Advanced Systemic and Individual Counseling

Fall, 2014

Dr. Hurley

Course Description

Advanced systemic and individual counseling is designed to provide second year graduate students presently involved in clinical practice with an understanding of current theory, practice and developments in the fields of marriage and family therapy and counseling. Readings, lectures and digital recordings will help students learn to identify significant figures, distinctive tenets, and distinctive treatment modalities related to each major theoretical position examined. Premarital counseling will also receive focused attention.

An integrative framework linking relational systems to individual systems via contemporary research in neuroscience and attachment theory will be developed, related to other approaches and applied to assessment and treatment. The relation between neuroscience and therapeutic approaches based on object relations, cognitive-developmental, attachment, communications theories and systemic intervention models will receive attention. Special attention will be given to the individual as a sub-system who develops within one family and in marriage begins forming another. Various ways of describing and analyzing childhood and current learning and relationship experience will be reviewed and treatment strategies based on them examined.

Students will practice conceptualizing clinical situations from a number of perspectives and at a number of analytical levels. They will consider the implications of various diversities as they apply to the functioning of and resources available to individuals and families. This year, the course will focus on neuroscience contributions to individual and couple therapies.

The relationship of the Scripture and theology to theoretical approaches and to their practical applications will receive attention at each step. Students will be asked biblically to evaluate the basic anthropology, theory of change, and application of major approaches and to explore the use of biblical teaching and spiritual resources in the course of therapy.

It is assumed that students entering the course will be familiar with materials taught in earlier required courses: 1PSY501 Fundamental Therapy Skills, 1PSY503 Advanced Therapy Skills, 1PSY622/1PSY624 Psychology and Theology, 1PSY562 Theory and Practice of Counseling, 1PSY564 Family as a Social System, 1PSY566 Clinical Practice of Marriage and Family Therapy, 1PSY569 Neuroscience and Psychotherapy, and 1NT613 Paul and Relationships. It is also assumed that students are engaged in ongoing clinical work as they will critically employ theory and method from the course in their clinical work.

Course Objectives

At the end of the course, students will

* Have demonstrated acquaintance with a variety of major approaches to counseling and to marital and family therapy,
* Have demonstrated an understanding of object relations, attachment, developmental schema-based, internal family systems, emotion focused, pragmatic/experiential therapy for couples and neurobiological theories as they relate to marriage and family therapy and counseling,
* Have demonstrated an ability to implement procedures for one or more of the models studied,
* Have demonstrated an ability to evaluate the anthropology, theory of change, and techniques of various therapeutic approaches and to evaluate them in relation to biblical teaching,
* Have demonstrated an understanding of and explored making use of spiritual resources in the therapy room.
Course Process

Your summer seminar in play therapy was designed to prepare you to conduct play therapy in the Center for Marriage and Family Therapy. While not part of this course, it is directly relevant to the course material. You will learn Filial Therapy in fall semester as part of a certificate in child therapy and parenting.

1PSY569 provided an introduction to neuroscience as related to counseling, attachment theory, EFT and PET-C. The material from that course forms a foundation for much of the work in this course, as does the material from 1NT613 Paul and Relationships.

As the term progresses, we will continue to develop an integrative framework for moving between relational and individual systemic therapy and for seeing the common elements behind many effective treatment approaches. The relationship between therapeutic models, biblical teaching and biblical epistemology and the relationship between specific interventions and spiritual resources will be explored. The framework developed will be applied to your ongoing clinical work.

Assignment management

Please note: This is a second year graduate course. You may/must be thoughtful/strategic in your study skills.
- You have a variety of assignments which may be overlapped (that is not the same as cutting corners).
- Some formal writing assignments are shared. Coordinate carefully.
- You will submit a participation evaluation for cooperative ventures.
- Your reading list is substantial. Some of it overlaps written assignments. Some of it may be made to overlap written assignments.
- You have already read some of the texts for your integrative paper.
- Some portions of the material in the books and articles may be read for acquaintance, without detailed reading for mastery, e.g. illustrations of therapeutic process. Use your study skills to take advantage of headings and book structure as you prepare. Review them before reading your material. They will guide you.

