

Divorced and Remarried Families

PC 3133
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Course Description

Divorced and remarried families are now a North American cultural norm. This course focuses on understanding these complex families from sociocultural, developmental, theological, and family process perspectives. The course will focus on effective models of family therapy and congregational care for divorced and remarried individuals and families.

Objectives and Expected Student Learning Outcomes

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u>	<u>Assessment Signature Assignments</u>
Articulate a broad, multicultural understanding of divorced and remarried families in the United States, particularly as these relate to religious heritage, cultural identity, ethnicity, class, and gender expectations	SLO 4: ...able to use a multicultural approach to MFT that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems, client-therapist systems, supervisory systems, and broader social systems. MFTC: 1.2.3 Recognize issues that...suggest referral for specialized evaluation...care 2.3.1 Develop hypotheses regarding relationship patterns and their bearing on the presenting problem...	Literature Review Class Discussion Leadership
Describe developmental, emotional, legal and systemic processes related to families shaped by divorce and remarriage in the United States	SLO 4: ...able to use a multicultural approach to MFT that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems, client-therapist systems, supervisory systems, and broader social systems. 2.1.1: Understand principles of human development, sexuality, gender,...couple and family processes... 2.4.2 Assess ability to view issues and therapeutic processes systemically 3.4.5...monitor personal reactions to clients and treatment processes... 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients 4.3.8 Empower clients and their	Literature Review Interactive Interview

	relational systems to establish effective relationships with each other and larger systems	
Articulate a multicultural and interreligious theological/spiritual frame for care of divorced and remarried families	<p>SLO: 4 ...able to use a multicultural approach to MFT that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity...</p> <p>SLO: 5 ...able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of MFT.</p> <p>MFTC: 1.2.1 Recognizes contextual and systemic dynamics</p> <p>2.1.1 Understand principles of human development, sexuality, gender,...couple and family processes...</p> <p>2.3.8 Identify client's strengths, resilience and resources</p> <p>3.1.1 Know which models...are most effective for presenting problems</p> <p>3.4.5... monitor personal reactions to clients and treatment processes...</p> <p>4.1.2 Recognize strengths, limitations, and contraindications of...therapy models, including risk of harm...[and] assumptions of...dysfunction, pathogenesis, or cultural deficits</p> <p>4.3.1 Match treatment modalities...to client's needs, goals and values</p> <p>4.3.8 Empower clients and their relational systems to establish effective relationships with each other and larger systems</p>	Final Position Paper
Demonstrate the ability to assess and develop a treatment plan for a counseling case in which divorce, single parenting or remarriage is a primary presenting problem	<p>SLO 1: ...able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards.</p> <p>MFTC: 1.3.2 Determine who should attend therapy...and configuration</p> <p>2.1.5...Understand current models of assessment...</p> <p>2.2.3 Develop hypotheses regarding relationship patterns and their bearing on the presenting problem...</p> <p>2.3.1 Develop hypotheses regarding relationship patterns and their bearing on the presenting problem...</p> <p>2.3.8 Identify client's strengths, resilience and resources</p> <p>3.1.1 Know which models...are most effective for presenting problems</p> <p>3.3.2-Prioritize treatment goals</p>	Case Study & Video Review Interactive Interview
<p>Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “...can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)</p>		
<p>Evidence-based Practice Definition: EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information</p>		

about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).

Requirements

1. Class Discussion Leadership (20%)

Each participant will work with a partner to prepare a class presentation addressing one of the class topics designated in the class schedule. Leaders for the day will be expected to:

- Provide an outline material to be presented.
- Be creative, interactive and engage the class in critical discussion/analysis.
(See grading rubric for assignment for more details)

2. Literature Review (30%) Due March 27

- Select an area of therapeutic (or pastoral care) concern you might experience in practice (for instance children's grief in divorce; the effect of post-divorce parental conflict on children, integrating a new parent into a formerly single-parent family, remarried couple conflict, etc.),
- Conduct a literature review (relevant books, articles, etc.) to investigate this issue/problem (focus on understanding the dynamics, systemic ramifications, interaction with cultural factors, and on implications for practice Be sure to attend carefully to multicultural factors such as gender, race, class, sexual orientation, etc.).
- Write a 7-10 page summary of what you learned about theory and practice from the literature review.
- Write a 2 page theological analysis/reflection about this issue and what you have learned from your study. See rubric for more details.

