



Master of Arts in Counseling

Course Syllabus

Course Information

COUN627 - MARRIAGE & FAMILY COUNSELING
Fall 2019
3 Semester Hours

Location/Date/Time

SB003
Tuesday, 12:30 - 3:10

INSTRUCTOR'S INFORMATION:

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Office Phone: 540.432.4213

Office Hours: by appointment

COURSE DESCRIPTION:

This course provides an overview of marital and family counseling from a systems perspective. A survey of the predominant systems theories essential in working with couples and families will be presented. Special emphasis is given to evidence-based treatments and the current research on attachment theory and the role of attachment in couple and family distress. Students will become familiar with attachment issues, working from an emotion focused perspective and gain proficiency in assessment and intervention. Students will engage in learning exercises and role-plays in order to facilitate application of course content. Each student will construct a personal family genogram and engage in analyzing their family using a systems approach and use case conceptualization and treatment planning from various theories.

COURSE GOALS AND OBJECTIVES:

1. Students will demonstrate a knowledge and understanding of a systems perspective as it relates to couple and family therapy (CACREP 2016 F.1.a and b; F.5.a, b, f, and g; C.1; and C.2.f and j).
2. Students will gain awareness of key systems models in marriage and family counseling (CACREP 2016 F.1; C.3; and F.8.b).
3. Students will demonstrate an understanding of the role of attachment theory in couple and family counseling (CACREP 2016 F.2.d; F.3.a; and C.3).
4. Students will engage in experiential learning exercises that apply specific family and couple interventions (CACREP 2016 C.3).
5. Students will learn how to select various theories and interventions when working with couples and families (CACREP 2016 F.C.3.b).
6. Students will address the role of resources including faith and spirituality when working with couples and families (CACREP 2016 F.2.d; and C.2.f and j).
7. Students will become aware of legal and ethical issues that impact therapy with couples and families (CACREP 2016 F.1; C.1; and C.8).
8. Students will construct a personal genogram that applies systems theory to their family of origin (CACREP 2016 F.1.a and b; and C.2.j).
9. Students will address issues of diversity and how these differences impact their work with couple and family issues (CACREP 2016 F.2.d; and C.2.f and j).
10. Students will practice case conceptualization and treatment planning with various theories (CACREP 2016 F.1; and C.1, 2, and 3).

COURSE FORMAT:

Sessions will emphasize lecture, discussion, role-play, and self-exploration exercises. Course evaluation will be based on class participation, readings, and assignments. This class is student-centered, so active participation is crucial, which means **all required reading must be completed before class.**

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

PREREQUISITES:

N/A

REQUIRED TEXTS AND OTHER RESOURCES:

Please have all readings completed by the day listed on the syllabus

Nichols, M. P. & Davis, S. D. (2020). *The essentials of family therapy, 7th ed.* Hoboken, NJ: Pearson.
Johnson, S. M. (2004). *The practice of emotionally focused couple therapy: Creating connection, 2nd ed.* New York, NY: Routledge.

Movie: *I Like it Like That* (1994) starring Laura Valdez and John Seda; you can rent from Amazon for \$3.99.

RECOMMENDED READING:

Gehart, D. (2016). *Theory and treatment planning in family therapy: A competency-based approach.* Boston, MA: Cengage Learning.
Gottman, J. S. & Gottman, J. M. (2015). *Ten principles for doing effective couples therapy.* New York, NY: Random House.
Hanna, S. (2018). *The practice of family therapy: Key elements across models, 5th ed.* Belmont, CA: Thomson.
Johnson, S. M., Bradley, B. A., Furrow, J., Lee, A., Palmer, G., Tilley, D., & Wooley, S. (2005). *Becoming an emotionally focused couple therapist: A workbook.* New York, NY: Routledge.
Jongsma, A. & Dattilio, F. (2014). *The family treatment planner, with DSM-5 updates, 2nd ed.* New York, NY: John Wiley.
McGoldrick, M. & Gerson, R. (2008). *Genograms: Assessment and intervention, 3rd ed.* New York, NY: W.W. Norton.
McGoldrick, M., Giordana, J., & Garcia-Preto, N., eds. (2005). *Ethnicity and family therapy, 3rd ed.* New York, NY: The Guilford Press.
McGoldrick, M., Garcia-Preto, N., & Carter, B. (2015). *The expanding family life cycle: Individual, family and social perspectives, 5th ed.* New York, NY: Pearson.

