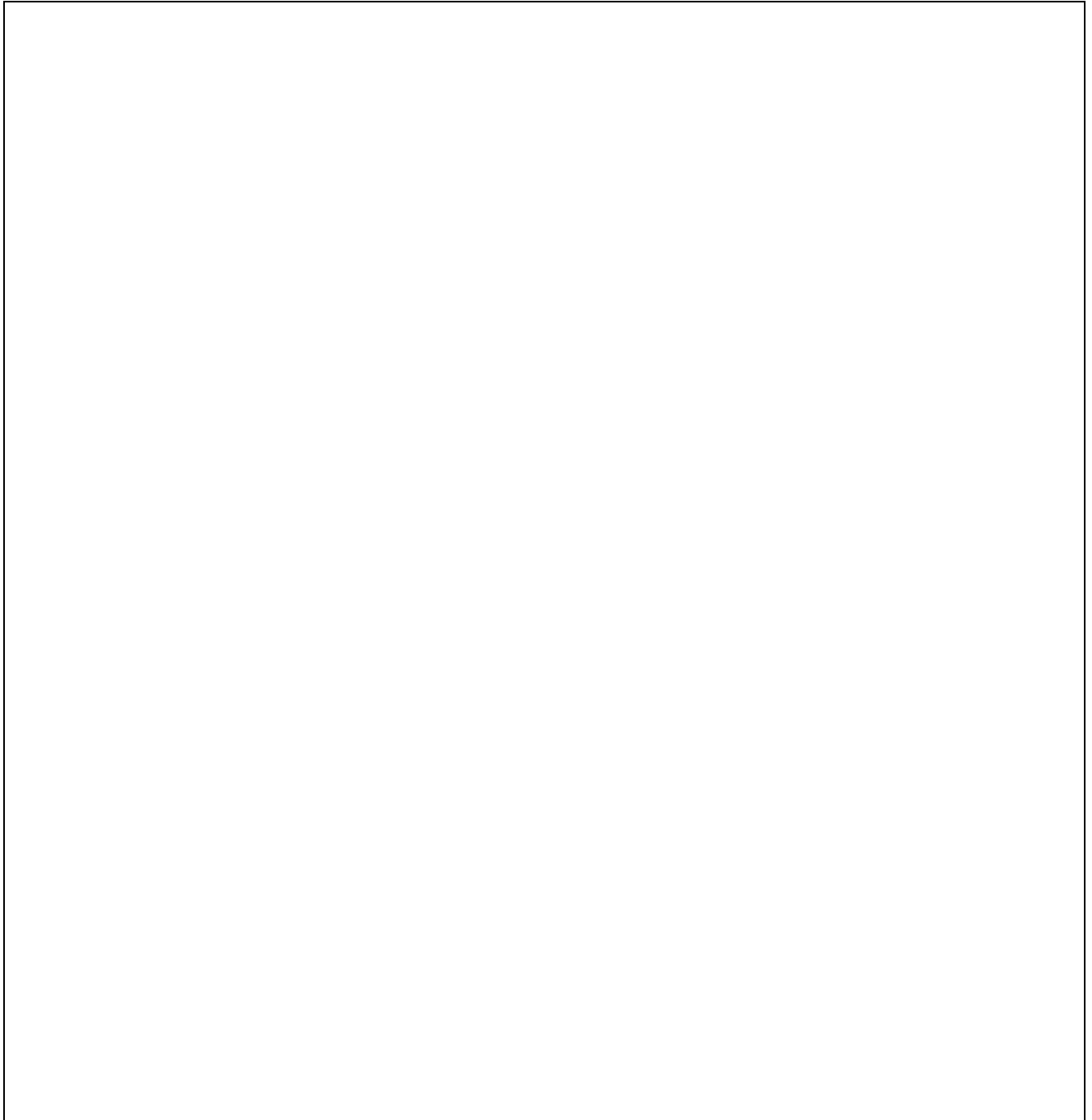
9. Intervention Summary

9. Risk Assessment and Sate Plan (e.g., self-harm, violence, drug, addiction, etc.) and safety plan

10. Self of the Therapist – therapist’s response (physical, emotional, cognitive, etc) during a session to understand oneself

11. Supervision Questions:

12. Genogram (3 generations including your client)

A large, empty rectangular box with a thin black border, intended for the student to draw a three-generation genogram. The box is currently blank, providing space for the student's work.

Client Contact and Supervision Hours

Supervisee Name:

Dates of experience being claimed	From (mm/dd/yyyy)	To (mm/dd/yyyy)
A. Total Direct Counseling Experiences hours B+C		
B. Total Relational clinical hours		
C. Total Individual clinical hours		
D. Total Non-Clinical Experiences hours		
E. Total Supervision Hours		

I affirm the accuracy of this report

Signature of Supervisee: _____ Date _____

Name of Supervisor: _____

Signature of Supervisor: _____ Date : _____

End of Term Practicum Evaluation

This form will be completed by your faculty group supervisor. Overall, this evaluation is designed to give you feedback regarding your strengths and growth areas related to the essential components of clinical work and to evaluate the class learning outcomes as indicated in each section.

Supervisee Name: _____ **Date:** _____

AREA OF EVALUATION

Very low (1) – low (2) – adequate (3) – good (4) – excellent (5) – (NA)

1. Attendance and Participation	1	2	3	4	5	NA	
2. Case Presentation Quality (i.e., relevant information presented, presentation completed within parameters, etc.)							
3. File Management and Paperwork (including Client Contact Logs)							
4. Develop a good working relationship with site director, on-site supervisor, and faculty supervisor							
5. Professionalism including performance with clients and with colleagues and supervisors							
6. Developed a cooperative relationship with supervision groups on-site and at the University							
7. Demonstrate a willingness to accept and use feedback related to professional conduct and counseling skills							
8. Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling							
9. Demonstration of an ability to develop a therapeutic relationship with clients							
10. Ability to articulate theoretical and conceptual issues related to cases presented including systemic problem assessment							

11. Demonstration of ability to develop effective and appropriate treatment plans that lead to a therapeutic contract							
12. Demonstration of ability to select and utilize appropriate interventions that support the treatment plan							
13. Demonstration of ability to effectively evaluate client progress							
14. Demonstrate competence in case management issues (e.g., managing information, missed appointments, crisis management, referrals, termination, etc.)							
15. Demonstration of ability to evaluate client impact on the therapist involving issues related to transference and counter-transference							
Feedback/Comment							

Supervisor Name: _____ Date: _____

Supervisor Signature: _____

Supervisor Term Evaluation

Completed by the Student at the End of Each Term

Student/Supervisee Name: _____ Site: _____

Name of Supervisor: _____ Date/Term: _____

AREA OF EVALUATION	1 Low	2	3 Adequate	4	5 Excellent	N/A
SUPERVISION/SUPERVISEE RELATIONSHIP						
Effectively builds a positive relationship with the supervisee.						
Functions as a professional role model to the student.						
Provides structure in training and supervision						
FEEDBACK PROCESS (PLO5, CLO3)						
Expresses ideas and concerns clearly and directly to the student.						
Shows willingness to accept and use feedback in regards to supervision.						
Provides ongoing feedback about student's progress and development as a therapist.						
Provides feedbacks on evidence-based applications in clinical works.						
PROFESSIONALISM AND ETHICAL CONDUCT (PLO4, CLO5)						
Effectively discusses legal and professional standards.						