3. Interactive Interview (20% of grade) Due April 17

- Recruit a conversation partner who is divorced, divorcing, has been divorced, or is remarried.
- Show your conversation partner the informed consent form, explain it to them and ask them to sign it.
- Talk to your conversation partner about their experience with careful attention to:
 - Emotional processes,

- Legal processes,
 - Feelings about the experience they had (or are having),
 - Impact on others (friends, family, children, etc.),
 - Interaction of cultural, ethnic, gendered, sexual orientation issues,
 - What they wished counselors and pastors knew about divorce and/or remarriage.
 - Other things you feel are relevant without intruding on the interviewee's boundaries of privacy.
- Write a 5 page summary of your experience and what you learned from your conversation about divorced and remarried families.
 - Be sure to use concrete examples, but protect your interviewee's confidentiality.
 - Include a concluding section that specifies (1) what you learned about therapy or pastoral care with divorced, divorcing or remarried couples; (2) religious, spiritual and theological concerns, issues or insights that were highlighted by the interview.
4. **Final Position Paper "A multicultural and interreligious theological/spiritual frame for care of divorced and remarried families."**
5. **Case Study (30% of grade) Due Last Day of Finals**

Follow directions in attached rubric. Complete your case study with the following steps:

- Do one of the following—
 - If you are in practicum, select a client with whom you are working around divorce and remarriage issues to complete the case study. Be **ABSOLUTELY SURE** you follow all informed consent rules required by practicum policies and that you protect your client by using pseudonyms, etc.
 - If you are not in practicum, enlist volunteers to role play one of the client problems provide in class vignettes (distributed later in semester).
 - Conduct and videotape (or digitally record) a 30-50 minute counseling session with the client(s). If you are using a vignette, the "client(s)" will role play seeking help from you for the problem described in the vignette you choose. Note that your client must be free to improvise and develop this problem as fits them. It will be your job to be a good counselor for the client(s).
- A. At the end of one session, talk with your client(s). Ask them:
- a. How well you "connected" with them.
 - b. How well you understood their "problem."
 - c. How you did with keeping conversation going using open ended questions, summaries, paraphrases, and your body language.
 - d. How well and appropriately were you able to respond to their concerns and any spiritual/religious dimensions to their concerns.

- e. Did they feel the session was helpful?
 - f. Would they come back to see you after the first session?
 - g. **Write a brief summary of the feedback you received.**
- B.** After the session, review the videotape/digital recording. After watching yourself on the recording. **Write a critical analysis of what you did well, what you think you accomplished in the session, and what you would do differently for the next session with particular attention to:**
- a. Joining with the client(s) and facilitating the session,
 - b. How you addressed and managed issues related to your study of divorced and remarried families,
 - c. Attention to cultural, sexual, gender, race, and other diversity issues,
 - d. Identifying, clarifying, or working on goals.
- C.** The final step of the case study is a case analysis and write-up. **See case study guide at the end of the syllabus.** You may also find “How to Write an Intake Evaluation and Case Study” (posted on CAMS) helpful.
- D.** Case study--what to turn in for a grade:
- a. Your video recording
 - b. Summary of what client’s feedback
 - c. Your own written analysis of your work as observed on video
 - d. Case analysis/assessment (no more than 5 pages)

Texts

Required texts:

- Dowd, N. (1997). *In defense of single-parent families*. New York: New York University Press. ISBN: 0-8147-1869-8
- Marquard, E. (2005). *Between two worlds: The inner lives of children of divorce*. NY: Crown. ISBN: 0-307-23710-9.
- Townsend, L. (2000). *Pastoral care with stepfamilies: Mapping the wilderness*. St. Louis, MO: Chalice Press. ISBN 0-8272-2966-6
- Wallerstein, J., Lewis, J, and Blakeslee, S. (2000) *The unexpected legacy of divorce*. New York: Hyperion. ISBN: 0786863943
- Whitehead, Barbara. (1997). *The divorce culture*. New York: Alfred Knopf. ISBN 0-679-43230-2

Required reading from (Library reserve)

- Nichols, J. A. (Ed). (2011). *Marriage and divorce in a multicultural context*. New York: Cambridge University Press.
- Dickerson, B. J. (Ed.). (1995). *African American single mothers: understanding their lives and families*. Thousand Oaks, CA: Sage.