- Minuchin, S., Nichols, M., & Lee, W. (2007). *Assessing families and couples: From symptom to system*. Boston, MA: Pearson/Allyn and Bacon.
- Minuchin, S. & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Prep.
- Minuchin, S., Lee, W., & Simon, G. (2006). *Mastering family therapy: Journeys of growth and transformation*. New York, NY: John Wiley & Sons.
- Napier, A. & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. New York, NY: Harper & Row.
- Sherman, R. & Fredman, N. (1986). *Handbook of structured techniques in marriage and family therapy*. Levittown, PA: Bruner Mazel Publishing.
- Taibbi, R. (2015). *Doing family therapy: Craft and creativity in clinical practice, 3rd ed.* New York, NY: Guilford Publications.
- Worden, M. (2007). *Family therapy basics, 3rd edition*. Pacific Grove, CA: Brooks/Cole Publishing.

SCHEDULE AND TOPICS:

Course Schedule

ND = Nichols & Davis; J = Johnson

Date	Subject	Reading/Assignments Due
8/27/19	Introduction to course	
9/03/19	Fundamentals of Family Therapy	ND. Ch. 1-3; Moodle: <i>Putting the family back in family therapy</i> article
9/10/19	Established schools: Transgenerational and Psychodynamic	ND. Ch. 4 & 8; Moodle: <i>Assessing interpersonal fusion</i> article and McGoldrick, Gerson, & Petry, Chapters 2 & 4 Bring to class your completed "Differentiation of Self" Scale
9/17/19	Established schools: Strategic and Structural	ND. Ch. 5 & 6
9/24/19	Established schools: Experiential and Cognitive-Behavioral	ND. Ch. 7 & 9
10/01/19	Family Therapy in the 21 st Century	ND. Ch. 10 Genogram and Analysis Due
10/08/19	New directions: Solution-focused and Narrative	ND. Ch. 11 & 12; Moodle: <i>Interventive interviewing, parts II and III</i> articles
10/15/19	Evaluation: Comparative Analysis and Research	ND. Ch. 13 & 14; Moodle: <i>The effectiveness and efficacy of marital and family therapy & Research on the treatment of couple distress</i> articles
10/22/19	Understanding Couples Therapy	Moodle: <i>The new era of couple therapy & A systemically infused integrative model for conceptualizing couple problems</i> articles and Gottman & Gottman, Chapter 1
10/29/19	Introduction to Emotionally Focused Therapy	J. Ch. 1-2 Video Reviews Due
11/05/19	EFT basics	J. Ch. 3-4
11/12/19	EFT Stage 1: Assessment and de-escalation	J. Ch. 5-6
11/19/19	EFT Stage 2: Engagement	J. Ch. 7-8
11/27/19	EFT Stage 3: Consolidation	J. Ch. 9-10 Case Conceptualizations Due
12/03/19	EFT with families	J. Ch. 11-12 Final Draft of Case Conceptualizations Due
12/10/19	Review and reflection	J. Ch. 13-14

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances

GRADING & BREAKDOWN OF EVALUATION:

A+ = 315-325 A= 303-314 A- = 293-302 B+ = 283-292 B = 271-282 B- = 260-270 C = 228-259

Classroom Participation	50	} 325 points possible
Family Genogram & Analysis	100	
Family Case Conceptualization	100	
Video Review	75	

ASSIGNMENTS:

Classroom Participation (50 points): In this class we will learn from one another. It is important that everyone participate meaningfully in all class activities and discussion in order for the class to gain a richer understanding of the diversity of developmental experiences and in order to gain greater insight and perspective. Mutual respect, honesty and authenticity are all highly valued in this course. Part of being respectful to one-another is being on time, attending regularly, and maintaining one another's confidences as we share our own experiences. **Please plan to leave your cell phones and your laptops turned off** as texting or attending to social media is not conducive to classroom participation.