Encourages the development of ethical decision-making skills.						
Encourages collaboration with other professionals.						
THEORETICAL FOUNDATIONS (PLO1, CLO1, CLO2, CLO4)						
Helps the student apply systemic concepts to client conceptualization.						
Provides feedback regarding social context and diversity of the client.						
Supports the student's development of their theory of change.						
SOCIAL CONTEXT AND DIVERSITY (PLO2, PLO3, CLO3)						
Supports a practice framework that includes self-awareness and the role of diversity.						
Encourages dialogue about the role of social context (including clients, self, and student).						
Provides feedback with assessments, interventions and practice evaluation in relation to social context and diversity.						

Comments:

- ☐ I did review with my supervisor
- ☐ I did not review with my supervisor

Client Log

Case # _____

[illegible]

Case Progress Note

Case # _____ Session #: _____

Therapist's # : _____ Date of Contact: _____

Clients Present & Relationship _____

Observers Present: _____

Length of Session: from _____ to _____ (Hours/Minutes): _____

Presenting Problems:

Summary of Session: (Factual, Observable Behaviors):

Clinical Impressions/Hypotheses

Dangerous Factors (Cutting, Violence, Drug, Addiction, etc) and Safety Plan:

Significance regarding medical, childhood, or family history:

Diagnosis (DSM-V): _____

Therapeutic Goal: _____

Progress made as evidenced by: _____

Theory/Theories Used: _____

In Session Interventions (should be consistent with theory):

Plan to Address Treatment Goals: _____

Signature of Therapist: _____ Supervisor Initials: _____

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 7900A Practicum in Marriage and Family Therapy

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Fall Quarter 2021/4.5 units, 10 weeks

CLASS DAY AND TIME: 10/10/2021 – 12/12/2021

CLASSROOM: N/A, Online Course

OFFICE HOURS: By using Populi (online platform), I can regularly contact students for relevant discussion of academic subjects and assignments. The best way to contact me is through email and I will reply to an email message or question within 48 hrs.

Supervisors:

Dr. Jin Kim, LMFT (Jinkim@daybreak.edu)

- Executive Director at Daybreak University Couple and Family Therapy Center
- Licensed Marriage and Family Therapist
- AAMFT Approved Supervisor
- Certified Imago Relationship Therapist

Dr. Nichole Nahal Hydaryacil, LMFT

- Licensed Marriage and Family Therapist
- CA Approved Supervisor

Course Description:

In the didactic portion of the course, issues relevant to the beginning counselor are addressed including refinement of interviewing skills and the application of counseling to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

Course Educational Objectives:

1. Demonstrate knowledge of the concepts and terms of the discipline of family counseling.
2. Develop an understanding of systemic epistemologies as they relate to therapeutic models.
3. Utilize critical thinking principles to evaluate family therapy models.
4. Evaluate family therapy models for congruency between theory, interventions, contextual factors, and goals for therapy.
5. Demonstrate knowledge of the primary assumptions of the major theoretical models in family counseling.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Textbooks:

Patterson, J., Williams, L., Edwards, T., Chamow, L., & Grauf-Grounds, C. (2018). *Essential skills in family therapy: From the first interview to termination* (3rd ed.). New York, NY: Guilford Press.

Recommended Texts

Minuchin, S, Nichols, M. P., & Lee, W. Y. (2007). *Assessing families and couples: from symptom to system*

Lee, R. E. (1997). *Seeing and hearing therapy and supervision: A clinical example of isomorphism.*

Journal of Family Psychotherapy, 8(3), 51-57.

Lee, R. E., & Nelson, T. S. (2022). *The contemporary relational supervisor*. New York, NY: Routledge.

Todd, T. C., & Storm, C. L. (2002). *The complete systemic supervisor*. New York, NY: Allyn Bacon.

White, M. B., & Russell, C. (1997). Examining the multifaceted notion of isomorphism in marriage and family therapy supervision: A quest for conceptual clarity. *Journal of Marital and Family Therapy*, 23(3), 315-333.

Woody, R. H., & Woody, J. D. (2001). *Ethics in Marriage and Family Therapy*. Alexandria, VA: American Association for Marriage and Family Therapy.

Methods of Instruction: Online Class

- Synchronous online supervision and conversation/discussion
- Assigned readings
- Student Presentation

Course Components

Attendance and Supervision (40 points):

Students are required to use ZOOM (Web Conference Tool) for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse.

* Zoom links for the weekly classes will be given to students.

Case Consultation (40 points):

Students, who present cases, complete the **Supervision Planning form** attached in the syllabus and email to supervisor and classmates 24 hours before each class. When you bring raw data, the clip should be cued up and ready to be viewed in the supervision.

(Presentation - 10 min additional info + 5-7 min. video + 25 min. Supervision)

Form submission (20 points): See Appendix

1. Supervision Planning Form
2. Supervisor & Supervisee Evaluation: By the end of each quarter (thru Google form)

Watch video clips in Populi each week

Grading & Policies

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

- **Attendance & Supervision Participation – 40%**
- **Case Consultation – 40%**
- **Form submission – 20%**

Pass (P): 80 =>

Fail (F): < 80

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.

- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

Supervision Planning Short Form

❖ De-identify client's information

Therapist Name: _____ Case # _____

1. total Session #: (_____)

2. a. Type of therapy: IN(), FA(), CO(), Child(), Teen (), Other ()

b. Client Information: Gender () Age () Residency () Religion()

Relationship status: Married/ Separated/ Divorced / Widow / Dating/ Other _____

3. Presenting Problem:

4. Understanding the Client Family System: What makes the family system maintain? (ex: family rule/role/boundary, open/closed system, circular interaction pattern, IP etc.)

5. Diversity Consideration – ex: religion, culture, special circumstance etc.

--

6. Theoretical Framework – family therapy model to understand and analyze the IP's issues (ex: Bowen's Family System Theory, Narrative Therapy, Imago Relationship Therapy, etc.)