<table>
<thead>
<tr>
<th>NOTES about submitting assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where to submit your work:</strong> All written work is to be submitted digitally to <a href="mailto:jhurleyrts@gmail.com">jhurleyrts@gmail.com</a>. NEVER, EVER give materials directly to Dr. Hurley. If it is an item to be handed in, hand it in at the office. ALWAYS keep a physical or digital copy.</td>
</tr>
<tr>
<td><strong>Anonymity:</strong> All written assignments and exams should be identified by the <strong>last five digits of your Self-Service id number</strong> in the top header of each page and <strong>NOT</strong> by your name. Anonymity permits more objectivity in grading. The only exception is your genogram, which may have actual names.</td>
</tr>
<tr>
<td><strong>Text formatting:</strong> Items should be in Georgia Font, 12 points, double spaced. (Georgia font has been selected because research indicates it gets the best grades.)</td>
</tr>
<tr>
<td><strong>Submission time and date:</strong> Items are due by midnight of the due date. The date stamp on the email will be considered the submission time and date of the item.</td>
</tr>
<tr>
<td><strong>Scanning as PDFs:</strong> Some items may need to be scanned and emailed as PDF files. If you have a problem achieving a scan, chat with someone. Many smart phone apps can do the scan for you.</td>
</tr>
<tr>
<td><strong>Naming emails and files:</strong> Each submission must have the assigned assignment ID on the email title and on the attached assignment. Please match the capitalization and underscores of the assignment name <em>exactly</em> as that will allow them to sort properly in the computer. Assignment IDs have the form: Course_Year_Item_SSID5_SSID5, for instance: 1PSY564_2014_Paper_12345_56789. SSID5 means the last 5 digits of a Self-Service ID. If there are multiple authors, list all SSID5s at the end of the assignment ID.</td>
</tr>
</tbody>
</table>
**Late work**: A penalty of 1/2 letter grade will be assessed for each late day. After three days, an assignment may be unacceptable.

### Handing in assignments

- A penalty of 1/3 letter grade per day or fraction thereof will apply to late assignments.
- NEVER, EVER give materials directly to Dr. Hurley. Hand them in at the office, which will record that they have been turned in.
- NEVER turn in your ONLY copy of an assignment. Keep a digital or physical copy. Having the copy would be crucial if for some reason the prof loses your work!
- Clinical video material will be saved in your private directory on the clinical DVR system with the name assigned in this syllabus so that it will not be erased after 30 days. You will delete it after the course to protect confidentiality.

**NOTE**: All of your assignments are due on the same date: Wednesday before Thanksgiving. Please schedule accordingly! You may turn them in early.

### Assignment List

**Group Email Items**: Email to: jhurleyrts@gmail.com
- 1PSY572_2014_Group_Paper_SS ID_SS ID_SS ID
- 1PSY572_2014_Group_Reading_Log_SS ID_SS ID_SS ID

**Due**: 11/26 Wednesday before Thanksgiving

**Individual Email Items**: Email to: jhurleyrts@gmail.com
- 1PSY572_2014_Ind_Rehearsal_Log_SS ID
- 1PSY572_2014_Ind_Peer_Log_SS ID
- 1PSY572_2014_Ind_Clinical_Use_Summary_SS ID
- 1PSY572_2014_Ind_Video_Write_Up_SS ID

**Due**: 11/26 Wednesday before Thanksgiving

**Individual Paper Item**: Turn in to MFTC Office
- Participation Evaluation (1 for each group member, self included)

**Due**: 11/26 Wednesday before Thanksgiving

**Individual Video**: In DVR Folder
- 1PSY572_2014_Ind_Video_SS ID

**Due**: 11/26 Wednesday before Thanksgiving

### Assignments in the course: Designed to foster mastery

Mastery of material is decidedly improved by verbal processing. A major goal of this course is have you gain solid working mastery of the material and to be able to do so with limited anxiety. Reading assignments are therefore set to be processed and reported on by small study groups rather than accounted for in written exams. Study groups will discuss reading assignments and write brief reports on each item. The assignments fall into three categories: Research, clinical application, and selected readings.

