

PSY 2602 - Systems/Family Therapy

I. Course Information

Course: PSY 2602 - Systems/Family Therapy

Semester Credit Hours: 3.0

Course CRN and Section: 23055 - D04

Semester and Year: Fall 2021

Course Start and End Dates: 08/23/2021 - 12/12/2021

Building and Room: Maltz Psychology Center - 2058

II. Instructor Information

Professor: Dr. Victor Osmond Wallen

Email: vwallen@nova.edu

Phone: 954 471 8591

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
R	08/26/2021 - 11/18/2021	8:00 AM - 10:50 AM	Ft Lauderdale/Davie Campus	Maltz Psychology Center-2058
R	12/02/2021 - 12/09/2021	8:00 AM - 10:50 AM	Ft Lauderdale/Davie Campus	Maltz Psychology Center-2058

IV. Course Description

This course will cover systems theory with emphasis on applications to marital and family therapy. General systems theory, and conceptualizations from such schools as the Bowenian, Structural, and Strategic will be considered.

V. Course Objectives / Learning Outcomes

1) Understand the systems and family theory

2) Learn techniques of family therapy

Competency to be acquired in the course: Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. At the end of this course students will be expected to demonstrate competence in:

1. The ability to apply the relevant research literature to clinical decision making.

VI. Materials and Resources

Book Url: [NSU Book Store](#)

Section Required Texts and Material:

Texts

Baker Miller, Jean Toward a New Psychology of Women 2nd Edition, Beacon Press, Boston

Goldenberg, H & Goldenberg, I Family Therapy: An Overview, 9th ed. Brooks/Cole Publishing Co.

Lerner, Harriet. (2005). The Dance of Anger: A woman's guide to changing the patterns of intimate relationship (20th Anniversary Edition). Harper Collins Publishers. ISBN-13: 9780060741044

Miller, J. B. & Stiver, I. P. The Healing Connection (1997) Beacon Press, Boston

Napier, Augustus Y. & Whitaker, Carl. (1988). The Family Crucible. Harper Collins Publishers. ISBN-13 9780060914899

Spring, Janis Abrahams. (2012) After the Affair: Healing the pain and rebuilding trust when a partner has been unfaithful. Harper Collins Publishers. ISBN-13 9780060928179

Articles

Baucom, D.H., Gordon, K.C., Snyder, D.K., Atkins, D.C. & Christensen, A. (2006). Treating affair couples: Clinical considerations and initial findings. *Journal of Cognitive Psychotherapy*. 20(4) 375-393. doi: <https://doi.org/10.1891/jcpiq-v20i4a004>

Baum, N. (2006). Post-divorce parental disengagement: Failed mourning and role fusion. *Journal of Marital and Family Therapy*. 32(2) 245-255. <http://search.proquest.com.ezproxylocal.library.nova.edu/docview/220944346?accountid=6579>

Bulow, S. (2009). Integrating sex and couples therapy. *Family Process*. 48(3) 379-390. <http://search.proquest.com.ezproxylocal.library.nova.edu/docview/218909126?accountid=6579>

Clark, P. (2009). Resiliency in the practicing of marriage and family therapist. *Journal of Marital and Family Therapy*. 35(2) 231-238. doi: 10.1111/j.1752-0606.2009.00108.x

Fincham, F.D., Hall, J., & Beach, S. (2006). Forgiveness in marriage: Current status and future directions. *Family Relations*. 55(4) 415-428. doi: 10.1111/j.1741-3729.2005.callf.x-11

Hollander-Golfdein, B. (2009). A commentary on the work of Shosana Bulow. *Family Process*. 48(3) 390-395. doi: 10.1111/j.1545-5300.2009.01290.x

Palmer, G. & Efron, D. (2007). Emotionally focused family therapy: Developing the model. *Journal of Systemic Therapies*. 26(4) 17-25. doi: <https://doi.org/10.1521/jsyt.2007.26.4.17>