--

7. Hypothesis based on the theoretical framework:

--

8. Treatment Goals based on the theoretical framework:

--

9. Intervention Summary

9. Risk Assessment and Sate Plan (e.g., self-harm, violence, drug, addiction, etc.) and safety plan

10. Self of the Therapist – therapist's response (physical, emotional, cognitive, etc) during a session to understand oneself

11. Supervision Questions:

12. Genogram (3 generations including your client)

End of Term Practicum Evaluation

This form will be completed by your faculty group supervisor. Overall, this evaluation is designed to give you feedback regarding your strengths and growth areas related to the essential components of clinical work and to evaluate the class learning outcomes as indicated in each section.

Supervisee Name: _____ **Date:** _____

AREA OF EVALUATION

Very low (1) – low (2) – adequate (3) – good (4) – excellent (5) – (NA)

1. Attendance and Participation	1	2	3	4	5	NA	
2. Case Presentation Quality (i.e., relevant information presented, presentation completed within parameters, etc.)							
3. File Management and Paperwork (including Client Contact Logs)							
4. Develop a good working relationship with site director, on-site supervisor, and faculty supervisor							
5. Professionalism including performance with clients and with colleagues and supervisors							
6. Developed a cooperative relationship with supervision groups on-site and at the University							
7. Demonstrate a willingness to accept and use feedback related to professional conduct and counseling skills							
8. Demonstrate legal and professional ethics, standards of practice, and personal awareness that apply to the study of counseling							
9. Demonstration of an ability to develop a therapeutic relationship with clients							
10. Ability to articulate theoretical and conceptual issues related to cases presented including systemic problem assessment							
11. Demonstration of ability to develop effective and appropriate treatment plans that lead to a therapeutic contract							
12. Demonstration of ability to select and utilize appropriate interventions that support the treatment plan							

13. Demonstration of ability to effectively evaluate client progress							
14. Demonstrate competence in case management issues (e.g., managing information, missed appointments, crisis management, referrals, termination, etc.)							
15. Demonstration of ability to evaluate client impact on the therapist involving issues related to transference and counter-transference							
Feedback/Comment							

Supervisor Name: _____ Date: _____

Supervisor Signature: _____

Supervisor Term Evaluation

Completed by the Student at the End of Each Term

Student/Supervisee Name: _____ Site: _____

Name of Supervisor: _____ Date/Term: _____

AREA OF EVALUATION	1 Low	2	3 Adequate	4	5 Excellent	N/A
SUPERVISION/SUPERVISEE RELATIONSHIP						
Effectively builds a positive relationship with the supervisee.						
Functions as a professional role model to the student.						
Provides structure in training and supervision						
FEEDBACK PROCESS (PLO5, CLO3)						
Expresses ideas and concerns clearly and directly to the student.						
Shows willingness to accept and use feedback in regards to supervision.						
Provides ongoing feedback about student's progress and development as a therapist.						
Provides feedbacks on evidence-based applications in clinical works.						
PROFESSIONALISM AND ETHICAL CONDUCT (PLO4, CLO5)						
Effectively discusses legal and professional standards.						
Encourages the development of ethical decision-making skills.						
Encourages collaboration with other professionals.						

THEORETICAL FOUNDATIONS (PLO1, CLO1, CLO2, CLO4)						
Helps the student apply systemic concepts to client conceptualization.						
Provides feedback regarding social context and diversity of the client.						
Supports the student's development of their theory of change.						
SOCIAL CONTEXT AND DIVERSITY (PLO2, PLO3, CLO3)						
Supports a practice framework that includes self-awareness and the role of diversity.						
Encourages dialogue about the role of social context (including clients, self, and student).						
Provides feedback with assessments, interventions and practice evaluation in relation to social context and diversity.						

Comments:

- ☐ I did review with my supervisor
- ☐ I did not review with my supervisor

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

1818 S Western Ave, #200, Los Angeles, 90006

Phone: (310) 739-0132, Website: daybreak.edu, E-mail: info@daybreak.edu

Code & Title: HST 6100 Human Sexuality Education II

On-line Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Spring Quarter 2022/4.5 units / 10weeks (Elective)

CLASS DAY AND TIME: Weekly asynchronous online lecture and thread discussion on Populi (45hrs)

CLASS ROOM: N/A, Online Course

INSTRUCTOR: Tammy Nelson, Ph.D. (tammynelson@daybreak.edu)

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

The advanced study of the physiological, developmental, psychological and social aspects of gender and human sexual behavior. Examines the bio-psycho-social con-text within which one's sexual and gender identity are developed and refined. Provides a systemic framework from which to evaluate clinical approaches for issues related to sexuality and gender identity.

Course Educational Objectives:

- Demonstrate an understanding of human sexuality and human intimacy
- Identify various sexual problems and treatment approaches in relation to physiological, psychological and social-cultural variables associated with sexual behavior and gender identity
 - Explain the etiology and treatment of sexual problems from a systemic perspective
- Demonstrate human sexuality in relational context covering sexual development, sexual expression, sexual pleasure, and sexual concerns

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Texts:

Nelson, T. (2020). *Integrative Sex & Couples Therapy: A therapist's guide to new and Innovative approaches*.

Eau Claire, WI: PESI.

Peterson, Z. D. (Ed.). (2017). *The Wiley handbook of sex therapy*. Hoboken, NJ: Wiley Blackwell.

Recommended Books:

Hertlein, K.M., Weeks, G.R., & Gambescia, N. (Eds). (2015). *Systemic sex therapy*. New York, NY: Routledge: Taylor & Francis Group, LLC.

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Treaded discussions

Course Components

Class Participation [20 points]: Students are required to use ZOOM (Web Conference Tool) for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse. **For the excused absence, students watch the recorded class and submit a one-page summary on the class to the instructor.**

Video Lecture, Reading Reflections, Discussion & Interaction [30 points]: This course requires you to log in to Populi weekly. It is **essential** that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

- **Your Reflection/Short Answers on Populi (10 weeks): 2-3 paragraphs**
 - a. When there is no discussion question: Students write reflections on the following questions on Populi.
 - What did you think of the reading and video?

How does it relate to your own experiences with your families or intimate relationships?

- Any growth areas in you and your family/intimate relationships?

b. When there are discussion questions: Students are expected to write short answers to the questions on Populi.

- **Threaded Populi Discussion**: After students post their reflection/short answers on Populi weekly and then interact with at least two other students on their reflections;
2-3 Sentences

Reaction Paper [10 points]: Students are expected to write a short reaction paper. One thing I have learned from the first three weeks of class about sexuality that I did not know, or something I learned that changed my mind. Refer to the chapter, article or video that triggered the new learning. Describe your previous understanding and how you now see the sexual issue.

2 pages and one to two references

Mid-Term: Case Paper [20 points]:

Students are expected to write up a practice case, with at least two interventions that have been mentioned in class. What can you use with this case, real or imagined, to help with a sexual problem?