Family Genogram and Analysis (100 points); *This assignment is your marriage and family competency assignment and should be placed in your competency portfolio; Due 10/01/19:* This assignment is aimed at promoting deep insights about your own family system based on learning in the course. This will greatly enhance your capacity for a reflective mental health practice (e.g., managing "triggers" and "countertransferences" that often occur in family and couple work). There are three parts to this assignment. First, construct a genogram reflecting at least four generations of your family. We will fully explore use of this intervention in class. Second, use readings, class discussions, and the assignment guide as resources to develop an eight-page-double-spaced essay related to you and your family. The main bulk of this will be your family's influences on your life. Third, write a one-page reaction paper on doing the assignment, for a total of 10 pages. I am the only person who will read your papers (although you will share your genogram and one salient observation from the assignment with the class on the due date) and I will hold your information in the strictest confidence. We will discuss and practice many elements in class that will help you to complete this assignment. I suggest you wait until we have gone over the main MFT principles before writing your analysis. Do begin now to gather relevant information from family members to construct the genogram.

The Genogram

Construct a genogram reflecting at least four generations of your family of origin, and if relevant, your family of procreation. The genogram should visually document your family constellation and provide some information about family members (CACREP F.1, C.2).

- Clearly identify yourself within the depiction.
- Include some basic demographic information about individuals (e.g., age, ethnic/cultural origin, marriage/divorce, death) and any other information you believe is useful to understanding your family system.
- Use these resources as needed as guides:
 - Genogram class handouts,
 - McGoldrick, M. & Gerson, R. (2008). *Genograms: Assessment and intervention, 3rd ed.* New York, NY: W.W. Norton, and
 - This electronic source for creating genograms: <http://www.genopro.com/>. There is a trial offer that might be useful.

Analysis

The paper will focus on the impact of your family of origin and if relevant, your family of procreation. Drawing from the genogram, compose an eight-page summary of your family's story and its personal impacts on you, historically and presently. The essay should be double-spaced and adhere to APA style. References where appropriate to support information written.

You might address the following in a free-flowing essay, addressing what is most salient in your family story.

- Family roles
- Family rules
- Communication, decision making, problem-solving patterns
- Emotional climate
- Conflicts
- Generational boundaries
- Pattern repetition across generations
- Triangles
- Management of intimacy and separateness
- Family life cycle—developmental processes
- Parental relationships
- Parenting strategies
- Sibling relationships
- Significant transitions or events
- Effects of cultural dynamics (race, gender, religion, and class, etc. on the family system)
- Predominant beliefs and values
- Family supports, strengths, and resilience

In addition, consider the following questions:

- How and/or where do you see the influences of your family most in your current lifestyles and choices?
- What would you say are your most impactful family legacies? This may be expressed positively or negatively.
- In clinical work with individuals, couples, or families, what dynamics might trigger your own thoughts and attitudes about your family?
- What, if any, are your unresolved issues concerning your family?
- Identify two to three areas regarding your family that you wish to further explore

Family Case Conceptualization and Treatment Plan for a "I Like it Like That" (100 points); Due 11/27/19 with a final draft due on 12/03/19

This assignment that is aimed at helping you to apply important concepts of MFT to a hypothetical family case. We will use the family in the movie: *I Like It Like That* as our case example. Note: You will assume that the parents of the preadolescent boy in the family case ("Little C") made an appointment with you to address concerns about behaviors. Assume that you are providing family-based treatment. To begin, view the movie as often as needed (but at least twice) and pay close attention to the social, emotional, and behavioral dynamics in the immediate and extended family, and also in the couple relationship. Principles we discuss in class, in texts, and other materials will guide your observations. On the due date, submit one 10-page paper that includes a cover page; the cover page is not included in the page limit. The paper should be double-spaced. APA style is required and references where appropriate.

