

**MCFT 562:
Advanced Ecosystemic Relational Therapy
Spring 2023**

Day/Time/Location	Section 1: Wednesdays 9:00am-12:15pm; York 107 Section 2: Wednesdays 1:00pm-4:15pm; York 107 Section 3: Thursdays 5:00pm-8:15pm; Rogers 220
Course Instructor & Contact Info	Dr. Chelsey Torgerson (she/her) Email: torgersonc@lclark.edu Rogers 327
Office Hours	By appointment only; email to schedule

“Understanding why people suffer, how they change, and how to help them live more satisfying and gratifying lives is a fascinating, huge, and important undertaking.” – John & Rita Sommers-Flanagan

COURSE CATALOG DESCRIPTION

This advanced family therapy theories course integrates neuropsychobiological, ecological, and spiritual aspects of human behavior with challenges that different societal contexts bring into family life. Addresses contemporary relational, experiential, and social constructionist approaches to marriage, couple, and family therapy and explores the intersections of clinical practice and social advocacy.

Prerequisite: MCFT 507

Credit Units: 3 semester units (45 contact hours)

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following MCFT program Student Learning Outcomes:

- SLO 1.1: Students recognize the impact of power on individuals, families, and communities.
- SLO 1.2: Students recognize the interconnections among biological, psychological, and social systems in people's lived experience.
- SLO 1.3: Students apply system/relational theories to clinical case conceptualization.
- SLO 2.1: Students self-reflect on the implications of own and others' social location in clinical practice.
- SLO 2.2: Students' clinical practice demonstrates attention to social justice and cultural democracy.
- SLO 4.1: Students apply ethical decision-making processes to clinical dilemmas.
- SLO 4.3: Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

MCFT 562 COURSE OBJECTIVES

As a result of this class, students will:

1. Integrate theory and practice regarding the connections between biology, emotion, relationships, social context, and health.
2. Identify how theories are used to conceptualize key clinical issues and create change.
3. Apply ecosystemic/relational theories to the practice of couple and family therapy within diverse sociocultural contexts.

4. Recognize the practical and ethical implications of various theoretical frameworks in family therapy.
5. Improve skills for case conceptualization and treatment planning using an integrated, ecosystemic perspective
6. Clarify a personal ecosystemic/relational model for clinical practice.

TEXTS/READINGS:

Required Readings:

- Hanna, S. (2020). *The transparent brain in couple and family therapy*. New York, NY: Routledge. ISBN-13: 978-0367281328 (available electronically through Watzek Library)
- McDowell, T., Knudson-Martin, C., & Bermudez, J. M., (2018). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. New York, NY: Routledge. ISBN-13: 978-1138678217
- Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2018). *Essential skills in family therapy: From the first interview to termination* (3rd ed.). New York: The Guilford Press. ISBN-13: 979-8826217795 (available electronically through Watzek Library)
- Sprenkle, D. H., Davis, S. D., & Lebow, J. L. (2009). *Common factors in couple and family therapy: The overlooked foundation for effective practice*. New York, NY: The Guilford Press. ISBN-13: 978-1462514533
- Additional readings are outlined in the course syllabus. Unless otherwise noted, all articles can be downloaded through the library.

Students should also locate their primary textbook from MCFT 504 – Family Therapy: Theory and Practice:

- Gehart, D. (2018). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. (3rd ed.). Cengage Learning. ISBN-13: 978-1-305-943278

Recommendations for Further Reading

- Bateson, G. (2002). *Mind and nature: A necessary unity*. New York, NY: Hampton Press.
- Cozolino, L. (2016). *Why therapy works: Using our minds to change our brains*. New York: Norton.
- Fishbane, M. D. (2013). *Loving with the brain in mind: Neurobiology & couple therapy*. New York, NY: Guilford.
- Fosha, D., Siegel, D. J., & Solomon, M. F. (2009). *The healing power of emotion: Affective neuroscience, development, and clinical practice*. New York: Norton.
- Gergen, K. (2015). *An invitation to social construction, 3rd Edition*. Sage Publications.
- Hargrave, T. D., & Pfitzer, F. (2011) *Restoration therapy: Understanding and guiding healing in marriage and family therapy*
- Jordan, J. (2009). *Relational-cultural therapy*. Washington, DC: American Psychological Association.
- Laszlo, E. (1996). *The systems view of the world: A holistic vision for our time*. Cresskill, NJ/Hampton Press
- Maturana, H. R. & Varela, F. J. (1992). *The tree of knowledge: The biological roots of human understanding*. Boston, MA: Shambhala
- Roenblatt, P. (1997). *Metaphors of Family Systems Theory: Toward new constructions*. New York, NY: Guilford.
- Tomm, K., St. George, S., Wulff, D., & Strong, T. (2014). *Patterns in interpersonal interactions: Inviting relational understanding for therapeutic change*. New York, NY: Routledge.