Describe the client, list their history, briefly

- Are they a male or female or a couple, gay or straight, married or not, do they have children?
- Why did they come to therapy? (describe the sexual dysfunction)
- What is the real reason you think they are there? (is there a relationship or childhood dysfunction as well?)
- What does it feel like to be in the room with them? (make it up)

Describe at least two interventions you would use with the client(s) *that we have covered in class*.

c. **A 4-5-page paper (List the two references for the interventions)**

*Please find the Grading Rubric at the end of the syllabus

Sex Therapy Final Project [20 points]

The final paper includes following contents

1. Create a lecture or a program with powerpoint related to sexuality education about a sexual issue
2. In a 3 page paper, describe the sexual problem that you would like to teach a class about or imagine giving a lecture about this issue. (For example, sex and PTSD, or sex and cancer)
3. What are the issues: symptoms of this sexual issue, what are the interventions, treatment, special considerations, etc.
4. Search empirical studies related to this topic. Include 3 to 4 references on this topic. References must be less than 7 years old. Include in your lecture.
5. Include suggestions for further research
6. Create powerpoint or keynote slides, only 5 slides, that cover your main lecture points

*Please find the Grading Rubric at the end of the syllabus.

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Participation – 20%

Video/Reading Reflection & Threaded Discussion/Populi – 30%

Reaction Paper – 10%

Mid-term: Case Paper – 20%

Sex Therapy Final Project – 20%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly cancelled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All course work is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.

- practice personal and academic integrity and expect it from others.

- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

SEQUENTIAL OUTLINE OF SUBJECT MATTER

Week	Topic	Video/Audio/Readings/Assignments
#1	WEEK ONE Trauma and Sex Therapy	<p><u>Populi posting and interaction on Readings and Video</u></p> <p>Readings Chapter 24 (Peterson 2017) Trauma in group Chapter 6 (Nelson 2020) Finnerty chapter Chapter 11 (Peterson 2017)</p> <p>Video Choose one at least!</p> <p>Video - Fear and PTSD/Vietnam(#218) vets 4:10 (constant terror changes the hippocampus/the structure of the brain)</p> <p>Video on Trauma with Pandemic https://www.psychotherapynetworker.org/blog/details/1754/video-esther-perel-on-our-shared-trauma</p> <p>Trauma in Childhood https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime</p> <p>ARTICLES Childhood Sexual Abuse; Effects on Female Sexual Function and its Treatment – Stephanie Buehler</p> <p>Current Concepts – Post Traumatic Stress Disorder – Rachel Yehuda</p> <p>Mind Body Spirit Interventions for Patients with PTSD - Leslie Korn</p>

#2	<p>WEEK TWO</p> <p>Affairs</p>	<p><u>Populi posting and interaction on following questions after reading assigned readings and listening the audio.</u></p> <p>Readings Chapter in New Monogamy (Nelson) Sexual Offending - Chapter 9 (Peterson 2017)</p> <p>Handout: Open Monogamy; Six Questions for your new monogamy agreement (Nelson)</p> <p>Video Infidelity – Teleseminar – Audio only – Esther Perel and Tammy Nelson – Secrets in Therapy</p> <p>State of Affairs (Perel) TED talk</p> <p>on Rethinking Infidelity</p> <p>https://www.ted.com/talks/esther_perel_rethinking_infidelity_a_talk_for_anyone_who_has_ever_loved/transcript</p> <p>Pema Chodron (3:29) short version - https://www.youtube.com/watch?time_continue=3&v=bEGVNAeKr2c&feature=emb_logo</p> <p>Longer version (41:41) https://www.youtube.com/watch?v=d8_ZKUQFFMg</p>
----	---------------------------------------	---

#3	<p>WEEK THREE</p> <p>Cancer Patients & Survivors</p>	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p><u>Reaction Paper Due – 2 page paper on something you have learned in class that changed your mind about sexual issues. See description</u></p> <p><u>Reaction Paper</u></p> <p><u>Readings</u></p> <p>Chapter 23 (Peterson 2017)</p> <p>Pharmacology – Chapter 28 (Peterson 2017)</p> <p>Video</p> <p>What is HPV and how can you protect yourself? https://www.ted.com/talks/emma_bryce_what_is_hpv_and_how_can_you_protect_yourself_from_it</p> <p>Video – David Kessler and Tammy Nelson on sex and grief https://drive.google.com/file/d/1nXDTASkh23uXf4s8wITf_cA1LRIOu7Lp/view</p>
----	---	---

#4	<p>WEEK FOUR</p> <p>Kink Competence</p>	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p>Readings</p> <p>Chapter 26 (Peterson 2017)</p> <p>Kinky Clients Chapter 8 (Nelson 2020) Cannon chapter</p> <p>Intersectionality (Nelson 2020) Wadley chapter</p> <p>Article - Clinical Guidelines for working with BDSM clients by Kleinplatz/Moser</p> <p><u>Video (watch at least one):</u></p> <p>Video- Author interview Neil Cannon RTV(https://www.youtube.com/watch?v=TvWt8vAus3E&t=900s)</p> <p>Group therapy Chapter 2 Video: Confession https://www.youtube.com/watch?v=ba_r1fTWp3A</p>
----	--	---

#5	<p>WEEK FIVE</p> <p>Substance Abuse</p> <p>Systemic Sex Therapy</p>	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p>Video</p> <p>Everything you think you know about addiction is wrong https://www.youtube.com/watch?v=PY9DcIMGxMs&feature=emb_logo</p> <p>Group Therapy – Session #1 “Group Virgin” https://www.youtube.com/watch?v=bzKmJoe_e2c (Example of group therapy session)</p> <p>Readings</p> <p>Systemic Sex Therapy – Chapter 13 (Peterson 2017)</p> <p>Erectile Drugs - handout</p> <p>Mid-term Assignment Due</p>
----	--	---

#6	<p>WEEK SIX</p> <p>Cyber Sex</p> <p>Child and Adolescent Sex Therapy</p>	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p>Videos</p> <p>The Price of Shame; Monica Lewinsky https://www.youtube.com/watch?v=H_8y0WLn78U</p> <p>Sexting – TEDx talk https://www.youtube.com/watch?v=M_4x6G0zzeg&t=255s</p> <p>Video: Do adolescents lack empathy? (3:20)</p> <p>Readings</p> <p>Internet Based Sex – Chapter 30 (Peterson 2017)</p> <p>Child and Adolescent Sex Therapy - Chapter 19 (Peterson 2017)</p>
----	---	---

#7	<p>WEEK SEVEN</p> <p>Emotionally Focused Therapy</p> <p>IFS–Internal Family System</p>	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p>Video</p> <p>Guttman Author interview https://www.youtube.com/watch?v=o9oeShYO_ok</p> <p>Sue Johnson: TED talk https://www.youtube.com/watch?v=hiVijMLH2-k</p> <p>Readings</p> <p>EFT Chapter 16 (Peterson 2017) EFT Chapter 3 (Nelson 2020) Guttman chapter IFS Chapter 5 (Nelson (2020 Guttman chapter</p>
----	---	---