Browning, D., Miller-McLemore, B, Couture, P., Lyon, K. and Franklin, R. (1997).
*From culture wars to common ground: religion and the American family
debate*. Louisville, KY: Westminster/John Knox Press.

Appendix I ***Louisville Presbyterian Theological Seminary***
Consent for Interview

I, _____, the undersigned, hereby agree to be interviewed by _____ as part of an educational project. I understand that what I say during the interview will be used to complete requirements of a class assignment and may appear in a non-published paper presented to the interviewer's professor. I also understand that the interviewer will protect my privacy by using fictitious names of those interviewed and all family members when writing the class project.

I understand that the interviewer may ask questions that cause discomfort, and that I am free not to answer any question with which I am uncomfortable. I may also end the interview at any time and withdraw my permission for my interviewer to use what I have said for the class assignment. In the case the interview stirs up uncomfortable feelings that persist beyond the interview, I understand that my interviewer will provide me with a list of resources where I might find appropriate counseling.

I agree to the above conditions:

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

Consent is required of all persons over the age of 18. Minor children's must have parent or guardian's consent.

**Divorced and Remarried Families
Comprehensive Rubric**

Scoring Directions: Mark or highlight observations in each area. Complete rating score at the end of the rubric.

Scoring: 0-2 unacceptable (C- & below), 3-5 marginal (C to B), 6-8 expected (B+ to A), 9-10 exceeds expectations for student's level of training.

Level of Training: Expectation for this class is achievement of Basic Knowledge and Skill.

Assignment I: Class Leadership				
<p>Description: Each participant will work with a partner to prepare a class presentation addressing one of the class topics designated in the class schedule. Leaders for the day will be expected to:</p> <ul style="list-style-type: none"> • Provide an outline material to be presented. • Be creative, interactive and engage the class in critical discussion/analysis. 				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for category: _____
1-Demonstrates exceptional understanding of issues presented and relates these effectively to care and treatment of divorced and remarried families	Demonstrates good understanding of issues presented and relates these effectively to care and treatment of divorced and remarried families	Demonstrates marginal understanding of issues presented and relates these effectively to care and treatment of divorced and remarried families		SLO: 4 MFTC: 1.2.3, 2.3.1
2-Attends carefully and critically to multicultural and multireligious issues related to divorced and remarried families	Attends clearly to multicultural and multireligious issues related to divorced and remarried families	Attends marginally to multicultural and multireligious issues related to divorced and remarried families		SLO 4, 5 MFTC: 2.3.1, 4.1.2, 4.3.1, 4.3.8
Assignment II: Literature Review				
<ul style="list-style-type: none"> • Description: Select an area of therapeutic (or pastoral care) concern you might experience in practice (for instance children's grief in divorce; the effect of post-divorce parental conflict on children, integrating a new parent into a formerly single-parent family, remarried couple conflict, etc.), • Conduct a literature review (relevant books, articles, etc.) to investigate this issue/problem (focus on understanding the dynamics, systemic ramifications, interaction with cultural factors, and on implications for practice Be sure to attend carefully to multicultural factors such as gender, race, class, sexual orientation, etc.). • Write a 7-10 page summary of what you learned about theory and practice from the literature review. • Write a 2 page theological analysis/reflection about this issue and what you have learned from your study. See rubric for more details. 				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for category: _____
1-Literature review has carefully identified topic and consists of a exceptionally comprehensive review of pertinent literature	Literature review has clearly identified topic and consists of a relatively comprehensive review of pertinent literature	Literature review has an identified topic and consists of a some review of pertinent literature		SLO: 4 MFTC: 1.2.3
2-Literature review attends with exceptional clarity to systemic, developmental, multicultural and interreligious issues.	Literature review attends appropriately to systemic, developmental, multicultural and interreligious issues.	Literature review attends marginally to systemic, developmental, multicultural and interreligious issues.		SLO: 4 MFTC: 1.2.3, 2.1.1, 2.4.2, 4.3.8

