



Daybreak University

321 S State College Blvd., Anaheim, CA 92806

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

Ph.D.in Counseling with the Specialization in Marriage and Family Therapy Syllabus

Table of Contents

Ph.D.in Counseling with the Specialization in Marriage and Family Therapy Syllabus	1
CFT 6010 Foundations of Marriage and Family Counseling	3
CFT 6060 Psychopathology: Principles of the Diagnostic Process.....	19
CFT 6080: Assessment Appraisal Psychological Testing.....	38
CFT 6050 Clinical Research and Qualitative Evaluation	49
CFT 6040: Group Process and Techniques in Family Counseling	60
HST 6000: Human Sexuality Education I.....	74
CFT 6090/8070: Human Growth and Family Development Across the LifeSpan.....	93
CFT 6700/8900 Trauma and Collaborative Care	106
CFT 6300/8300 Diversity and Multicultural Counseling.....	121
CFT 7000/9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST.....	137
CFT 6500/8050 Chemical Dependency and Addiction Counseling	160
CFT 6030/8030 Couples Relationship Therapy.....	171
CFT 6600/8600 Law, Professional Ethics, and Community Practice & Teletherapy	189
CFT 6070/8070 Psychopharmacology	204
CFT 9000 Research Method I.....	227
CFT 9100 Research Method II.....	245
CFT 9200 PhD Research Publication	267
CFT 8700 Advanced Marriage and Family Therapy	279

CFT 9750: MFT Professional Practice and Applications to Contemporary Challenges	294
CFT 9800 Fundamentals of Supervision	316
CFT 9900: Fundamentals of Teaching and Professional Development Seminar	343
CFT 9600 PhD Dissertation I	359
CFT 9600 PhD Dissertation II	372
CFT 9600 PhD Dissertation III	385
CFT 9600 PhD Dissertation IV	398
CFT 9810: Supervision Practicum	411
CFT 9550: Teaching Practicum	424
CFT 7900A Practicum in Marriage and Family Therapy	435
CFT 7900B Practicum in Marriage and Family Therapy.....	452

CFT 6010 Foundations of Marriage and Family Counseling



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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. (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.

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* (2nd Ed.). 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	Ch. 1 & 2	Populi Posting
	Family Systems Theory	General Systems Theory, Cybernetics and Family Therapy	

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
CLASS #10 Live Class with Dr. Kim (Time: TBA)	*Family-of-origin (Genogram) paper sharing *Model Discussion		Model Summary 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 <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	Most paragraphs have clear ideas, are supported with some	Some paragraphs have clear ideas, support from examples may be missing and	Para. lack clear ideas	

	have smooth transitions.	examples and have transitions.	transitions are weak.		
Students explain problems, therapeutic goals, and treatment plans reflecting each therapy model with regard to given case examples during the week 10.	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	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	

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	
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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 Program Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

APPENDIX B: Ph.D. MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Doctoral Program Mission

The mission of the Ph.D. Program in Counseling with a Specialization in Marriage and Family Therapy at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6060 Psychopathology: Principles of the Diagnostic Process



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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	Regular attendance will be taken at beginning of every class. Non-presence, excessive/repetitive	20 pts	

Participation	<p>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 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)</p> <p>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</p> <p>question about the causes or impact of an issue. (f) asked a question that caused classmates to</p> <p>consider a different perspective.</p> <p>III. Added Comments (g) pointed out a connection between classmates' ideas, course topics, or</p> <p>course learning outcomes. (h) summarized or recapped a key point from today's discussion or</p> <p>a previous discussion. (i) used a classmate's contribution as a jumping-off point to present a</p> <p>new idea. (j) introduced a counterargument into the</p>		
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	<p>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) 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) 	40 (4x10pts)	1-5
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	30 (5x6pts)	1,2,4,5

	<p>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.</p>		
<p>Diagnosis in Families Consolidation paper</p>	<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) 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) 	10	1-5

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.

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 - Week 1-2, no grade recorded on academic record
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 - 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>Comer Ch13 & Ch14</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>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 & Ch8</p> <p>Media:</p> <p>Infinitely Polar Bear (2015)</p> <p>It's Kind Of A Funny Story (2010)</p>	<p>Case Study #1 due Sunday, 11:59pm PST.</p>
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>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</p>

		<p>Media:</p> <p>Copycat (1995)</p> <p>As Good As It Gets (1997)</p>	triggers?
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>	<p>Case Study #2 due Sunday, 11:59pm PST.</p>
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>Populi Discussion #4</p> <p>What are cultural variances in the prevalence and familial experience of either somatic or eating-related disorders?</p>

		<p>Media:</p> <p>Hollywood Ending (2002)</p> <p>Thin (2006)</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> <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>	Case Study #3 due Sunday, 11:59pm PST.
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 -</p>	Case Study #4 due Sunday, 11:59pm PST.

		https://www.youtube.com/watch?v=-utWjqURiRE The Glass Castle (2017)	
W9	<ul style="list-style-type: none"> ● Neurocognitive Disorders ● Personality Disorders 	DSM-5-TR Neurocognitive Disorders DSM-5-TR Personality Disorders Bonfini & Ventura Ch17 & Ch18 <i>Optional:</i> Readings: W9 Readings Comer Ch15 Media: A Moment to Remember (2004) Welcome To Me (2015) Forest Gump (1994)	Populi Discussion #5 Explore treatment considerations for the Borderline-Narcissistic couple.
W10	<ul style="list-style-type: none"> ● Legal & Ethical issues ● Class Review 	Kress, Hoffman, Adamson, & Eriksen (2013) <i>Optional:</i> Comer Ch18	Diagnosis in Families Consolidation paper Sunday, 11:59pm PST.

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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

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6080: Assessment Appraisal Psychological Testing



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 in the Specialization in Marriage and Family Therapy

TERM, UNITS, AND LENGTH OF THE COURSE: Fall Quarter 2020/4.5 units, 10 weeks

CLASS DAY AND TIME:

- (1) Weekly synchronous online class – Mondays, 5:30pm – 8:30pm (30hrs)
- (2) Weekly asynchronous online lecture and thread discussion on Moodle (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Hye Jin Kim, Ph.D., LMFT

E-MAIL: jinkim@daybreak.edu

OFFICE HOURS: By using Moodle (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:

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

Cohen, R. J., & Swerdlik, M. E. (2013). *Psychological testing and assessment: An introduction to tests and measurement (8th ed.)* New York: McGraw-Hill.

Recommended Reading:

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.

Methods of Instruction: Online 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.

a. Video Lecture, Reading Reflections, Discussion & Interaction: This course requires you to log in to Moodle 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 Moodle 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?

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

Course Assignments: I have designed the assignments based on previous collaboration with students and with the course objectives fully in mind. Our goal is that each assignment is substantive, meaningful and a very important part of the course. I hope the assignments enhance your learning. If an assignment is not meeting this standard for you, please contact me right away. I will work with you so that each assignment meets a high

standard and supports your learning. **Please Note:** Outside of exceptional circumstances (e.g., medical emergency), any assignment turned in beyond the deadline will be reduced in score by 25%.

Reading notes [20 points]: It is **essential** that students have read in advance 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 - and will be an important part of your completion of assigned papers.

For each week's readings, you will need to summarize your reactions into a reading note. It is informal (typed, handwriting, or bulleted), **brief (1 page)**, and will include the following components:

- **Important points of the reading**
- **Your reflection:** What did you think of the readings? How does it relate to your own experiences with your families or intimate relationships? Any growth areas in you and your family/intimate relationships?)
- **Reading Note Form is available at the end of the syllabus.**
- **No Late reading note is accepted.**

Small Group Presentation [20 points]: Students will be put into small groups of 2-3 and will choose a topic related to issues in Couples, Marriage, and Family Relationships. Each group of students will research and present a balanced exploration of the topic **for 45 minutes**. The purpose of this assignment is to offer students the opportunity to get into specific topics of Couples, Marriage, and Family and share information and expertise collegially. This assignment will be graded on thoroughness of the topic, creativity, and usefulness of the handout, and utilizing time constraints during the presentation. It is important that the presentations are fun, creative, thoughtful, and demonstrate a thorough review of the literature and macro context/culture.

- Present the brief summary of the topic related to issues in Couples, Marriage, and Family Relationships.
- Present the assessment plans for the topic.

Informative resources including information about professional agencies and/or materials (e.g., scanned brochure, web-link, office address, articles, handouts, etc.) for future use for your colleague.

Psychological Assessment Final Paper [30 points]: Students will participate in the entire process of relational assessment.

The purpose of this assignment is to have you participate in the process of relational assessment.

- 1) Find individuals, couples, or family who commit to complete the assessment.
- 2) Define area(s) to be assessed.
- 3) Choose an assessment tool for them in order to assess the areas you define.
- 4) If you cannot find a relevant assessment tool, you will develop your own questionnaire.

- a. Develop 10-15 questions to assess the areas you define.
 - b. The questions can be open-ended questions so that clients can fill out those questions.
- 5) Report the results.

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%)
Small Group Presentation and Handout	20 points (35%)
Psychological Assessment Final Papers	30 points (30%)
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+
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I	N/A	N/A	Work Incomplete
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Course Schedule

Class #	TOPIC
Week #1	Introduction Applications and consequences of psychological testing Moodle posting and interaction
Week #2	History of Psychological Testing Moodle posting and interaction
Week #3	Norms, Reliability, & Validity Moodle posting and interaction
Week #4	Test Development Moodle posting and interaction
Week #5	Personality Assessment Moodle posting and interaction
Week #6	Clinical and Counseling Assessment Moodle posting and interaction

Week #7	Neuropsychological Assessment Moodle posting and interaction
Week #8	Individual assessment: Process and Content Moodle posting and interaction
Week #9	Relational assessment: Process and Content Moodle posting and interaction
Week #10	Couple Assessment Family Assessment Moodle posting and interaction

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

To access the Moodle platform, go to www.moodledaybreak.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.education (310) 739 – 0132.

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MAC Program Goal (PG)

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PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6050 Clinical Research and Qualitative Evaluation



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%)

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> ● Introduction ● Syllabus	● Research Foundations ● Landscape of Clinical Research	
<u>Class 2: 10/4/2021</u> ● Research Question Development	● Developing a Research Question ● Research Design	
<u>Class 3: 10/11/2021</u> ● What is Qualitative Research?	● Research Design ● Quantitative/Qualitative Methods Comparison	
<u>Class 4: 10/18/2021</u> ● Proposed Projects	● Project Consultation & Feedback	Clinical Focus Paper Due Populi Discussion
<u>Class 5: 10/25/2021</u> ● Types of Qualitative Research	● Generic ● Phenomenology ● Grounded Theory ● Narrative	

	<ul style="list-style-type: none"> ● 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

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

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PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6040: Group Process and Techniques in Family Counseling



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 Moodle (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Jay Oh, Ph.D.

E-MAIL: jayoh@daybreak.education

OFFICE HOURS: By using Moodle (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 Moodle 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 Moodle 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?
- **Moodle 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
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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)	Moodle Discussion & Assignment Due
CLASS #1	1. Group Activity 2. Syllabus Reading: Corey et al. (2014), Ch.1, Corey et al. (2014), Ch.3	Moodle 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	Moodle 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	Moodle 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),	Moodle posting and interaction *Informed Consent Document for Group Therapy
CLASS #5	1. Encounter group participation (3) 2. Group with couples Reading: Cohen (1991), pp 103-140	Moodle posting and interaction

	Rogers (1970), Ch.6	
CLASS #6	1. Encounter group participation (4) 2. Here-and-Now 3. Group Cohesiveness Reading: Cohen (1991), pp 141-182 Rogers (1970), Ch.7 Yalom, 2005, Ch.6.	Moodle posting and interaction
CLASS #7	1. Encounter group participation (5) 2. Group with Families Reading Cohen (1991), pp 185-240 Rogers (1970), Ch.8 Yalom, 2005, Ch.3	Moodle posting and interaction
CLASS #8	1. Encounter group participation (6) 2. Stages of the Group 1 Reading: Cohen (1991), pp 243-278 Rogers (1970), Ch.9 Yalom, 2005, Ch.11	Moodle 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	* Moodle posting and interaction
CLASS #10	1. Final Encounter group participation (8) 2. Termination Group Reading: Corey Ch. 9.	Moodle 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 Moodle Distance Education Platform***

To access the Moodle platform, go to www.moodledaybreak.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

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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.
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PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

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PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

HST 6000: Human Sexuality Education I



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 Moodle 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 Moodle will greatly aid in your ability to contribute to class discussions and activities.

- **Your Reflection/Short Answers on Moodle (10 weeks): 2-3 paragraphs**
 - a. When there is no discussion question: Students write reflections on the following questions on Moodle.
 - 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 Moodle.
- **Threaded Moodle Discussion**: After students post their reflection/short answers on Moodle 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 Moodle.

*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/Moodle – 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>LGBTQI 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 Helen Fisher ● Discuss connection between emotion and sex 	<p><u>Populi posting and interaction on following questions after reading assigned readings and watching videos.</u></p> <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: <p>1. Sex and Disability</p> <p>https://vimeo.com/10602415</p> <p>2. Sex and Tantra and Disability</p> <p>https://vimeo.com/82928124</p> <p>3. Relationship TV Interview with Mitch Tepper</p> <p>https://www.youtube.com/watch?v=lqmiB_Q8p64</p> <p>4. Love after war fundraiser</p> <p>https://www.loveafterwar.org/preview</p>	<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:</p> <p>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) 	<u>Populi posting and interaction on following questions after watching videos.</u> VIDEO Research Methods Nelson – (1:01)
Week #10	<ul style="list-style-type: none"> ● Final Project - Presentations (Specialized Topics) 	Assignment: Presentations and Handouts 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 <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
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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

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6090/8070: Human Growth and Family Development Across the LifeSpan



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 6090/8090:

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
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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-French (2019) Text	Populi posting and interaction
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: MA MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

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

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6700/8900 Trauma and Collaborative Care



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 6700/8900 Trauma and Collaborative Care

Face to Face (Off-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: 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:

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 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 Clinical Analysis Paper [20 points/ 20%]:**
- **(Final-term) Self-Care Log and Resourcing [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.

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- respect the dignity and essential worth of all individuals.
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- respect the privacy, property, and freedom of others.
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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	Week3 Child, Partner, and Elder Dependent Abuse Assessment and Intervention(2)	Van der Kolk: CH8, CH10 Herman: CH5

7-10pm EST		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: MA MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

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

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6300/8300 Diversity and Multicultural Counseling



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 6300/8300 Diversity and Multicultural Counseling

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 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:

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 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
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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 “TWO SPIRIT” Ancient Indigenous North American Gender Identity – Korean translation already available Non-binary Adult “Nanta” talks with Kids about gender – Korean translation already available
3	Live Class Discussion	Populi Discussion 1 on reading and video clips	
4	Social Class & Poverty	Reflection Paper 2 on the online lecture 2	Reading: Normal family processes, Ch.12, 14 Video Clips on Populi:
5	Live Class Discussion	Populi Discussion 2 on reading and video clips	ERIK LIU TED TALK – Korean translation already available CrossCut “Deeply Rooted” NOVA clip
6	Gender & Sexual Orientation	Reflection Paper 3 on the online lecture 3	Reading: Normal family processes, Ch. 15 Video Clips on Populi:

			Dr. Sue's Microaggressions
7	Live Class Discussion	Populi Discussion 3 on reading and video clips	
8	Health & Disability	Reflection Paper 4 on the online lecture 4	Reading: Normal family processes, Ch.19
9	Live Class Discussion	Populi Discussion 4 on reading	
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</u> in which you: <u>Describe your cultural identity and social position</u> (e.g., age, disability,	15			

	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).				
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: MA MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

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

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 7000/9700: Counseling and Psychotherapeutic Theories and Techniques: IPCST



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

Code & Title: CFT 7000/9700:

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

Doctor of Philosophy in Counseling with a 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:

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 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
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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
Week 1 (9/29) Populi posting and interaction for Lecture 1	Chapter 1. Mindfulness 1. Mindful Therapist, Mindful Activities 2. IPCST "Self-of-the-Therapist" Work-up 3. "Isomorphic Reflection" for Clients

<p>Week 2 (10/6)</p> <p>Populi posting and interaction for Lecture 2</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 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>Chapter 3. IPCST: Early ‘Parent-Child’ Relationship Therapy of FOO</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>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 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>
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	<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>.</p> <p>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 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</p>

	<p>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>Populi posting and interaction for Lecture 10</p>	<p>Class Presentations</p>

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* 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	Your
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		(25)	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 childhood patterns and adult styles. Develop a FCM using the Circumplex Model to identify a family connections script.	10	
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: MA MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

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

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6500/8050 Chemical Dependency and Addiction Counseling



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 6500/8050 Chemical Dependency and Addiction Counseling

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—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:

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:

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 *Populi posting and interaction	Ch9
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: MA MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

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

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6030/8030 Couples Relationship 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 6030/8030 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. (jjinkim@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

I: 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)	Introduction Five-Love Language & Couple Therapy Reading: Five-Love Language			Dr. Jin Kim
2 (4/6)	John Gottman Research Reading: Gottman			Dr. Deanna Linville
3 (4/13)	Vulnerability Cycle 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.			Dr. Jin Kim
4 (4/20)	EFCT: Emotionally Focused Couple Therapy Reading: EFCT			Dr. Deanna Linville
5 (4/27)	Advanced Image Couple Therapy (For Imago	Prof. John Hjarsø	Image Couple Therapy	Prof. Wendy Patterson

	Certified Therapist: CIT) Reading: TBA	Mortensen	(For Non-CIT) Reading: GTLYW ix – Part 1	
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.

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

MAC Program Mission

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

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

Doctoral Program Mission

The mission of the Ph.D. Program in Counseling with a Specialization in Marriage and Family Therapy at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6600/8600 Law, Professional Ethics, and Community Practice & Teletherapy



Daybreak University

321 S State College Blvd, Anaheim, CA, 92806

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

CFT 6600/8600 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

Doctor of Philosophy in Counseling with a 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:

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 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>

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

Class	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. Psychotherapy Networker. 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. Journal of Marital

			and Family Therapy, 40(2), 152–164.
			Populi Posting and Interaction 3
4	7/27/2022	Values and the Helping Relationship <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>Corey et al. (2019) Ch 3</p> <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</i></p>

			Notes. Ben Caldwell Labs. 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 	Corey et al. (2019) Ch 4 Recommended Readings: D’Aniello, C., Nguyen, H. N., & Piercy, F. P. (2016). Cultural sensitivity as an MFT common factor. American Journal of Family Therapy, 44(5), 234–244. Martinez, S. (2020, July). Why we need more culturally competent therapists. National Alliance on Mental Illness (NAMI). Populi Posting and Interaction 5
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 ● Dealing With Suspected Unethical Behavior of Colleagues 	Corey et al. (2019) Ch 5 Recommended Readings: Zur, O. (2007, July/August). Don’t let “risk management” undermine your professional approach.

		<ul style="list-style-type: none"> ● Malpractice Liability in the Helping Professions 	<p>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	<p>Managing Boundaries and Multiple Relationships</p> <ul style="list-style-type: none"> ● The Ethics of Multiple Relationships ● Perspectives on Boundary Issues 	<p>Corey et al. (2019) Ch 7</p> <p>Recommended Readings:</p>

		<ul style="list-style-type: none"> ● 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 	<p>Zur, O. (2015). Categories of dual or multiple relationships between psychotherapist & clients.</p> <p>Gitlin, D. (2019, July/August). Therapists in a fishbowl: The challenges of a small-town practice. Psychotherapy Networker.</p> <p>Populi Posting and Interaction 8</p>
9	8/31/2022	<p>Ethical Issues in Couples and Family Therapy</p> <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 ● Responsibilities of Couples and Family Therapists ● Confidentiality in Couples and Family Therapy 	<p>Corey et al. (2019) Ch 11</p> <p>Recommended Readings:</p> <p>California legislative information. (n.d.). California family code.</p> <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</p>

			<p>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 ● 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>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 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</p>

			<p>from other mental health professionals. AAMFT.</p> <p>DUE: FINAL EXAM (9/14)</p> <p>Populi Posting and Interaction 10</p>
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APPENDIX A: MA MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

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

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 6070/8070 Psychopharmacology



Daybreak University

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CFT 6070/8070 Psychopharmacology

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: 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:

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

Appendix B: PhD MFT Program Mission, Requirements, Goals, and Students 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 4th 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: <ul style="list-style-type: none"> ● 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 The brain and medication: basic neurobiology and neurophysiology Basic pharmacology: pharmacokinetics,	Reading for next week: <ul style="list-style-type: none"> ● Patterson et al. pdf: The Mind-Body Connection: pages 1-17 Optional (non-required) reading: ● Preston text: Chapters 3, 4, Appendix A

	pharmacodynamics	<p>Populi Posting and Interaction</p> <p>Topic: Choose interesting part of readings and reflect</p>
<p>Week 3</p> <p>July 21</p>	Psychopharmacology of Depression	<p>Reading for next week:</p> <ul style="list-style-type: none"> ● Preston text: Chapter 7, Chapter 17, Information for clients: Appendix I (351-353) <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>	Psychopharmacology of Bipolar Disorder	<p>Reading for next week:</p> <p>Preston textbook: Chapter 8, Chapter 18 Information for clients: Appendix I (356-361, 364-366)</p> <p>Populi Posting and Interaction:</p> <p>Topic: bipolar disorder case</p>

		Midterm assignment #2: Bipolar disorder questions
Week 5 August 4	Psychopharmacology of Anxiety – Part 1	Reading for next week: Chapter 9, Chapter 19 Information for clients: Appendix I: 354-355 Populi Posting and Interaction: Topic: anxiety case
Week 6 August 11	Psychopharmacology of Anxiety – Part 2 Related disorders (OCD, PTSD, Sleep) <ul style="list-style-type: none"> • Obsessive compulsive disorder • Post-traumatic stress disorder • Sleep Disorder 	Reading for next week: Chapter 10, Chapter 12 Populi Posting and Interaction: Topic: anxiety case Midterm assignment #3: Anxiety treatments – therapy, medication, and both Extra credit (2 points) provide anonymous feedback to Dr. Zelman
Week 7	Psychopharmacology of Psychoses	Reading for next week:

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

	Special populations: Elderly, women	midnight, in Korea Reading for next week: None Populi Posting and Interaction: Ethnicity, gender, and perspectives on medication
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* 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 to the client for psychiatric treatment right now (for example: I am referring to 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 to 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 a 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 a 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 the 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 conditions}.
 - 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 the 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: MA MFT Program Mission, Requirements, Goals, and Students Learning Outcomes

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

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

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation

6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 9000 Research Method I



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 9000 Research Method I

Distance Learning (On-line) Course

PROGRAM: Doctor of Philosophy in Counseling

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

CLASS DAY AND TIME: 1/5/2022 – 3/9/2022

(1) Weekly synchronous online class – Wednesdays, 6pm to 9pm EST (30hrs)
Zoom link: <https://us02web.zoom.us/j/84052990890>

(2) Weekly publishable research work (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Mei-Ju (Meryl) Ko. Ph.D

E-MAIL: merylko@daybreak.edu; komeiju@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:

Focuses on quantitative research methodologies specially related to counseling research. Students will gain practical experience applying research methods to their research with clinical populations and therapy. This course helps students develop their research questions or hypotheses and submit a finished research proposal or prospectus that is required prior to beginning the dissertation sequence.