<p>#8</p>	<p>WEEK EIGHT</p> <p>Religion</p> <p>Existential Sex therapy</p>	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <p>Readings</p> <p>Chapter 25 (Peterson 2017)</p> <p>Chapter 14 (Peterson 2017)</p> <p>Handout: Sex Health and Religion a Primer for the Sexual Health Clinician</p> <p>VIDEO</p> <p>Rev. Beverly Dale – webinar – Part One – Help my Client is Religious</p> <p>https://www.dropbox.com/s/fqkbv69utlv7r3v/ISTI-DayBreakU-Help%20My%20Client%20Is%20Religious-Rev%20Dr%20Beverly%20Dale.mp4?dl=0</p> <p>RTV with Rev Beverly Dale</p> <p>https://www.youtube.com/watch?v=sI1H7TkGEb8</p>
-----------	---	---

#9	<p>WEEK NINE</p> <p>Sex and Art Therapy</p> <p>Biblio Therapy</p> <p>Narrative Therapy</p>	<p><u>Populi posting and interaction on following questions after watching videos.</u></p> <p>Readings Chapter 29 (Peterson 2017) Chapter 15 (Peterson 2017)</p> <p>VIDEO</p> <p>Einat Metzl – author interview https://www.youtube.com/watch?v=iAqsY3QzUy8&t=1154s</p> <p>Alan deBotton – Art As Therapy https://www.youtube.com/watch?v=3SzSDH7oYtA&t=57s</p> <p>Lori Gottlieb – How changing your story can change your life https://www.youtube.com/watch?v=O_MQr4IHm0c&feature=emb_logo</p> <p>Chimamanda Ngozi Adichie - The danger of a single story https://www.youtube.com/watch?time_continue=3&v=D9Ihs241zeg&feature=emb_logo</p>
----	---	---

#10	<p>WEEK TEN</p> <p>Mindfulness</p> <p>Integrating Mindfulness</p>	<p><u>Populi posting and interaction on following questions after watching videos.</u></p> <p>Readings Chapter 27 (Peterson 2017) Chapter 13 (Nelson 2020) Nelson Chapter</p> <p>VIDEO Video - The Power of Mindful Sex Diana Richardson TEDxLinz https://www.youtube.com/watch?v=oqyW35EMLuM</p> <p>Final-term Assignment Due</p>
-----	--	--

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to daybreak.populiweb.com/. Enter your user name and password that you were provided from the Distance Learning Office.

Mid-Term Grading Rubric: Case Presentation Paper [20 points]

Student Name:

Students are expected to write up a practice case, with at least two interventions that have been mentioned in class. What can you use with this case, real or imagined, to help with a sexual problem?

The paper should include following:

	Contents	Points	Your points
1	Describe the client, list their history, briefly - Are they a male or female or a couple, gay or straight, married or not, do they have children? - Why did they come to therapy? (describe the sexual dysfunction)	5	
2	- What is the real reason you think they are there? (is there a relationship or childhood dysfunction as well?) - What does it feel like to be in the room with them? (make it up)	5	
3	Describe at least two interventions you would use with the client(s) <i>that we have covered in class</i> . Use references for the interventions.	5	
4	This is a 4 – 5 page paper with 2 references	5	
Total		20	
Comments:			

Final Term Grading Rubric: Sex Therapy Project [20 points]

Student Name :

The paper should include following:

	Contents	Points	Your points
1	Describing the sexual problem that you would like to teach a class about or imagine giving a lecture about this issue. (For example, sex and PTSD, or sex and cancer)	4	
2	What are the issues: symptoms of this sexual issue, what are the interventions, treatment, special considerations, etc.	4	
3	Search empirical studies related to this topic. Include 3 to 4 references on this topic. References must be less than 7 years old. Include in your lecture. Include suggestions for further research	4	
4	*Create powerpoint or keynote slides, only 5 slides, that cover your main lecture points	4	
5	This is 3-page paper with 5 slides, and 4 references	4	
Total		20	
Comments:			

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 9300 Spirituality and Psychotherapy

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Fall Quarter 2020/4.5 units, 10 weeks (Elective)

CLASS DAY AND TIME:

- (1) Weekly synchronous online class – Mondays, 5:30pm – 8:30pm (30hrs)
- (2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Jay Oh, Ph.D., LMFT

E-MAIL: jayoh@daybraek.edu

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

This course is designed to provide information on spirituality and provides students with a wholistic approach to understanding self and community through a spiritual focus. This course is designed about the following themes: spiritual self-care and spiritual research and health. Students will engage in a variety of activities that will foster critical thinking skills and personal exploration. Students will be exposed to spiritual development models, spirituality and health research, and contemplative practices.

Course Educational Objectives:

By the end of this course, students will be able to

- Understand and apply how spiritual and religious issues can be successfully integrated into Counseling.
- Develop a respectful stance that honors your client's worldview and works within the framework in a collaborative fashion to achieve your client's goals.
- Establish and maintain effective relationships with your clients, even when clients hold beliefs that are contrary to your own spiritual or religious values.
- Understand and appreciate your own spiritual journey if you hope to assist your clients in understanding theirs.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Textbooks:

Integrating Spirituality and Religion into Counseling: A Guide to Competent Practice. Edited by Craig S. Cashwell and J. Scott Young. Wiley, 2014

Caring for God's People (Integrating Spirituality into Pastoral Counseling). Philip Culbertson. Fortress Press, 2000

Spiritual and Religious Competencies in Clinical Practice: Guidelines for Psychotherapists and Mental Health Professionals. Cassandra Vieten and Shelley Scammell, New Harbinger Publications, 2015

The Cure Within, Anne Harrington. Norton, 2009

The Spirit Catches You and You Fall Down, Ann Fadiman. FSG Classics, 2012

Anatomy of an Epidemic: Magic Bullets, Psychiatric Drugs, and the Astonishing Rise of Mental Health, Robert Whitaker. Broadway Books, 2011

The Illness Narratives: Suffering, Healing, And The Human Condition, Arthur Kleinman. Basic Books, 1989

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Threaded discussions

Course Components

Class Participation [20 points]: Students are required to use ZOOM (Web Conference Tool) for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse.

* Zoom links for the weekly classes will be given to students.

Video Lecture, Reading Reflections, Discussion & Interaction [40 points] PLO1, CLO1, CLO4: This course **requires you to log in to Populi weekly**. It is **essential** that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

- **Your reflection:** What did you think of the reading and video? How does it relate to your own experiences with your families or intimate relationships? Any growth areas in you and your family/intimate relationships?
- **Populi Posting and Threaded Discussion:** Students post their reading/video reflection (1

page) weekly and then interact with at least two other students on their reflections.