MAP OF COURSE OBJECTIVES, SLOs, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcome	AAMFT Core Competencies	AMFRTB Task Statements	Evaluated by
1. Integrate theory and practice regarding the connections between biology, emotion, relationships, social context, and health	SLO 1.1 SLO 1.2	CC 1.2.1 CC 1.2.2 CC 1.3.1 CC 2.1.1 CC 2.1.2 CC 2.2.3 CC 2.2.5 CC 2.3.7	TS 02.08 TS 02.11 TS 03.11 TS 05.09	Therapy Video Reflections and Theoretical Application; Final paper criterion 4
2. Identify how theories are used to conceptualize key clinical issues and create change.	SLO 1.3	CC 1.1.1 CC 1.2.1 CC 2.2.3 CC 4.5.3	TS 01.02	Therapy Video Reflections and Theoretical Application; Final Paper—total
3. Apply ecosystemic/ relational theories to the practice of couple and family therapy within diverse sociocultural contexts.	SLO 2.2	CC 1.1.3 CC 1.2.1 CC 2.1.6 CC 2.3.1 CC 4.1.1 CC 4.1.2 CC 4.3.2	TS 01.04 TS 02.06 TS 02.08 TS 03.11	Therapy Video Reflections and Theoretical Application; Final Paper—total
4. Recognize the practical and ethical implications of various theoretical frameworks in family therapy.	SLO 4.1	CC 4.1.2 CC 5.1.4 CC 5.2.2	TS 03.11	Final Paper-Criterion 5
5. Improve skills for case conceptualization and treatment planning using an integrated, ecosystemic perspective	SLO 4.3	CC 3.1.1 CC 3.3.1 CC 4.3.8 CC 4.4.1 CC4.5.3	TS 01.01 TS 02.02 TS 01.04 TS 03.04 TS 03.11	Therapy Video Reflections and Theoretical Application
6. Clarify a personal ecosystemic/relational model for clinical practice.	SLO 2.1 SLO 2.2	CC 3.4.5 CC 4.3.2 CC 4.4.6	TS 01.05 TS 06.04	Final Paper—total

LEARNING IN THE CONTEXT OF COVID-19

The COVID-19 context continues to evolve with new challenges and changes around every corner. Should we be asked to engage in remote learning via synchronous attendance, students should ensure access to the following:

- A computer - PC or Macintosh- with video capabilities and a stable Internet connection. Higher speed Internet connections (cable modem, DSL *with speed of at least 10 mbps*) are strongly recommended.
- The most current version of Zoom downloaded as an application on your computer
 - Download Zoom <https://zoom.us/download>
 - For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
- Access to quiet, confidential space for the duration of class hours
- A reliable Lewis & Clark email address (lclark.edu) that will not change from the beginning until the end of the semester.
- A "technology back-up" plan. Students should plan out an alternative location in the event their computer or Internet connection is not working.

COURSE REQUIREMENTS

Course Readings

It is expected that students come to class prepared and ready to discuss the content of the assigned readings. Occasionally, additional readings will be required to help enhance discussion in lecture for various topics. All additional readings can be downloaded through Watzek Library. If readings are not previously listed on the course schedule, an email will be sent notifying students of the availability of these readings.

Participation (30 points)

Students are expected to attend all classes and come prepared to engage in shared processing of course materials. Active, well-informed participation is expected. It is important and expected that students come to class having already read the assigned material. Students must keep up with readings throughout the term. Everyone will be asked to contribute to course discussions, make comments and ask questions throughout, while also remaining respectful. We all have differing opinions, worldviews, and experiences, and I want to remind everyone that our classrooms are places of safety and respect. *A rubric can be found at the end of this syllabus.*

Therapy Video Reflections and Theoretical Application (80 points)

Part A – Therapy Video Observations

Each student will observe 12 hours of therapy. The videos are a combination of individual and couple/family therapy with various presenting problems. Some videos will be shown in class, some have been identified and assigned to be watched outside of class, and others will be selected by the student to watch outside of class. Additional information about how to locate the videos can be found on the course Moodle page.