3-Literature review demonstrates exceptional understanding of therapeutic implications and special needs of divorced and remarried families	Literature review demonstrates good understanding of therapeutic implications and special needs of divorced and remarried families	Literature review demonstrates marginal understanding of therapeutic implications and special needs of divorced and remarried families		SLO: 4 MFTC: 1.2.1, 2.3.1, 2.4.2,
4-Theological/spiritual analysis is clearly present, critically evaluated.	Theological/spiritual analysis is clearly present and appropriate.	Theological/spiritual analysis is marginal.		SLO: 4 MFTC: 4.3.8

Assignment III: Interactive Interview

Directions: Recruit a conversation partner who is divorced, divorcing, has been divorced, or is remarried. Show your conversation partner the informed consent form, explain it to them and ask them to sign it. Talk to your conversation partner about their experience with careful attention to:

- Emotional processes,
- Legal processes,
- Feelings about the experience they had (or are having),
- Impact on others (friends, family, children, etc.),
- Interaction of cultural, ethnic, gendered, sexual orientation issues,
- What they wished counselors and pastors knew about divorce and/or remarriage.
- Other things you feel are relevant without intruding on the interviewee's boundaries of privacy.

Write a 5 page summary of your experience and what you learned from your conversation about divorced and remarried families. Be sure to use concrete examples, but protect your interviewee's confidentiality. Include a concluding section that specifies (1) what you learned about therapy or pastoral care with divorced, divorcing or remarried couples; (2) religious, spiritual and theological concerns, issues or insights that were highlighted by the interview.

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for category: <hr/>
1-Interview report demonstrates exceptional ability to attend to divorced and remarried family issues.	Interview report demonstrates good ability to attend to divorced and remarried family issues.	Interview report demonstrates marginal ability to attend to divorced and remarried family issues.		SLO: 1 MFTC: 2.3.8, 3.4.5,
2-Interview report demonstrates exceptional and nuanced understanding of special needs of divorced and remarried families	Interview report demonstrates effective understanding of special needs of divorced and remarried families	Interview report demonstrates marginal understanding of special needs of divorced and remarried families		SLO: 4 MFTC: 2.4.2, 3.4.5, 4.3.2, 4.3.8
3-Interview report shows exceptional understanding of legal processes, developmental processes, and other systemic processes related to divorced and remarried families	Interview report shows careful attention to adequate understanding of legal processes, developmental processes, and other systemic processes related to divorced and remarried families	Interview report shows marginal attention to and understanding of legal processes, developmental processes, and other systemic processes related to divorced and remarried families		SLO: 1, 4 MFTC: 2.4.2, 2.3.8,

Assignment IV: Final Position Paper

Directions: A multicultural and interreligious theological/spiritual frame for care of divorced and remarried families.

1-Paper provides an exceptionally good understanding of systemic	Paper provides a clear systemic and developmental	Paper provides a marginal systemic and developmental		SLO: 4, 5 MFTC: 1.2.1, 2.1.1
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and developmental issues related to divorced and remarried families as a foundation for practice	understanding of divorced and remarried families as a foundation for practice	understanding of divorced and remarried families as a foundation for practice		
2-Paper attends carefully and critically to the interaction of multicultural and multireligious factors on divorced and remarried family development and well-being	Paper attends appropriately to the interaction of multicultural and multireligious factors on divorced and remarried family development and well-being	Paper attends marginally to the interaction of multicultural and multireligious factors on divorced and remarried family development and well-being		SLO: 4, 5 MFTC: 4.3.1, 4.1.2
3-Shows exceptional insight related to spiritual and theological factors in care of divorced and remarried families	Attends carefully to spiritual and theological factors in care of divorced and remarried families	Attends marginally to spiritual and theological factors in care of divorced and remarried families		SLO: 4, 5 MFTC: 2.3.8, 4.3.1
4-Carefully and thoughtfully uses empirical evidence for evidence based counseling and care of divorced and remarried families.	Utilizes empirical evidence for evidence based counseling and care of divorced and remarried families.	Attends marginally to empirical evidence for evidence based counseling and care of divorced and remarried families.		SLO: 4, 5 MFTC: 4.1.2, 3.4.5, 3.1.1

Assignment V: Case Study

Directions:

Assessment Rubric: Use the following rubric to guide your work.