Your assignments are to be completed in groups of three. The groups will not change between research, clinical and reading assignments. Students are not restricted to group members as resource persons. You are encouraged to talk with any appropriate resource persons. The composition of your final products must be done by the three group members, who will receive a common grade.

Be careful to discuss the division of labor and to keep ‘accounts’ current. If, for some reason, a group member is not completing his/her assignments and the group cannot resolve the issue, the professor may be consulted. This should be done well before the paper is finally due. When your major paper is submitted, each student will fill out a 'participation evaluation' (available online and in the program office) for each member of the group, self included. The evaluations are to be turned in to the office in sealed envelopes at the same time the paper itself is submitted online. In the event that a student’s participation harms the group or falls dramatically short, a grade penalty may be assessed.

### Research assignment
Integrating Spiritual and Psychological Resources in Therapeutic Process   Due: 11/26  70%

Students will participate with Dr. Hurley in developing an integrative couples’ protocol and intervention set that draws faithfully on Scripture and responsibly incorporates contemporary research in neuroscience and change process. Dr. Hurley’s protocol (Marriage Journey) drawing on biblical literature, with reference to attachment research, neuroscience of relationship management and forgiveness research will form a starting point.

Preparation. In preparation for the protocol assignment, each class member will read through (or review if previously read) the following and process them in your group as instructed below under Reading Discussions. You will record your work on the Reading Discussions Log (available on the website). You will need one Reading Discussion Log per study group. The study log should be submitted as a PDF file at the same time as your paper is submitted.

Note: Initial numbers show new pages to read, ‘required’ discussion time and written summary length, e.g. 16/10/2 = 16 pages/10 minutes discussion/2 page summary

One (1) of these two items:
• 215/30/0 Gottman, John, The Science of Trust, 2012
OR
• 300/0 Gottman, John and Julie, Level 1 Training Manual (If you are doing the Level 1 Training)

ALL of the following
• 0/30/4 Johnson, Susan (2006). Creating Connection. Review Johnson’s ‘Steps’, relating them to Gottman and to Hurley (Read for 1PSY569)
• 0/20/4 Siegel, D. and Hartzell, M. (2004) Parenting from the Inside Out. Review Seigel’s ‘science’ segments and relate them to other theorists in the curriculum. (Read for 1PSY569)
• 0/20/2 Schwartz, R. (2001) Introduction to the IFS model. Relate IFS to other frames of therapy and explore how to conceptualize parts and IFS interventions in categories of other major theories. Take a single intervention and have different group members present it from different perspectives, e.g. IFS, EFT, Schema Therapy. (Read for 1PSY566)
• 75/30/4 Young, J. (1990) Cognitive therapy for personality disorders (Book ~75 pages)
• 10/10/1 Young, J., Schema Therapy website
AND
• 100/30/2 One hundred (100) pages of material of your choice relating to neuroscience and therapy. Each group should decide what they would like to read.

Totals
520 or 605 pages (including summaries) reading
230 minutes discussion (Includes Gottman Science of Trust time)
23 pp writing per group

Study groups will meet to discuss the readings. This is an important aspect of course learning. Active participation will significantly increase your command of the material and prepare you to present the material to clients in a clinical setting. To ensure exposure, minimum time assignments have been set up for discussions. Minimum discussion time for each item is listed in front of it. You may find that you want to devote more time to the discussion of some items, perhaps informally in the control room. Mastery of these items will vary according to your ability and interest. Mastery will serve you well in clinic and will develop over the year as you use the material in a clinical setting. Students are encouraged to mark their texts copiously and, PRIOR to the group meeting, to be able to explain in their own words the central theses of the reading, its resultant model of function and dysfunction and model for therapy.
Documentation of preparatory meetings (Reading Discussions Log). The group will prepare a brief summary/reflection on each item. Minimum lengths are indicated above. Summaries may be written by one member of the group and must be read by each member before they are submitted with your product. Study groups will keep documentation of their work on the Reading Discussions Log, where they will record the date and time of each discussion meeting, the amount of time scheduled to be devoted to each reading item, the actual amount of time devoted to the reading item, the difference between them (extra or short), and acknowledgement (initials) by each member of having read the item and the written summary of the item discussed.