Part B – Written Reflections (30 points)

In 1-3 paragraphs per session, students will reflect on the following. Identify and reflect on larger societal discourse, issues of power and oppression, emotional processes, and interpersonal systemic patterns. More specifically, reflect on what you're observing in the clients (behaviors, communication, non-verbal communication and body language) and the relationships and interactions between the client system (verbal and non-verbal). Also include an overview of which theories are being used.

This part of the assignment should be organized using headings that include the video title.

This assignment is due on Moodle by Sunday, February 19 at 11:59pm. APA formatting is not required for this assignment; however, appropriate punctuation and grammar are expected. A rubric can be found at the end of this syllabus.

Part C – Case Conceptualization Applied Activity (50 points)

Students will be provided with a case conceptualization and treatment planning template to be used for this part of the assignment. Students will identify a client system in which they have observed via video. Using an identified theory(ies), students will conceptualize the case, articulate a treatment plan, and provide an overview of how they'd work with this system using the identified theory(ies).

This assignment is due on Moodle by Sunday, March 5 at 11:59pm. APA formatting is not required for this assignment; however, appropriate punctuation, grammar, and the use of the provided template are expected. A rubric can be found at the end of this syllabus.

Final Integrated Theory of Change Paper (60 points)

In a 12-15 page, double-spaced, paper, students will describe a personal systemic/relational theory of change to guide their clinical practice. Development of this paper includes:

- Introduction
- Epistemological Stance
 - Identify and describe your identity as a therapist-in-training. This exploration should include your worldview / epistemological stance you hold as a therapist. Please also include how your identity / worldview influence who you are, your thoughts about the nature of humans, healthy human / family functioning, how problems form, your beliefs about change, your role in the therapeutic process, and your therapeutic approach.
 - Identify and discuss a metaphor that represents how you see your role as a therapist and your views about change. What is your role as a therapist in the change process? (Please note that this is intended to be a small part of your paper, not the primary focus of your paper.)
- Primary MFT Models
 - Identify one or more family therapy theories as a base to guide your clinical practice. If you are integrating theories, explain how you will fit them together and how they reinforce or complement each other.
 - Connect the primary marriage and family therapy models you have identified back to your ideas about family functioning, problem formation, and how change occurs.
- Intervening and Facilitating Change
 - Describe your approach to intervening with family systems. Discuss how your approach considers societal context, power/privilege, biology/genetics, emotions, cognitions, and relationships when working with clients. Provide an overview of the key techniques and interventions you utilize when working with clients and families to facilitate change
 - This section should connect back to the primary MFT models and your epistemological stance outlined in previous sections.
- Legal and Ethical Considerations
 - Address the legal and ethical considerations when applying your integrated model with attention to social justice and cultural humility. More specifically, how do you ethically integrate cultural humility and social justice practices into your theory of change?
- Conclusion

Students should be including literature in their theory assignment. Appropriate literature includes textbooks, research articles, and theoretical articles. Finding original sources is best writing practices.

*The paper should be written in APA formatting, using appropriate headings and subheadings, APA citations, title page, reference page, and appropriate font type and size. The 12-15 page requirement does not include title page or references. **This assignment is due on *Taskstream by Sunday, April 16th at 11:59pm.** A rubric can be found at the end of this syllabus. *This assignment is uploaded to Taskstream as part of program evaluation.*

LATE ASSIGNMENT POLICY

Late assignments will not be accepted without prior consent of the instructor. **Each day that an assignment is turned in late, 10% per day will be deducted.** This means that for an assignment that is worth 100 points, 10 points per day will be deducted from the final grade. Additionally, if an assignment is due by 11:59pm, the late assignment policy goes into effect as soon as the clock turns to 12:00am. Given that we all carry on lives outside of graduate school, should an emergency, or unforeseen situation arise that will prevent students from completing an assignment on time, please contact the course instructor immediately. It will be up to my discretion to offer extensions on assignments. In a case of an extension, if the assignment is not turned in by the new deadline given to students, points will be deducted from the assignment. Each extension given by me will be handled on a case-by-case basis.

COURSE REQUIREMENTS

Activity	Point Value
Participation	30 points
Therapy Video Reflections and Theoretical Application (Written Reflections)	30 points
Therapy Video Reflections and Theoretical Application (Case Conceptualization)	50 points
Final Ecosystemic Relational Therapy Paper	60 points
Final Grade	170 points

GRADING SCALE

The assignment of final course grades will follow the grading scale below.