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:

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

Stangor, C. (2011). *Research methods for behavioral sciences* (4th ed.). Wadsworth.

Recommended books:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

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

Methods of Instruction: Online Class

- Synchronous online lecture and interactive conversation/discussion
- Assigned readings
- Research work

Course Components

1. 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. When an absence happens, students are required to watch the recorded class and to write and upload a summary paper (1-2 pages, bullet points, single spaced) on Populi before the following class. * Zoom links for the weekly classes will be given to students.

2. Weekly Assignments [10 points]:

These will take several forms including email reactions reports to the readings, or completing specific homework assignments. They will be announced at each class or the assignments will be sent to you via e-mail shortly after class. Reactions reports will be graded on the level of thinking/reflection that went into them as well as clarity of expression.

3. Mid-term/ Search Research Articles and Brief Literature Review [20 points]:

a. Log in DBU online library

<http://search.ebscohost.com/>

Username: dbuniv

Password: Daybreak20*

b. Search at least five peer reviewed articles related to your research topic/interest. And, make a Literature Review table with the five articles.

Literature Review Table Sample

APA Reference	Sample and Purpose	Variables/Hypothesis	Result/Limitation
Maly, R.C., Umezawa, Y., Leak, B. & Silliman, R.A. (2005) Mental Health Outcomes in Older Women with Breast Cancer: Impact of Perceived Family Support and Adjustment. <i>Psycho-Oncology</i> , 14, 535-545.	<u>Sample:</u> N=222 newly diagnosed breast cancer patients aged 55 years or older <u>Purpose:</u> To examine the mental health of older women with breast cancer in relation to support provided by, and the adjustment of, significant others including partners, children, and other family members or friends	<u>Research Methods:</u> A cross-sectional survey <u>Orientation (Hypothesis or Research Question):</u> <u>Measurement:</u> CES-D, the State-Trait Anxiety Inventory (STAI-S) <u>Data Analysis:</u> ANOVA;	<u>Results:</u> - Partners, and in many instances children and other family members or friends, provided support. - Support from partners and adjustment of both partners and children independently predicted less depression and anxiety <u>Limitation:</u> <u>Future Direction:</u>

4. Research Ethics Training [10 points]:

Students are required to complete a research ethics training. A student can choose one of following options. The due is week 8 (2/22/22) but it is recommended to begin the online training early this term since it takes time to complete.

- 1) NIH Training: National Institutes of Health. <http://phrp.nihtraining.com>
 - a. Website training for social and behavioral sciences research with human subjects.
 - b. If you choose to complete the NIH training course, you must retain copies of your training records.

c. Cost: \$49.99

2) CITI Training: Collaborative Institutional Training Institute. www.citiprogram.org

a. New Users: If you are a new user, select "New Users Register Here"

b. If you choose to complete the CITI training course, you must retain copies of your training records.

c. Cost: \$129.00

5. Critique of a Research Article: Introduction Part [Extra Point: 10 points]:

Students will complete one article critique following the guidelines provided below. The instructor will select the article and hand them out the week before the due. Each article critique should be no more than 4 pages in length (excluding title page and references), include reference citations, and follow APA format. Please use sections with appropriate headings to organize the critique.

***Guidelines for the Critique of an Introduction Part of a Research Article**

1. Use of Theory

- Appropriate (does their theory make sense with the topic)
- Theory tied to research (has there been other studies with this topic using this theory)

2. Review of Literature

- Thorough, complete, current
- Read widely, not just within the field. Think about what other literature might related to the topic
- Fair, balanced (is it too one sided?)
- Past literature appropriately evaluated
- Focus on most relevant research. Include all key studies on the subject matter
- Organize point by point is demonstrated

3. Relevance and importance of study is demonstrated

- Topic of Article (is it relevant to current concerns?)
- Argument is logical
- Clearly states what is new, and builds on what has already been done.
- Clear on why research is needed. Specifies to whom it is important.
- Importance of this research in broader context of psychotherapy in general and marriage and family therapy in particular is apparent

4. Research question/hypothesis

- Did they use the right one (research question or hypothesis)?
- Is it clear and concise?
- If it is a hypothesis

Is it based on theory?

Is it based on existing research findings?

5. Sensitivity to cultural issues

- Gender
- Ethnicity/Race/Social Class
- Sexual Orientation
- Religion
- Culture
- Systems perspective
- Larger systems (community)

6. Final term/ Research Proposal and Presentation [30 points]:

You can work on this research proposal and presentation by yourself or as a group.

This assignment will involve developing a research proposal on a topic of your choice. You will write this proposal in article format using APA style. The proposal should be organized into the usual sections: Introduction/Specific Aims of the Project, Background and Significance (literature review), Hypotheses, Methods (design & sample only), and References. You must include at least 10 research articles related to your topic. The length of the paper should be 7-8 pages double spaced (without references) with the appropriate APA margins.

The second part of this assignment is a presentation on your proposal. This is a 10-15 minute presentation on your proposal paper (see the grading criteria for the presentation at the end of the syllabus). During the presentation, the instructor will provide feedback and suggestion to your research.

**Guidelines for the Research Proposal*

- I. **Introduction**
 - a. **Statement of the problem**
 - b. **Significance of the problem**
 - c. **Review of the literature, including theoretical basis**
 - d. **Research Questions (hypotheses)**
- II. **Methodology**
 - a. **Participants**
 - b. *Instrumentation (Not for this assignment)*
 - 1. *Tests*
 - 2. *Reliability*
 - 3. *Validity*
 - 4. *If qualitative, methods of triangulating data*
 - 5. *Format*
 - c. *Procedures (Not for this assignment)*
 - 1. *Sequence of data gathering*
 - 2. *Description of survey packets or interview questions*
- III. **Data Analysis Plans**
 - a. Description of analysis plans: Quantitative, qualitative, or mixed method
- IV. **References**
- V. **Appendices**
 - a. **Copy of research ethics training**
 - b. *Informed consent form (not for this assignment)*
 - c. *Copy of questionnaire or interview protocol (not for this assignment)*

COURSE GRADING

Attendance and Participation	30pts. (30%)
Weekly Assignments	10pts. (10%)
Search Articles and Literature Review Table	20pts. (20%)
Completion of the Research Ethics Training	10pts. (10%)

Research Proposal & Pres. 30pts. (30%)

TOTAL 100pts.

*Research Article Critique (Extra Points) 10pts.

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

***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%

Presentation – 20%

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
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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.
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- **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 and topic	Reading	Assignments & Populi Work (1.5hr) Log in Daybreak Populi http://www.daybreakPopuli.org/
Class 1 (1/5/22) <ul style="list-style-type: none"> ● Introduction ● Syllabus ● Sharing research interests ● APA format 	<ul style="list-style-type: none"> ● Book Ch. 2 (Sprenkle & Piercy, 2005) ● APA Style Website https://apastyle.apa.org/style-grammar-guidelines 	
Class 2 (1/12/22) <ul style="list-style-type: none"> ● Overview of Conducting Research in Couple and Family Therapy 	<ul style="list-style-type: none"> ● Book Ch. 1 (Stangor, 2011) ● Kim, H., Prouty, A. M., Smith, D., Ko, M., Wetchler, J.L., & Oh, J. (2015). Differentiation and Healthy Family Functioning of Koreans in South Korea, South Koreans in the United States, and White Americans, <i>Journal of Marital and Family Therapy</i>, 41(1), 72-85. 	<p>HW 1: Come up with research topic</p> <p>(One paragraph description)</p>

<p>Class 3 (1/19/22)</p> <ul style="list-style-type: none"> ● Literature Review 	<ul style="list-style-type: none"> ● Book Ch. 2 (Stangor, 2011) ● Article Wiebe, S. A., & Johnson, S. M. (2016). A Review of the research in emotionally focused therapy for couples. <i>Family Process, 55</i>(3), 390-407. 	<p>HW 2: 3-5 Article Reference List/ Previous Class Paper in APA Style</p> <p>*Begin Research Ethics Training (Due week 8)</p>
<p>Class 4 (1/26/22)</p> <ul style="list-style-type: none"> ● Research Proposal ● Article Critique Guidelines 	<ul style="list-style-type: none"> ● Book Ch. 1 (Sprenkle & Piercy, 2005) ● Gehlert, N, C., Schmidt, C, D., Giegerich, V., Luquet, W. (2017). Randomized controlled trial of imago relationship therapy: Exploring statistical and clinical significance. <i>Journal of Couple & Relationship Therapy, 16</i>(3), 188-209. 	<p>1. Search Articles and Literature Review Table</p> <p>(Due 1/28/2022)</p>
<p>Class 5 (2/2/22)</p> <ul style="list-style-type: none"> ● Quantitative Research Methods 	<ul style="list-style-type: none"> ● Book Ch. 12 (Sprenkle & Piercy, 2005) ● Book Ch. 4-6 (Stangor, 2011) 	<p>HW 3: Research Theory, Research Question & Hypothesis</p>
<p>Class 6 (2/9/22)</p> <ul style="list-style-type: none"> ● Quantitative Research Methods 	<ul style="list-style-type: none"> ● Book Ch. 8-9 (Stangor, 2011) ● Book Ch. 19 (Sprenkle & Piercy, 2005) 	<p>HW 4: Methodology-Participants Recruits and Questionnaire</p>
<p>Class 7 (2/16/22)</p>	<ul style="list-style-type: none"> ● Book Ch. 3. (Stangor, 2011) 	<p>HW 5: Statistical Analysis</p>

<ul style="list-style-type: none"> ● IRB process: Application and Review Process ● Research Ethics 		Critique of a Research Article: Introduction Part (Extra Points) (Due 2/15/2022)
Class 8 (2/23/22) <ul style="list-style-type: none"> ● Clinical Trials in Couple and Family Therapy 	<ul style="list-style-type: none"> ● Book Ch. 16 (Sprenkle & Piercy, 2005) ● Book Ch. 12 (Stangor, 2011) ● Article Gehlert, N, C., Schmidt, C, D., Giegerich, V., Luquet, W. (2017). Randomized controlled trial of imago relationship therapy: Exploring statistical and clinical significance. <i>Journal of Couple & Relationship Therapy</i>, 16(3), 188-209. ● Dandeneau M. L., & Johnson, S. M. (1994). Facilitating intimacy: Interventions and effects. <i>Journal of Marital and Family Therapy</i>, 20(1), 17-33. ● Complete a Research Ethics Training 	Submitting a certificate/paper of completion of the Research Ethics Training (Due 2/22/2022) Research Proposal First Draft (Due on 2/25/22)
Class 9 (3/2/22) <ul style="list-style-type: none"> ● Research Proposal Presentation by students 	<ul style="list-style-type: none"> ● Research Proposal & Feedback 	
Class 10 (3/9/22) <ul style="list-style-type: none"> ● Research Proposal 	<ul style="list-style-type: none"> ● Research Proposal & Feedback 	Research Proposal

Presentation by students		(Due on 3/10/22)
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* 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.

Final Grading Rubric

Research Proposal and Presentation [30 points]:

Student Name:

This assignment will involve developing a research proposal on a topic of your choice. You will write this proposal in article format using APA style. The proposal should be organized into the usual sections: Introduction/Specific Aims of the Project, Background and Significance (literature review), Hypotheses, Methods (design & sample only), and References. You must include at least 10 research articles related to your topic. The length of the paper should be 7-8 pages double spaced (without references) with the appropriate APA margins.

The second part of this assignment is a presentation on your proposal. This is a 15-minute presentation on your proposal paper (see the grading criteria for the presentation at the end of the syllabus). During the presentation, the instructor will provide feedback and suggestion to your research.

The paper and presentation should include following:

	Contents	Points (30)	Your points
1	Introduction a. Statement of the problem b. Significance of the problem c. Review of the literature, including theoretical basis d. Research Questions (hypotheses)	5	
2	Methodology	5	

	a. Participants b. <u>Instrumentation</u> 1. <u>Tests</u> 2. <u>Reliability</u> 3. <u>Validity</u> 4. <u>Format</u>		
3	Methodology <u>c. Procedures</u> <u>1. Sequence of data gathering</u> <u>2. Description of survey packets or interview questions</u>	5	
4	Data Analysis Plans a. Description of analysis plans: Quantitative, qualitative, or mixed method	3	
5	References (APA format)	7	
6	Presentation	10	
Total		30	
Comments: Need to improve the Methodology part. Reliability of each measurement should be reported.			

APPENDIX A

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 9100 Research Method II



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 9100 Research Method II

Face to Face (Off-line) Course

PROGRAM: Doctor of Philosophy in Counseling

TERM, UNITS, AND LENGTH OF THE COURSE: Spring Quarter 2020/4.5 units, 10 weeks **(Core course)**

CLASS DAY AND TIME: Mondays, 1:00pm – 5:30pm

CLASSROOM: #206

INSTRUCTOR: Mei-Ju Ko, Ph.D.

E-MAIL: merylko@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:

Focuses on qualitative and quantitative research methodologies specially related to counseling research. Students will gain practical experience applying research methods to their research with clinical populations and therapy. This course helps students develop their research questions or hypotheses and submit a finished research proposal or prospectus that is required prior to beginning the dissertation sequence.

Course Educational Objectives:

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

Understand the major historical, theoretical, and philosophical underpinnings of qualitative research.

Explain the differences between qualitative and quantitative research and identify how they complement each other.

Identify, compare, and contrast the major approaches to qualitative research.

Conceptualize and design a qualitative research study from its inception to the end.

Appendices:

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

Required Textbooks:

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*.

Thousand Oaks: Sage.

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

Daly, K. J. (2007). *Qualitative methods for family studies and human development*. Thousand Oaks, CA: Sage.

Zinsser, W. (2006). *On writing well*. New York: Collins.

****Additional course readings will be available from the instructor.**

Suggested Texts:

Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research: Techniques and procedures for developing grounded theory (3rd ed)*. Thousand Oaks, CA: Sage.

Crotty, M. (2003). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage .

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

Methods of Instruction: Off-line Class

- In-class Lectures
- Assigned Readings
- Research Discussions
- Student Presentations

Course Components

Attendance and collaborative in-class discussion of reading materials: It is required that students attend each class and be prepared to participate in classroom discussion. Your attendance and participation in class is worth part of your total grade. Please read the assigned readings before the classroom discussion of the material. Students will be

asked direct questions from the readings during class. Unexcused absences will result in losing 20 points from your attendance grade.

Response Papers. For each week's readings (even when other assignments are due!), you will need to summarize your reactions into a three part response paper. It is informal and brief (one page is ok), and will include the following components:

- Important points'. These should include any points or quotes that you might want to use again or remember for a later paper or application. They can be short and bulleted,
- Critical reaction. What did you think of the readings? Again, this can be brief,
- Discussion Questions: From the readings, write down one or two questions that you could ask the class to discuss together. Come prepared to lead this discussion.

Discussion Leading: Students are responsible for leading class discussions at least two times during the semester. This is an opportunity for more in-depth perusal of a specific topic and a chance to be creative. Students will sign up for specific weeks and will work in pairs or triads. These discussions are expected to take no more than one hour of class (time will be strict), and should consist of mixed lecture, discussion questions, group activities, video presentations, or whatever you think will help the class best learn and apply the material. They are expected to be interactive as well as informative (don't just re-read the chapters to us). Presenters should create a *handout* that includes important summary points and questions from the readings to be distributed to the class members.

Interview/Observation Memos: You will need to choose an individual or family to interview and observe to practice your data gathering skills. Preferably this will be based on something in which you have an interest, scholarly or clinically. The interview can be short (20-30 min), but should be in depth, and on a topic that can yield rich information. In conjunction with this you should arrange an observation, which can also be short (20-30 min). This project is primarily about data gathering and reflection, not in depth analysis, which will come later. You do not need to transcribe the interview, but you should keep careful notes. You will be responsible for preparing the interview guide, the setting, and the participants. You will hand in a one page reflection paper (single spaced) that addresses: a) how you chose your topic and participants, b) how you prepared your interview guide, c) how the interview went, d) some of your notes, e) what the observation added, f) what qualitative approach you would use to continue to study this topic (e.g., ethnography) and g) what insights or new knowledge you have because of this experience. Attach your interview guide to this summary.

Movie Analysis: This is a chance to apply your qualitative skills to a fictionalized family. You will be using your new powers of observation and analysis to generate a report on this family. More detail is given in the grading rubric.

Secondary Data Analysis: This is a hands-on project that will be undertaken in steps, and with colleagues (groups of 2). The first step is to determine what type of qualitative data you want to analyze (there will be data sets made

available from the instructor, or if you know of other qualitative data that you want to use, this may be acceptable as well). The second step is to use coding procedures, as defined by the readings. The third step is to write up your methodology in a standard research report, including procedure, participants, analysis, and results. More detail is given in the grading rubric.

Evaluation of a research article (or: prepare for quals): You are expected to read an assigned article and critique/evaluate it based on the following guidelines. There will be two article critiques during the term, representing two of the major approaches of qualitative research. Please write a response-type paper (single spaced) in outline form with bullet points not exceeding three pages in length. You should critique the following sections of the article and give justification to what they did well or didn't.

- Rationale and justification for the study
- Purpose of the study
- If appropriate, were theoretical, epistemological, and literature foundations for the study established?
- Qualitative tradition(s) employed in the study
- Design of the study
- Grand tour and follow-up questions
- Role of the researcher
- Site and sample selections
- Data collection procedures
- Managing and recording data
- Data analysis procedures
- Methods for verification-trustworthiness, triangulation of data, etc. (issues of validity and reliability)
- Presentation of results
- Conclusions and discussion of findings
- Limitations of the study

Qualitative Research Proposal: Students are expected to conceptualize and design a research study using qualitative methods. This proposal will use one of the qualitative methods discussed in class, and it must be clinically relevant.

COURSE GRADING

Class attendance and participation	50pts (10%)
Response Papers (12 x 10)	120pts (24%)
Discussion Leading (2 x 30)	60pts (12%)
Interview/Observation Memo	30pts (6%)

Movie Analysis	40pts (8%)
Secondary Analysis	70pts (14%)
Article Critiques (2 x 30)	60pts (12%)
Research proposal	70pts (14%)

TOTAL	100pts. (100%)
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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:

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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
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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

- **Attendance Policy:** Attendance is expected in all courses. Attendance will be a component of the grade of any course. Students are responsible for informing the instructor in advance or in a timely manner of the reasons for their absence. Instructors in consultation with their department chairs are expected to respect University practices and policies regarding what counts as an excused absence. Typically excused absences include illness, bereavement, or religious observances. Serious tardiness may be dealt with at the discretion of the instructor.

- **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.

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 - 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

<i>Date</i>	<i>Topic</i>	<i>Readings & Assignments Due</i>
Class #1	Introduction	Short Stories and Poems (in class)

Class #2	Epistemology	Daly Ch 1 -2; Fife & Whiting (Values...); Slife & Williams (Ways of Knowing)
Class #3	Paths of Inquiry	Daly Ch 3; Creswell Ch 2; Denzin (A qualitative manifesto - Introduction, Chap1-2)
Class #4	Ontology	Daly Ch 4; Williams (The language and methods of science...); Gergen (Social construction...)
Class #5	Methodology & Approaches	Daly Ch 5; Creswell Ch 4-6; Charmaz Ch 1
Class #6	Method I - Data Collection	Daly Ch 6; Charmaz Ch 2; Kvale Ch 1 Interview/Observation Memos Due
Class #7	Method II - Research Design	Daly Ch 7; Creswell Ch 3; APA Publication Manual – Chap 2
Class #8	Analysis I - Methods	Daly Ch 9; Creswell 8 Movie Analysis Due
Class #9	Analysis II - Coding	Charmaz 3-4; Saldana (Intro to codes and coding)
Class #10	Analysis III - Consolidation	Charmaz 5-6; Seale (Secondary analysis ...) Secondary Analysis Due
Class #11	Method III - Reflexivity & Ethics (1)	Daly Ch 8; Knapp (Writing..);

Class #12	Method III - Reflexivity & Ethics (2)	Creswell Ch 10; Allen(A conscious and inclusive...) Article Critique 1 Due
Class #13	Analysis IV -Writing as Thinking (1)	Charmaz 7; Zinsser 1 -2
Class #14	Analysis IV -Writing as Thinking (2)	Wilkins (Revolt of Mother)
Class #15	Analysis V - More on Writing	Creswell Ch 9 & 11; Zinsser (3-5; 12); Chenail et al (Facilitating Coherence...) *Bhatt (Doing a dissertation); *Michael (When things go wrong) Article Critique 2 Due
Class #16	Research Proposal Demo	Student #1 Student #2 Student #3 Proposal Due to colleague reviewer
Class #17	Research Proposal Demo	Student #4 Student #5 Student #6
Class #18	Research Proposal Demo	Student #7 Student #8 Student #9
Class #19	Research Proposal Demo	Student #10 Student #11 Student #12

The contents of this syllabus may be altered as deemed appropriate by the instructor throughout the course.

You will be notified of any changes.

**Suggested Readings -not required*

Reading List

Allen, K. R. (2000). A conscious and inclusive family studies. *Journal of Marriage and the Family*, 62, 4-17.

Bhatt, C. (2004). Doing a dissertation. In C. Seale (Ed.), *Qualitative research and practice* (pp. 410-430). Thousand Oaks, CA: Sage.

Chenail, R.; Duffy, M., St. George, S., Wulff, D., & Charles, L. L. (2007). *Facilitating coherence across qualitative research papers*. Paper presented at the Third International Congress of Qualitative Inquiry, Urbana-Champaign, IL.).

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

Crotty, M. (2003). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

Daly, K. J. (2007). *Qualitative methods for family studies and human development*. Thousand Oaks,

CA: Sage.

Denzin, N. K. (2010). *The qualitative manifesto: A call to arms*. Walnut Creek, CA: Left Coast Press.

Denzin, N. K., & Lincoln, Y. S. (2000). The discipline and practice of qualitative research, In N. K.

Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research, 2nd Edition* (pp.1-36). Thousand Oaks, CA: Sage.

Edwards, M. E. (2002). Institutional barriers to taking good advice: a comment on "Authorizing family science." *Journal of Marriage and Family*, 64,1048-1051.

Fife, S. & Whiting, J. B. (2007). Values in family therapy practice and research: an invitation for reflection. *Contemporary Family Therapy*, 29, 71-86.

Gergen, K. J. (2009). *An Invitation to Social Construction* (2nd ed). Los Angeles, CA: Sage.

Knapp, S. J. (2002). Authorizing family science: an analysis of the objectifying practice of family science disclosure. *Journal of Marriage and Family*, 64,1038-1048.

Kvale, S. (2009). *Interviews: An introduction to qualitative research interviewing* (2nd ed). Thousand Oaks, CA: Sage.

Michael, M. (2004). When things go wrong. In C. Seale (Ed.), *Qualitative research and practice* (pp. 432-440). Thousand Oaks, CA: Sage.

Seale, C. (2004). Using data archives for secondary analysis. In C. Seale (Ed.), *Qualitative research and practice* (pp. 356-365). Thousand Oaks, CA: Sage.

Slife, B. D. & Williams, R. N. (1995). *What's behind the research?: discovering hidden assumptions in the behavioral sciences*. Thousand Oaks, CA: Sage.

Williams, R. N. (2005). The language and methods of science: common assumptions and uncommon conclusions. In B. D. Slife, J. S. Reber, and F. C. Richardson (eds). *Critical Thinking about Psychology*. Washington DC: APA.

Zinsser, W. K. (2006). *On writing well: an informal guide to writing nonfiction*. New York : Harper Perennial.

Film Analysis Prelect -Qualitative

The purpose of this assignment is to have you observe, analyze and appreciate a family using qualitative analysis techniques. A film is a good case study: Powerful themes, events, patterns and processes may be observed over multiple generations within a movie.

Select a film in which family issues and dynamics are a major theme of the movie and view it at least twice: Experience the film the first time with a “beginner’s mind” trying to observe the experience without preconceived ideas. You might find Daly and Charmaz’s (2003) questions helpful here (in Daly pp. 136, 231). Take notes (memos) on your impressions, your process/thoughts, and initial formulations. At the end of the film firm up your analytical strategy (see below). View the film again with your methodology in mind and pen in hand. Make full use of your remote control, stopping the film in key spots to reflect on important issues and make notes. Be sure to record key lines of dialogue that may support your final presentation. Follow these guidelines:

<u>Area</u>	<u>Points</u>
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<p>Writing: Follow all APA guidelines related to clarity, headings, content, and citing relevant literature. Please proofread, review, and rewrite! Length: About 6-8 ds pages, plus appendices.</p>	5
<p>Introduction/Overview: Hook your reader with a catchy introduction to your movie, the family, and the paper itself.</p>	2
<p>Theoretical Analysis: You will be analyzing your movie family using one of the standard qualitative approaches. The readings will give you guidance on the different methods employed by each approach, and you will select whichever methodological approach, you feel would be best suited for this film. You will be analyzing this movie from an observational, not interview approach. Therefore, your codes/themes will be primarily from your own notes and observations, rather than from text from participants (although relevant quotes from the participants are likely to be helpful and illustrative of what you are presenting). Don't be overwhelmed at "doing it right," keep in mind that much of analysis is "thinking and writing" (Daly, p. 211). You will gain confidence in your formulations as you sort through your analysis (much of this writing and thinking will come before the formal write up in the paper). The following sections should be used in the final write up:</p> <p>1. Rationale for choosing your approach. You should be familiar with the different types of analysis after reading Creswell 8 and Daly 9. Discuss your approach, and why it is appropriate for this analysis.</p> <p>2. Analysis. Using the relevant components of your methodology (the templates in Creswell, pp. 170-172 will be helpful), summarize your analysis and findings. Use subheadings for different areas, or themes. These may vary slightly depending on what types of analysis you choose. You can use supporting description and quotes here to help the reader understand your findings (e.g., a relevant quote or scene may illustrate a theme that you have presented). This will constitute the main portion of your paper.</p> <p>3. Alternative Methodology. List another methodological approach that you could have used to analyze this film. Discuss how this choice might have changed your process and findings.</p> <p>4. Discussion and reflection. This isn't a traditional discussion section that would cite relevant literature; it is a chance to reflect on how these findings may be useful to others, or how they might generate further questions or discussion. Also, this where you discuss how you as a researcher may have shaped this process.</p>	<p>5</p> <p>5</p> <p>15</p>

5. Appendices. Add a selection of your field notes or idea and sketches that you think are relevant.	4
	5
	2
Conclusion: Summarize the project and record a line of dialogue (or interaction or scene) which, for you, captures the essence of this film. Support your choice.	2
Total	40

Secondary Analysis Project — Qualitative

This project will involve actual data analysis of actual qualitative data. It is best to work in pairs, but if you have a justification to work alone, talk to the instructor. You will be selecting a data set in consultation with the instructor, and choosing at least several hours worth of interview transcriptions (more is better and maybe easier for you) with rich data. You will follow the guidelines of data analysis as set forth in your class readings (from Analysis I-III). You will then write up a standard report of your methods and findings. Keep in mind that this process will feel loose and somewhat ambiguous. In the spirit of learning by doing, take courage and jump in without worrying too much about doing this the “right” way. This is not MANOVA. Follow these guidelines:

<u>Area</u>	<u>Point</u>
Writing: Follow all APA guidelines related to clarity, content, and citing relevant literature. Please proofread, review, and rewrite! <i>Length: About 8-10 ds pages, not including title page, abstract references, or appendices.</i>	10

<p><u>Analysis</u></p> <p>1. After you have data and a general topic of interest, choose an <i>epistemological, theoretical, and methodological stance</i>. You will also need to be clear about your specific <i>research questions</i>, and your <i>methods</i> that you will use. This will guide your thinking as you work, although it is possible that this will change somewhat during your process. <u>Identify these</u> in your written presentation.</p> <p>2. <i>Get familiar with your data</i> -read through it and let it sink? in some before coding. Make some record of your initial impressions (in a <u>memo</u>).</p> <p>3. Re-read your transcripts and start to take notes. Follow some of the open-coding type procedures that you have been reading about. These may vary slightly depending on what approach you have chosen, but in general this step involves initial categorizing and labeling of the data. Strauss and Corbin will be helpful here.</p> <p>4. After you have done initial “open”-type coding, you can begin working on your general <i>classification system</i>. Again, follow your method but usually this involves organizing your data into themes, nodes, categories, etc. You will need to define these categories as they emerge and take shape. (e.g., Daly pp. 218-233; Charmaz).</p> <p>5. Present your final set of categories or themes in <i>visual format</i>. This may be formal, like a theory, or it may be less formal, like a set of related themes. This does not need to be elaborate, but it should reflect your final thinking about the analysis. Like the rest of the analysis procedure, any conceptual or theoretical mapping will probably develop over several iterations.</p> <p>6. Keep memos that track your process. These may reflect your thinking about the <u>data</u> (observational), the analysis <u>process</u> (textual, and conceptual/theoretical) your <u>role</u> and values (reflexive) and your <u>decision making</u> and interaction with other researchers (operational) (see Daly pp. 229-230). These need not be extensive, but they are a helpful way of reflecting on the emergence of your findings and the process itself.</p> <p>7. In an appendix, add evidence of the above, in the form of <i>selected</i> coding notes, memos, conceptual maps, etc. (a few sample pages is fine).</p>	<p>10</p>
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<p><u>Written Manuscript</u></p> <p>1. Write up your work in a standard research format. It will not include all sections of a research article, but it will include some of them. Follow the format of your chosen methodology (see Creswell, pp. 47-50). The needed sections will include:</p> <p>2. <i>Introduction</i>: You will not need a lit review, but give a brief introduction to your study with your research questions, epistemology, theory, methods, etc. You do not need the standard 'statement of the problem.</p> <p>3. <i>Methodology/Procedures</i>: Discuss the normal sections here that you can. You may have less to say on sample/participants, since this is secondary analysis (although you should mention issues related to secondary analysis -- see Seale). You will discuss your specific methods of analysis. your role, etc.</p> <p>4. <i>Results</i>: Here you will summarize what you have found. Present your findings clearly within an organized structure (see Creswell, pp. 170-172). You do not have to rigidly follow existing formats, but look at similar articles for ideas (Creswell chap 5 & Appendices). <u>Use representative quotes</u> judiciously and present a conceptual map. Save most of your comments or interpretations for the discussion section.</p> <p>5. <i>Discussion</i>: This section will summarize what you have found and what you think it may mean. You do not need to list how it compares to existing research as would be typical in a discussion section, but you might list implications for future research and applied work. List any other limitations or issues that are relevant for the reader to understand about your analysis.</p>	<p>5</p> <p>20</p> <p>15</p> <p>10</p>
<p>Total</p>	<p>70</p>

Qualitative Research Proposal

Students are expected to conceptualize and design a research study using qualitative methods. This proposal will use one of the qualitative approaches discussed in class, and it must be clinically relevant (at least in its potential

implications). This should be an innovative study that fills a gap in the literature and advances the field of MFT. This project can be done in pairs. Follow these guidelines (adapted from Chenail et al., 2009):

<u>Area</u>	<u>Point</u>
<p>Writing: Follow all APA guidelines related to clarity, content, and citing relevant literature. Please proofread, review, and rewrite! <i>Length: About 15-20 ds pages, including title page, abstract references, and/or appendices.</i></p>	10
<p>Proposal Structure</p> <p>Although there will be some flexibility in how you structure your proposal (depending on the type of study you are proposing - see Creswell, pp. 47-50 and the APA 6th ed Chap 2), in general, the following sections are needed:</p> <p>1. Title Page: Clearly identify the subject of your paper (e.g., Population, Problem or Perspective, and Methodology). In APA format the title page includes: a header with page number, a running head, the title of the paper, the author's name, and the author's affiliation.</p> <p>2. Abstract: Present a succinct summary of your proposed study (most abstracts are 100-120 words). In the abstract you should highlight your proposed topic; major theories/concepts to be explored; proposed research questions/hypotheses, tradition/genre; methods -sample, instruments, procedures; proposed data analysis methods; expected contribution to field (e.g., theoretical, practical, methodological).</p> <p>3. Introduction: In the first sub-section, introduce your topic by presenting a justification for your proposed research project, offering the context or background to the study, and defining relevant terms as necessary. In the second sub-section, outline several goals (e.g., from 3 to 6) that you will accomplish in your research and discuss how they differ from goals underscored in past research (i.e., defining a gap in the literature).</p> <p>4. Literature Review: Present a review of the literature and provide arguments for the exploration of research questions and/or hypotheses by critically synthesizing what has been done to provide insight into the topic and effectively establishing the gap in the literature. Conclude this section by presenting your research questions along with a rationale for choosing each question to study.</p>	<p>2</p> <p>3</p> <p>5</p>

<p>5. Methodology: Present your proposed methodological choices including: Sample, Instruments (data collection methods). Proposed Process/Procedures, and Proposed Data Analysis Methods. In this section you will include your <i>epistemological, theoretical, and methodological</i> stance.</p>	15
<p>6. Analysis & Results: Either as a separate section or as part of the Methodology section present a thorough description of the types of analysis you plan to perform in your research for each of your research questions. Present an argument about what You expect to find after you collect your data and why. Discuss the importance of the research and the expected contributions of the research along with the anticipated limitations and strengths of your research.</p>	15
<p>7. Ethics & Reflexivity: Explain how you will do an ethical study and manage researcher presence (how will your own experiences and beliefs be relevant?) in your study.</p>	10
<p>8. References & Appendices: Include a list of the most recent and relevant studies (e.g., between 10-15) and add any relevant appendices (e.g., potential interview guide, or figures).</p>	8
	2
Total	70
<p>Regarding Co-work and Combining the Proposal and the Secondary Analysis</p> <p>6. If students want to combine this assignment with their secondary data analysis assignment for publication purposes, they, may do so (see syllabus for more on this). You do not need to add the secondary analysis to this assignment at this time, however. I support efforts to work toward publication, but I will be more rigorous in grading students presenting in pairs (assuming that you have the advantage of help, and the motivation to get this published!). Another option is to write</p>	

an initial proposal that you think might develop into your dissertation or another research project.	
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7. We will be giving these to colleagues for review to be returned with comments to the author(s). Please use 'track changes' in word to edit and comment on each other's work, and attach the reviewed copy -with reviewer name(s) -to the back of your final paper.	
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APPENDIX A

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 9200 PhD Research Publication



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 9200 PhD Research Publication

Distance Learning (On-line) Course

PROGRAM: Doctor of Philosophy in Counseling

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

CLASS DAY AND TIME: 10/12/2022 – 12/14/2022

- (1) Weekly synchronous online class – Wednesdays, Wk 1- Wk 4: 7pm – 10pm EST (30hrs)
Starting Nov 6 Wk 5-Wk10: 6pm - 9 pm EST

Zoom Link: <https://us06web.zoom.us/j/81986545718?pwd=ZVVPVDNCWmRPRXJIRlk5b01leVA1dz09>

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

CLASSROOM: N/A, Online Course

INSTRUCTOR: Mei-Ju (Meryl) Ko, Ph.D.

E-MAIL: merylko@daybreak.edu; komeiju@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:

This course builds on the introduction to the dissertation process and leads students through the university research proposal, formation of a dissertation committee, application for human subject review, and revision of dissertation research for journal publication. This course is an introduction to academic publishing such as writing for research articles and grant proposals. The class is designed to give students the tools they need to get their work accepted by academic journals. Emphasis will be on skills development activities such as writing various sections of publishable paper and giving and receiving feedback on works in progress.

Some course details.

- You cannot wait to read the workbook until the night before class, because it has daily tasks you must complete.
- You can download and print out some of the forms in the book, such as the weekly calendars, at <https://wendybelcher.com/writing-advice/workbook-forms/>.
- This class is a confidential place; do not discuss outside of class the comments and work you hear and see in class. People are bringing writing at every stage; they need to feel safe in sharing rough work.
- If you complete your article early and want to send it to a journal before the end of class, go for it. Just be sure to send proof of sending to the instructor.

Educational Objectives:

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

- Become familiar with a style of clear, concise, engaging writing through readings, and experiential activities.
- Be familiar with the process of writing for publication in professional journals.
- Be familiar with the process of grant writing, understand the typical grant review process and the traditional evaluation criteria used to determine fundability.
- Independently writing up research results and submitting research for journal publication.

Appendices:

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

Required Textbooks:

Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd ed.). University of Chicago Press.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Gerin, W., & Kinkade, C. K. (2018). *Writing the grant proposal: A step-by step Guide* (3rd ed.). Sage.

Recommended Books:

Strunk, W. (1918). *The elements of style*. Press of W. P. Humphrey.

Zinsser, W. (2001). *On writing well*. (6th ed.). Quill.

Lamott, A. (1995). *Bird by bird*. Anchor Books.

Hancock, G. R., Stapleton, L. & Mueller, R. O. (2018). *The reviewer's guide to quantitative methods in social sciences* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315755649>

Methods of Instruction: Online 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.

- a. 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 research work?

2. Weekly Assignments [20 points]:

These will take several forms including email reactions reports to the readings, or completing specific homework assignments (e.g. giving feedback to other group members; submitting writing drafts). They will be announced at each class or the assignments will be sent to you via e-mail shortly after class.

3. Professional CV [10 points]:

Students will create their own professional curriculum vitae for academic job search, conference paper, and grant proposal submissions.

4. Journal Article Writing [40 points]:

Students (Individual or group) will write a research article (or research/grant proposal). The paper should be 20-30 pages including reference list (30pts). Students will submit their first draft of their research paper at Week 7 of the class. At the end of semester, student will make a 15-20 minutes presentation of their research in class (10pts).

Guideline for the Research Article:

- a. Statement of the problem and significance of the problem
- b. Brief review of the literature, including theoretical basis
- c. Research Questions (hypotheses)
- d. Method: Participants and Data Analysis
- e. Results
- f. Discussion (strength/limitations, future research implications and clinical implications)
- g. References

COURSE GRADING

Attendance and Reading Reflection	30pts. (30%)
Weekly Assignments	20pts. (20%)
Professional CV	10pts. (10%)
Research Article Writing	40pts. (40%)

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
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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.

TENTATIVE COURSE SCHEDULE

Class date and topic	Reading	Assignments & Populi Work (1.5hr)
	*Please download articles through DBU online library or populi	Log in Daybreak Populi http://www.daybreakPopuli.org/
Class 1 (10/12/22) <ul style="list-style-type: none"> ● Introduction/Syllabus ● Sharing research progress 	<ul style="list-style-type: none"> ● Belcher(2019) Introduction & Wk 1 	
Class 2 (10/19/22) <ul style="list-style-type: none"> ● Journal submission progress ● Making an Argument ● Writing Abstract 	<ul style="list-style-type: none"> ● Belcher(2019) Wk 2; Wk 3 ● Piercy, F., Moon, S., & Bischof, G. (1994). Difficult journal article rejections among prolific family therapist: A qualitative critical incident study. <i>Journal of Marital and Family Therapy</i>, 20(3), 231-245. ● Piercy, F. P., Sprenkle, D. H., & McDaniel, S. H. (1996). Teaching professional writing to family therapists: Three approaches. <i>Journal of Marital and Family Therapy</i>, 22(2), 163-179. (Read 	Assignment Due: Research Abstract, and Week One Calendar for Actually Writing form.

	175-177)	Group Meeting
Class 3 (10/26/22) <ul style="list-style-type: none"> ● Selecting a Journal ● APA Writing ● Overturning Writing Obstacles 	<ul style="list-style-type: none"> ● Belcher(2019) Wk4; ● APA (2020) Ch 4, 5, 6 ● APA Style Website https://apastyle.apa.org/style-grammar-guidelines ● Lamott, Bird by Bird 3-13 	Group Meeting
Class 4 (11/2/22) <ul style="list-style-type: none"> ● Reviewing the Related Literature ● Crafting Your Claims for Significance ● Utilizing Reference Software 	<ul style="list-style-type: none"> ● Belcher (2019) Wk 5 & Wk 6 (p191-201) ● APA (2020) Ch 8, 9, 10 	Assignment Due: Journal Search Assignment Group Meeting
Class 5 (11/9/22) Do coding together Class starts at 6pm EST. <ul style="list-style-type: none"> ● Strengthening Your Structure ● Presenting Your Evidence 	<ul style="list-style-type: none"> ● APA (2020) Ch 3 Journal Article Reporting Standard ● Doherty (2002). Bad Couples Therapy ● King (1963). Letter from Birmingham Jail ● Lowe (2005). The Case for the Older Therapist ● White (2005). Writes of passage: Writing and empirical journal article. 	Group Meeting Assignment Due: Claim for Significance
Class 6 (11/16/22) <ul style="list-style-type: none"> ● Opening and Concluding Your Article ● Editing Your Sentence 	<ul style="list-style-type: none"> ● Belcher(2019) Wk 10; Wk 11 ● APA Ch 4 Writing Style and Grammer 	Group Meeting
Class 7 (11/23/22) <ul style="list-style-type: none"> ● Grant Proposal 	<ul style="list-style-type: none"> ● Gerin & Kinkade (2018) Ch 2, 4, & 5 	Submit first draft paper

		Group Meeting
Class 8 (11/30/22) <ul style="list-style-type: none"> ● Writing CVs ● Submitting Your Article 	<ul style="list-style-type: none"> ● Belcher(2019) Wk 12; 	Reviewer's Feedback Group Meeting
Class 9 (12/7/22) <ul style="list-style-type: none"> ● Giving, Getting, and Using Others' Feedbacks ● Revising and Resubmitting Your Article 	<ul style="list-style-type: none"> ● Belcher(2019) Wk X, Wk 6(202-208) ● Gerin & Kinkade (2018), p.301-303; 306-323 ● Lovejoy, T. I., Revenson, T. A., & France, C. R. (2011). Reviewing manuscripts for peer-review journals: a primer for novice and seasoned reviewers. <i>Annals of Behavioral Medicine</i>, 42(1), 1-13. 	Assignment Due: Professional CV Group Meeting
Class 10 (12/14/22) <ul style="list-style-type: none"> ● Research Presentation 	<ul style="list-style-type: none"> ● Research Presentation & Feedback 	Final Research Article (Due on 12/16/22)

Journal Article and Presentation

[40 points]

Students (Individual or group) will write a research article (or research/grant proposal). The paper should be 20-30 pages including reference list (30pts). Students will submit their first draft of their research paper at Week 7 of the class. At the end of semester, student will make a 15-20 minutes presentation of their research in class (10pts).

Student Name:

	Contents	Points (40)	Your points
1	Abstract and Title	4	
2	Introduction/Literature Review a. Statement of the problem b. Significance of the problem (Significance of the study) c. Review of the literature, including theoretical basis d. Clear argument (presented in first 5 pages of the paper)	8	
3	Methodology a. Participants (Report demographic info of the participants) b. Procedures c. Instrumentation (Test/Reliability/Validity/Format/Interview questions)	5	
4	Result a. Data Analysis	4	

	b. Preliminary Results		
5	APA Style and Format; Clear, Concise, and Direct Writing	9	
6	Presentation	10	
Total		40	
Comments:			

APPENDIX A

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 8700 Advanced 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 8700 Advanced Marriage and Family Therapy

Distance Learning (On-line) Course

PROGRAM: Ph.D. 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 – Fridays, 4:00pm – 7:00pm (30hrs) Pacific Time

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

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 (2019). *Publication manual of the American Psychological Association* (7th 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

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. 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 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 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	Contents	Instructors	Assignment Due
1 1/13/2023 10am-1pm, PST (English)	Family Therapy Intervention: Intake and Assessment	Jin Kim, Ph.D., LMFT Daybreak University	Patterson et al. (2018). Ch. 1-4
2 1/20/2023	Neurodiverse Relationship	Lorna Hecker, Ph.D., LMFT Daybreak University	Different Planets <u>On Populi</u>

4pm-7pm, PST (English & Korean)	Family Interview & Family Timeline	Jin Kim, Ph.D., LMFT Daybreak University	Patterson et al. (2018). Ch. 5-8
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>
4 2/3/2023 4pm-7pm, PST (English & Korean)	Family Genogram Intervention	Kenneth Silvestri, Ph.D., LMFT Daybreak University	McGoldrick, M., Gerson, R., & Petry, S. (2020). Chapter 1, 2, & 3 https://www.psychologytoday.com/us/blog/wider-lens/201906/who-do-you-think-you-are
5 2/10/2023 4pm-7pm, PST (English & Korean)	Bowen Family Systems Theory Intervention <i>: The Nuclear Family Emotional System</i>	Carrie E. Collier, Ph.D., LPC Director, The Bowen Center for the Study of the Family/Georgetown Family Center	Readings: Kerr, M. E. (2019). Ch. 4 & Ch. 9 <u>On Populi</u> Video for November 2022 (found on the website free videos): Kerr Lecture Series #4: The Nuclear Family. Bowen Theory — The Bowen Center for the Study of

			the Family Reading Reflection Due
6 2/17/2023 4pm-7pm, PST (English & Korean)	Emotionally Focused Therapy and Intervention	Hee-Sun Cheon, Ph.D., LMFT MFT professor, Seattle Pacific University	Johnson, S. M. (2019). Ch.1 -5
7 2/24/2023 4pm-7pm, PST (English & Korean)	Reflection Team	Jin Kim, Ph.D., LMFT Daybreak University	Patterson et al. (2018). Ch. 9-12
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 following:

The paper should include 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 with APA format (excluding the appendices)	4	
Total		35	
Comments:			

APPENDIX A

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 9750: MFT Professional Practice and Applications to Contemporary Challenges



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 9750: MFT Professional Practice and Applications to Contemporary Challenges

Distance Learning (On-line) Course

PROGRAM: 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 (**Core course**)

CLASS DAY AND TIME: 10/13/2022 – 12/15/2022

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

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

CLASS ROOM: N/A, Online Course

INSTRUCTOR: Sunja Youn, Ph.D., Euna Park, Ph.D., & Jin Kim, Ph.D.