The record should be submitted at the same time as the paper as a PDF file (Name of email and of file: 1PSY572_2014_Group_Reading_Log_SS ID_SS ID_SS ID)

Comparative analysis. Study group triads will select a portion of the Hurley protocol to investigate 1. in Scripture, 2. in general Christian literature, practice and hymnody, 3. in contemporary counseling literature from secular (such as IFS, EFT, PET-C, Gottman Therapy and Schema Therapy), and 3. non-integrative Christian, and 4. integrative Christian approaches to the topic being studied. The students will prepare a statement describing and evaluating the similarities and differences between the approaches of the four broadly-defined categories. Students may further subdivide or even redefine categories if their research leads them in that direction. Because therapy is an integrated process, students may find that it is hard to contain their discussion to their selected portion of the protocol. They should be careful not to let their discussions of topics beyond their own become the center of their work.

In their statements regarding similarities and differences, study groups should consider and evaluate the rationales for the stance within each position (How does each position explain how it got to its position/process?), the sources of the similarities and differences (How is it that they come to be similar/different conclusions?), and the degree to which the positions taken seem consistent with basic assumptions (Are their products consistent or do other things slip in?). Students should be sure to consider issues such as assumptions about worldviews, reality and persons, about sources of pathology, about rationales for goals, processes and resources to be employed in promoting change, about client motivation for and mechanisms/means of change. These will not necessarily be sections of their final product.

Presentation of findings. Study groups will prepare a paper reporting on their learning. What you have found will shape your report. It should be clear and well documented. Length is flexible, although it is hard to see the written product being less than 20 pages. Estimate: 30 pages writing

Interventions. Having reviewed and analyzed available material, study groups will develop interventions to promote change. In doing so, interventions from materials studied may be considered and adopted or modified and new interventions would be appropriate. Study groups should address how the interventions might be relevant to and/or used with clear cut Christians, nominal Christians, persons of other religious faiths and persons who are not persons of faith. They should also consider the roles of Cultural Mandate learning, general revelation, Scripture and God (esp. the Holy Spirit) in the process they are considering, with respect to the various client categories and with respect to the therapist.

Write ups of interventions. In so far as possible, each intervention should be defined and written up along the lines of the intervention texts in Atkinson’s Emotional Intelligence or Gottman’s exercises or Hurley’s Protocol or the practice assignments in Atkinson’s client ‘Workbook’: Developing Habits for Relationship Success. Estimate: 12 pages writing. This material will be part of your paper submission.

Bibliography. Each paper must include an annotated bibliography in APA format, with a ‘star’ rating and at least a few sentences designed to help your professor and future students learn something about the item. Estimate: 15 pages

Star ratings:

**** = 4 - very useful to clients/therapists
*** = 3 - worth looking at
** = 2 - limited usefulness
* = 1 - very little use

Submitting your final product.

- Study groups will email digital copies of their work to jhurleyrts@gmail.com.
• The Paper submission should include the comparative analysis, interventions and the bibliography in a single document.
• Title the email and the paper: 1PSY572_2014_Group_Paper_SS ID_SS ID_SS ID  e.g. 1PSY572_2014_Paper_12345_67890.
• **Due date: 11/26 Wednesday before Thanksgiving**

**Participation evaluations.** Be sure to submit participation evaluations to the MFTC office at the same time that your paper comes in. Each student will submit one evaluation for each person in the group, self included.

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**Clinical Assignment**

**Use of Material in a Clinical Setting**

**Oral rehearsals, clinical use of protocols and peer reviews. Due: 11/26 (30%)**

The clinical work sample video should be saved to your private area on the digital recorder of the control room. Name the file 1PSY572_2014_Video_SS ID.

A major goal of the course is to help students develop a working familiarity with protocols being studied. Each of the following four (4) components is required and necessary successfully to complete the course. You will receive a single grade for the four components. Because the work for this section is completed in various combinations, you will need to be careful to have all the components included in the group email.