160-170 = A	154-159.5 = A-	150-153.5 = B+	141.5-149.5 = B
136-141 = B-	133-135.5 = C+	125-132.5 = C	119-124.5 = C-

83-87.75

CTSP DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines must be met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISABILITY SERVICES STATEMENT

If you require academic accommodations please contact the Office of Student Accessibility in Albany Quadrangle (503-768-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

LEWIS & CLARK GSEC STUDENT HANDBOOK & POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

DISCLOSURE OF PERSONAL INFORMATION THROUGH COURSEWORK

Each student should decide for themselves what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

APA FORMATTING

All written assignments are to be computer-generated and are expected to be completed using correct grammar, spelling, and sentence structure, and in APA format. To receive all possible points for assignments, they must

be typed, double-spaced, with 1" margins, Times New Roman, 12 point font, and in APA style. (For further information or review on APA format, please check out a 7th edition manual at your local library or see <http://owl.english.purdue.edu/owl/resource/560/01/>.) Points will be deducted when a student does not follow these guidelines.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

FACULTY EMAIL POLICY

If students have any questions or concerns throughout the course, the best way to reach the course instructor is via email. Please allow up to 24 hours for a response. For emails received during the weekend, please allow extra time for a response. Many assignments are due on Sunday evening. It is up to students to be reaching out earlier in the week to make sure any questions are answered. It is prohibited to discuss grades via email. If students have a question about a grade, please visit during office hours or schedule a time to meet with me to discuss grades in person.

STUDENT EMAIL POLICY

A cornerstone of being a graduate student in a clinical training program is professionalization into the field of Marriage and Family Therapy. As such, it is expected that students in this course check their Lewis and Clark email AND course announcements on Moodle each day.

LEWIS & CLARK COVID-19 POLICY

Please read and carefully review Lewis & Clark's guidelines for COVID-19 at <https://www.lclark.edu/news/covid-19-response/>

Course Schedule: **Every effort has been made to finalize this course syllabus; however, this is a working document and as the instructor of the course, I reserve the right to make any changes as necessary throughout the term. Any changes will be notified to the class via Moodle.	
Weekly Dates	Textbook, Supplemental Readings, and Assignment Due Date Reminders (all due dates are in Pacific Time)
Week 1	
Jan. 9 – Jan. 15	Topic: Course Overview; Therapist Identity; Advocacy Course Readings: <ul style="list-style-type: none"> Carlson & Erickson. (1999). Recapturing the person of the therapist. Aponte & Kissil. (2014). If I can grapple with this, I can truly be of use in the therapy room Lum (2002). The use of self of the therapist Goodman et al. (2018). From Private Practice to Academia: Integrating social and political advocacy into every MFT Identity Holyoak et al. (2020). Micro-level advocacy: A common process in couple and family therapy. Assignments Due:
Week 2	
Jan. 16 – Jan. 22	Topics: Revisiting the Foundations of Practice Course Readings: <ul style="list-style-type: none"> Patterson et al. (2018) – Ch. 2-6 McDowell et al. (in press). Socioculturally attuned ethics in family therapy Assignments Due:
Week 3	
Jan. 23 – Jan 29	Topics: Therapist Worldview and Epistemological Stance Course Readings: <ul style="list-style-type: none"> Dickerson (2010). Positioning Oneself Within an Epistemology: Refining Our Thinking About Integrative Approaches. <i>Family Process</i> Koltko-Rivera. (2004). The psychology of worldviews. Simon (2006). The heart of the matter Rousseau & Billingham (2018). A Systematic Framework for Exploring Worldviews and Its Generalization as a Multi-Purpose Inquiry Framework Assignments Due:
Week 4	
Jan. 30 – Feb. 5	Topics: Individualizing Theories of Change Course Readings: <ul style="list-style-type: none"> McDowell et al. (2018) – Ch. 10 (CBFT) Dattilio (2005). The restructuring of family schemas: A cognitive-behavior perspective. <i>Journal of Marital and Family Therapy</i> Vos et al. (2015). Existential therapies: A meta-analysis of their effects on psychological outcomes. <i>Journal of Consulting and Clinical Psychology</i> Assignments Due: Come to class prepared to discuss video observations
Week 5	
Feb. 6 – Feb. 12	Topics: Systemic Theories of Change Course Readings: <ul style="list-style-type: none"> McDowell et al. (2018) – Ch. 4 (structural); 5 (strategic); 8 (Bowen); 9 (contextual); 14 (integrated) van der Meiden et al. (2020). Strengthening connectedness in close relationships: A model for applying contextual therapy. <i>Family Process</i> Magistro (2014). Relational dimensions of environmental crisis: Insights from Boszormenyi-Nagy's contextual therapy. <i>Journal of Systemic Therapies</i> Hanna (2020) – Ch. 8 Watch Video 2 of 6 in the therapy observation series (see Moodle for details) Assignments Due: Come to class prepared to discuss video observations
Week 6	
Feb. 13 – Feb. 19	Topics: Poststructural/Social Constructionist Theories of Change Course Readings: <ul style="list-style-type: none"> McDowell et al. (2018) – Ch. 11 (SFBT); 12 (collaborative); 13 (narrative)