Woodhead, M. (2005). Early childhood development: A question of rights. *International Journal of Early Childhood*. 37(3) 79-90. <http://search.proquest.com.ezproxylocal.library.nova.edu/docview/194794679?accountid=6579>

VII. Course Schedule and Topic Outline

Course Schedule:

MODULE	DATE	TOPIC	READINGS
Systems Theory	8/26	Introduction (Genogram Video)	Text, Ch. 1

	9/2	Systems Thinking	Text: Chap.4 Baker, F. (1973) Organizations as c Organizational systems: general sys organizations. (pp. 1 - 9) Homewood, Ill. Richard D. Irwin Gharajedaghei, J. (1999) Systems j managing chaos and complexity. (p Heinemann. Miller, Miller, J. G & J. L. (1980) Hofling and J. M. Lewis (Eds.) TI (pp. 141 – 184). Brunner/Mazel, N Sauber, S. R. (1983) Human servic Sauber (Ed.) The human services c Columbia University press, New Y
Family Therapy	9/9	Basic Techniques	Combrinck-Graham (2014) Being : Karakurt/ Silver (2014) Therapy f Survivors Using Attachment and F Taibbi, R. (1996) <u>Doing family ther</u> New York
Psychology and Women	9/16	Women in Therapy	Baker / Miller: Toward a New Miller & Stiver: The Healing Contr Rhinehart/Gibbons (2014) Adlerian Therapy with Recently R Age Women Jones/ Guy-Sheftall (2105) Conque
Selected Family Systems	9/23	Bowen Family System	Text:: Chap. 8 Bowen, Murray (1992) Toward tl family of origin FD <i>Family Therapy in Clinica</i> <i>Aronson Publishers</i> Anonymous (1971) “On the differ in J. Framo (Ed.) <u>Family interactio</u> <u>family researchers and family there</u> Palombi (2016) Separations: A per Systems Theory Choi / Murdock (2017) Differenti and Depression: The Mediating Rc

	9/30	Strategic/ Systemic (Dunn, Goldberg)	Text: Chap. 11 Piercy, et.al (1986) <u>Family therapy</u> Guilford Press, New York
	10/7	Structural/ Minuchin (Ballesteros, Khoudari) Constructionist	Text: Chap. 10 Minuchin et.al. (1967) <u>Families of 1</u> New York (Minuchin video) Menendez et.al (2014) The Interse Family Therapy Volume 1 Negash & Morgan (2015) A Fam Parental Infidelity on Children Usi Framework Genogram due (Present date your
	10/14	Narrative Therapy Solution Focus (Lange, Wager)	Text: Chap. 14 White, M. (1993) Deconstruction & (Eds) Therapeutic Conversations (York Lund, et.al (2016) Narrative Solutio to Motivate Individual and Family (York Burgin/Gibbons (2015) “More Life Therapy With Older Adults With E Lee, M. (1997) A study of solution American Journal of Family Therapy, vol. 25, No.1, Spr Gan/Ballantine (2016) Brain injury A solution-focused approach
Behavioral Approaches	10/21	Couples Therapy 1 (Perez, Ross)	Text: Chap. 12 Roddy, et. Al (2016) Integrative B Theoretical Background, Empirical Meneses/Greenberg (2014) Interp focused Couples’ therapy: relating] <u>Competency Paper Due</u>

Issues in Family Therapy	10/28	Cognitive Behavior Couple Therapy Integrative Behavioral Couple Therapy (Lawrence, Rosado)	Gurman, 2, 3
	11/4	Emotionally Focused Couple Therapy Gottman Couple Therapy (Braun, Dubay)	Gurman, 4,5
	11/11	Perspectives on Family therapy (Fethiere, Kadoura)	Text : Chap. 5 Clark, P. Resiliency in the practice therapy. Journal of marital and Family Therapy Cook-Greuter (2007) The development of self in family counseling. Counseling and values Assignment # 1 Due (Family of
	11 /18	Whittaker's approach (Mazinani, Miller)	Text. Chap 9 Napier, A. & Whitaker, C. (1988) The family as a system Bauman/Belous (2016) Using Systems Theory to Treat Adjustment Disorder: A Case Study (Whittaker video) Assignment # 2 Due (Family C
	11 /25	THANKSGIVING BREAK	
	12/2	Psychoeducational Models and Conflict and relationships (Raso, Taylor)	Text: Chapter 15 Shook et.al. (2010) African American Family Psychology 24 (3) Fincham et.al. Forgiveness in marriage: directions. Family relations 55(4) 4 Lerner, Harriet (2005) The dance of change: changing the patterns of intimate relationships (2nd edition). Harper Collins Assignment # 3 Due (Dance of