CAUTION: *Protect confidentiality by disguising names and other identifying information.*

Reviewer Directions: Highlight or mark observations in each area. Complete rating score at the end of each category.

Scoring: 9-10 Exceeds Expectations, 6-8 Expected, 3-5 marginal, 0-2 unacceptable.

Category I: Identifying Information/Description of Client

Description:

- A. Provide a one paragraph description of the client family presented. Include ages, ethnic and gender information, vocational or educational information and any other outstanding features that will help provide a picture of the context for treatment of the case.

	Levels of Quality				Category I Score:
	Exceeds Expectations (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	
Rubric for Category I	Description is clear, and includes identifying information-and any outstanding features of all clients present, including personal dimensions that may affect therapy.	Description is present and describes basic attributes of clients. Presents information in a logical manner.	Description is excessive, disorganized, or misses important primary information.	UA	SLO 1 MFTC: 1.2.1, 1.3.1

Category II: Presenting Problem

Description: Provide a concise summary of what the individual/couple/family perceived as the motivating factor bringing them

to therapy. Also include perceptions provided by referral source and treating therapist.					
	Exceeds Expectations (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Category II Score
Rubric for Category II	Presenting problem is identifiable and concise, and reflects clients' description of what brings them to therapy. Few wasted words; reader can quickly determine why clients came to therapy.	Presenting problem is stated in understandable terms; client's voice is present. Presenting problem may be obscured by descriptions or explanations.	Presenting problem is unclear or vague; problem statement demonstrates that counselor lacks clear understanding of what brings the client to counseling.	UA	SLO 1 MFTC: 1.2.1, 1.3.1
Category III: Clinical/Pastoral Assessment ¹					
Description: <p>A. Summarize your initial interview, observations of client/client family behavior, self-report, and any formal assessments you might have done that inform your understanding of what is happening with your client/client family (i.e., WHODAS, spiritual, drugs/alcohol, depression/anxiety, etc.) Attend to any areas of risk such as suicidal ideation, self-harm, and issues of abuse.</p> <p>B. Include the client family's genogram and summarize <u>briefly</u> conclusions about family emotional process, structure, interactional sequences, etc. (use language consistent with guiding MFT model) drawn from it; areas to address include the following:</p> <ul style="list-style-type: none"> • Relevant transgenerational issues: family themes, myths, legacies, debts, scripts, etc. • Relevant structural, power and communication dynamics • Relevant information from family of origin, personal history and relationship history • Relevant family life cycle, individual life cycle, developmental tasks, etc. • Relevant gender, racial-ethnic, class, age and other multi-cultural issues 					
	Exceeds Expectations (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average Score for Category III
Rubric for Category III	1. Family assessment relates directly to client presenting problem and/or history. Initial observations are clear & concise. Risk factors are assessed to assure client safety.	1. Family assessment is present with a coherent strategy that relates to client problem or history. Initial observations are included. Some attention is paid to client risk factors.	1. Family assessment procedures and summaries are insufficient or lack a consistent logic. Initial observations are absent or lack specificity. Risk factors are not clearly addressed.	UA	SLO: 1,2,4,5 MFTC: 2.3.7, 2.3.8, 2.3.9 Score for III.1: <hr/>
	2. Guiding theoretical model for assessment is clear, consistent and implemented with exceptional sensitivity or nuance.	2. Guiding theoretical model for assessment is clear and consistent	2. Theoretical model that guides assessment is either unclear or misrepresented.	UA	SLO: 1,2,4,5 MFTC: 3.1.1, 4.1.1, 4.3.1 Score for III.2:

¹ Assessment: Case conceptualization reflects therapist integration of assessment data with client history and presenting problem in logical language reflecting therapist's theoretical stance.