1. **Oral rehearsals:**
   - Practicing presenting materials in a clinical manner is an important step toward mastering the course material. The list below includes a number of protocol components from a variety of the approaches which you are studying.
   - Discuss the items as a group to become familiar with them.
   - EACH student will practice presenting the materials TWICE to a dyad of other students (who need not be members of your study group, preferably a male and female who will be the ‘couple’ to whom you are presenting). The goal of presenting twice is familiarity and comfort.
   - Record your rehearsals on the Oral Rehearsal Log. You will need one Oral Rehearsal Log per student.
   - Scan and submit the oral rehearsal log as a PDF in an email at the same time you submit your paper. Both the email and the attached scan should be titled (One per student): 1PSY572_2014_Ind_Rehearsal_Log_SS ID.

<table>
<thead>
<tr>
<th>Item</th>
<th>Location</th>
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<tbody>
<tr>
<td>Hurley Marriage Journey Visual</td>
<td>(Self-Service Class Folder)</td>
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<tr>
<td>Hurley Habits Checksheet</td>
<td>(SS Folder)</td>
</tr>
<tr>
<td>Atkinson 10 Habits</td>
<td>(SS Folder)</td>
</tr>
<tr>
<td>Gottman Solid House Model</td>
<td>(Book/Level 1 Manual)</td>
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<tr>
<td>Young Schema Test Intro</td>
<td>(Book)</td>
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<tr>
<td>Young Schema Test Result</td>
<td>(Book)</td>
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<tr>
<td>Flooding and bpm</td>
<td>(Gottman Book/class)</td>
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<tr>
<td>Use of Pulse Oximeter</td>
<td>(Class)</td>
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<td></td>
<td>Regulate bpm exercise</td>
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<tr>
<td></td>
<td>(Gottman, Self-soothing/Class)</td>
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<tr>
<td>Atkinson Script 1</td>
<td>(Select from Book)</td>
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<tr>
<td>Atkinson Script 2</td>
<td>(Select from Book)</td>
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<tr>
<td>Atkinson Script 3</td>
<td>(Select from Book)</td>
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<tr>
<td>Exercise Stress Reducing Conversation</td>
<td>(SS Folder)</td>
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<tr>
<td>Exercise I felt connected</td>
<td>(SS Folder)</td>
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</table>
2. Peer reviews of clinical use of protocols:
   - Each student will use at least four of their clinical peer reviews to review the use of PET-C, EFT, IFS, Schema Therapy or the Hurley protocol approaches in session. The student must be the therapist intervening with the material in at least two (2) of the peer review sessions. At least one (1) of the interventions must include the use of Scripture as relevant to protocol and an engaging of the client(s) with the Scripture. If the client(s) profess Christian faith, the inclusion of Scripture should normally carry on to exploring how the teaching of the Scripture would/could come into the clients’ lives and how they would relate to God with respect to the specific intervention. Note: Peer reviews are dyadic.

Peer review documentation. Students will keep an individual spread sheet record of the dates of the peer reviews, the partner for the review, the protocol component reviewed and the name of the therapist intervening with the material. Use the Peer Review Log to document your work. Submit the log as a PDF file at the same time as your paper. Title of email and file (one per student): 1PSY572_2014_Ind_Peer_Log_SS ID.

3. Clinical use of the protocols write-up:
   - Each student will incorporate PET-C, EFT, IFS, Schema Therapy or the developing Hurley protocol into at least two (2) clinical cases. In doing so, students should take explicit account of the clients’ worldview and spiritual resources relevant to therapy and should appropriately inform clients of their own perspective.

Clinical use write-up. For each of their two cases, each student will submit a clear case summary describing the presenting problem, your treatment plan and at least four sessions with the client. Evaluate the effectiveness of the process for helping the clients move toward the agreed upon clinical goals. This is an exercise in critical reflection rather than a presentation of therapeutic success. Your prof will be looking for thoughtful reflection rather than ‘success’. Submit your clinical use write-up as a PDF file at the same time as your paper. Title of email and file (one per student): 1PSY572_2014_Ind_Clinical_Use_Summary_SS ID.
(No reading/time uncertain/12 est. pages writing)