E-MAIL: eunapark@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. Appointments can also be scheduled as needed via Populi.

Course Description:

This course focuses on contemporary moral, ethical, social, legal, and clinical challenges that Marriage and Family Therapists may encounter with clients in a modern world. Lenses utilized to examine these contemporary issues include systemic/relational perspective, inclusivity and diversity, and social location of the therapist. Although topics are presented and reviewed in separate weekly meetings, the intersectionality of all contemporary challenges will be critically analyzed. Course topics should be regularly examined and updated as challenges in society change.

Method of Instruction: Online Class**Course Educational Objectives:**

1. Students will evaluate current ethical and moral dilemmas faced by therapists.
2. Students will apply a systemic/relational lens to contemporary challenges in society and what therapists may face in therapy.
3. Students will extrapolate how diverse cultures are impacted by contemporary challenges and how therapists might address their unique needs.

Appendices:

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

Appendix B: Assignment Rubrics

Appendix C: Course and University Policies

Readings: See Course Schedule**COURSE GRADING**

Rubrics to all assignments are located in Appendix B

Attendance and Participation	30pts. (30%)
Reflection Paper #1: Anticipated Reactions	10pts. (10%)
Reflection Paper #2: Actual Reactions	10pts. (10%)

Paper: Draft	15pts. (15%)
Paper: Final	15pts. (15%)
Group Project/Presentation	20pts. (20%)

TOTAL	100pts.

COURSE COMPONENTS

Class Attendance and 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.

Assignment Descriptions

Reflection Paper #1: Anticipated Reactions: 10pts. (10%)

Students will write a 3-5 page paper responding to questions in the rubric. Questions pertain to anticipated reactions to course topics. Student are expected to respond with depth, professionalism, and thought consistent with doctoral level work.

Reflection Paper #2: Actual Reactions: 10pts. (10%)

Students will write a 3-5 page paper responding to questions on the rubric. Questions pertain to actual reactions to the course topics. Student are expected to respond with depth, professionalism, and thought consistent with doctoral level work.

Paper Draft & Final: 15 pts each (15% each)

Students will pick a contemporary issue or challenge *not covered** in this course and will seek pre-approval from the instructor by the end of week 2. Students are to utilize at least 5 academic and professional sources and, utilizing a systemic lens, write about the impact of the issue/challenge on couples and families. The sources should be within the last decade unless the reading is from a seminal source in the field. Included in the paper should be an analysis of cultural implications for diverse and underserved populations, therapeutic implications facing therapists, and ethical/moral, and legal (if any) aspects therapists should consider. * Examples include but are not limited to the following: Health Care disparities, Managed Health Care, Eating Disorders, Refugees, Trauma, In-Home Therapy, Homelessness, Physical Disabilities, Religion, Spirituality, Chronic Illness, Caregiving, Intimate Partner Violence, Immigration, Suicide, Divorce, Coaching, Neuroscience, Collaborative Divorce.

Group Project & Presentation: 20pts (20%) Students are to choose a topic from those listed and prepare a short 20-minute presentation along with 3-5 colleagues. Presentation dates will be the day the topic is covered in class. Presentations should resemble those conducted at professional workshop/conferences to include audio/visual aids and appropriate audience participation. Topics should be approved by the instructor in advance, so no topic is repeated. Students are expected to utilize an additional 5-7 academic sources for the presentation not included in this syllabus. The sources should be within the last decade unless the reading is from a seminal source in the field. All members of the groups are expected to contribute equally to the project which must address, from a systemic lens, how diverse populations may be impacted by the issue/challenge.

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

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

COURSE SCHEDULE

<u>CLASS</u>	Contents	Assignments and Readings
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CLASS #1	<ul style="list-style-type: none"> ● Review syllabus, policies, expectations ● Advanced moral and ethical issues ● Balancing Self of the therapist and personal social location 	<ul style="list-style-type: none"> ● Reflection Paper #1: Anticipated Reactions due by end of the week. ● Choose group members and presentation topics. <p>Readings:</p> <ul style="list-style-type: none"> ● Hacker, P.M.S. (2021). The Roots of Morality and the Nature of Moral Goodness. In The Moral Powers, P.M.S. Hacker (Ed.). https://doi.org/10.1002/9781119657828.ch2 ● Rosik, C. 2007. When Therapists do not acknowledge their moral values: Green's response to a case study. <i>Journal of Marital and Family Therapy</i>, Volume 29, Issue 1. 10.1111/j.1752-0606.2003.tb00381.x ● Melito, R. 2007. Values in the role of family therapist: Self-determination and justice. <i>Journal of Marital and Family Therapy</i>. Volume 29, Issue 1. https://doi.org/10.1111/j.1752-0606.2003.tb00378.x ● Anya, S. (2020). Top Ethical Violations for Marriage & Family Therapists (MFTs) https://www.youtube.com/watch?v=xDGqDpG31k
CLASS #2	<ul style="list-style-type: none"> ● Family Law ● Families and politics ● Family Policy 	<ul style="list-style-type: none"> ● Riley, P., Hartwell, S., Sargent, G., Patterson, J. (2007). Beyond law and ethics: An interdisciplinary course in family law and family therapy. <i>Journal of Marital and Family Therapy</i>, Volume 23,

		<p>Issue 4. https://doi.org/10.1111/j.1752-0606.1997.tb01057.x</p> <ul style="list-style-type: none"> ● Ooms, T., (2019). The Evolution of Family Policy: Lessons Learned, Challenges, and Hopes for the Future. <i>Journal of Family Theory & Review</i>, Volume 11, Issue 1. https://doi.org/10.1111/jftr.12316 ● Levinsen, K. & Yndigegn, (2015). Political discussions with family and friends: exploring the impact of political distance. <i>The Sociological Review</i>, Volume 63, Issue 2. https://doi.org/10.1111/1467-954X.12263 ● Berger, L. & Carlsen, M, (2020). Family Policy and Complex Contemporary Families: A Decade in Review and Implications for the Next Decade of Research and Policy Practice. <i>Journal of Marriage and Family</i>, Volume 82, Issue 1 https://doi.org/10.1111/jomf.12650 ● (Recommended) ● Safer, J. (2019). I Love You, but I Hate Your Politics: How to Protect Your Intimate Relationships in a Poisonous Partisan World. New York: All Points Books.
CLASS #3	<p>Contemporary issues:</p> <ul style="list-style-type: none"> ● Military impact ● Veterans in therapy 	<ul style="list-style-type: none"> ● Donoho, C., LeardMann, C., O'Malley, C., Walter, K., Riviere, L., Curry, J., Adler, A., (2018). Depression among military spouses: Demographic, military, and service member psychological health risk factors. <i>Depression and Anxiety</i>, Volume 35, Issue 12. https://doi.org/10.1002/da.22820 ● Cramm, H., Norris, D., Venedam, S., Tam-Seto, L., (2018). Toward a Model of Military Family Resiliency: A Narrative Review. <i>Journal of Family Theory and Review</i>, Volume

		<p>10, Issue 3.</p> <ul style="list-style-type: none"> ○ https://doi.org/10.1111/jftr.12284 ● Wen, I., Price, L., Spray, A., Maramr, C., (2020). Mending broken bonds in military couples using emotionally focused therapy for couples: Tips and discoveries. <i>Journal of Clinical Psychology</i>, Volume 76, Issue 5. https://doi.org/10.1002/jclp.22921 ● Resnik, L., Ekerholm, S., Johnson, E., Ellison, M., O'Toole, T., (2016). Which Homeless Veterans Benefit From a Peer Mentor and How? <i>Journal of Clinical Psychology</i>, Volume 73, Issue 9. https://doi.org/10.1002/iclp.22407 ● Zhou, X., Levin, Y., Stein, J., Zerach, G., Solomon, Z., (2016). Couple Forgiveness and its Moderating Role in the Intergenerational Transmission of Veterans' Posttraumatic Stress Symptoms. <i>Journal of Marital and Family Therapy</i>. Volume 43, Issue 3. https://doi.org/10.1111/jmft.12200 ● Monk, J., Oseland, L., Nelson Goff, B., Ogolsky, B., Summers, K. (2017). Integrative Intensive Retreats for Veteran Couples and Families: A Pilot Study Assessing Change in Relationship Adjustment, Posttraumatic Growth, and Trauma Symptoms. <i>Journal of Marital and Family Therapy</i>, Volume 43, Issue 3. DOI: 10.1111/jmft.12230
CLASS #4	<p>Contemporary issues:</p> <ul style="list-style-type: none"> ● Multiculturalism in therapy ● Cross cultural issues 	<ul style="list-style-type: none"> ● Combs, G. (2019). WHITE PRIVILEGE: What's a Family Therapist To Do?. <i>Journal of Marital and Family Therapy</i>, 45, 61–75. https://doi.org/10.1111/jmft.12330 ● Erolin, K. S. and Wieling, E. (2021). The

		<p>Experiences of Couple/Marriage and Family Therapists of color:A Survey Analysis. <i>Journal of Marital and Family Therapy</i>, 47, 3- 20. doi: https://doi.org/10.1111/jmft.12456</p> <ul style="list-style-type: none"> ● Bean, R.A., Perry, B.J. and Bedell, T.M. (2002), Developing culturally competent marriage and family therapists: Treatment guidelines for non-African American therapists working with African-American families. <i>Journal of Marital and Family Therapy</i>, 28: 153-164. https://doi.org/10.1111/j.1752-0606.2002.tb00353.x ● Lee, A. T., Chin, P., Nambiar, A., & Hill Haskins, N. (2023). Addressing intergenerational trauma in Black families: Trauma-informed socioculturally attuned family therapy. <i>Journal of Marital and Family Therapy</i>, 1–16. https://doi.org/10.1111/jmft.12632 ● Limb, G.E. and Hodge, D.R., (2011). Utilizing Spiritual Ecograms with Native American Families and Children to Promote Cultural Competence in Family Therapy. <i>Journal of Marital and Family Therapy</i>, 37: 81-94. https://doi.org/10.1111/j.1752-0606.2009.00163.x ● Brown, C. C., Williams, Z., Durtschi, J. A. (2018). Trajectories of Interracial Heterosexual Couples: A Longitudinal Analysis of Relationship Quality and Separation. <i>Journal of Marital and Family Therapy</i>, 45, 650–667. https://doi.org/10.1111/jmft.12363
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CLASS #5	<p>Contemporary issues:</p> <ul style="list-style-type: none"> ● Contemporary financial issues ● The economy, work life, & education 	<ul style="list-style-type: none"> ● Hu, Y. (2019), What About Money? Earnings, Household Financial Organization, and Housework. <i>Journal of Marriage and Family</i>, 81: 1091-1109. <ul style="list-style-type: none"> ○ https://doi.org/10.1111/jomf.12590 ● Fulda, B.E. and Lersch, P.M. (2018), Planning Until Death Do Us Part: Partnership Status and Financial Planning Horizon. <i>Journal of Marriage and Family</i>, 80: 409-425. https://doi.org/10.1111/jomf.12458 ● Johnson, M.D., Stanley, S.M. and Rhoades, G.K. (2022) "Does income moderate basic relationship processes?," <i>Journal of Marriage and Family</i>, 85(1), pp. 72–91. Available at: https://doi.org/10.1111/jomf.12877. ● Van Winkle, Z. and Fasang, A.E. (2020), Parenthood Wage Gaps Across the Life Course: A Comparison by Gender and Race. <i>Journal of Marriage and Family</i>, 82: 1515-1533. https://doi.org/10.1111/jomf.12713
CLASS #6	<p>Contemporary issues:</p> <ul style="list-style-type: none"> ● Couples and marriage: modern constellations ● Gender identity, sexuality, and the family 	<ul style="list-style-type: none"> ● Shaiful Bahari, I., Norhayati, M.N., Nik Hazlina, N.H. <i>et al.</i> Psychological impact of polygamous marriage on women and children: a systematic review and meta-analysis. <i>BMC Pregnancy Childbirth</i> 21, 823 (2021). https://doi.org/10.1186/s12884-021-04301-7 ● Furstenberg, F.F., Harris, L.E., Pesando, L.M. and Reed, M.N. (2020), Kinship Practices Among Alternative Family Forms in Western Industrialized Societies. <i>Journal of Marriage and Family</i>, 82: 1403-1430. https://doi.org/10.1111/jomf.12712 ● McGeorge, C.R., Coburn, K.O. and

		<p>Walsdorf, A.A. (2021), Deconstructing cissexism: The journey of becoming an affirmative family therapist for transgender and nonbinary clients. <i>Journal of Marital and Family Therapy</i>, 47: 785-802. https://doi.org/10.1111/jmft.12481</p> <ul style="list-style-type: none"> ● Heiden-Rootes, K., Wiegand, A., Bono, D. (2019). Sexual Minority Adults: A National Survey on Depression, Religious Fundamentalism, Parent Relationship Quality & Acceptance. <i>Journal of Marital and Family Therapy</i>, 45, 106–119. https://doi.org/10.1111/jmft.12323 ● Stillwell, D. (2021), Nichols, Margaret (2021). The modern clinician's guide to working with LGBTQ+ clients: The inclusive therapist. New York, NY: Routledge, pp. 352, \$44.95. <i>Journal of Marital and Family Therapy</i>, 47: 1010-1011. https://doi.org/10.1111/jmft.12519
CLASS #7	<p>Contemporary issues:</p> <ul style="list-style-type: none"> ● Community and cultural contexts: BLM ● Community responses: demonstrations, violence ● Technology 	<ul style="list-style-type: none"> ● Hertlein, K.M. and Ancheta, K. (2014) “Clinical application of the advantages of technology in couple and family therapy,” <i>The American Journal of Family Therapy</i>, 42(4), pp. 313–324. Available at: https://doi.org/10.1080/01926187.2013.866511. ● Peaceful Protests Against Racial Injustice Continue. https://www.youtube.com/watch?v=MlbcbzMPrrw ● Harris, S.M. (2020) “Black lives matter to systemic family

		<p>therapists,” <i>Journal of Marital and Family Therapy</i>, 46(3), pp. 383–384. Available at: https://doi.org/10.1111/jmft.12445.</p> <ul style="list-style-type: none"> ● Luttrell, J.C. (2019) “Respecting Black Lives Matter as political action,” <i>White People and Black Lives Matter</i>, pp. 87–115. Available at: https://doi.org/10.1007/978-3-030-22489-9_4. ● Blain, Keisha N. "Civil Rights International: The Fight Against Racism Has Always Been Global." <i>Foreign Affairs</i>, vol. 99, no. 5, Sept.-Oct. 2020, p. 176+. <i>Gale Academic OneFile Select</i>, www.gale.com. ● McCoy, H. (2020) “Black lives matter, and yes, you are racist: The parallelism of the twentieth and twenty-first centuries,” <i>Child and Adolescent Social Work Journal</i>, 37(5), pp. 463–475. Available at: https://doi.org/10.1007/s10560-020-00690-4.
CLASS #8	<p>Contemporary issues:</p> <ul style="list-style-type: none"> ● Neurodiversity and therapy ● Substance use disorders 	<ul style="list-style-type: none"> ● Neely, J., Amatea, E.S., Echevarria-Doan, S. and Tannen, T. (2012), Working With Families Living With Autism: Potential Contributions of Marriage and Family Therapists. <i>Journal of Marital and Family Therapy</i>, 38: 211-226. https://doi.org/10.1111/j.1752-0606.2011.00265.x ● Leadbitter, K. <i>et al.</i> (2021) “Autistic self-advocacy and the Neurodiversity Movement: Implications for Autism Early Intervention Research and Practice,” <i>Frontiers in Psychology</i>, 12. Available at: https://doi.org/10.3389/fpsyg.2021.635690. ● Botha, M. and Gillespie-Lynch, K.

		<p>(2022) "Come as you are: Examining autistic identity development and the neurodiversity movement through an intersectional lens," <i>Human Development</i>, 66(2), pp. 93–112. Available at: https://doi.org/10.1159/000524123</p> <ul style="list-style-type: none"> ● Hogue, A., Bobek, M., Levy, S., Henderson, C.E., Fishman, M., Becker, S.J., Dauber, S., Porter, N. and Wenzel, K. (2021), Conceptual framework for telehealth strategies to increase family involvement in treatment and recovery for youth opioid use disorder. <i>Journal of Marital and Family Therapy</i>, 47: 501-514. https://doi.org/10.1111/jmft.12499 ● Ariss, T., & Fairbairn, C. E. (2020). The effect of significant other involvement in treatment for substance use disorders: A meta-analysis. <i>Journal of Consulting and Clinical Psychology</i>, 88(6), 526–540. https://doi.org/10.1037/ccp0000495 ● Hogue, A., Becker, S. J., Fishman, M., Henderson, C. E., & Levy, S. (2021). Youth OUD treatment during and after COVID: Increasing family involvement across the services continuum. <i>Journal of Substance Abuse Treatment</i>, 120, 108159. https://doi.org/10.1016/j.jsat.2020.108159
CLASS #9	<p>Contemporary issues:</p> <ul style="list-style-type: none"> ● Internationalism and therapy ● Humanitarian work 	<ul style="list-style-type: none"> ● Kim, H., Prouty, A.M., Smith, D.B., Ko, M.-ju, Wetchler, J.L. and Oh, J.-E. (2015). Differentiation and healthy family functioning of Koreans in South Korea, South Koreans in the United States, and white Americans. <i>Journal of Marital and Family Therapy</i>, 41, 72–85. doi: 10.1111/jmft.12049 ● Daneshpour, M., 2010. Guest editor's introduction: Systemic thinking in working with Muslim

		<p>families: The importance of marriage and family therapy perspective. <i>Muslim Mental Health</i>, Volume 5, Issues 3. https://doi.org/10.1080/15564908.2010.556551</p> <ul style="list-style-type: none"> ● Hakak, Y., 2015. Battling Against Interfaith Relations in Israel: Religion, Therapy, and Social Services. <i>Journal of Marital and Family Therapy</i>. Volume 42, Issue 1. https://doi.org/10.1111/jmft.12123 ● Recommended: <ul style="list-style-type: none"> ● Charlés, L. L., & Samarasinghe, G. (Eds.) (2016). Family therapy in global humanitarian contexts: Voices and issues from the field. New York, NY: Springer, 138 pp. ● Noam Chomsky: Against "Humanitarian Intervention." https://www.youtube.com/watch?v=xZQMhGe1pgM
CLASS #10	<p>Contemporary issues:</p> <ul style="list-style-type: none"> ● Modern topic: The COVID 19 pandemic and its impact 	<ul style="list-style-type: none"> ● Morgan, A.A. et al. (2021) "The transition to teletherapy in marriage and family therapy training settings during COVID-19: What do the data tell us?," <i>Journal of Marital and Family Therapy</i>, 47(2), pp. 320–341. Available at: https://doi.org/10.1111/jmft.12502. ● Allen, K. & Goldberg, A., (2021). Apart, but still together: Separated parents living in limbo during COVID-19. <i>Journal of Marital and Family Therapy</i>. Volume 48, Issue 3. https://doi.org/10.1111/jmft.12556 ● Hardy, N., Maier, C., Gregson, T., (2021). Couple teletherapy in the era of COVID-19: Experiences and recommendations. <i>Journal of Marital</i>

		<p>and Family Therapy. Volume 47, Issue 2. https://doi.org/10.1111/jmft.12501</p> <ul style="list-style-type: none"> ● Perelli-Harris, B., Chao, S.-Y., & Berrington, A. (2023). For better or worse: Economic strain, furlough, and relationship quality during the Covid-19 lockdown. <i>Journal of Marriage and Family</i>, 1–25. https://doi.org/10.1111/jomf.12906 <p>Reflection Paper #2: Actual Reactions</p>
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***Logging on Information for the Populi Distance Education Platform**

To access the Populi platform, go to <http://www.daybreak.education/>. Under Student Academic Services, you can find Populi.