	3. Assessment has a coherent strategy (i.e. uses clinical interview and any other useful self-report instruments, and formal assessments, such as lethality assessments, screening tools, etc., that make sense for the case).	3. Assessment tools (clinical interview and other self-report instruments and formal assessments) are appropriate to the client's presenting problem.	3. Little evidence of use of assessment tools or tools are insufficient.	UA	SLO: 1,2,4,5 MFTC: 2.1.4, 2.1.5, 2.1.6, Score for III.3: _____
	4. Assessment summary attends to client's social location, including relevant structural, power, and communication dynamics; multi-cultural issues and other relevant concerns are thoroughly considered.	4. Assessment summary contains basic information about client's social location, including multi-cultural issues or other relevant concerns.	4. Assessment summary contains little attention to client's social location, multi-cultural issues or other relevant concerns.		SLO: 1,2,4,5 MFTC: 2.3.1, 2.3.8, 2.4.3 Score for III.4: _____
	5. Assessment write-up provides clear description of procedures, logical coherent assessment procedures used, and contains a clear summary.	5. Assessment write-up is present, with description of procedures, coherence, and a clear summary is provided.	5. Assessment write-up lacks adequate description of procedures, consistent logic, or clear summary.	UA	SLO: 1,2,4,5 MFTC: 2.2.2, 2.2.3, 2.3.1, 2.2.4, Score for III.5: _____
	6. Assessment summary attends to religious, spiritual, theological, or meaning issues.	6. Assessment summary attends to client's spiritual and religious life in basic or limited terms.	6. Assessment summary lacks sufficient attention to religious, spiritual life or issues of meaning.	UA	SLO: 1,2,4,5 MFTC: 2.2.3, 2.3.8, 2.4.3, 4.3.2 Score for III.6: _____
Category IV: Treatment Planning <ul style="list-style-type: none"> What is an appropriate, measurable goal for counseling? Limit yourself to one or two--at the end of counseling the client will.... Make a case for what the next step should be. Treatment? Referral? Remember to keep your context in mind—parish counseling, agency counseling, etc. Description: <ul style="list-style-type: none"> A. State your treatment plan for this client family, including specific and measureable goals with interventions outlined that relate to the MFT theory model being used. B. State your contract with the client family. 					
	Exceeds Expectations (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average Score for Category IV

Rubric for Category IV	1. Treatment plan is clear, concise and directly related to presenting problem and assessment findings. Demonstrates exceptional sensitivity in establishing treatment plan.	1. Treatment plan is clear, concise and directly related to presenting problem and assessment findings.	1. Treatment plan lacks coherence or clarity. Little connection exists between problem, assessment and intervention.	UA	SLO: 1 MFTC: 3.3.1, 3.3.2, 3.3.5 Score for IV.1: _____
	2. The contract with the client family system is stated in clear and concise language, shows good use of collaboration with all family members, and provides a clear map for change.	2. The contract with the client family is present, appropriate, clear, and shows participation from all involved family members.	2. The contract with the client family is absent, unclear or too wordy.	UA	SLO: 1 MFTC: 3.2.1, 3.3.1 Score for IV.2: _____
	3. Treatment plan reflects exemplary systemic analysis established in evaluation and a well-described systemic interventions for each therapeutic goal.	3. Treatment plan includes appropriate systemic analysis established in evaluation with systemic interventions for established goals.	3. Treatment plan marginally reflects systemic analysis or appropriate intervention for therapeutic goals.	UA	SLO: 1 MFTC: 3.3.1, 3.3.4, Score for IV.3: _____
	4. Treatment plan shows clear distinction between goals (expected outcomes of therapy) and interventions (what client and/or therapist will do to accomplish goals).	4. Treatment plan shows clear distinction between goals and interventions.	4. Treatment plan fails to distinguish between goals and interventions.	UA	SLO: 1 MFTC: 3.3.5, 3.4.1 Score for IV.4: _____
	5. The treatment plan includes 2 or 3 clear, measurable goals directly related to client problem and contract, and states how progress toward goals will be measured and observed. Exceptional attention to client context and multicultural variables.	5. The treatment plan includes 2 or 3 clear, measurable goals directly related to client problem and contract, and states how progress toward goals will be measured and observed. Appropriate attention to client context and multicultural variables.	5. Goal statements lack attention to observations or measures for therapy outcome. Effectiveness of strategy is absent or unclear. Does not attend well to client context or multicultural variables.	UA	SLO: 1 MFTC: 3.3.5, 3.4.1, 4.3.1, Score for IV.5: _____

Category V: Theological Reflection

Description:

- A. Describe theological, spiritual and faith issues integral to this client family's self-presentation.
- B. Describe how your own value system, personal belief system, personal faith and faith tradition interact with or inform your work with this client family.
- C. Describe how you see your work with this client family as pastoral or a form of ministry.
- D. Provide a brief theological statement about how you see what you are doing to be healing and or helpful.