4. Work sample of protocol use
   - Each student will prepare a video showing them intervening in session using a specific protocol. The intervention must include Scripture and direct exploration of the clients’ possible seeking of God’s help to enact the changes. The video should be 5 to 10 minutes long. Prepare a brief write-up for your prof when he reviews your video.
     o Identifying which protocol component is on the tape.
     o Laying out your rationale for employing the intervention with the clients.
     o Discussing cultural and/or contextual factors which influenced the intervention.
     o Evaluating the strengths and weaknesses of the intervention.
     o Evaluating client response to the intervention

The video’s will be reviewed by the professor and may be discussed with the students at the end of the term (Schedule to be determined). If reviewed, time counts as individual video-based supervision. (No reading/time uncertain/3 est. pages writing) Submit the write-up at the same time as your paper. Title of email and file (one per student): 1PSY572_2014_Ind_Video_Write_Up_SS ID.

Selected Reading Assignments with Special Reporting Assignments

The following reading assignments are to be managed in your study groups. No specific amount of discussion time is required, although the actual amount of time spent is to be reported. A ‘suggested’ time for discussion is included below to allow a broad estimate of the overall course time demands. Some items have an estimated total page count. Each
member must read each item and participate in the discussion of it. Record your meetings on the Reading Discussions Log described above.
70 est. pages reading/35 minutes discussion/7 pages writing

Documentation of reading processing. The group will prepare a brief summary/reflection for each special assignment below. Any given summary may be written by one member of the group. The summaries must be read by each member before they are submitted with your product. Study groups will keep documentation on the Reading Discussions Log.

Culture/multi-culture (15/10/1)


Divorce Special comparative assignment (50 est./20/4)

Review these two items. Prepare your own statement of no more than 4 pages describing where they concur and where they disagree.

Adams, J. (19??) Marriage Divorce and Remarriage
Presbyterian Church in America, Report on Divorce

Emotion Focused/Attachment Theory


Object Relations/Developmental-


Shame/Abuse


Spirituality Special assignment – (18/15/3)


Special Video Opportunities
Additional material. Class meetings will include a significant amount of observation of video materials by the major researchers/theorists/practitioners whose work is being studied. However, there is too much material to fit within class time. The additional video material is available to students, who are strongly urged to schedule ‘popcorn and soft drink’ times to watch some or all of the additional materials. Your professor may join you on some occasions.

Gottman Level 1 training. Class time will include a significant portion of the 11 hours of video required for Gottman Level 1 training. Gottman Level 1 training includes a 300 page notebook, observing 11 hours of video tape and completing a knowledge questionnaire. The MFTC program has the complete set of video materials required to complete Level 1 certification. To complete Gottman certification for Level 1 training, students need to coordinate with the professor to watch the videos, pay the $150 fee, receive the 300 page notebook that goes with the course, finish watching the videos. The professor will work with you to schedule a time for students wishing to complete the Level 1 training to do so. December 3, 4, 5 are potential dates for the training. The program also has the Gottman video material (21 hours) needed for Level 2 certification. If students are interested, a series of meetings can be scheduled to complete Level 2 training after the fall semester.
1PSY572  2014 Course Schedule

08/20  Gottman Therapy 1
08/27  Gottman Therapy 2
09/03  Gottman Therapy 3
09/10  EFT (Greenberg)
09/17  Cognitive-Behavioral Schema-Based Therapy Video (Young)
09/24  Hurley Journey 1
10/01  Hurley Journey 2
10/08  NO CLASS: Reading week
10/09  (ALUMNI CONFERENCE/Langberg)
10/15  Premarital Counseling (Lanier)
10/22  Filial Therapy (Martin – This is part of your certificate in therapy with Parents and Children)
10/29  LAST CLASS Hurley Journey 3/Wrap up
11/05  NOTE: 1PSY 573 meets today on Theology of Sex
11/12  TIM KELLER CONFERENCE - NO CLASS
11/19  NO CLASS
11/26  NO CLASS (THANKSGIVING is tomorrow)
11/26  All Assignments Due
12/3, 4, 5  Gottman Level 1 One of these days
## Course Objectives Related to MAMFTC Student Learning Outcomes