Appendix A

Institutional Mission Statement

The mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker side of their lives. Daybreak University provides rigorous education that inspires transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence, and a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PLO1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PLO2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PLO3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PLO4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PLO5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

Appendix B

Assignment Rubrics

Reflection Paper #1: Anticipated Reactions

Questions/Area of evaluation	Description	Points
How do you think you will react to each week's topic? Why do you think you will have this (these) reactions? (should have 10 topics)	Student responds to all 10 topics with both a reaction and an explanation why with a good amount of depth and reflection.	0-2
Which topic(s) do you think will cause you the most reaction(s)? Why?	Student responds with sincere and vulnerable reflection.	0-2
Which topic do you know the least and the most about already? How is it you know about the topic?	Students describes two topics. Students provides a solid description of the topic he/she/they know the most about.	0-2
Which topic do you think will be the most controversial for the class? Why?	Student provides a thorough response demonstrating a thoughtful reflection.	0-2
Writing conventions: APA style, grammar, spelling, etc.	Errors are minimal and do not impede the reader's ability to read the paper.	0-2

Reflection Paper #2: Actual Reactions

Questions/Area of evaluation	Description	Points
How did you react to each week's topic? Describe how your actual reaction was similar or different	Student responds to all 10 topics with both a reaction and an explanation why with a good amount of depth and reflection.	0-2

from the reaction you anticipated and why. (should have 10 topics)		
Which topic(s) caused you the most reaction(s)? Describe how the reaction was similar or different from the reaction you anticipated and why.	Student responds with sincere and vulnerable reflection.	0-2
For the topic you knew the most about, describe your reaction to the class information and anything new you may have learned. For the topic you knew the least about, describe your reaction.	Students describes two topics. Students provides a solid description.	0-2
Which topic was the most controversial for the class? Was it the same as the one you anticipated? Why was it controversial?	Student provides a thorough response demonstrating a thoughtful reflection.	0-2
Writing conventions: APA style, grammar, spelling, etc.	Errors are minimal and do not impede the reader's ability to read the paper.	0-2

Paper: Draft & Final

Area of Evaluation	Description	Points
Student demonstrates utilization of a systemic/relational lens throughout the paper.	Student refers to a systemic/relational lens utilizing language or terminology consistent with a specific MFT theory or model or systemic theory in general.	0-3
Students describes background, context, and impact on couples & families of the contemporary challenge/issue.	Student describes a coherent background on the issue including sufficient contextual factors so the reader will have a considerable understanding of the issue. Student describes in depth the impact on couples & families of	0-3

	the contemporary challenge/issue.	
Students describes the cultural implications for diverse and underserved populations.	Student demonstrates an extensive analysis of the cultural implication of the issue for diverse and underserved populations.	0-3
Student describes therapeutic implications including ethical/moral, and legal (if any) aspects therapists should consider.	Student carefully describes therapeutic implications including ethical/moral, and legal (if any) aspects therapists should consider.	0-3
At least 5 scholarly articles or other sources. Writing conventions: APA style, grammar, spelling, etc.	Student utilizes at least 5 scholarly sources and errors are minimal and do not impede the reader's ability to read the paper.	0-3
		15 points total.

Group Project and Presentation:

Area of Evaluation	Description	Points
Students demonstrate utilization of a systemic/relational lens throughout the presentation.	Students demonstrate usage of language or terminology consistent with a systemic/relational lens or specific MFT model or theory in the presentation and any other presentation material.	0-4
Presentation is of professional caliber including visual aids and appropriate audience participation.	Presentation is conducted and materials are of professional caliber with no or minimal errors. Presenters engage audience appropriately.	0-4
Students demonstrate usage of 5-7 additional resources not already in the syllabus.	Students use at least 5 additional sources in their presentation and cite them appropriately.	0-4
Students include analysis of how diverse and underserved populations are or may be impacted.	Students address in an in-depth manner how diverse and underserved populations are or may be impacted.	0-4
Students describe therapeutic	Students demonstrate an thorough analysis of	0-4

implications for therapists to consider including ethical, moral, and legal aspects (if appropriate).	the therapeutic implications for therapists to consider including ethical, moral, and legal aspects (if appropriate	
		20 points
Evidence that all students participated in project/presentation	Evidence exists that not all students participated equally in the project and presentation either by observation or other communications.	-5 pts

Appendix C

Course and University Policies

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.

CFT 9800 Fundamentals of Supervision



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 9800 Fundamentals of Supervision

Distance Learning (On-line) Course

PROGRAM: Doctor of Philosophy in Counseling

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

CLASS DAY AND TIME:

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

(2) Weekly supervision and thread discussion on Populi (15hrs)

CLASSROOM: N/A, Online Course

INSTRUCTOR: Dr. Jin Kim, Ph.D., LMFT (jinkim@daybreak.edu). Dr. Deanna Linville. & Dr. Tammy Nelson

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 purpose of this course is to prepare relational supervisors so you are expected to meet the high standards for the course. A relational supervisor supervises trainees in the practice of systemic, relational therapy through a variety of means and methods.

Course Educational Objectives:

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

- Understand basic Ingredients, relationships, goals, and roles as relational supervisors
- Understand readiness for supervision, systems theory, contracts & evaluation, and supervision formats
- Identify approaches to supervision, literature, core competencies, and evidence-based supervision
- Identify various context, legal factors, and ethics
- Learn self of the therapist, self of the supervisor; troubleshooting; philosophy of supervision

Appendices:

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

Required Texts:

Lee, R. E., & Nelson, T. S. (2021). *The contemporary relational supervisor (2nd Ed)*. New York, NY: Routledge.

Recommended Readings:

Caldwell, K., & Claxton, C. (2010). Teaching family systems theory: A developmental-constructivist perspective. *Contemporary Family Therapy*, 32, 3-21.

Wright, L. M., & Leahey, M. (2002). *Nurses and families: A guide to family assessment and intervention*, Chapter 2. Philadelphia: F.A. Davis.

Yingling, L. C. (2000). What is a systemic orientation -- really? In AAMFT (Ed.), *Readings in family therapy supervision: Selected articles from the AAMFT Supervision Bulletin* (pp. 36-38). Alexandria, VA: AAMFT.

Methods of Instruction

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

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.

a. 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 class learning? How does it relate to your own experiences as a supervisor? Any growth areas in you as a person, a clinician, and supervisor?

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

Supervision of Supervision Presentation [30 points]:

Students are required to provide supervision to a supervisee while taking the course. Students will present their supervision cases to supervisors in the class.

For the presentation, students will need to

- provide supervision to a therapist (at least one hour) and videotape the supervision session.
- write a supervision planning form provided in the class
- present the supervision planning form and video

Final term: Personal Philosophy of Supervision Paper [40 points]:

The purpose of the personal philosophy of the supervision paper is to assess and evaluate the supervisor candidate's thinking and articulation of the content and process of supervision. The paper must include the following areas:

1. Evidence of systemic thinking;
2. Clarity of purpose and goals for supervision;
3. Clarity of supervisory roles and relationships;
4. Evidence of awareness of personal and professional experiences that impact supervision (e.g., person of the supervisor);
5. Preferred supervision model or practices and their connection with the candidate's own therapy model;
6. Evidence of sensitivity and attention to contextual factors such as developmental phase of the trainee training setting, culture, ethnicity, race, sexual orientation, age, sex, gender, economics, and so forth;
7. Clarity of preferred process of supervision (individual/group, case consultation/live/audio-video, and technology-assisted), frequency, contracting, evaluating;
8. Evidence of sensitivity to and competency in ethics and legal factors of supervision;
9. Integrated supervision literature (as demonstrated throughout the paper and as a reference page).

We do not expect you to write your papers in dense, academic fashion; in fact, we expect and prefer first person and descriptive language – we want to “see” your philosophy in concrete terms as much as possible. We want to see examples *in the supervisory system that includes you rather than a therapy context, including how you will help trainees learn relative to the area*. Many who take the course have never supervised and most have not written papers in many years and we take this into account in our evaluations. Whenever possible, describe experiences from supervising or having been supervised that inform your thinking.

This paper must be limited to 8 single-spaced pages, 1” margins, normal type (e.g., Times New Roman 12, Calibri 11 or 12) excluding references and appendices. Insert author and year into text as citation for literature that

influences or substantiates your ideas (e.g., Nelson, 2013), and full reference in a Reference section (e.g., APA style or list of Works Cited). You do not need to use a cover sheet but please put your name in the header and in the filename (e.g., T Nelson Philosophy of Supervision paper).

Guide for Specific Areas

1. **Systemic thinking** – The purpose of this section for the course is twofold: (a) to demonstrate knowledge or ability to find definitions of system concepts and to “see” them in supervision dynamics, and to help you in your supervision system; and (b) to help you show system concepts to trainees.

Choose three of the following concepts. Name it; define or describe using systems literature (e.g., Wright & and Leahey, Yingling, or other basic MFT texts, such as Nichols & Schwartz, Goldenberg & Goldenberg, Becvar & Becvar, or Lee & Nelson); provide an example in the supervision system or supervision dynamics, including how you will help trainees in this area.

Concepts for you to choose from include

- a. *wholeness*
- b. *circular causality*
- c. *recursion*
- d. *feedback*
- e. *homeostasis*
- f. *morphogenesis*
- g. *isomorphism*
- h. *1st and 2nd order change*
- i. *Pattern*
- j. *equifinality*

We do not consider model-specific concepts in this section (e.g., increasing intensity, circular questions, hierarchy, or genograms). Tell us about the concepts that matter most to you and be sure to provide examples in the supervisory rather than family or clinical system in terms of dynamics, not teaching trainees about the concept.

Yingling (2000) has ideas for how to think systemically about supervision. Ratliff (2000) has a good description of different ways to integrate. Rigazio-DiGilio, 2014 (Common Themes Across Systemic Integrative Supervision Models) also is a good resource. Schwartz-Hirschhorn (2000) has some very good ideas about integration.

2. **Purpose and Goals for Supervision**

Purpose: The reason for doing something. Goal: What is expected to be accomplished in order to achieve the purpose. There are many reasons for supervising. Some important reasons include enhancing clinical skills, encouraging professional skills, ensuring client care, gatekeeping, and attending to self-of-the-therapist. For three of these named reasons, name at least one short-term goal to be achieved during supervision and one long-term goal to be achieved by the end of supervision. For each goal, include at least one idea about how you will help trainees reach the goal.

Supervision is defined as

an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. The relationship is evaluative and hierarchical, extends over time, and has the *simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the clients that she, he, or they see, and serving as a gatekeeper for those who are to enter the particular profession.* (emphasis added, Bernard & Goodyear, 2009, p. 7)

You may think of additional purposes that you want to keep track of but not necessarily in the paper. Goals for supervision tend to flow from designated purposes.

3. **Roles and Relationships** – These are the roles you take in supervision such as those discussed in the Morgan & Sprenkle (2007) or Ungar (2006) papers. Morgan and Sprenkle also talk about relationships, as does Kaiser (1992). Think about what is important to you, what you want to accomplish, and what role you would enlist to accomplish that goal. What kinds of things are important to you in your relationships with trainees?
4. **Awareness of your own personal and professional experiences that influence your supervision**
Personal experiences also include your identities or social location in terms of gender, ethnicity or race, age, educational level, sexual orientation, etc. relative to others' identities or locations. Professional experiences include those in therapy, with supervisors, and as a supervisor. You do not need to write a full autobiography but include personal and professional experiences and social location identities that are of particular importance (e.g., education was highly valued in my family, and I must be careful to not impose my own standards). Experiences or lack of, particular identities, etc. often lead to blind spots, biases, or even prejudices. ***Provide both positive and negative potential impacts.***
5. **Preferred approach to *therapy*, of supervision, and their connection.** There are many ways to think in this area. Tell us some basics about your preferred approach or approaches to ***therapy***. Name them (with references), name a few important concepts, and name a few practices or interventions. The MFT

model charts in Tools can be very helpful as is the Russell (2000) article.

Then, describe your preferred approach to **supervision** (or what you hope it will be). This may be an approach as described in Morgan & Sprenkle's (2007) review or from some other article or chapter such as Russell, 2000. It may be a combination of those things and your preferred relational style (e.g., hierarchical, collaborative, directive or combined with some other aspect such as developmental level of the trainee). Provide examples of your process in your preferred approach to supervision, how you will enact this approach, what it will look like. Finish by telling us how these approaches are similar and different.

We suggest you look at the Ratliff (2000) article on Cut Flowers and Living plants for ideas about how your approaches may be combined, as well as Lebow (1997, 2001).

For example, a Bowen therapist using Bowen ideas in supervision might use genograms to compare birth order and family dynamics to suggest therapy styles or potential stumbling places. An EFT therapist would most likely find attachment ideas important in supervision and strive to develop a safe, trusting, and personal connection between the supervisor and the therapist. A section below provides more ideas. Differences might include the use of different boundaries, relationship style, etc.

6. **Sensitivity to contextual factors** – the big issues here are differences among people that influence a sense of the “other” as similar and different, as well as being curious about and attentive to trainees’ unique experiences, especially in supervision. Think about differences between you and your trainees (e.g., race, age, education, gender) in the supervision system, and the system in which you will be working. Be specific about what you see as important or challenging, and how to help trainees learn cultural sensitivity, awareness, and humility. This area is more about how you see diversity in a larger systemic and supervisory sense than in area 4, which is more personal to you. How do you help trainees learn about differences and how to work with them?

For example, as you recognize your position of privilege as a female (male) supervisor, how might your position of privilege interact with a trainee whose experiences have been with punitive female (male) authorities. What would you want to know/learn about your trainee’s experiences of gender and how will you learn about those experiences? Think of other areas of potential difference (race, age, sexual orientation, education) as well. As a supervisor, how will you support your trainee in learning in this area of awareness and sensitivity to difference with clients (dialogue, experiential exercises, role play, etc.) as well as managing difference in the supervisory system.

7. **Preferred process for supervision** – This area is about modalities and how you gather information from trainees about their clinical work. Describe how you use individual and/or group supervision, what you

prefer about each, and *why* you prefer it – identify advantages and challenges you experience. Describe how you gather data from trainees about their work in terms of case consultation, verbal report, progress notes, audio or video review, live, or technology-assisted. Describe what you do with those data, how you use them in supervision, how you safeguard them. Include information about contracting with (name a few areas; remember that you don't need to say that contracting is important) and evaluating trainees (look back at the goals you have defined as important and identify how you will measure progress toward those goals).

8. **Sensitivity to ethical and legal matters** – describe how you attend to ethical matters including dilemmas, how you recognize when they are happening, and *how you help your trainees* become ethical in their work. For example, it's important how you help trainees learn to be aware of the laws and rules as well as ethics codes that impact their work, not just that you tell them about those things – it's an ongoing competency.

How will you help your trainees learn about state/provincial laws, HIPAA regulations, etc. Similarly, describe how you help your trainees learn to manage legal matters (subpoenas, reporting, minors in therapy, etc.), how to make informed decisions using a documented approach rather than simply reading the laws so they have a good process to use when they are finished with supervision – see Zygmund & Borhem (1989) and the ethics PowerPoint presentation.

9. **Integrated literature** – your paper should include at least two different *scholarly* citations/references in each section that *substantiate or inform your ideas* or ideas with which you differ, at least one other than Lee & Nelson. Of course, much of your philosophy is unique and personal, but it should be informed by the readings and experiences provided in this course and elsewhere in terms of your analysis and process, including the section on personal and professional experiences. Include a list of references or works cited. The syllabus and presentations may be cited, but they will not count toward the literature requirement.

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%

Supervision Presentation – 30%

Personal Philosophy of Supervision Paper – 40%

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

10am – 1pm (PDT)	TOPIC	READINGS
1 (3/28)	Syllabus – First 20 min MFT Supervision of Supervision Lecture	Lee & Nelson, Chapters 1 & 2
2 (4/4)	MFT Supervision of Supervision Lecture	Lee & Nelson, Chapters 3 & 4
3 (4/11)	MFT Supervision of Supervision Lecture	Lee & Nelson, Chapters 5
4 (4/18)	MFT Supervision of Supervision Lecture Supervision of Supervision Presenters:	Lee & Nelson, Chapters 6-7
5 (4/25)	MFT Supervision of Supervision Lecture Supervision of Supervision Presenters:	Lee & Nelson, Chapters 8-10
6 (5/2)	MFT Supervision of Supervision Lecture Supervision of Supervision Presenters:	Lee & Nelson, Chapters 11-12
7 (5/9)	MFT Supervision of Supervision Lecture Supervision of Supervision Presenters:	Lee & Nelson, Chapters 13

8 (5/16)	MFT Supervision of Supervision Lecture Supervision of Supervision Presenters:	Lee & Nelson, Chapters 14
9 (5/23)	MFT Supervision of Supervision Lecture Supervision of Supervision Presenters:	Lee & Nelson, Chapters 15
10 (6/6)	Sharing the Philosophy of Supervision	Philosophy of supervision 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.

Useful Resources

[AAMFT](#). (2016). *Legal guidelines for MFTs*. Alexandria, VA: Author.

[AMFTRB](#). (2016). *National exam handbook*. Retrieved from www.amftrb.org [check the site frequently for changes]

Aponte, H. J. (1994). How personal can training get? *Journal of Marital and Family Therapy*, 20, 3-15.

Aponte, H. J., & Carlsen, J. C. (2009). An instrument for person-of-the-therapist supervision. *Journal of Marital and Family Therapy*, 35, 395-405.

Aponte, H. J., & Kissil, K. (2012). "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. *Journal of Marital and Family Therapy*. Early view, doi: 10.1111/jmft.12011

Bischoff, R. J., Barton, M., Thober, J., & Hawley, R. (2002). Events and experiences impacting the development of clinical self-confidence. *Journal of Marital and Family Therapy*, 28(3), 371-382.

Charlés, L. L., Ticheli-Kallikas, M., Tyner, K., & Barber-Stephens, B. (2005). Crisis management during "live" supervision: Clinical and instructional matters. *Journal of Marital and Family Therapy*, 31, 207-219.

Dwyer, T. F. (2001, Winter/Spring). "Barging in": In-session supervisory consultations. *Supervision Bulletin*, pp. 8-11.

Flemons, D., Green, S., & Rambo, A. (1996). Evaluating therapists' practices in a postmodern world: A discussion and a scheme. *Family Process*, 35(1), 43-56.

*Glenn, E., & Serovich, J. (1994). Documentation of family therapy supervision: A rationale and method. *The American Journal of Family Therapy*, 22, 345-355.

Harris, S. M. (2001). Teaching family therapists about sexual attraction in therapy. *Journal of Marital and Family Therapy*, 27, 123-128.

Hodgson, J. L., Johnson, L. N., Ketring, S. A., Wampler, R. S., & Lamson, A. L. (2005). Integrating research and clinical training in marriage and family therapy training programs. *Journal of Marital and Family Therapy*, 31, 75-88.

Jordan, K. (2003). Trauma supervision. *Family Therapy Magazine*, 5, 41-44.

Kissil, K., Carneiro, R., & Aponte, H. J. (2018). Beyond duality: The relationship between personal and professional selves of the therapist in the Person-of-the-Therapist training (POTT). *Journal of Family Psychotherapy*, 29(1), 1-16.

Kissil, K., & Nino, A. (2017). Does the person-of-the-therapist training (POTT) promote self-care? Personal gains of MFT trainees following POTT: A retrospective thematic analysis. *Journal of Marital and Family Therapy*. DOI: 10.1111/jmft.12213

Korinek, A. W., & Kimball, T. G. (2003). Managing and resolving conflict in the supervisory system. *Contemporary Family Therapy*, 25, 295-310.

Murphy, M. J., & Wright, D. (2005). Supervisees' perspectives of power use in supervision. *Journal of Marital and Family Therapy*, 31, 283-295.

Nelson, M. L., & Friedlander, M. L. (2001). A close look at conflictual supervisory relationships. *Journal of Counseling Psychology*, 48, 384-395.

Niño, A., Kissil, K., & Cooke, L. (2016). Training for connection: Students' perceptions of the effects of the Person-of-the-Therapist training on their therapeutic relationships. *Journal of Marital and Family Therapy*. Doi: 10.1111/jmft.12167

Rober, P. (2016). Addressing the person of the therapist in supervision: The therapist's inner conversation. *Family Process*. Doi: 10.1111/famp.1222010.1111/famp.12220

- Russell, C. S., DuPree, W. J., Beggs, M. A., Peterson, C. M., & Anderson, M. P. (2007). Responding to remediation and gatekeeping challenges in supervision. *Journal of Marital and Family Therapy*, 33, 227-244.
- Schwartz, R. C., Liddle, H. A., & Breunlin, D. C. (1988). Muddles in live supervision. In H. A. Liddle, D. C. Breunlin, & R. C. Schwartz (Eds.), *Handbook of family therapy training and supervision* (pp. 183-193). New York, NY: Guilford.
- Schwartz-Hirschhorn, D. L. (2000). Tailored supervision. In AAMFT (Ed.), *Readings in family therapy supervision: Selected articles from the AAMFT Supervision Bulletin* (pp. 24-25). Alexandria, VA: AAMFT.
- Serovich, J., & Mosack, K. (2000). Training issues for supervisors of MFTs. *Journal of Marital and Family Therapy*, 26, 103-111.
- Sori, C. F., & Sprenkle, D. (2004). Training family therapists to work with children and families: A modified Delphi study. *Journal of Marital and Family Therapy*, 30, 479-495.
- Sparks, J. A., Kisler, T. S., Adams, J. F., & Blumen, D. G. (2011). Teaching accountability: Using client feedback to train effective family therapists. *Journal of Marital and Family Therapy*, 37, 452-467.
- Storm, C. L. (2000). Striking the supervision bargain. In AAMFT (Ed.), *Readings in family therapy supervision: Selected articles from the AAMFT Supervision Bulletin* (pp. 79-80). Alexandria, VA: AAMFT.
- Storm, C. L., Todd, T. C., Killmer, J. M., & Atkinson, B. J. (2014). Facilitating systemic supervision contract agreements in a range of settings. In T. C. Todd & C. L. Storm (Eds.), *The complete systemic supervisor: Context, Philosophy, and Pragmatics* (2nd ed.). Chichester, West Sussex, UK: Wiley. Supplemental reading, www.wiley.com/go/todd
- Storm, C. L., Todd, T. C., Sprenkle, D. H., & Morgan, M. M. (2001). Gaps between MFT supervision assumptions and common practice: Suggested best practices. *Journal of Marital and Family Therapy*, 27, 227-239.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Hoder, A. M. B., Nadal, K. L. et al. (2007). Microaggressions in everyday life. *American Psychologist*, 62(4), 271-286.
- Synder, W., & McCollum, E. E. (1999). Their home is their castle: Learning to do in-home family therapy. *Family Process*, 38, 229-242.
- Timm, T. M., & Blow, A. J. (1999). Self-of-the-therapist work: A balance between removing restraints and identifying resources. *Contemporary Therapy*, 21(3), 331-351.
- Williams, L. (1994). A tool for training supervisors: Using the supervision feedback form. *Journal of Marital and Family Therapy*, 20, 311-315.

Zarski, J., Sand-Pringle, C., Greenbank, M., & Cibik, P. (1991). The invisible mirror: In-home family therapy and supervision. *Journal of Marital and Family Therapy*, 17, 133-143.

Laundy, K. C. (2015). Family therapy in schools. *Family Therapy Magazine*, 5, 41-44.



Supervision of Supervision Planning Form

❖ De-identify the supervisee's information

Presenting Problem in Supervisee's Client(s):

Understanding the Client Family System: What keeps the problem in the family system? (ex: family rule/role/boundary, open/closed system, circular interaction pattern, IP etc.)

Diversity Consideration in Supervisee & her/his client(s) – ex: religion, culture, special circumstance etc.