	Exceeds Expectations (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Category V Average Score
Rubric for Category V	1. Theological, spiritual, and faith issues integral to the client family system & self-presentation are described in clear, concise, and nuanced language. Write-up is exceptional.	1. Theological, spiritual, and faith issues integral to the client family system & self-presentation are described in clear and concise language.	1. Theological, spiritual, and faith issues integral to the client family system & self-presentation are present, but lack clarity or sensitivity in write-up.	UA	SLO 4, 5 MFTC: 1.2.1, 4.5.1 Score for V.1: _____
	2. Well informed and nuanced attention to therapist's own faith location, recognizes appropriate differences with client's faith location and uses interaction to inform therapeutic work.	2. Attends to therapist's own faith location, recognizes appropriate differences with client's faith location and uses interaction to inform therapeutic work.	2. Basic or minimal attention to therapist's own faith location, recognizes appropriate differences with client's faith location and uses interaction to inform therapeutic work.	UA	SLO 4, 5 MFTC: 1.2.1, 4.5.1 Score for V.2: _____
	3. Excellent ability to articulate her or his understanding of MFT as pastoral ministry.	3. Ability to articulate a pastoral vision of MFT as pastoral ministry.	3. Marginal ability to articulate a pastoral vision of MFT as pastoral ministry.	UA	SLO 4, 5 MFTC: 1.2.1, 4.5.1 Score for V.3: _____
Category VII Clear, Effective Writing					
	Exceeds Expectations (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Score for Category VII
Rubric for Category VII	Report uses brief, well-formed sentences that are direct and to the point. Report has a "logical flow" that begins in a clear problem, shows how the problem is related to client history, and guides assessment, and how assessment culminating in a treatment plan for specific outcomes.	Report is drafted with appropriate language and logical flow for each section. Information demonstrates sound clinical treatment planning for specific outcomes within the case study.	Report is too wordy or lacks sufficient information to demonstrate good clinical logic. Organization and attention to logical flow are absent with no specificity around treatment planning for outcomes.	UA	SLO 1 MFTC: 3.5.3, 5.5.1,

Divorced and Remarried Families Aggregated Rubric Scores																																												
Signature Assignment:	Lit Rev II.1	II.2	II.3	II.4	Interview III.1	III.2	III.3	Positive Pap IV.1	IV.2	IV.3	IV.4	Case Study Assignments																																
												Case Study Assign IV Cat I	CSt Cat II	CSt Cat III. 1	CSt Cat III. 2	CSt Cat III. 3	CSt Cat III. 4	CSt Cat III. 5	CSt Cat III. 6	CSt Cat III. 7	CSt Cat III. 8	CSt Cat III. 9	CSt Cat III.10	CSt Cat III.11	CSt Cat IV.1	CSt Cat IV.2	CSt Cat IV.3	CSt Cat IV.4	CSt Cat IV.5	CSt Cat IV.6	CSt Cat IV.7	CSt Cat V.1	CSt Cat V.2	CSt Cat V.3	CSt Cat V.4	CSt Cat V.5	CSt Cat V.6	CSt Cat VI	CSt Cat VII					
Student																																												
1																																												
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10																																												
Mean Score																																												
SLOs	4	4	4	4	1	4	1,4	4,5	4,5	4,5	4,5	1	1	1,2, 4,5	1,2, 4,5	1,2, 4,5	1,2, 4,5	1,2, 4,5	1,2, 4,5	1,2, 4,5	1,2, 4,5	1,2, 4,5	1,2, 4,5	1,2, 4,5	1	1	1	1	1	1	1	1	4,5	4,5	4,5	4,5	4,5	4,5	4,5	5	1,3, NA			
MFTCs	1,2,3	4,3,8	2,4,2	4,3,8	3,4,5	4,3,8	2,3,8	2,1,1	4,1,2	4,3,1	3,1,1	1,3,1	1,3,1	2,3,8	4,1,1	2,1,5	2,3,6	2,3,1	2,3,8	2,4,3	4,3,2	5,3,7	6,4,1	3,2,1	2,1,5	3,3,5	3,3,1																	