	12/9	Conflict 2	Text: Chap 13 Vaughan, D. (1992) Uncoupling: T Clark/Robboy (ed) Social Interacti Pp.399 - 417. Bedford/St. Martin's Spring, Janis A. After the affair: he trust._Harper Collins Assignment # 4 DUE (After the
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VIII. Assessments

To assess the competency associated with relating research literature to clinical decision making, students will submit a paper that articulates a family systems conceptualization and application of a family –based intervention /plan of action while utilizing information acquired in class and a comprehensive review of peer reviewed publications in Family Systems journals pertaining to the treatment of the assessed condition.

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Informed Consent Statement on Experiential Learning

This course combines both didactic and experiential learning methods that, in part, will focus on your personal growth and development. I consider your personal and professional development to be an integral part of your education in this course. Your clinical work with couples and families may require the use of self to be fully integrated into the therapeutic process, and therefore, your personal characteristics are as critical as your knowledge and skills. There will be an emphasis in this course on identifying and exploring personal issues and concerns related to treating couples and families, especially those that may impede your effectiveness as a therapist. As an example, this class will provide you with opportunities to identify family of- origin issues and explore how they could potentially affect your work with couples and families. It is not uncommon for people in our profession to feel uncomfortable with a focus on personal development, even though as therapists, we ask others to do that all the time. Self-reflection is generally worth the discomfort in terms of the growth it can produce for you and what it adds to your ability to be helpful to others. Therefore, personal self-disclosures are a required part of this course. While you may experience some discomfort as a result of this experiential work, it is important to remember that only you can decide what aspects of your personal life you are willing to share. I encourage you as a therapist-in-training to stretch and to risk more in this class than you might normally be prepared to do.

Although the aim is not to resolve your personal problems, a desired outcome is that you will have a clearer focus on the struggles that may influence your clinical work. You can certainly choose to productively explore any new awareness outside of this class through clinical supervision or other personal explorations. I hope that you will learn from and appreciate the value of this aspect of the course.

Confidentiality. I am committed to creating a safe environment in which you can address personal concerns. Due to the personal nature of some of the class requirements, confidentiality pertaining to the disclosures of those involved is of the utmost importance. None of you will feel the trust or safety necessary for personal work and self- exploration on a meaningful level unless you are convinced that your confidentiality will be respected. .Enrolling in this class includes a responsibility to maintain the confidentiality of others' self- disclosures. The topics of self-disclosure and confidentiality will be discussed in more detail during the first class session.

Professional Behavior

This course assumes an interactive approach in its structure and presentation, which requires engaged participation, awareness, and emotional maturity.

Your presence is essential to the liveliness of this course and to your individual success in it. Therefore, regul

Assignment I

You are required to reflect on your own family experiences and answer three of the assigned Family of Origin questions. In formatting your answers, I want you to use an essay-style format (writing in the first person) to address each question. While you will not be required to cite any psychological literature, you may draw on the information we have covered in class. You will be evaluated on your ability to apply the systems and family concepts introduced in class to your own experiences and to communicate those ideas in writing. Your responses must be posted on the Canvas discussion board no later than 4:00pm on the day immediately preceding the date due (see the course calendar). Regardless of the reason, late assignments will receive a grade penalty of 10 points.

Additionally, on the date due, you will be required to participate in a class discussion about these questions. While you do not have to prepare a formal presentation, you do need to come to class prepared to discuss your responses and your reactions to the assigned questions.