Mindfulness Activity and Journaling [20 points]: Due class #8

One of the best ways to reinforce your *mindful activities* is thru *journaling*. As you start journaling, you will start to find yourself feeling more present in the moment in your daily life. This will help writing seem like a less tedious task because you will already have inspiration built up just from things that you notice in your everyday life.

Final Reflection Paper [20 points]: Due class #10

The purpose of this assignment is for students to have an opportunity to capture their learning and experiences in a semi-formal manner. The purpose of the reflection paper is to check in about content presented in class and what is being learned and gained from material. Though there will be some structure, students are expected to thoughtfully consider their response to the current material and share their responses and what they have learned. The reflection paper should be 3-4 pages, demonstrate good writing elements, learning and reflection to date, self-reflective thinking. Questions for the reflection papers:

- a. Write a reflection on the insights from what we learned from this course that stuck out to you.
- b. Describe your bias, unfinished business, and growth areas and then explain how to work on them in the future.
- c. How did the class learning impact your thoughts on your future as a person and as a professional?

Grading

Students will be evaluated on the following aspects of the course:

Participation – 20%

Video/Reading Reflection & Threaded Discussion – 40%

Mindfulness Exercise – 20%

Final Paper – 20%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly cancelled. The grade shall

indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All course work is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the

course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

<u>CLASS</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>
CLASS #1	Introduction and overview of the course	Populi posting and interaction
CLASS #2	Read: Harrington, <i>The Cure Within</i> . Introduction and Chapter 1-3	Populi posting and interaction
CLASS #3	Read: Harrington, Chapter 4-6 and Conclusion	Populi posting and interaction
CLASS #4	Neuroscience and the Brain Read: Kleinman, <i>The Illness Narratives</i> . Chapter 1-5	Populi posting and interaction
CLASS #5	"From Illness as a Culture to Caregiving as Moral Experience", Read: Kleinman, Chapter 11-16	Populi posting and interaction
CLASS #6	Healing emotional Scars	Populi posting and interaction

CLASS #7	Read: Fadiman, <i>The Spirit Catches You and You Fall Down</i> . Chapter 1-7	Populi posting and interaction
CLASS #8	Read: Whitaker, <i>An Anatomy of an Epidemic</i> . Chapter 1-6 and *"New Approach Advised to Treat Schizophrenia,"	Populi posting and interaction
CLASS #9	Neuropsychologist, Brigham and Women Hospital Read: Spiegel, *"The Dictionary of Disorder,"	Populi posting and interaction
CLASS #10	Movie: Stranger than Fiction (2006)	Populi posting and interaction

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

***Logging on Information for the Populi Distance Education Platform**

To access the Populi platform, go to www.Populidaybreak.org. Enter your user name and password that you were provided from the Distance Learning Office.

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

Phone: (310) 739-0132, Website: www.daybreak.edu, E-mail: info@daybreak.edu

Code & Title: CFT 9450 Carl Rogers Seminar

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Fall Quarter 2020/4.5 units, 10 weeks (Elective)

CLASS DAY AND TIME:

- (1) Weekly synchronous online class – Mondays, 5:30pm – 8:30pm (30hrs)
- (2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASS ROOM: N/A, Online Course

INSTRUCTOR: Jay Oh, Ph.D., LMFT

E-MAIL: jayoh@daybreak.edu

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

The person-centered therapy of Carl Rogers is the focus of this seminar. Rogers major theories and techniques and current modifications, as they evolved, are explored via readings, tapes and discussions. Students also observe and participate in Rogerian counseling dyads. In the dyads students work on individual issues and therapy promote their personal growth and counseling skills.

Course Educational Objectives:

By the end of this course, students will be able to

- Demonstrate an understanding of person-centered approaches
- Articulate Rogers' major theories and techniques and current modifications of person-centered approaches
- Conceptualize results of person-centered approaches in counseling and teaching
- Demonstrate the importance of personal growth and awareness
- Describe the methods of humanistic philosophy and approaches

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Textbooks:

Rogers, C. (1986). *Carl Rogers on personal power*. London: Constable and Robinson Ltd.

Rogers, C. (2004). *On becoming a person*. London: Constable and Robinson Ltd.

Rogers, C. R., & Stevens, B. (2002). *Person to person: The problem of being human*. London: Souvenir Press.

Rogers C. (1941). *Counseling and Psychotherapy*. Massachusetts: Riverside Press.

Rogers C. (1951). *Client-Centered Psychotherapy*. Boston.

Rogers C. (1969). *Freedom to Learn*. Ohio.

Napoli, M. (2011). React to respond: A guide to apply mindfulness for families and therapists. *Families in Society*. 92(1), 28-32.

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Threaded discussions

Course Components

Class Participation [20 points]: Students are required to use ZOOM (Web Conference Tool) for the synchronous online class and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse.

* Zoom links for the weekly classes will be given to students.

Video Lecture, Reading Reflections, Discussion & Interaction [20 points]: This course requires you to log in to Populi weekly. It is essential that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

- **Your reflection:** What did you think of the reading and video? How does it relate to your own experiences with your families or intimate relationships? Any growth areas in you and your family/intimate relationships?
- **Populi Posting and Threaded Discussion:** Students post their reading/video reflection (1 page) weekly and then interact with at least two other students on their reflections.

A Way of Being Paper [20 points]: Students write their own experiences as a person-centered therapist. What did you think of the person-centered therapist and the clinical work? How does it relate to your experiences with your own intimate relationships, your parents' relationship, and/or your couple clients? Any growth areas as a person-centered therapist in intimate relationships? (5-6 pages)

Reaction Paper- Counseling Skills (3-6 pages) (20 points)

1) Describe 5 of the most important things (principles, ideas, experiences etc.) that you've learned in this class so far. (2-4 sentences each) (1/2 page)

2) Describe your vision/philosophy of emotional healing. What's it all about for you? What are the counselor and client there for? (Use the Gift of Therapy and Love's Executioner to guide you). Inform this topic with at least 3 quotes from readings (those assigned or others) and your own experience. (3/4 page)

3) **Describe how you might use/use the Rogerian technique in your own work or other places in your life** Be informed especially by the Evans text and the other readings and your own experience) (3/4 page)

4) **EVALUATION: What have you learned from the triads, and from the class about your own strengths and weakness as a Rogerian counselor.**

(Quote from your triad experience specific interventions and the feedback given you by the others, i.e. client, observer and me)(1 page)

5) **FEEDBACK:** How is this class working for you? What would you like to see more of and what would you like to see less of? Please evaluate the lectures, discussions, triads, videos, readings, etc. (1/2 page)

Final Project- (20 points)

Counseling Skills

Irle M. Goldman, Ph.D.