Please use each underlined term below as subheadings in writing up the conceptualization, which includes a summary of the family's clinical history, your hypotheses and diagnoses, and treatment recommendations. Under each subheading your comments should be detailed and informative but succinct.

Part 1: Clinical History

- Construct a one-page genogram of the family based on characters/information in the movie. We do not know some names so use "roles" (e.g., grandfather) as a designation.
- List two or more presenting issues that you believe may bring "Little C" to therapy.
- Discuss the influence(s) of intergenerational dynamic(s) on child/family relationships.
- Summarize how Little C's stage of development may contribute to his conduct and/or influence caregivers.
- Discuss the impact of individual (or intrapsychic) factors in the children, parents, or other family members who may contribute to child or family functioning.
- Discuss how the family's stage of development may be related to its functioning.
- Discuss the impact on the family's structure on child/family functioning. (Note: The term structure as used here is based on concepts of structural FT—e.g., hierarchy, subsystems, boundaries, triangles, coalitions, rules). Review class materials on family structure to discuss this aspect.
- Describe core family cognitions (e.g., beliefs and values) that may be related to presenting concerns.
- Describe the nonproductive behavioral patterns in the family and provide one or two examples of such patterns.
- Summarize how the family's communication, problem solving and conflict resolution patterns may be linked to presenting concerns.
- Discuss the impact of race/ethnicity and socioeconomic on child/family.
- Describe the impact of gender role dynamics on child/family.
- Provide a summary of couple dynamics and discuss how these dynamics may be linked to Little C's conduct.
- List current stressors in the family, including a pile-up of stressors.
- List larger system or contextual factors that may be affecting the family.
- Identify coping patterns of parents and Little C.
- List the family's strengths and resources focusing both on individuals' strengths/resources and then on the system.
- Discuss the family's sources of social support.

Part 2: Conceptualization

- List three hypotheses about how family dynamics (as you describe above) may be contributing to Little C's conduct. Hypotheses must be systemic (i.e., not just individually focused) and based upon one or more specific models of family therapy and focused on any system-level child, couple, extended family, etc.
- Speculate on what diagnosis you might give Little C as the "client." You might also speculate on whether diagnoses are warranted for any others in the primary family. Do not worry about using DSM diagnostic codes. Just use descriptors (e.g., anxiety, depression).

Part 3: Treatment Recommendations

- Based on your hypotheses above, formulate two treatment objectives that might inform family-based therapy as well as specific interventions you would use to meet those goals.
- Describe an initial plan for therapy with a theory-based rationale (focus on the first four sessions). For example, will it be home or clinic based? Whom will you see and why? What might you focus on?
- Provide three indicators of change that you will look for to understand how child/family dynamics are improving.

Video Review (75 points); Due 10/29/19 (can be turned in early): Select three couple or family videos (suggested list provided below) to watch and analyze; submit a 1-page review of each video highlighting the strengths and challenges inherent in each approach considering therapy effectiveness, use of interventions, and process of change. The review can be informally written without a cover page.

The following videos are available for check-out from the department: EFT with a trauma survivor; Interventions in EFT, Hold me tight; McGoldrick: Couples therapy; Guerney: Relationship enhancement therapy; Stuart: Behavioral marital counseling; Lebow or Smiths: Integrative family therapy; Three approaches to couples therapy; Friedman: Family therapy; Hughes: Family therapy; or Baucom: Enhanced cognitive-behavioral couple therapy. Additionally, the following two videos are available for on-line viewing: McGoldrick: The legacy of unresolved loss at <https://harzler.emu.edu/login?url=https://emulibrary.kanopy.com/video/legacy-unresolved-loss> and Heitler: The angry couple: Conflict-focused treatment at <https://hartzler.emu.edu/login?url=https://emulibrary.kanopy.com/video/angry-couple>.

PROFESSIONAL BEHAVIOR:

Attendance This class will abide by program standards for attendance. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence. More than two absences per semester will result in a reduction in the overall course grade.