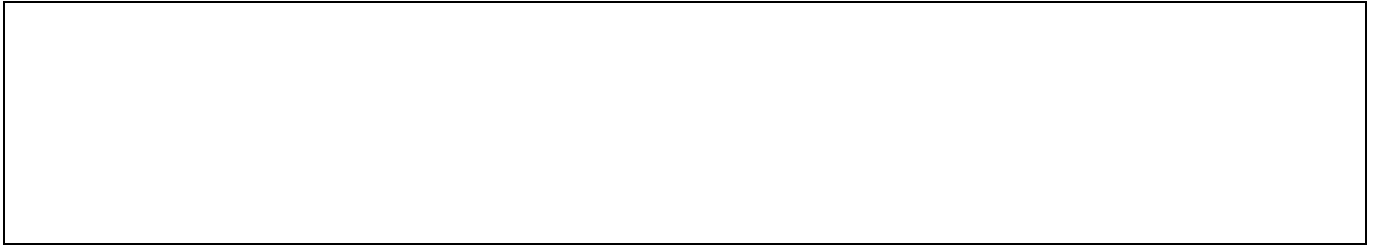
Theory of Supervision – Couples and family therapy models to understand and analyze the IP's issues (ex: Bowen's Family System Theory, Narrative Therapy, Imago Relationship Therapy, etc.)

Summary of Supervision

Feedback from Supervisee

Self of the Supervisor

Supervision of Supervision Questions)



Mid-Term Grading Rubric: Supervision of Supervision Presentation

[30 points]

Students are required to provide supervision to a supervisee while taking the course. Students will present their supervision cases to supervisors in the class.

Student Name:

		Points (30)	Your points
1	To provide a supervision to a therapist (at least one hour) and video tape the supervision session if allowed.	8	
2	To write a supervision planning form provided in the class	8	
3	To present the supervision planning form and video (if allowed) to the supervisor	12	
	Total Score	30	

Comments:

Final-Term Grading Rubric: Personal Philosophy of Supervision Paper

[40 points]

The purpose of the personal philosophy of supervision paper is to assess and evaluate the supervisor candidate's thinking and articulation of the content and process of supervision.

We do not expect you to write your papers in dense, academic fashion; in fact, we expect and prefer first person and descriptive language – we want to “see” your philosophy in concrete terms as much as possible. We want to see examples *in the supervisory system that includes you rather than a therapy context, including how you will help trainees learn relative to the area*. Many who take the course have never supervised and most have not written papers in many years and we take this into account in our evaluations. Whenever possible, describe experiences from supervising or having been supervised that inform your thinking.

This paper must be limited to 8 single-spaced pages, 1” margins, normal type (e.g., Times New Roman 12, Calibri 11 or 12) excluding references and appendices. Insert author and year into text as citation for literature that influences or substantiates your ideas (e.g., Nelson, 2013), and full reference in a Reference section (e.g., APA style or list of Works Cited). You do not need to use a cover sheet but please put your name in the header and in the filename (e.g., T Nelson Philosophy of Supervision paper).

	Contents	Points (40)	Your points
1	Systemic thinking – The purpose of this section for the course is twofold: (a) to demonstrate knowledge or ability to find definitions of system concepts and to “see” them in supervision dynamics, and to help you in your supervision system; and (b) to help you show system concepts to trainees.	6	

	<p>Choose three of the following concepts. Name it; define or describe using systems literature (e.g., Wright & and Leahey, Yingling, or other basic MFT texts, such as Nichols & Schwartz, Goldenberg & Goldenberg, Becvar & Becvar, or Lee & Nelson); provide an example in the supervision system or supervision dynamics, including how you will help trainees in this area.</p> <p><i>Concepts for you to choose from include</i></p> <ul style="list-style-type: none"> a. <i>wholeness</i> b. <i>circular causality</i> c. <i>recursion</i> d. <i>feedback</i> e. <i>homeostasis</i> f. <i>morphogenesis</i> g. <i>isomorphism</i> h. <i>1st and 2nd order change</i> i. <i>Pattern</i> j. <i>equifinality</i> <p>We do not consider model-specific concepts in this section (e.g., increasing intensity, circular questions, hierarchy, or genograms). Tell us about the concepts that matter most to you and be sure to provide examples in the supervisory rather than family or clinical system in terms of dynamics, not teaching trainees about the concept.</p> <p>Yingling (2000) has ideas for how to think systemically about supervision. Ratliff (2000) has a good description of different ways to integrate. Rigazio-DiGilio, 2014 (Common Themes Across Systemic Integrative Supervision Models) also is a good resource. Schwartz-Hirschhorn (2000) has some very good ideas about integration.</p>		
2	<p>Purpose and Goals for Supervision</p> <p><i>Purpose: The reason for doing something.</i></p> <p><i>Goal: What is expected to be accomplished in order to achieve the purpose.</i></p> <p>There are many reasons for supervising. Some important reasons include enhancing clinical skills, encouraging professional skills, ensuring client care,</p>	4	

	<p>gatekeeping, and attending to self-of-the-therapist. For three of these named reasons, name at least one short-term goal to be achieved during supervision and one long-term goal to be achieved by the end of supervision. For each goal, include at least one idea about how you will help trainees reach the goal.</p> <p>Supervision is defined as an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. The relationship is evaluative and hierarchical, extends over time, and has the <i>simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the clients that she, he, or they see, and serving as a gatekeeper for those who are to enter the particular profession.</i> (emphasis added, Bernard & Goodyear, 2009, p. 7)</p> <p>You may think of additional purposes that you want to keep track of but not necessarily in the paper. Goals for supervision tend to flow from designated purposes.</p>		
3	<p>Roles and Relationships – These are the roles you take in supervision such as those discussed in the Morgan & Sprenkle (2007) or Ungar (2006) papers. Morgan and Sprenkle also talk about relationships, as does Kaiser (1992). Think about what is important to you, what you want to accomplish, and what role you would enlist to accomplish that goal. What kinds of things are important to you in your relationships with trainees?</p>	4	
4	<p>Awareness of your own personal and professional experiences that influence your supervision Personal experiences also include your identities or social location in terms of gender, ethnicity or race, age, educational level, sexual orientation, etc. relative to others’ identities or locations. Professional experiences include those in therapy, with supervisors, and as a supervisor. You do not need to write a full autobiography but include personal and professional experiences and social location identities that are of particular importance (e.g., education was highly valued in my family, and I must be careful to not impose my own standards). Experiences or lack of, particular identities, etc. often lead to blind spots, biases, or even prejudices. <i>Provide both positive and negative potential impacts.</i></p>	4	
5	<p>Preferred approach to <i>therapy</i>, of supervision, and their connection. There are many ways to think in this area. Tell us some basics about your preferred</p>	6	

	<p>approach or approaches to therapy. Name them (with references), name a few important concepts, and name a few practices or interventions. The MFT model charts in Tools can be very helpful as is the Russell (2000) article.</p> <p>Then, describe your preferred approach to supervision (or what you hope it will be). This may be an approach as described in Morgan & Sprenkle's (2007) review or from some other article or chapter such as Russell, 2000. It may be a combination of those things and your preferred relational style (e.g., hierarchical, collaborative, directive or combined with some other aspect such as developmental level of the trainee). Provide examples of your process in your preferred approach to supervision, how you will enact this approach, what it will look like. Finish by telling us how these approaches are similar and different.</p> <p>We suggest you look at the Ratliff (2000) article on Cut Flowers and Living plants for ideas about how your approaches may be combined, as well as Lebow (1997, 2001).</p> <p>For example, a Bowen therapist using Bowen ideas in supervision might use genograms to compare birth order and family dynamics to suggest therapy styles or potential stumbling places. An EFT therapist would most likely find attachment ideas important in supervision and strive to develop a safe, trusting, and personal connection between the supervisor and the therapist. A section below provides more ideas. Differences might include the use of different boundaries, relationship style, etc.</p>		
6	<p>Sensitivity to contextual factors – the big issues here are differences among people that influence a sense of the “other” as similar and different, as well as being curious about and attentive to trainees’ unique experiences, especially in supervision. Think about differences between you and your trainees (e.g., race, age, education, gender) in the supervision system, and the system in which you will be working. Be specific about what you see as important or challenging, and how to help trainees learn cultural sensitivity, awareness, and humility. This area is more about how you see diversity in a larger systemic and supervisory sense than in area 4, which is more personal to you. How do you help trainees learn about differences and how to work with them?</p>	6	

	For example, as you recognize your position of privilege as a female (male) supervisor, how might your position of privilege interact with a trainee whose experiences have been with punitive female (male) authorities. What would you want to know/learn about your trainee's experiences of gender and how will you learn about those experiences? Think of other areas of potential difference (race, age, sexual orientation, education) as well. As a supervisor, how will you support your trainee in learning in this area of awareness and sensitivity to difference with clients (dialogue, experiential exercises, role play, etc.) as well as managing difference in the supervisory system.		
7	Preferred process for supervision – This area is about modalities and how you gather information from trainees about their clinical work. Describe how you use individual and/or group supervision, what you prefer about each, and <i>why</i> you prefer it – identify advantages and challenges you experience. Describe how you gather data from trainees about their work in terms of case consultation, verbal report, progress notes, audio or video review, live, or technology-assisted. Describe what you do with those data, how you use them in supervision, how you safeguard them. Include information about contracting with (name a few areas; remember that you don't need to say that contracting is important) and evaluating trainees (look back at the goals you have defined as important and identify how you will measure progress toward those goals).	4	
8	Sensitivity to ethical and legal matters – describe how you attend to ethical matters including dilemmas, how you recognize when they are happening, and <i>how you help your trainees</i> become ethical in their work. For example, it's important how you help trainees learn to be aware of the laws and rules as well as ethics codes that impact their work, not just that you tell them about those things – it's an ongoing competency. How will you help your trainees learn about state/provincial laws, HIPAA regulations, etc. Similarly, describe how you help your trainees learn to manage legal matters (subpoenas, reporting, minors in therapy, etc.), how to make informed decisions using a documented approach rather than simply reading the laws so they have a good process to use when they are finished with supervision – see Zygmund & Borhem (1989) and the ethics PowerPoint presentation.	4	
9	Integrated literature – your paper should include at least two different <i>scholarly</i> citations/references in each section that <i>substantiate or inform your ideas</i> or ideas with which you differ, at least one other than Lee & Nelson. Of course, much of your philosophy is unique and personal, but it should be informed by the readings and experiences provided in this course and elsewhere in terms of	4	

	your analysis and process, including the section on personal and professional experiences. Include a list of references or works cited. The syllabus and presentations may be cited, but they will not count toward the literature requirement.		
	Total Score	40	
Comments:			

APPENDIX A

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 9900: Fundamentals of Teaching and Professional Development Seminar



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 9900: Fundamentals of Teaching and Professional Development Seminar

Distance Learning (On-line) Course

PROGRAM: Ph.D. 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: 10/13/2022 – 12/15/2022

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

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

CLASSROOM: N/A, Online Course

INSTRUCTOR: Euna Park, Ph.D. & Jin Kim, Ph.D.

E-MAIL: eunapark@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 focuses on teaching, research, and professional competency that doctoral-level Marriage and Family Therapists need to develop. This course allows students to integrate marriage and family therapy theories and to develop a theory of change. It also helps students enhance their teaching and research skills.

Course Educational Objectives:

Upon completion of this course, the students will be able to:

1. Integrate major marriage and family therapy theories and approaches
2. Analyze couple and family relationships with culturally-sensitivity and self-awareness and demonstrate cultural competence in all professional activities
3. demonstrate competence in professional clinical work and teaching
4. Independently design and conduct own research.

Appendices:

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

Required Texts:

Caldwell, K., & Claxton, C. (2010). Teaching family systems theory: A developmental-constructivist perspective. *Contemporary Family Therapy*, 32, 3-21.

Recommended

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

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

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

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

Minuchin, S., Reiter, M. D., & Borda, C. (2014). *The craft of family therapy: Challenging certainties*. New York, NY: Routledge.

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.

Methods of Instruction: Online Class

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

Course Components

Class Participation and Populi Discussion [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.

a. Lecture, Reading Reflections, Discussion & Interaction: This course requires you to log in to Populi weekly. Students write a paragraph of reflection on:

- One research article related to their publishable article topic and
- Lecture, reading, and video clips.

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

Teaching Philosophy, Presentation, Populi Discussion [20 points]:

1. Teaching Philosophy Paper (2 pages)

<Submit the paper on the Populi Discussion Board>

- your definition of good teaching, with an explanation of why you have developed or adopted this particular definition
- a discussion of your teaching methods: how do you implement your definition of good teaching?
- a description of your students, and their most important learning goals and challenges
- a description of your teaching goals: with what content, skills, or values should students leave your classroom? What are your goals for improving your own teaching?
- a description of ethical and professional factors taken into consideration as a teacher

2. Teaching Presentation: Create and present educational content on topics of interest or expertise. You can prepare a PowerPoint, and additionally prepare videos, photos, music, etc. as needed. A total of 25 minutes of teaching is conducted. Please prepare your teaching demonstration that reflects your teaching philosophy.

Theory of Change Paper [25 points]:

Students will write a 7-page paper (12 pt. font and double-spaced, APA format). Papers are to be written in APA format, using subheadings to organize your paper. Papers may not be reprisals of previous terms' papers. Specifically, the questions to be answered in your paper follow:

A. Theory of change

- a. What are the core assumptions and core concepts of your therapy model?
- b. How are systemic concepts integrated in the therapy model(s) you use?
- c. How are the techniques described in your model(s) systemic in nature?
- d. What makes a change in clients and their systems (e.g., family, couple, etc.) in therapy? Please describe it with one or integrated MFT theories or models.
- e. As a marriage and family therapist, what do you do to make the change in clients?
- f. Describe a and b with your clients & their systems.
- g. What are the strengths and limitations of the MFT theories or models? Explain your opinion.

B. Self of the therapist: Describe how your “person of the therapist” affects your therapy

- a. How have you influenced therapy and how has therapy influenced you?
- b. Describe your cultural competency as a marriage and family therapist.
- c. What do you like about yourself as a marriage and family therapist?
- d. What are your healing & growth areas as a marriage and family therapist?
- e. Describe the ethical and professional considerations implicit in your work with the client system.
- f. How do you incorporate the AAMFT Code of Ethics into your clinical work with clients?

Publishable Article Writing [25 points]:

Students write this publishable research paper in article format using APA style. This paper should include the following sections. The length of the paper should be 15-30 pages double spaced (without references) with the appropriate APA margins. Students could choose option A or B.

Option A: Research Proposal

*This research paper needs to include and integrate systems concepts and MFT theories/models.

- I. Introduction: include and integrate systems concepts and MFT theories/models
 - a. Statement of the problem
 - b. Significance of the problem
 - c. Review of the literature, including theoretical basis
 - d. Research Questions (hypotheses)
- II. Methodology Plan
 - a. Participants
 - b. Instrumentation
 - c. Procedures
- III. Data Analysis Plan
- IV. References

Option B: Published Article including the following sections:

Students write this publishable research paper in article format using APA style. This paper should include the following sections. The length of the paper should be 15-30 pages double spaced (without references) with the appropriate APA margins.

*This research paper needs to include and integrate systems concepts and MFT theories/models.

- I. Introduction: include and integrate systems concepts and MFT theories/models
 - a. Statement of the problem
 - b. Significance of the problem
 - c. Review of the literature, including theoretical basis
 - d. Research Questions (hypotheses)
- II. Methodology
 - a. Participants
 - b. Instrumentation
 - c. Procedures

- III. Data Analysis
- IV. Results
- V. Discussion
- VI. Clinical Implication and Limitation
 - a. Marriage and family therapy application
 - b. Diversity Consideration: Gender, ethnicity/race/social class, sexual orientation, religion, culture, systems perspective, larger systems (community)
 - c. Ethical and professional safeguards embedded in this study.
 - d. Ethical and professional implications with this study.
- VII. References

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	30pts. (30%)
Teaching Philosophy, Presentation, & Populi Discussion	20pts. (20%)
Theory of Change Paper	25pts. (25%)
Research Proposal Writing	25pts. (25%)

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
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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>	Contents	Reading and Assignments
CLASS #1	<ul style="list-style-type: none"> ● Syllabus ● Teaching Philosophy ● Public Speaking 	Populi Discussion A research article
CLASS #2	<ul style="list-style-type: none"> ● Theory of Change 	Populi Discussion A research article
CLASS #3	<ul style="list-style-type: none"> ● Research Proposal 	Populi Discussion A research article Teaching Philosophy Due

CLASS #4	<ul style="list-style-type: none"> ● Teaching Presentation and feedback 	<p>Populi Discussion</p> <p>A research article</p> <p>Teaching Presentation PPTs Due for presenters</p>
CLASS #5	<ul style="list-style-type: none"> ● Teaching Presentation and feedback 	<p>Populi Discussion</p> <p>A research article</p> <p>Teaching Presentation PPTs Due for presenters</p>
CLASS #6	<ul style="list-style-type: none"> ● Teaching Presentation and feedback 	<p>Populi Discussion</p> <p>A research article</p> <p>Teaching Presentation PPTs Due for presenters</p>
CLASS #7	<ul style="list-style-type: none"> ● Theory of Change Presentation and Feedback 	<p>Populi Discussion</p> <p>A research article</p> <p>Theory of Change Paper Due</p>
CLASS #8	<ul style="list-style-type: none"> ● Theory of Change Presentation and Feedback 	<p>Populi Discussion</p> <p>A research article</p>
CLASS #9	<ul style="list-style-type: none"> ● Publishable Article Presentation and 	<p>Populi Discussion</p>

	Feedback	A research article
CLASS #10	● Publishable Article Presentation and Feedback	Publishable Article Due

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

To access the Populi platform, go to <http://www.daybreak.education/>. Under Student Academic Services, you can find Populi.

Theory of Change Paper Rubric [25pts]

Student Name:

Students will write a 7-page paper (12 pt. font and double-spaced). Papers are to be written in APA format, using subheadings to organize your paper. Papers may not be reprisals of previous terms' papers. Specifically, the questions to be answered in your paper follow:

The paper should include following:

	Contents	Points (25)	Your points
A. Theory of change (4 pages)	a. What are the core assumptions and core concepts of your therapy model? b. How are systemic concepts integrated in the therapy model(s) you use?	5	
	c. How are the techniques described in your model(s) systemic in nature? d. What makes a change in clients and their systems (e.g., family, couple, etc.) in therapy? Please describe it with one or integrated MFT theories or models.	5	
	e. As a marriage and family therapist, what do you do to make the change in clients? f. Describe <u>a</u> and <u>b</u> with your clients & their systems.	3	
	g. What are the strengths and limitations of the MFT theories or models? Explain your opinion	3	
B. Self of the therapist (3 pages)	a. How have you influenced therapy and how has therapy influenced you? b. Describe your cultural competency as a marriage and family therapist.	3	
	c. What do you like about yourself as a marriage and family therapist?	3	
	d. What are your healing & growth areas as a marriage		
Describe how your "person of the therapist" affects			

your therapy	and family therapist?		
	e. Describe the ethical and professional considerations implicit in your work with the client system. f. How do you incorporate the AAMFT Code of Ethics into your clinical work with clients?	3	
Total		25	
Comments:			

APPENDIX A

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy

CFT 9600 PhD Dissertation I



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 9600 PhD Dissertation I

Online Course

PROGRAM: Doctor of Philosophy in Counseling

TERM, UNITS, AND LENGTH OF THE COURSE: Spring Quarter 2020/4.5 units, 10 weeks (**Core course**)

CLASS DAY AND TIME: Weekly synchronous online class – Dissertation Chair and students set a time to discuss their doctoral dissertation and research process.

CLASSROOM: N/A, Online Course

INSTRUCTOR: Mei-Ju Ko, Ph.D.

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 course helps students complete their dissertation. The course begins with the concept paper and culminates with the defense of the dissertation or research project. Additional Dissertation Research project courses may be required to complete all milestones in the program. This course involves data collection and implementation and the final-approval process. Content and format issues, as well as recommendations for

further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered.

Course Educational Objectives:

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

- Define a suitable topic for a research project with consideration of organizational and educational institutional issues
- Craft a thesis or problem statement and research questions
- Explain the rationale for undertaking the proposed research
- Research the background of the topic area so that findings can be evaluated in the context of the wider body of knowledge and practice

Appendices:

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

Course Prerequisites:

CFT 9000, CFT 9100, CFT 9200, CFT9900

Required Textbooks:

Bryant, M. T. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press, Inc. ISBN: 0761946950

Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage Publications, Ltd. ISBN: 0761959750

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author. ISBN: 1557987912

Methods of Instruction: Off-line Class

- In-class Lectures
- Assigned Readings
- Research Discussions

● Student Presentations

Grading

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

Attendance / Participation – 20%

Each Class Assignment – 80%

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
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A-	90-93	3.7	Excellent
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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 Contents

Following is a proposed class schedule. Once a doctoral student completes the following assignments, her/his dissertation chair and the student will discuss further assignments depending on the student's progress on the dissertation.

1. Concept Paper: **Due class #2 (20 points)**

- a. Email first draft to chair, and work with chair in an iterative process until the chair approves.
- b. After chair approval, the chair is to send the document to committee member for approval.
- c. This draft may need additional revision, depending on committee member's review.
- d. Upon approval of the chairperson and committee, the chairperson will send the document to the Program Director for approval. This draft may need additional revision, depending on the Program Director's review.
- e. Students should submit their final, approved document to the Dissertation Deliverables of the course.

2. (Chapter 1) Introduction to the Study: **Due class #4 (20 points)**

- a. Email first draft to chair, and work with chair in an iterative process until the chair approves.
- b. After chair approval, the chair is to send the document to committee member for approval.
- c. The draft may need additional revision, depending on committee member's review.

3. (Chapter 2) Literature Review: **Due class #6 (20 points)**

- a. Email first draft to chair, and work with chair in an iterative process until the chair approves.
- b. After chair approval, the chair is to send the document to committee member for approval.
- c. The draft may need additional revision, depending on committee member's review.

4. (Chapter 3) Methodology: **Due class #8 (20 points)**

- a. Email first draft to chair, and work with chair in an iterative process until the chair approves.
- b. After chair approval, the chair is to send the document to committee member for approval.
- c. The draft may need additional revision, depending on committee member's review.