6-10 pages

1) List five more (Besides midterm things) things you have learned in this class (1/2-1 page)

2) Write a description of your Class Case and your course of counseling. 1-2 pages

3) What you've learned in this class that has been useful for your work, family and life. 1 page

4) PLAN: What are your next steps in becoming the counselor you'd like to be?

Which skills would it be useful to work on in triads as the counselor?

Which roles would it be useful to role play as the client?

Topics you should explore.

Readings, Classes, Trainings that would help you. (1 page)

5) Write a final 1/2 page evaluation of this course.

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Participation – 20%

Populi Discussion – 20%

A Way of Being Paper – 20%

Reaction Paper – 20%

Final Paper – 20%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly canceled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+
A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit

W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All coursework is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.

- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.

- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

- Week 1-2, no grade recorded on academic record
- Week 3-6, W grade recorded on academic record
- Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

<u>CLASS</u>	<u>TOPIC</u>		<u>ASSIGNMENT DUE</u>
CLASS #1	Intro: Review Syllabus, Counseling Demonstration, Diads/Triads, Discussion, Rogers article	Evans: Ch. 1&2; Listening and Attending	Populi posting and interaction
CLASS #2	The Counseling Relationship: Silence and Giving Space	Yalom, Ch 1-12 Wylie article	Populi posting and interaction
CLASS #3	Begin Long Term Triad Case	Rogers (1986): Ch 1-4 Questioning and Reflecting Content	Populi posting and interaction
CLASS #4	(Midterms Due): Reaction paper Due.	Rogers (1986): Ch 5-6 Love's Executioner Case	Populi posting and interaction
CLASS #5	Dealing with the Client's Reactions	Rogers (2004): Ch 1-4	Populi posting and interaction
CLASS #6	Confronting and Being Yourself	Rogers (2004): Ch 5-8	Populi posting and interaction
CLASS #7	Making Contact, Reflection of Feeling and Content	Rogers & Stevens (2002): 1-4	Populi posting and interaction
CLASS #8	Person-centered approaches	Rogers & Stevens (2002): 5-8	Populi posting and interaction

CLASS #9	(Finals Due): Ending and Saying Good-bye; Putting It All Together	Yalom, Ch 66-85	Populi posting and interaction
CLASS #10	Reflection of Learning	Yalom, Ch 25-37	Populi posting and interaction

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to www.Populidaybreak.org. Enter your user name and password that you were provided from the Distance Learning Office.

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.



Daybreak University

1818 S Western Ave, #200, Los Angeles, CA 90006

Phone: (310) 739-0132, Website: www.daybreak.education, E-mail: info@daybreak.edu

Code & Title: IRT 9400 Advanced Imago Relationship Therapy Training II

Distance Learning (On-line) Course

PROGRAM: Master of Arts in Counseling in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Fall Quarter 2020/4.5 units, 10 weeks **(Elective)**

CLASS DAY AND TIME:

(1) Weekly synchronous online class – Mondays, 5:30pm – 8:30pm (30hrs)

(2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASS ROOM: N/A, Online Course

INSTRUCTOR: Jay Oh, Ph.D.

E-MAIL: jayoh@daybreak.edu

OFFICE HOURS: By using Populi (online platform), a professor regularly contacts students for relevant discussion of academic subjects. A professor is supposed to reply to a message or question from students within 48 hrs.

Course Description:

This course covers Imago Relationship therapy with regard to affairs, crisis couples, and neurobiology. Using the principles of interpersonal attunement and intrapersonal attunement provide a map of the terrain that needs to be covered when working with couples in crisis.

Course Educational Objectives:

By the end of this course, students will be able to

1. Demonstrate knowledge of the concepts and terms of the discipline of Imago Relationship Therapy (IRT).
2. Develop an understanding of systemic epistemologies as they relate to therapeutic models.
3. Utilize critical thinking principles to evaluate IRT models.
4. Evaluate IRT models for congruency between theory, interventions, contextual factors, and goals for counseling.
5. Demonstrate knowledge of the primary assumptions of the major theoretical models in IRT.

Appendices:

A: Program Mission, Program Goals, and Student Learning Outcomes.

Required Textbooks:

Hendrix, H. H. (1988). *Getting the love you want*. New York, NY: St. Martin's Griffin.

Hendrix, H. H. (1992). *Keeping the love you find*. New York, NY: Atria.

Scheinkman, M., & Fishbane, M. D. (2004). The vulnerability cycle: Working with impasses in couple therapy. *Family Process*, 43, 279-299.

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Asynchronous online lecture
- Treaded discussions

Course Components

Class Participation [20 points]: Students are required to use ZOOM (Web Conference Tool) for the **synchronous online class** and the class participation is mandatory. We will be covering a large amount of material in a small amount of time. Consistent and active participation is necessary for your success in this course. Excused absences include doctor's notes, official university business, or other documented letters/forms including name and phone number of person providing the excuse.

* Zoom links for the weekly classes will be given to students.

Video Lecture, Reading Reflections, Discussion & Interaction [40 points] PLO1, CLO1, CLO4: This course **requires you to log in to Populi weekly**. It is **essential** that students read assigned readings and watch video lectures weekly for each class in preparation for lecture and class discussion during the asynchronous online class. Your successful completion of the reading and watching video on Populi will greatly aid in your ability to contribute to class discussions and activities.

- **Your reflection:** What did you think of the reading and video? How does it relate to your own experiences with your families or intimate relationships? Any growth areas in you and your family/intimate relationships?
- **Populi Posting and Threaded Discussion:** Students post their reading/video reflection (1 page) weekly and then interact with at least two other students on their reflections.

Imago Relationship Therapy Supervision of Supervision [20 points]: Students provide supervision to Imago Relationship Therapy Trainees. Students present their work to the instructor and receive supervision on their supervision.

Final Reflection Paper [20 points] PLO1, CLO3: The purpose of this assignment is for students to have an opportunity to capture their learning and experiences in a semi-formal manner. The purpose of the response paper is to check in about content presented in class and what is being learned and gained from material. Though there will be some structure, students are expected to thoughtfully consider their response to the current material and share their responses and what they have learned. Response papers should be 3-4 pages, demonstrate good writing elements, learning and reflection to date, reflexive thinking, and critical thinking. Questions for response papers:

- a. Write a reflection on anything from these classes that stuck out to you that you found interesting. Why did you find interesting?

- b. Describe you within your family, couple, and/or marital relationships.
 - c. Describe your bias, unfinished business, and growth areas and then explain how to work on them.
 - d. As you think critically about the material, what diversity and cultural considerations are emerging related to course topics?
 - e. How did the class learning impact your thoughts on your future as a person and as a professional?
- Do not simply paraphrase or sum up a part of class or a chapter. This assignment is all about you taking something you learned and expanding upon it. I want your thoughts, your opinions, and your reflection. Please submit the paper on Populi **by the class week 10**.