Participation. Your full participation is requested. Role-plays and discussion are integral components of this class and require your attention and presence. You are expected to demonstrate a professional attitude and participate in a way that is respectful of yourself and others.

During this course, as a student, a future counselor, and as a person, you will be exposed to various sensitive/challenging topics, discussions, videos and other material that will require you to do some personal exploration/evaluation. You are also encouraged to share your personal views and experiences with class/group members, and disclose some personal information if you wish to do so. Your contributions may involve personal challenge and risk, may create discomfort and a sense of vulnerability. In essence, there is risk involved in being a class/group member. It is the same risk and vulnerability that we as facilitators will embrace as members of this class. I see this personal exploration and process as an essential component of your education and your personal growth and also recognize the potential for others to grow as professionals and as human beings.

I have chosen the materials, speakers, texts, and readings for this course very carefully and professionally. However, we cannot control who will be personally offended or uncomfortable with what is presented. If you feel any discomfort, you may always bring it up to the group to be evaluated or with us outside of class. You may also choose to stay silent or leave the classroom environment. However, I encourage you to evaluate your discomfort and face the challenging issues for your personal and/or professional growth. Practicing being immediate has the potential to enlighten those around you, as well as yourself, in addition to informing your future work as a clinician.

UNIVERSITY AND DEPARTMENTAL POLICIES:

Writing Guidelines: Writing *will* be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP): Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism,

intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Turnitin: Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

Moodle: Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Academic Support Center: If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research. These resources are accessible from the library home page: <https://emu.edu/library/>

Institutional Review Board: All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

Graduate Writing Center: Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

Course Extensions and Outstanding Grades: For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>

<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

Title IX: *The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU.* It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Rachel Roth Sawatzky, Title IX Coordinator, can be reached at 540-432-4849 or rachel.roth.sawatzky@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Core 6: Group Counseling and Group Work
Marriage & Family: Family Genogram and Analysis Paper

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Category	Criterion	1 (needs work)	2 (Meets minimum expectations)	3 (Demonstrates competence)	4 (Demonstrates proficiency)	5 (Illustrates mastery)
1) Content-Genogram	Create a four generation family genogram documenting the relationship patterns family members and family structure	Less than four generation genogram without documentation of relationship patterns and family structure	Four generation genogram minimally documents relationship patterns and family structure	Four generation genogram documents relationship patterns and family structure	Four generation genogram fully documents relationship patterns and family structure, including life cycle fit, life events, etc.	Four generation genogram fully documents relationship patterns and family structure, including life cycle fit, life events, and also includes therapeutic concerns.
Content - Analysis	Gather salient history through family interviews and document review; Analyze history for relationship patterns, family structure, life events, life cycle fit, etc.	Only gathered information on one side of the family and/or the analysis is missing	Gathers information on both sides of the family but has some missing information and/or the analysis is minimal	Gathers information on both sides of the family and gathers enough information to create a genogram and a basic analysis of family patterns and structure	Gathers information on both sides of the family and the analysis elaborates on family patterns, family structure, life cycle fit, and family events.	Gathers information on both sides of the family and creates a thorough and depthful analysis of family patterns, family structure, life cycle fit, family events, etc. and includes anecdotal stories to exemplify family themes
Content - Reflection	Personal reflection	Shallow reflection	Reflection with minimal insight and depth	Reflection with insight and depth	Reflection with thoughtful insight and depth	Reflection conveys personal meaning, insight and depth.
3) Synthesis	Makes clear connections across relevant topics	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
4) Rhetoric	Written with a coherent, clear structure that supported the review	Poorly conceptualized, haphazard	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
	Followed APA v. 6	Does not follow APA for citation management, paper style, etc. Makes many errors.	Conveys a hint of knowledge regarding APA format, makes several errors in documentation style	Makes a valiant attempt to follow APA for citation management, paper style, etc.	Cites sources for all quotations and usually cites, makes minimal errors in APA format and style	Makes virtually no errors in APA documentation.

Student name: _____

Faculty Reviewer: _____

Date: _____

Total Grade: _____ /5