ASSIGNMENT CHECKLISTS

Dissertation Checklist (front matter)

Preliminary Pages	
Item	Comments
<u>1) Title Page</u> a) Descriptive of Dissertation study b) Useful for keyword searches c) Title is within 10-12 words	 a) b) c)
<u>2) Table of Contents</u> a) Contains first two levels of headings b) All tables, figures, and appendices (if any) are listed	 a) b)
<u>3) Abstract</u> a) Contains accurate and concise description of the study (approximately 270 words)	 a)

Dissertation Checklist (Chapter 1)

Chapter 1: Introduction	
Item	Comments
<u>1) Nature of the Problem</u> a) Actual problem is indicated b) Impact of problem is clearly stated as a declarative sentence c) Problem statement is concise and focused d) Purpose of the study is clearly indicated and stated as a declarative sentence	a) b) c) d)
<u>2) Background and Significance of the Problem</u> a) Detailed, documented evidence of problem is provided b) Brief review of literature supports the existence of the problem c) Definition of major issues is related to the problem d) Setting of the problem is described in detail e) Problem is in range of student's influence f) Includes other salient information	a) b) c) d) e) f)
<u>3) Definition of Terms</u> a) Definitions provided for technical and professional jargon b) Variables in study are defined operationally	a) b)

Dissertation Checklist (Chapter 2)

Chapter 2: Review of Related Literature	
Item	Comments

<p><u>1) Review of Related Literature</u></p> <p>a) Comprehensive review</p> <p>b) Includes subsection of proposed methods, including program evaluation model (if appropriate)</p> <p>c) Reveals related issues</p> <p>d) Reviews similar problems elsewhere</p> <p>e) Provides significance to your approach to the study</p> <p>f) Includes major/seminal research articles pertaining to study</p> <p>g) Uses peer-reviewed research</p> <p>h) Written in an integrated manner</p> <p>i) Organized, cohesive, well-sequenced, integrated, and transitioned appropriately</p>	<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p> <p>f)</p> <p>g)</p> <p>h)</p> <p>i)</p>
<p><u>2) Research Questions</u></p> <p>a) Formulation based on theory, previous research, and professional experience</p> <p>b) Stated in the form of a question</p> <p>c) Focused and clear</p>	<p>a)</p> <p>b)</p> <p>c)</p>

Dissertation Checklist (Chapter 3)

Chapter 3: Methodology	
Item	Comments
<p><u>1) Participants</u></p> <p>a) Description of who and how many</p> <p>b) Demographics included</p>	<p>a)</p> <p>b)</p>

c) Sampling method delineated	c)
<u>2) Instruments</u>	
a) All data-gathering instruments are cited	a)
b) Review of psychometric characteristics provided	b)
c) Source of instruments and proper citation provided	c)
d) Copies of instruments developed by student included as appendices	d)
<u>3) Procedures</u>	
a) Clear, precise, and sequential description of how the study will be conducted	a)
b) Indicates research design	b)
c) Explains rationale for methods	c)
d) Justifies appropriateness of methods to address the problem and answer research questions	d)
<u>4) Limitations</u>	
a) All shortcomings of study are presented	a)
b) Possible threats to the internal validity are included	b)
c) Threats to external validity are explored	c)

Dissertation Checklist (Chapter 4)

Chapter 4: Results	
<u>1) Results</u>	
a) Results presented relative to each research question	a)
b) Only the results are presented	b)
c) Includes effective use of tables and figures where needed	c)

d) Participant data, if necessary, is presented only in appendix	d)
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Dissertation Checklist (Chapter 5)

Chapter 5: Discussion	
<u>1) Discussion</u>	
a) Overview of the dissertation, including the purpose of the study, is included	a)
b) Elaboration and interpretation of results as related to research questions are included	b)
c) Discussion of conclusions is provided	c)
d) Relationship of findings to literature is discussed	d)
e) Implications of findings are reviewed	e)
f) Limitations of the study are indicated	f)
g) Recommendations for further research and for practice are included	g)
<u>2) References</u>	
a) List is accurate and consistent with text citations	a)
b) Peer-reviewed research is utilized	b)
c) APA style is used	c)
<u>3) Appendices</u>	
a) Include instruments created by student only	a)
b) All necessary information is included	b)

c) Conforms with guidelines of <i>Applied Dissertation Procedures Manual</i> and <i>Style Guide for the Applied Dissertation</i>	c)
<u>4) Overall</u>	
a) Consistent with APA style	a)
b) Verb tense in Chapters 1-3 is changed where appropriate	b)
c) Literature review is expanded and updated	c)
d) Identifies and clarifies any changes from the proposal	d)

APPENDIX A :

Ph.D. MFT Program Mission, Requirements, Goals, and Student Learning Outcomes

Doctoral Program Mission

The mission of the Ph.D. Program in Counseling with a Specialization in Marriage and Family Therapy at Daybreak University is to develop scientist-practitioners in the field of couple, marriage, and family therapy. The doctoral program provides academic and clinical training for the purpose of developing scholars with the competence in systemic clinical work, supervision, teaching, and research.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy

CFT 9600 PhD Dissertation II



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 9600 PhD Dissertation II

Online Course

PROGRAM: Doctor of Philosophy in Counseling

TERM, UNITS, AND LENGTH OF THE COURSE: Spring Quarter 2020/4.5 units, 10 weeks (**Core course**)

CLASS DAY AND TIME: Weekly synchronous online class – Dissertation Chair and students set a time to discuss their doctoral dissertation and research process.

CLASSROOM: N/A, Online Course

INSTRUCTOR: Mei-Ju Ko, Ph.D.

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 course helps students complete their dissertation. The course begins with the concept paper and culminates with the defense of the dissertation or research project. Additional Dissertation Research project courses may be required to complete all milestones in the program. This course involves data collection and implementation and the final-approval process. Content and format issues, as well as recommendations for

further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered.

Course Educational Objectives:

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

Define a suitable topic for a research project with consideration of organizational and educational institutional issues

Craft a thesis or problem statement and research questions

Explain the rationale for undertaking the proposed research

Research the background of the topic area so that findings can be evaluated in the context of the wider body of knowledge and practice

Appendices:

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

Course Prerequisites:

CFT 9000, CFT 9100, CFT 9200, CFT9900

Required Textbooks:

Bryant, M. T. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press, Inc. ISBN: 0761946950

Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage Publications, Ltd. ISBN: 0761959750

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author. ISBN: 1557987912

Methods of Instruction: Off-line Class

- In-class Lectures
- Assigned Readings
- Research Discussions
- Student Presentations

Grading

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

Attendance / Participation – 40%

Each Class Assignment – 60%

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 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 Contents

Following is a proposed class schedule. Once a doctoral student completes the following assignments, her/his dissertation chair and the student will discuss further assignments depending on the student's progress on the dissertation.

1. Research Proposal: Due class #4 (30 points)

- a. The chairperson submits the student's research proposal, consisting of Chapters 1-3 to the Program Director.
- b. The chairperson works with the Program Director, the committee member, and the student in an iterative process until approval is obtained.
- c. Students should submit final, approved Research Proposal to the Dissertation Deliverables of the course.

2. IRB Application: Due class #8 (30 points)

- a. Prepare IRB application and submit to the chairperson for review. Work with chair in an iterative process until the chair approves.
- b. The chairperson will submit the application to the IRB.
- c. Three levels of submission to IRB include the following:
 - i. Exempt: Research does not involve any human subjects. IRB application submitted to lead faculty for review.
 - ii. Expedited: Research involves human subjects; however, research does not involve any at-risk members of the population (at risk includes children, pregnant women, and prisoners). This type of review requires approval of IRB but not a full review.
 - iii. Full Review: Research involves at-risk members of the population and requires a review by the entire IRB.

ASSIGNMENT CHECKLISTS

Dissertation Checklist (front matter)

Preliminary Pages	
Item	Comments
<u>1) Title Page</u> <ul style="list-style-type: none"> a) Descriptive of Dissertation study b) Useful for keyword searches c) Title is within 10-12 words 	<ul style="list-style-type: none"> a) b) c)
<u>2) Table of Contents</u> <ul style="list-style-type: none"> a) Contains first two levels of headings b) All tables, figures, and appendices (if any) are listed 	<ul style="list-style-type: none"> a) b)
<u>3) Abstract</u> <ul style="list-style-type: none"> a) Contains accurate and concise description of the study (approximately 270 words) 	<ul style="list-style-type: none"> a)

Dissertation Checklist (Chapter 1)

Chapter 1: Introduction	
Item	Comments
<u>1) Nature of the Problem</u> <ul style="list-style-type: none"> a) Actual problem is indicated b) Impact of problem is clearly stated as a declarative sentence c) Problem statement is concise and focused d) Purpose of the study is clearly indicated and stated as a declarative sentence 	<ul style="list-style-type: none"> a) b) c) d)

<p><u>2) Background and Significance of the Problem</u></p> <p>a) Detailed, documented evidence of problem is provided</p> <p>b) Brief review of literature supports the existence of the problem</p> <p>c) Definition of major issues is related to the problem</p> <p>d) Setting of the problem is described in detail</p> <p>e) Problem is in range of student's influence</p> <p>f) Includes other salient information</p>	<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p> <p>f)</p>
<p><u>3) Definition of Terms</u></p> <p>a) Definitions provided for technical and professional jargon</p> <p>b) Variables in study are defined operationally</p>	<p>a)</p> <p>b)</p>

Dissertation Checklist (Chapter 2)

Chapter 2: Review of Related Literature	
Item	Comments
<p><u>1) Review of Related Literature</u></p> <p>a) Comprehensive review</p> <p>b) Includes subsection of proposed methods, including program evaluation model (if appropriate)</p> <p>c) Reveals related issues</p> <p>d) Reviews similar problems elsewhere</p> <p>e) Provides significance to your approach to the study</p> <p>f) Includes major/seminal research articles pertaining to study</p> <p>g) Uses peer-reviewed research</p> <p>h) Written in an integrated manner</p>	<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p> <p>f)</p> <p>g)</p>

i) Organized, cohesive, well-sequenced, integrated, and transitioned appropriately	h) i)
<u>2) Research Questions</u>	
a) Formulation based on theory, previous research, and professional experience	a)
b) Stated in the form of a question	b)
c) Focused and clear	c)

Dissertation Checklist (Chapter 3)

Chapter 3: Methodology	
Item	Comments
<u>1) Participants</u>	
a) Description of who and how many	a)
b) Demographics included	b)
c) Sampling method delineated	c)
<u>2) Instruments</u>	
a) All data-gathering instruments are cited	a)
b) Review of psychometric characteristics provided	b)
c) Source of instruments and proper citation provided	c)
d) Copies of instruments developed by student included as appendices	d)
<u>3) Procedures</u>	
a) Clear, precise, and sequential description of how the study will be conducted	a)

b) Indicates research design c) Explains rationale for methods d) Justifies appropriateness of methods to address the problem and answer research questions	b) c) d)
<u>4) Limitations</u> a) All shortcomings of study are presented b) Possible threats to the internal validity are included c) Threats to external validity are explored	a) b) c)

Dissertation Checklist (Chapter 4)

Chapter 4: Results	
<u>1) Results</u> a) Results presented relative to each research question b) Only the results are presented c) Includes effective use of tables and figures where needed d) Participant data, if necessary, is presented only in appendix	a) b) c) d)

Dissertation Checklist (Chapter 5)

Chapter 5: Discussion	
<u>1) Discussion</u> a) Overview of the dissertation, including the purpose of the study, is included	a)

<ul style="list-style-type: none"> b) Elaboration and interpretation of results as related to research questions are included c) Discussion of conclusions is provided d) Relationship of findings to literature is discussed e) Implications of findings are reviewed f) Limitations of the study are indicated g) Recommendations for further research and for practice are included 	<ul style="list-style-type: none"> b) c) d) e) f) g)
<p><u>2) References</u></p> <ul style="list-style-type: none"> a) List is accurate and consistent with text citations b) Peer-reviewed research is utilized c) APA style is used 	<ul style="list-style-type: none"> a) b) c)
<p><u>3) Appendices</u></p> <ul style="list-style-type: none"> a) Include instruments created by student only b) All necessary information is included c) Conforms with guidelines of <i>Applied Dissertation Procedures Manual</i> and <i>Style Guide for the Applied Dissertation</i> 	<ul style="list-style-type: none"> a) b) c)
<p><u>4) Overall</u></p> <ul style="list-style-type: none"> a) Consistent with APA style b) Verb tense in Chapters 1-3 is changed where appropriate c) Literature review is expanded and updated d) Identifies and clarifies any changes from the proposal 	<ul style="list-style-type: none"> a) b) c) d)

APPENDIX A

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 9600 PhD Dissertation III



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 9600 PhD Dissertation III

Online Course

PROGRAM: Doctor of Philosophy in Counseling

TERM, UNITS, AND LENGTH OF THE COURSE: Spring Quarter 2020/4.5 units, 10 weeks (**Core course**)

CLASS DAY AND TIME: Weekly synchronous online class – Dissertation Chair and students set a time to discuss their doctoral dissertation and research process.

CLASSROOM: N/A, Online Course

INSTRUCTOR: Mei-Ju Ko, Ph.D.

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 course helps students complete their dissertation. The course begins with the concept paper and culminates with the defense of the dissertation or research project. Additional Dissertation Research project courses may be required to complete all milestones in the program. This course involves data collection and implementation and the final-approval process. Content and format issues, as well as recommendations for

further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered.

Course Educational Objectives:

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

- Define a suitable topic for a research project with consideration of organizational and educational institutional issues
- Craft a thesis or problem statement and research questions
- Explain the rationale for undertaking the proposed research
- Research the background of the topic area so that findings can be evaluated in the context of the wider body of knowledge and practice

Appendices:

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

Course Prerequisites:

CFT 9000, CFT 9100, CFT 9200, CFT9900

Required Textbooks:

Bryant, M. T. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press, Inc. ISBN: 0761946950

Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage Publications, Ltd. ISBN: 0761959750

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author. ISBN: 1557987912

Methods of Instruction: Off-line Class

- In-class Lectures
- Assigned Readings
- Research Discussions
- Student Presentations

Grading

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

Attendance / Participation – 40%

Each Class Assignment – 60%

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
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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 Contents

Following is a proposed class schedule. Once a doctoral student completes the following assignments, her/his dissertation chair and the student will discuss further assignments depending on the student's progress on the dissertation.

1. Begin Dissertation Research: **Due class #2 (20 points)**
2. Chapter 4: Results of the Study: **Due class #7 (20 points)**
 - a. Email first draft to chair, and work with chair in an iterative process until the chair approves.
 - b. After chair approval, the chair is to send the document to committee member for approval.
 - c. The draft may need additional revision, depending on committee member's review.
3. Chapter 5: Conclusions, Recommendations, Summary: **Due class #10 (20 points)**
 - a. Email first draft to chair, and work with chair in an iterative process until the chair approves.
 - b. After chair approval, the chair is to send the document to committee member for approval.
 - c. The draft may need additional revision, depending on committee member's review.

ASSIGNMENT CHECKLISTS

Dissertation Checklist (front matter)

Preliminary Pages	
Item	Comments
<u>1) Title Page</u> a) Descriptive of Dissertation study b) Useful for keyword searches c) Title is within 10-12 words	 a) b) c)
<u>2) Table of Contents</u> a) Contains first two levels of headings b) All tables, figures, and appendices (if any) are listed	 a) b)
<u>3) Abstract</u> a) Contains accurate and concise description of the study (approximately 270 words)	 a)

Dissertation Checklist (Chapter 1)

Chapter 1: Introduction	
Item	Comments
<u>1) Nature of the Problem</u> a) Actual problem is indicated b) Impact of problem is clearly stated as a declarative	 a) b)

<p>sentence</p> <p>c) Problem statement is concise and focused</p> <p>d) Purpose of the study is clearly indicated and stated as a declarative sentence</p>	<p>c)</p> <p>d)</p>
<p><u>2) Background and Significance of the Problem</u></p> <p>a) Detailed, documented evidence of problem is provided</p> <p>b) Brief review of literature supports the existence of the problem</p> <p>c) Definition of major issues is related to the problem</p> <p>d) Setting of the problem is described in detail</p> <p>e) Problem is in range of student's influence</p> <p>f) Includes other salient information</p>	<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p> <p>f)</p>
<p><u>3) Definition of Terms</u></p> <p>a) Definitions provided for technical and professional jargon</p> <p>b) Variables in study are defined operationally</p>	<p>a)</p> <p>b)</p>

Dissertation Checklist (Chapter 2)

Chapter 2: Review of Related Literature	
Item	Comments
<p><u>1) Review of Related Literature</u></p> <p>a) Comprehensive review</p> <p>b) Includes subsection of proposed methods, including program evaluation model (if appropriate)</p> <p>c) Reveals related issues</p>	<p>a)</p> <p>b)</p> <p>c)</p>

d) Reviews similar problems elsewhere e) Provides significance to your approach to the study f) Includes major/seminal research articles pertaining to study g) Uses peer-reviewed research h) Written in an integrated manner i) Organized, cohesive, well-sequenced, integrated, and transitioned appropriately	d) e) f) g) h) i)
<u>2) Research Questions</u> a) Formulation based on theory, previous research, and professional experience b) Stated in the form of a question c) Focused and clear	a) b) c)

Dissertation Checklist (Chapter 3)

Chapter 3: Methodology	
Item	Comments
<u>1) Participants</u> a) Description of who and how many b) Demographics included c) Sampling method delineated	a) b) c)
<u>2) Instruments</u> a) All data-gathering instruments are cited b) Review of psychometric characteristics provided	a) b)

c) Source of instruments and proper citation provided d) Copies of instruments developed by student included as appendices	c) d)
<u>3) Procedures</u> a) Clear, precise, and sequential description of how the study will be conducted b) Indicates research design c) Explains rationale for methods d) Justifies appropriateness of methods to address the problem and answer research questions	a) b) c) d)
<u>4) Limitations</u> a) All shortcomings of study are presented b) Possible threats to the internal validity are included c) Threats to external validity are explored	a) b) c)

Dissertation Checklist (Chapter 4)

Chapter 4: Results	
<u>1) Results</u> a) Results presented relative to each research question b) Only the results are presented c) Includes effective use of tables and figures where needed d) Participant data, if necessary, is presented only in appendix	a) b) c) d)

Dissertation Checklist (Chapter 5)

Chapter 5: Discussion	
<u>1) Discussion</u> <ul style="list-style-type: none"> a) Overview of the dissertation, including the purpose of the study, is included b) Elaboration and interpretation of results as related to research questions are included c) Discussion of conclusions is provided d) Relationship of findings to literature is discussed e) Implications of findings are reviewed f) Limitations of the study are indicated g) Recommendations for further research and for practice are included 	<ul style="list-style-type: none"> a) b) c) d) e) f) g)
<u>2) References</u> <ul style="list-style-type: none"> a) List is accurate and consistent with text citations b) Peer-reviewed research is utilized c) APA style is used 	<ul style="list-style-type: none"> a) b) c)
<u>3) Appendices</u> <ul style="list-style-type: none"> a) Include instruments created by student only b) All necessary information is included c) Conforms with guidelines of <i>Applied Dissertation Procedures Manual</i> and <i>Style Guide for the Applied Dissertation</i> 	<ul style="list-style-type: none"> a) b) c)
<u>4) Overall</u> <ul style="list-style-type: none"> a) Consistent with APA style b) Verb tense in Chapters 1-3 is changed where appropriate 	<ul style="list-style-type: none"> a) b)

c) Literature review is expanded and updated	c)
d) Identifies and clarifies any changes from the proposal	d)

APPENDIX A

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

9. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
10. Courses with B- or below grade needs to be retaken.
11. Total of 93 credits minimum
12. A satisfactory pass of a comprehensive exam portfolio.
13. A satisfactory completion of dissertation
14. A satisfactory pass of oral defense of a dissertation
15. A settlement of all financial obligations with the University
16. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 9600 PhD Dissertation IV



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 9600 PhD Dissertation IV

PROGRAM: Doctor of Philosophy in Counseling

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

CLASS DAY AND TIME: Weekly synchronous online class – Dissertation Chair and students set a time to discuss their doctoral dissertation and research process.

CLASSROOM: N/A, Online Course

INSTRUCTOR: Mei-Ju Ko, Ph.D.

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 course helps students complete their dissertation. The course begins with the concept paper and culminates with the defense of the dissertation or research project. Additional Dissertation Research project courses may be required to complete all milestones in the program. This course involves data collection and implementation and the final-approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered.

Course Educational Objectives:

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

Define a suitable topic for a research project with consideration of organizational and educational institutional issues
Craft a thesis or problem statement and research questions
Explain the rationale for undertaking the proposed research
Research the background of the topic area so that findings can be evaluated in the context of the wider body of knowledge and practice

Appendices:

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

Course Prerequisites:

CFT 9000, CFT 9100, CFT 9200, CFT9900

Required Textbooks:

Bryant, M. T. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press, Inc. ISBN: 0761946950

Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage Publications, Ltd. ISBN: 0761959750

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author. ISBN: 1557987912

Methods of Instruction: Off-line Class

- In-class Lectures

- Assigned Readings
- Research Discussions
- Student Presentations

Grading

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

Attendance / Participation – 40%

Each Class Assignment – 60%

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 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.

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- **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.
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 - 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 Contents

Following is a proposed class schedule. Once a doctoral student completes the following assignments, her/his dissertation chair and the student will discuss further assignments depending on the student's progress on the dissertation.

1. Final Manuscript Due class #4 (30 points)

- a. The chairperson submits the student's final manuscript, consisting of Chapters 1-5 to the Program Director.
- b. The chairperson works with the Program Director, the committee member, and the student in an iterative process until approval is obtained.
- c. Students should submit final, approved Final Manuscript to the Dissertation Deliverables of the course.

2. Dissertation or Project Defense Due class #8 (30 points)

- a. Download the blank Oral Defense template found in the Dissertation Center and complete necessary items.
- b. Establish a time for your dissertation defense that is acceptable for the chair, the committee member, and yourself.
- c. Submit your approved PowerPoint and date of defense to lead faculty.
- d. Defend your dissertation via Adobe Connect or the current means provided by Daybreak University.
- e. After you defend and have the dissertation approved by your committee, submit both the final manuscript and oral defense presentation in the course.