	<ul style="list-style-type: none"> Sutherland (2013) Responsive persistence Part I. <i>Journal of Marital and Family Therapy</i> Sutherland (2013) Responsive persistence Part II. <i>Journal of Marital and Family Therapy</i> Watch Video 4 of 6 in the therapy observation series (see Moodle for details) After class watch video 6 of 6 in the therapy observation series (see Moodle for details)
	Assignments Due: Come to class prepared to discuss video observations; Therapy Video Reflections and Theoretical Application Part B due on Moodle by Sunday, February 19 at 11:59pm
Week 7	
Feb. 20 – Feb. 26	Topics: Interpersonal Neurobiology and Attachment Based Theories of Change
	Course Readings:
	<ul style="list-style-type: none"> McDowell et al. (2018) – Ch. 7 (attachment) Hanna (2020) – Ch. 2, 3, 4, & 5
	Assignments Due:
Week 8	
Feb. 27 – Mar. 5	Topics: Experiential Theories of Change
	Course Readings:
	<ul style="list-style-type: none"> McDowell et al. (2018) – Ch. 6 (experiential) Garcia et al. (2015). Peace on earth/War at home: The role of emotion regulation in social justice work. <i>Journal of Feminist Family Therapy</i>
	Assignments Due: Therapy Video Reflections and Theoretical Application Part C due on Moodle by Sunday, March 5 at 11:59pm
Week 9	
Mar. 6 – Mar. 12	Topics: The Common Factors Approach Change
	Course Readings:
	<ul style="list-style-type: none"> Sprenkle, Davis, & Lebow: Chapters 1 – 8; Chapter 10
	Assignments Due:
Week 10	
Mar. 13 – Mar. 19	Topics: Developing an Integrated Theory of Change
	Course Readings:
	<ul style="list-style-type: none"> Patton et al. (2021) – Exploring our “Deltas”: A training tool for conceptualizing systemic theory of change Self-selected/identified readings and materials for integrated theory of change assignment
	Assignments Due:
Week 11	
Mar. 20 – Mar. 26	Topics: Developing an Integrated Theory of Change
	Course Readings:
	<ul style="list-style-type: none"> Self-selected/identified readings and materials for integrated theory of change assignment
	Assignments: Come to class with a rough draft of your final paper
Spring Break March 27 – March 31	
Week 12	
Apr. 2 – Apr. 9	Topics: Applying an Integrated Theory of Change
	Course Readings: None
	Assignments Due: Come to class prepared to engage in stimulated real plays
Week 13	
Apr. 10 – Apr. 16	Topics: Applying an Integrated Theory of Change
	Course Readings: None
	Assignments Due: Come to class prepared to engage in stimulated real plays; Final Integrated Theory of Change Paper due on Taskstream by Sunday, April 16 at 11:59pm
Week 14	
Apr. 17 – Apr. 23	Topics: Transitioning from Student to Therapist in Training; Course Wrap-Up
	Course Readings:
	<ul style="list-style-type: none"> MCFT Clinical Training Handbook (CTH) found on the Lewis and Clark MCFT Website
	Assignments Due:

MCFT 562 Grading Rubrics

Class Participation Expectations	Points Possible	Points Demonstrated
Prompt and dependable presence in the class.	5	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	5	
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	5	
Engages in course activities with a spirit of openness and curiosity.	5	
Contributes to the reflection of other class members and the group project as a whole.	5	
Helps to create an atmosphere of safety and mutual respect among all class members.	5	
Total	30	

This assignment will be evaluated over the course of the term. Final points will be awarded in Moodle at the end of the semester.