**Course**: 1PSY572 Advanced Individual and Systemic Counseling  
**Professor**: Jim Hurley  
**Campus**: Jackson

<table>
<thead>
<tr>
<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td><strong>SLO 1</strong>: Students will be professionally competent conceptually</td>
<td>Strong</td>
<td>This course presents major approaches to individual and couple therapy (IFS&lt; EFT, PET-C, Gottman therapy, schema therapy)</td>
</tr>
<tr>
<td><strong>SLO 2</strong>: Students will be professionally competent clinically</td>
<td>Strong</td>
<td>Students learn to apply the theories in clinical practice through a major paper and clinical assignments in the course</td>
</tr>
<tr>
<td><strong>SLO 3</strong>: Students will be able to integrate their faith and worldview with their therapy.</td>
<td>Strong</td>
<td>As students learn about the approaches, they are constantly discussing the worldviews implicit in them</td>
</tr>
<tr>
<td><strong>SLO 4</strong>: Students will learn to serve both churched and unchurched populations.</td>
<td>Strong</td>
<td>Clinical applications and the paper assignments of the course involve considering employing them with churched and unchurched populations.</td>
</tr>
<tr>
<td><strong>SLO 5</strong>: Students will be prepared successfully to enter the helping field</td>
<td>Strong</td>
<td>These therapies and the skills to use them are crucial to practice in the helping field.</td>
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</table>

Date: 4/3/14
## Course Objectives Related to MAMFTC Student Learning Outcomes

<table>
<thead>
<tr>
<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Course:</strong> 1PSY572 Advanced Individual and Systemic Therapy</td>
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<tr>
<td><strong>Professor:</strong> James Hurley</td>
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<td><strong>Campus:</strong> Jackson</td>
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<tr>
<td><strong>Date:</strong> 6/28/2013</td>
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<tr>
<td><strong>Course Objectives Related to MAMFTC Student Learning Outcomes</strong></td>
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<tr>
<td>In order to measure the success of the MAMFTC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAMFTC outcomes.</td>
<td></td>
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<tr>
<td><strong>Completion of Curriculum Requirements</strong></td>
<td>Strong</td>
<td>This course is a requirement of the curriculum</td>
</tr>
<tr>
<td>Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent marriage and family therapists.</td>
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<tr>
<td><strong>Licensure Requirements</strong></td>
<td>Strong</td>
<td>LMFT licensure requires the subject matter of this course</td>
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<tr>
<td>Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists.</td>
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<tr>
<td><strong>Theoretical/Philosophical Concepts</strong></td>
<td>Strong</td>
<td>This course directly examines theoretical and philosophical underpinnings of therapy at an advanced level</td>
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<tr>
<td>Understand the theoretical and philosophical concepts underlying marriage and family therapy</td>
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<tr>
<td><strong>Individual Development/Family Relations</strong></td>
<td>Strong</td>
<td>This course directly addresses therapeutic treatment of individual development, couples and family relations.</td>
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<tr>
<td>Gain an understanding of individual development and family relations</td>
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<tr>
<td><strong>Clinical Knowledge</strong></td>
<td>Strong</td>
<td>The course demands study, writing and actual clinical practice</td>
</tr>
<tr>
<td>Achieve the ability to understand and to apply clinical knowledge effectively</td>
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<tr>
<td><strong>Professional Identity &amp; Ethics/Ethical Conduct</strong></td>
<td>Minimal</td>
<td>Ethical considerations come directly into view as various approaches are considered</td>
</tr>
<tr>
<td>Form a professional identity and awareness of ethics and ethical conduct</td>
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<tr>
<td><strong>Integration</strong></td>
<td>Strong</td>
<td>This course directly relates theory, research and the actual development clinical skills</td>
</tr>
<tr>
<td>Integrate research and clinical skills and knowledge</td>
<td></td>
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<tr>
<td><strong>Contemporary Culture</strong></td>
<td>Moderate</td>
<td>Students write a major paper addressing management of diversity in therapeutic context</td>
</tr>
<tr>
<td>Develop an understanding of diversity issues in contemporary culture (e.g., gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews)</td>
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<tr>
<td><strong>Biblical Worldview</strong></td>
<td>Strong</td>
<td>Students write about the relation of the various approaches and a biblical worldview</td>
</tr>
<tr>
<td>Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy</td>
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