ASSIGNMENT CHECKLISTS

Dissertation Checklist (front matter)

Preliminary Pages	
Item	Comments
<u>1) Title Page</u> a) Descriptive of Dissertation study b) Useful for keyword searches c) Title is within 10-12 words	 a) b) c)
<u>2) Table of Contents</u> a) Contains first two levels of headings b) All tables, figures, and appendices (if any) are listed	 a) b)
<u>3) Abstract</u> a) Contains accurate and concise description of the study (approximately 270 words)	 a)

Dissertation Checklist (Chapter 1)

Chapter 1: Introduction	
Item	Comments
<u>1) Nature of the Problem</u>	

a) Actual problem is indicated b) Impact of problem is clearly stated as a declarative sentence c) Problem statement is concise and focused d) Purpose of the study is clearly indicated and stated as a declarative sentence	a) b) c) d)
<u>2) Background and Significance of the Problem</u> a) Detailed, documented evidence of problem is provided b) Brief review of literature supports the existence of the problem c) Definition of major issues is related to the problem d) Setting of the problem is described in detail e) Problem is in range of student's influence f) Includes other salient information	a) b) c) d) e) f)
<u>3) Definition of Terms</u> a) Definitions provided for technical and professional jargon b) Variables in study are defined operationally	a) b)

Dissertation Checklist (Chapter 2)

Chapter 2: Review of Related Literature	
Item	Comments
<u>1) Review of Related Literature</u> a) Comprehensive review b) Includes subsection of proposed methods, including program evaluation model (if appropriate)	a) b)

c) Reveals related issues d) Reviews similar problems elsewhere e) Provides significance to your approach to the study f) Includes major/seminal research articles pertaining to study g) Uses peer-reviewed research h) Written in an integrated manner i) Organized, cohesive, well-sequenced, integrated, and transitioned appropriately	c) d) e) f) g) h) i)
<u>2) Research Questions</u> a) Formulation based on theory, previous research, and professional experience b) Stated in the form of a question c) Focused and clear	a) b) c)

Dissertation Checklist (Chapter 3)

Chapter 3: Methodology	
Item	Comments
<u>1) Participants</u> a) Description of who and how many b) Demographics included c) Sampling method delineated	a) b) c)
<u>2) Instruments</u> a) All data-gathering instruments are cited	a)

b) Review of psychometric characteristics provided c) Source of instruments and proper citation provided d) Copies of instruments developed by student included as appendices	b) c) d)
<u>3) Procedures</u> a) Clear, precise, and sequential description of how the study will be conducted b) Indicates research design c) Explains rationale for methods d) Justifies appropriateness of methods to address the problem and answer research questions	a) b) c) d)
<u>4) Limitations</u> a) All shortcomings of study are presented b) Possible threats to the internal validity are included c) Threats to external validity are explored	a) b) c)

Dissertation Checklist (Chapter 4)

Chapter 4: Results	
<u>1) Results</u> a) Results presented relative to each research question b) Only the results are presented c) Includes effective use of tables and figures where needed d) Participant data, if necessary, is presented only in appendix	a) b) c) d)

Dissertation Checklist (Chapter 5)

Chapter 5: Discussion	
<u>1) Discussion</u> <ul style="list-style-type: none"> a) Overview of the dissertation, including the purpose of the study, is included b) Elaboration and interpretation of results as related to research questions are included c) Discussion of conclusions is provided d) Relationship of findings to literature is discussed e) Implications of findings are reviewed f) Limitations of the study are indicated g) Recommendations for further research and for practice are included 	<ul style="list-style-type: none"> a) b) c) d) e) f) g)
<u>2) References</u> <ul style="list-style-type: none"> a) List is accurate and consistent with text citations b) Peer-reviewed research is utilized c) APA style is used 	<ul style="list-style-type: none"> a) b) c)
<u>3) Appendices</u> <ul style="list-style-type: none"> a) Include instruments created by student only b) All necessary information is included c) Conforms with guidelines of <i>Applied Dissertation Procedures Manual</i> and <i>Style Guide for the Applied Dissertation</i> 	<ul style="list-style-type: none"> a) b) c)
<u>4) Overall</u>	

a) Consistent with APA style	a)
b) Verb tense in Chapters 1-3 is changed where appropriate	b)
c) Literature review is expanded and updated	c)
d) Identifies and clarifies any changes from the proposal	d)

APPENDIX A

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

17. A completion of all required coursework with a minimum grade point average (GPA) of 3.0.
18. Courses with B- or below grade needs to be retaken.
19. Total of 93 credits minimum
20. A satisfactory pass of a comprehensive exam portfolio.
21. A satisfactory completion of dissertation
22. A satisfactory pass of oral defense of a dissertation
23. A settlement of all financial obligations with the University
24. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

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PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy

CFT 9810: Supervision Practicum



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 9810
Supervision Practicum
Distance Learning (On-line) Course

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

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

CLASS DAY AND TIME:

- (1) Weekly synchronous online class – Thursdays, 4:30pm – 7:30pm (30hrs)
- (2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASS ROOM: N/A, Online Course

INSTRUCTOR:

E-MAIL:

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. Students can email the professor for an appointment as needed.

COURSE DESCRIPTION: Students registered in this course will supervise and/ or consult less experienced student therapists who are learning to apply marriage and family therapy models and techniques. Students receive supervision of their supervision. Approval is needed prior to registration for this course.

METHOD OF INSTRUCTION: Online

Course Educational Objectives:

- | |
|--|
| 1. The student supervisor is familiar with the major models of MFT supervision in terms of their philosophical assumptions and pragmatic implications. |
| 2. The student supervisor articulates a personal model of supervision, drawn from existing models of supervision and from her/his preferred styles of therapy. |
| 3. The student supervisor facilitates the co-evolving therapist-client and supervisor-therapist/client relationships? |

4. The student supervisor evaluates and identifies problems in therapist-client and supervisor-therapist-client relationships?
5. The student supervisor structures supervision, solves problems, and implements supervisory interventions within a range of supervisory modalities (for example, live and videotaped supervision)?
6. The student supervisor is able to address distinctive issues that arise in supervision mentoring.
7. The student supervisor is sensitive to power and privilege contextual variables such as culture, gender, ethnicity and economics?
8. The student supervisor is knowledgeable of ethical and legal issues of supervision?
9. The student supervisor is aware of the requirements and procedures for supervising applicants for AAMFT Early or Full Professional membership and Clinical Fellow Designation?

Appendices:

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

Appendix B: Assignment Rubrics

Appendix C: Course and University Policies

Readings: See Course Schedule

COURSE GRADING

Rubrics to all assignments are located in Appendix B

Attendance and Participation	30pts. (30%)
Learning Objectives Attainment	30pts. (30%)
Supervisor Skills Evaluation	30pts. (30%)
AAMFT Approved Supervisor Handbook Quiz	10pts. (10%)

TOTAL	100pts.

COURSE COMPONENTS

Class Attendance and 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. 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.

Assignment Descriptions

The first two graded assignments are borrowed from the AAMFT Approved Supervisor Handbook:

1. Learning Objectives Attainment: Student supervisors will be evaluated according to the scoring 0-4 on the nine course Learning Objectives as per the rubric in Appendix B. The following is the grading scale for this evaluation: Average of 2 = C, Average of 3 =B, Average of 4 =A
2. Supervisor Skills Evaluation: Student supervisors will be evaluated according to the scoring 0-4 on the 12 skills as per the rubric in Appendix B. The following is the grading scale for this evaluation: Average of 2 = C, Average of 3 =B, Average of 4 =A
3. AAMFT Approved Supervisor Handbook Quiz: The instructor of this course will develop a 10-point quiz based on the AAMFT Approved Supervisor Handbook's information most pertinent to this course's cohort.

GRADING INFORMATION: A final grade of "B" or better is required for graduate credit.

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
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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

COURSE SCHEDULE

<u>CLASS</u>	Contents	Assignments and Readings
CLASS #1	<ul style="list-style-type: none"> ● Review syllabus, policies, expectations ● Assign supervisees 	<p>The AAMFT Approved Supervisor Designation Standards and Responsibilities Handbook</p> <p>file:///C:/Users/marth/Downloads/AS%20Handbook 2023 January.pdf</p>
CLASS #2	<ul style="list-style-type: none"> ● Supervise student therapists weekly. ● Consult with supervisor mentor weekly. 	<ul style="list-style-type: none"> ●
CLASS #3	<ul style="list-style-type: none"> ● Supervise student therapists weekly. ● Consult with supervisor mentor weekly. 	<ul style="list-style-type: none"> ○
CLASS #4	<ul style="list-style-type: none"> ● Supervise student therapists weekly. ● Consult with supervisor mentor weekly. 	<ul style="list-style-type: none"> ○
CLASS #5	<ul style="list-style-type: none"> ● Supervise student therapists weekly. ● Consult with supervisor mentor weekly. 	<ul style="list-style-type: none"> ○ Mid evaluation on Attainment of Learning Objects and Supervisory Skills

CLASS #6	<ul style="list-style-type: none"> ● Supervise student therapists weekly. ● Consult with supervisor mentor weekly. 	
CLASS #7	<ul style="list-style-type: none"> ● Supervise student therapists weekly. ● Consult with supervisor mentor weekly. 	
CLASS #8	<ul style="list-style-type: none"> ● Supervise student therapists weekly. ● Consult with supervisor mentor weekly. 	○
CLASS #9	<ul style="list-style-type: none"> ● Supervise student therapists weekly. ● Consult with supervisor mentor weekly. 	Quiz on AAMFT Approved Supervisor Handbook
CLASS #10	<ul style="list-style-type: none"> ● Supervise student therapists weekly. ● Consult with supervisor mentor weekly. 	Final evaluation on Attainment of Learning Objects and Supervisory Skills

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

To access the Populi platform, go to <http://www.daybreak.education/>. Under Student Academic Services, you can find Populi.

Appendix A

Institutional Mission Statement

The mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker side of their lives. Daybreak University provides rigorous education that inspires transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence, and a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

Appendix B

Assignment Rubrics

From the AAMFT Approved Supervisor Handbook Appendix:

Scoring

Use the following scale to rate the Nine Learning Objectives and Evaluation of the Supervisor Candidate's Skill as a Supervisor using the evaluation forms

Number	Rating	Definition
0	Insufficient	The candidate does not demonstrate an understanding of this concept or learning objective.
1	Minimal	The candidate can discuss the concept or issue but does not integrate it within his/her overall framework.
2	Acceptable	The candidate has an adequate grasp of the concept or issue and sometimes integrates it within his/her overall framework.
3	Excellent	The candidate is familiar with the concept or issue and often integrates it within his or her overall framework.
4	Exceptional	The candidate exhibits an excellent grasp of the concept, and consistently integrates it within his/her overall framework.

From the AAMFT Approved Supervisor Handbook Appendix:

Supervisor Student/Candidate Attainment of Learning Objectives

Please score each objective with scoring chart on page above and place the average score for the section in the last box.

Integration of Eleven Learning Objectives for Prospective Approved Supervisors	Scoring
Is the supervisor candidate familiar with the major models of MFT supervision in terms of their philosophical assumptions and pragmatic implications?	0 1 2 3 4
Can the candidate articulate a personal model of supervision, drawn from existing models of supervision and from her/his preferred styles of therapy?	0 1 2 3 4
Does the candidate facilitate the co-evolving therapist-client and supervisor-therapist/client relationships?	0 1 2 3 4
Does the candidate evaluate and identify problems in therapist-client and supervisor-therapist-client relationships?	0 1 2 3 4
Can the candidate structure supervision, solve problems, and implement supervisory interventions within a range of supervisory modalities (for example, live and videotaped supervision)?	0 1 2 3 4
Is the candidate able to address distinctive issues that arise in supervision mentoring?	0 1 2 3 4
Is the candidate sensitive to power and privilege contextual variables such as culture, gender, ethnicity and economics?	0 1 2 3 4
Is the candidate knowledgeable of ethical and legal issues of supervision?	0 1 2 3 4
Is the candidate aware of the requirements and procedures for supervising applicants for AAMFT Early or Full Professional membership and Clinical Fellow Designation?	0 1 2 3 4
Average Score on Learning Objectives	0 1 2 3 4
* DBU Grade: Average of 2 = C	

Average of 3 =B	
Average of 3 =A	

From the AAMFT Approved Supervisor Handbook Appendix:

Evaluation of the Supervisor Candidate's Skill as a Supervisor, as Observed by the Approved Supervisor Mentor During the Supervision Mentoring Sessions

Please score each objective with scoring chart on page above and place the average score for the section in the last box.

Supervisor Candidate's Skill as a Supervisor, as Observed by the Approved Supervisor Mentor During the Supervision Mentoring Sessions	Scoring
Is the supervisor candidate aware of the influence of external systems on the supervision of the therapist (for example, limitations, and resources)?	0 1 2 3 4
Does the supervisor candidate demonstrate awareness of power and privilege in contextual considerations (ethnicity, culture, gender, sexual orientation, etc.) in supervision of MFTs/therapists/trainees?	0 1 2 3 4
Does the supervisor candidate negotiate a clear contract for supervision at the beginning of the supervisory relationship with therapists/trainees?	0 1 2 3 4
Does the supervisor candidate discuss the therapist's skill level at the time that supervision begins, and does he/she assess the interpersonal style of the therapist?	0 1 2 3 4
Does the supervisor candidate describe the structure of the supervision process, specifically delineating goals and objectives?	0 1 2 3 4
Does the supervisor candidate maintain clear and appropriate professional boundaries and ethical behavior with therapists/trainees?	0 1 2 3 4
Does the supervisor candidate create a supportive learning environment and foster the development and creativity of the therapist, rather than fostering imitation of the supervisor?	0 1 2 3 4
Does the supervisor candidate have methods for helping the therapist/trainee recognize his or her areas of inexperience or discomfort so that the therapist will make use of supervision and referral when appropriate?	0 1 2 3 4
Does the supervisor candidate take steps to assume appropriate responsibility for facilitating change in the therapist and use various methods to foster development?	0 1 2 3 4
Does the supervisor candidate consider the stages of development of the therapist and tailor the supervision to match each stage?	0 1 2 3 4
Does the supervisor candidate evaluate the progress of supervision, including changes that occurred in the therapist/trainee and clients, the therapist's/trainee's current abilities, and make recommendations for his or her	0 1 2 3 4

future development as a therapist?	
Does the supervisor candidate address his/her own development as a supervisor, and identify the actions he/she will take to promote his/her future development as a supervisor?	0 1 2 3 4
Average Score on Supervisory Skills	0 1 2 3 4
* DBU Grade: Average of 2 = C Average of 3 =B Average of 3 =A	

Appendix C

Course and University Policies

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.

CFT 9550: Teaching Practicum



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 9550
Teaching Practicum
Distance Learning (On-line) Course

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

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

CLASS DAY AND TIME:

- (1) Weekly synchronous online class – Thursdays, 4:30pm – 7:30pm (30hrs)
- (2) Weekly asynchronous online lecture and thread discussion on Populi (15hrs)

CLASS ROOM: N/A, Online Course

INSTRUCTOR:

E-MAIL:

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. Students can email the professor for an appointment as needed.

COURSE DESCRIPTION: Students registered in this course will apply systemic concepts to co-teaching a course with a faculty member. Responsibilities include embracing an inclusive and diverse lens while assisting in the preparation of the course syllabus, analysis of syllabus functionality, preparation

of assignments related to course content, preparation and grading of assessments of course learning outcomes, and preparing weekly lectures and activities. Students will deliver lectures and/or facilitate class activities and will receive mentoring of their teaching practices. Approval is needed prior to registration for this course.

METHOD OF INSTRUCTION: Online

Course Learning Objectives:

1. Students will demonstrate the use of a systemic lens to develop a graduate level course through contributions to the development and analysis of a syllabus.
2. Students will show the implementation of inclusivity and diversity aspects in the course.
3. Students will successfully deliver course lectures and/or facilitate course activities.
4. Students will assist in facilitating class discussions.
5. Students will show appropriate boundaries while mentoring graduate students and assisting them in achieving course learning objectives.
6. Students will write a Philosophy of teaching paper based on their experiences in this course.

Appendices:

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

Appendix B: Assignment Rubrics

Appendix C: Course and University Policies

Readings: See Course Schedule

COURSE GRADING

Rubrics to all assignments are located in Appendix B

Attendance and Participation	30pts. (30%)
Philosophy of Teaching paper	40pts. (35%)
Evaluation of Learning Objectives Attainment	30pts. (30%)

TOTAL	100pts.

COURSE COMPONENTS

Class Attendance and 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. 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.

Assignment Descriptions

1. Philosophy of Teaching Paper: Students will follow the rubric in Appendix B to describe their definition of "Good Teaching," their goals for students, and how they implement their definition of good teaching. The responses should be a result of their teaching experiences in this practicum. This assignment is worth 40 points (40% of final grade.)
2. Learning Objectives Attainment: Students will be evaluated according to the scoring 0-5 on the six course Learning Objectives as per the rubric in Appendix B.

GRADING INFORMATION: A final grade of "B" or better is required for graduate credit.

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

COURSE SCHEDULE

<u>CLASS</u>	Contents	Assignments and Readings
CLASS #1	<ul style="list-style-type: none"> ● Review syllabus, policies, expectations ● Assign courses and responsibilities. 	
CLASS #2	<ul style="list-style-type: none"> ● Work with faculty mentor weekly. ● Attend assigned course and participate in teaching activities. 	

CLASS #3	<ul style="list-style-type: none"> ● Work with faculty mentor weekly. ● Attend assigned course and participate in teaching activities. 	
CLASS #4	<ul style="list-style-type: none"> ● Work with faculty mentor weekly. ● Attend assigned course and participate in teaching activities. 	
CLASS #5	<ul style="list-style-type: none"> ● Work with faculty mentor weekly. ● Attend assigned course and participate in teaching activities. 	
CLASS #6	<ul style="list-style-type: none"> ● Work with faculty mentor weekly. ● Attend assigned course and participate in teaching activities. 	
CLASS #7	<ul style="list-style-type: none"> ● Work with faculty mentor weekly. ● Attend assigned course and participate in teaching activities. 	
CLASS #8	<ul style="list-style-type: none"> ● Work with faculty mentor weekly. ● Attend assigned course and participate in teaching activities. 	
CLASS #9	<ul style="list-style-type: none"> ● Work with faculty mentor weekly. ● Attend assigned course and participate in teaching activities. 	Philosophy of Teaching paper due
CLASS #10	<ul style="list-style-type: none"> ● Work with faculty mentor weekly. ● Attend assigned course and participate in teaching activities. 	Evaluation of Learning Objectives Attainment

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Appendix A

Institutional Mission Statement

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Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

Appendix B
Assignment Rubrics

Philosophy of Teaching paper: (40 points)
APA 6th edition

The responses should be a result of students' teaching experiences in this practicum.

<Submit the paper on the Populi Discussion Board>

Philosophy of Teaching paper: (40 points)			
	0-2 points	3-5 points	6-8 points
1. Students show evidence of systemic thinking as well as inclusive and diverse concepts in their philosophy of teaching.	Systemic concepts and/or inclusive/diverse concepts are either not mentioned or poorly integrated throughout their philosophy.	Systemic concepts and/or inclusive/diverse concepts are adequately mentioned in the paper.	Systemic concepts and/or inclusive/diverse concepts are thoroughly described and integrated throughout the paper.
2. Student defines and explains "good teaching."	Definition is not mentioned or is poorly explained.	Adequate definition. Student explains but at minimal depth.	Excellent definition and explanation.
3. Student discusses teaching methods: how implements definition of good teaching.	Description of implementation is not present or poorly described.	Description is adequate and implementation is also adequately described.	An excellent description of how the student implements definition of good teaching.
4. Student described most important learning goals for students and challenges.	Description of student learning goals and/or challenges if not mentioned or poorly described.	Description is adequate but not thorough.	Description is excellent. Provides details and examples.
5. Student provides a description of teaching goals responding to the questions: with what content, skills, or values should students leave your classroom? What are your goals for improving your own teaching?	Description of teaching goals is not present or poorly described. One or more questions are not answered.	Description of teaching goals is adequate. All questions are adequately answered.	Description of teaching goals is thorough and shows depth. All questions are answered with evidence of thoughtful reflection.

Evaluation of Learning Objectives Attainment (30 points)

0= Not present

1= Minimal demonstration of objective

2= Adequate demonstration of objective

3= Good demonstration of objective

4= Very good demonstration of objective

5= Excellent demonstration of objective

Evaluation of Learning Objectives Attainment	Scoring
1. Students will demonstrate the use of a systemic lens to develop a graduate level course through contributions to the development and analysis of a syllabus.	0 1 2 3 4 5
2. Students will show the implementation of inclusivity and diversity aspects in the course.	0 1 2 3 4 5
3. Students will successfully deliver course lectures and/or facilitate course activities.	0 1 2 3 4 5
4. Students will assist in facilitating class discussions.	0 1 2 3 4 5
5. Students will show appropriate boundaries while mentoring graduate students and assisting them in achieving course learning objectives.	0 1 2 3 4 5
6. Students will write a Philosophy of teaching paper based on their experiences in this course.	0 1 2 3 4 5
Total points ____/30	

Appendix C

Course and University Policies

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.

CFT 7900A Practicum in 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: _____

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

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

CFT 7900B Practicum in 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)

--

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

Case # _____

Session	Date	Session Summary	Memo for the Next Week

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

Institutional Mission Statement

The Mission of Daybreak University is to be a facilitator for the students' self-actualization, in spite of the darker sides of their lives. Daybreak University provides rigorous education that inspires spiritual healing and transformational change in individuals, couples, families, and communities through professional research, academic and practical excellence with a compassionate heart. The vision of Daybreak University is transforming the world by changing one relationship at a time.

MAC 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 Program Goal (PG)

When students complete the Master of Arts degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.

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

Doctoral Program Requirements

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 93 credits minimum
4. A satisfactory pass of a comprehensive exam portfolio.
5. A satisfactory completion of dissertation
6. A satisfactory pass of oral defense of a dissertation
7. A settlement of all financial obligations with the University
8. A satisfactory of Advanced Clinical Experience

Ph.D. Program Goal (PG)

When students complete the Doctoral degree in Counseling, they will have the ability to:

PG1. The program will train students who demonstrate advanced and comprehensive knowledge of systems concepts and MFT theories and techniques.

PG2. The program will train students who demonstrate an ability to conceptualize systemic thinking as applied in supervision, mentoring, and the isomorphic dynamics among different levels of the training system.

PG3. The program will train students who demonstrate awareness and competence in culturally sensitive clinical work, supervision, teaching, and research.

PG4. The program will train students who demonstrate applied knowledge of MFT legal and ethical guidelines and professional standards.

PG5. The program will train students who demonstrate the ability to design, conduct, analyze, and identify clinical implications of systemic and relational research.

Student Learning Outcome (SLO)

SLO1. (Knowledge): Students will demonstrate competence in advanced MFT models and techniques.

SLO2. (Practice): Students will demonstrate the ability to integrate systems concepts and MFT theories in their clinical work, supervision, teaching, and research.

SLO3. (Diversity): Students will demonstrate understanding of contextual factors and respect for diversity and inclusion in their clinical work, supervision, teaching, and research.

SLO4. (Ethics): Students will demonstrate competence in ethical and professional clinical work, supervision, teaching, and research.

SLO5. (Research): Students will conduct systemic and relational research that has clinical implications for marriage and family therapy.