Therapy Video Reflections and Theoretical Application Part B Grading Rubric – 30 Points			
	Unacceptable – 0 Points	Emerging – 10 Points	Proficient – 15 Points
Sessions 1-6 (video series)	Reflections lacking detail. Observation reflections are irrelevant to therapeutic process.	Reflections include general therapy observations, but lack clarity about societal discourses and contexts, emotional processes, interpersonal systemic patterns and sociocultural context, or theory identification.	Reflections include strong evidence of societal discourses and contexts, emotional processes, interpersonal systemic patterns and sociocultural context, and theory identification.
Sessions 7-12	Reflections lacking detail. Observation reflections are irrelevant to therapeutic process.	Reflections include general therapy observations, but lack clarity about societal discourses and contexts, emotional processes, interpersonal systemic patterns and sociocultural context, or theory identification.	Reflections include strong evidence of societal discourses and contexts, emotional processes, interpersonal systemic patterns and sociocultural context, and theory identification.

Therapy Video Reflections and Theoretical Application Part C Grading Rubric – 50 Points				
Category	Scoring Criteria	Unacceptable	Emerging	Proficient
Professionalism and Mechanics	The Case Conceptualization & Treatment Plan Template is completed in a professional manner. All relevant information is provided. Grammar, spelling, and formatting errors are minimal.	0	8	10
Inclusion of Relevant Clinical Information	Diagnosis	0	4	5
	Strengths / Barriers / Treatment Plan	0	4	5
	Case Conceptualization	0	4	5
	Intervening	0	4	5
Application of Theory	Clear articulation of theoretical orientation throughout. Connections between case conceptualization, treatment plan, and intervening with the client system are grounded in theory throughout. (AKA – The golden thread!)	0	16	20
Unacceptable: Assignment lacks detail / Details provided are irrelevant to the therapeutic process. Emerging: Assignment includes general inclusion of relevant clinical information and theory application Proficient: Assignment includes strong inclusion of relevant clinical information and theory application. Student uses the golden thread of clinical documentation throughout.				

Final Integrated Theory of Change Paper				
	Marginal 0-3 points	Emerging 4-6 points	Proficient 7-8 points	Accomplished 9-10 points
1. Student identifies and explores an epistemological stance as a therapist in training	An epistemological stance is not described or inaccurately described.	An epistemological stance is described, but with inaccuracies and little clarity about implications for practice.	An epistemological stance is accurately described.	An epistemological stance is accurately described at a sophisticated level.
2. Student identifies one or more family therapy theories as a base to guide clinical practice.	Selected family therapy theory(s) not described or inaccurately described.	Selected family therapy theory(s) described, but with inaccuracies and little clarity about implications for practice.	Selected family therapy theory(s) accurately described, but how they work together (if more than one) and implications for practice are not clear.	Selected family therapy theory(s) accurately described; how they work together (if more than one) and implications for practice are clearly identified.
3. Student specifies how change occurs within their theoretical model(s).	How the selected theoretical model facilitates change is not explained.	How selected theoretical model facilitates change is somewhat explained.	How selected theoretical model facilitates change is explained.	How selected theoretical model facilitates change is explained at a sophisticated level.
4. Student includes how their theory addresses societal context, power/privilege, biology/genetics, emotions, cognitions, and relationships when working with clients.	Paper addresses each systemic level separately or does not include all levels; link to clinical issues is not clear.	Paper begins to consider how systemic levels integrate to affect clinical issues.	Paper includes theoretical integration across systemic levels with examples that show connection to clinical issues.	Paper includes detailed theoretical integration across systemic levels with well-defined examples that show connections to clinical issues.
5. Student demonstrates practical and ethical integration of family therapy theory, equity, and social location issues.	Suggested approach does not address power, equity, and social location.	Practical and ethical considerations regarding power, equity, and social location issues are superficially addressed.	Practical and ethical considerations regarding power, equity, and social location issues are addressed with some illustrations.	Practical and ethical considerations regarding complexities of power, equity, and social location issues are addressed in detail with clear illustrations.
6. Paper is well organized, clearly and concisely written, follows APA style, and appropriately cites a variety of scholarly sources, including original writings from developers or researchers of the identified models.	Paper is not well organized or focused, many APA errors, and limited sources.	Paper has considerable problems with organization or focus, APA style, or sources.	Paper has some problems with organization or focus, APA style, or sources.	Paper is well organized, clear writing, appropriate APA style, and draws on a variety of scholarly sources.