***Policy on late assignments:** Please note that the final grade of all assignments will be reduced by 5 pts for each day the assignment is late. It is your responsibility to note due dates and plan accordingly.

Grading

Students will be evaluated on the following aspects of the course:

Participation – 20%

Video/Reading Reflection & Threaded Discussion – 40%

Imago Relationship Therapy Supervision of Supervision – 20%

Final Paper – 20%

GRADING INFORMATION:

Instructors will assign a grade for each course in which the student is enrolled at the close of a session. The student shall be responsible for the completion of all required work by the time of the last scheduled meeting in the course unless the assignment to the course has been properly cancelled. The grade shall indicate the student's achievement with respect to the objectives of the course. Grades offered at Daybreak University are listed below:

Grade	Grade Points	Numerical Grade	Descriptions
A+	97-100	4.0	Outstanding
A	94-96	4.0	Excellent+

A-	90-93	3.7	Excellent
B+	87-89	3.3	Good+
B	84-86	3.0	Good
B-	80-83	2.7	Good-
C+	77-79	2.3	Satisfactory+
C	74-76	2.0	Satisfactory
C-	70-73	1.7	Satisfactory-
D+	67-69	1.3	Poor
D	64-66	1.0	Very Poor
D-	60-63	0.7	Extremely Poor
F	0.00	0	Failure
P	N/A	N/A	Pass
I	N/A	N/A	Work Incomplete
AU	N/A	N/A	Audit
W	N/A	N/A	Withdrawn
R	N/A	N/A	Repeated Course
TC	N/A	N/A	Transferred Credits
In Progress	N/A	N/A	In Progress

Incomplete Policy

All course work is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by the assigned date and hour deadline on the online assessment or the last day of the quarter.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the quarter due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition. After a quarter has ended it is no longer possible to request an incomplete. Incompletes will not be granted simply because of poor time management. Students who

assume that an incomplete will be issued because they failed to finish their course work by the end of the quarter will automatically receive a grade of F.

Incompletes must first be approved by the Academic Affairs office. To apply for an incomplete, students must fill out an incomplete-grade-request form and submit it to the office by the last day of the quarter. After receiving approval from the office, the student must then obtain approval from his or her instructor.

Expectations and University Policies

- **Academic Integrity Policy and Code of Conduct:** Cheating, plagiarism, and other forms of academic dishonesty are unacceptable. All work submitted by a student must be the student's own. Any efforts at cheating or plagiarism will result in a course failure.
- **Students with Disabilities:** Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.
- **Respect for Diversity:** It is the policy of the Daybreak to support and value diversity. To do so requires that we:
 - respect the dignity and essential worth of all individuals.
 - promote a culture of respect throughout the University community.
 - respect the privacy, property, and freedom of others.
 - reject bigotry, discrimination, violence, or intimidation of any kind.
 - practice personal and academic integrity and expect it from others.
- **Procedures for Withdrawing from Courses**

Students may withdraw from courses by submitting an add/drop card to the Office of the Registrar. The time period in which a student withdraws from a course determines the recording of the course on the student's transcript. The following guidelines apply to the ten week fall and spring term only. Accelerated term and summer term refund schedules are calculated based upon a modified schedule.

 - Week 1-2, no grade recorded on academic record
 - Week 3-6, W grade recorded on academic record
 - Week 7-10, no withdrawals are allowed*

*Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular term, summer or winter session.

COURSE SCHEDULE

<u>CLASS</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>
CLASS #1	<ul style="list-style-type: none"> ◆ Introduction to the class and to each other ◆ Review the syllabus ◆ Imago Relationship Therapy Overview 	Populi posting and interaction
CLASS #2	Imago Relationship Therapy Practice 1	Populi posting and interaction
CLASS #3	Imago Relationship Therapy Practice 2	Populi posting and interaction
CLASS #4	Imago Relationship Therapy Practice 3	Populi posting and interaction
CLASS #5	Imago Relationship Therapy Practice 4	Populi posting and interaction
CLASS #6	Imago Relationship Therapy Supervision of Supervision 1	Populi posting and interaction
CLASS #7	Imago Relationship Therapy Supervision of Supervision 2	Populi posting and interaction
CLASS #8	Imago Relationship Therapy Supervision of Supervision 3	Populi posting and interaction
CLASS #9	Imago Relationship Therapy Supervision of Supervision 4	Populi posting and interaction
CLASS #10	Imago Relationship Therapy Supervision of Supervision 5	Populi posting and interaction

--	--	--

* The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.

****Logging on Information for the Populi Distance Education Platform***

To access the Populi platform, go to www.Populidaybreak.org. Enter your user name and password that you were provided from the Distance Learning Office.

APPENDIX A: MAC MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

MAC Marriage and Family Therapy (MFT) Program Mission Statement

The mission of the MA Program in Counseling with a Specialization in Marriage and Family Therapy (MFT) at Daybreak University is to prepare students to be culturally competent, ethical, evidence-based, self-observing, and systemic marriage and family therapists.

MAC MFT Program Requirement

1. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
2. Courses with B- or below grade needs to be retaken.
3. Total of 90 credits
4. A satisfactory pass of comprehensive exam
5. Practicum and internship work
6. A settlement of all financial obligations with the University

MAC MFT Program Goal (PG)

Program Goal #1 (Knowledge):

The program will train students who demonstrate a foundational knowledge of marriage and family therapy theories, models, and interventions.

Program Goal #2 (Practice):

The program will train students who demonstrate a foundational competence to practice marriage and family therapy.

Program Goal #3 (Diversity):

The program will train students to practice MFT from a self-reflective and cultural competence foundation with a variety of diverse clients.

Program Goal #4 (Ethics):

The program will train students who demonstrate competencies related to legal and professional ethics, standards of practice, and personal awareness in their clinical work.

Program Goal #5 (Research):

The program will train family therapists who can consume and contribute to research in the field of marriage and family therapy.

MAC MFT Student Learning Outcome (SLO)

SLO #1 (Knowledge): Students will demonstrate comprehensive knowledge of systems theory concepts and MFT models and techniques.

SLO #2 (Practice): Students will demonstrate competence in systemic/relational assessment, treatment planning, interventions, transfer, and termination.

SLO #3 (Diversity): Students will demonstrate human diversity and practice culturally sensitive analysis and critical self-awareness when working with a diversity of individuals, couples, and families.

SLO #4 (Ethics): Students will demonstrate ethical decision-making, case management, professionalism, and self-awareness in clinical practice.

SLO #5 (Research): Students will be able to read and critically evaluate research for evidence-based application in the practice of marriage and family therapy.