Assignments II, III, & IV

You are required to read *The Family Crucible*, *The Dance of Anger*, and *After the Affair* as listed in the course calendar. For each text, you will be assigned a set of five (5) essay questions. Unless otherwise indicated, answer any three of the questions, and submit them on Canvas. All of your responses must be posted no later than 4:00pm immediately prior to the date due (see the course calendar). Regardless of the reason, late assignments will receive a grade penalty of 10 points.

Presentation of Journal Articles

From a list of topics such as divorce, adoption, addiction, depression, military families, P TSD, ADHD, alcoholism, conduct disorder, severe mental illness, immigrants, infertility and couples therapy, divorce and the family, family therapy with specific cultural groups, schools and communities, immigrant families, forensics and families, extramarital affairs, military families, drug addictions and families, or any other topic

APPROVED BY THE INSTRUCTOR, you will provide an in-depth presentation on a specific topic of your interest and somehow impacting family systems. In the presentation, focus primarily on the critical and relevant recent research related to the topic, describe this research (5-6 studies), synthesize the findings, and outline where the research seems to or needs to be headed. The presentation should be comprehensive enough to be considered a definitive resource on your chosen topic, and include thought provoking clinical applications and future directions. On the day of the presentation, students must post on Canvas a 1-2 page summary of the presentation with references for all students. **You will have a maximum of 15 minutes to make this presentation.**

Competency paper

Consider the Vignette given below. Utilizing one of the theoretical models discussed in class or in the text, you are to demonstrate the ability to apply the relevant research literature clinical decision making in this case. In a short paper, comply with the imperatives of the rubric provided to complete this assignment.

Another vignette is posted online

Vignette

Julia is a 29 year old woman. She is the youngest of six siblings. All were born in the United States. Her parents grew up in Columbia and immigrated just after they were married. She has a large extended family and most of them live in South Florida. She describes her family as "very affectionate, loud, and loving."

Andrew is a 30 year old man. He has one younger brother. While he identifies himself as an "Irish-American," his family has been in the United States for more than four generations. His father and brother work as prison guards. He describe a lack of emotion and affection in his family-of-origin, in fact, he noted that there was a disdain for it. Andrew describes this approach to emotion as the "O'Bryan curse." He states that he liked the emotional closeness in Julia's family.

They met eleven years ago when they were both working in the same grocery store. They were instantly attracted to each other. They were married within six months after meeting and now have two daughters, Samantha, 10, and Carly, 8. They describe their children as having "regular" problems and state that Julia is the primary disciplinarian.

Julia stays at home to care for the home and the children, but works part-time jobs on occasion to bring in extra money. Andrew is a manager at a national grocery store chain and recently accepted a promotion

which meant he would have to commute three hours per day.

Their presenting issue in therapy is that Julia “is always the last to know,” about meaningful things in Andrew’s life. This includes 1) the recent promotion, 2) a gambling habit, 3) a ten year friendship with a male friend who Julia did not like, and 4) anonymous internet “chatting” that was sexual in nature. They say their relationship is “on the brink.”

IX. Grading Criteria

Grade	Points or Percentage Earned	Quality Points
A	93-100	4.00
A-	90-92	3.75
B+	88-89	3.50
B	83-87	3.00
B-	80-82	2.75
C+	78-79	2.50
C	73-77	2.00
C-	70-72	1.75
F	Below 70	0.00

Grading Scale:

Competency paper

100 points

Genogram	60 points
Presentation of Journal articles	40 points
Assignment I - Family of Origin Questions	25 points
Assignment II - <i>The Family Crucible</i> Questions	25 points
Assignment III - <i>The Dance of Anger</i> Questions	25 points
Assignment IV - <i>After the Affair</i> Questions	25 points

Your final grade will be calculated using the following criteria:

279 --300 points	A
270 – 278 points	A-
267 – 277 points	B+
261 – 276 points	B
246 – 275 points	B-

X. Course Policies

Course Remediation: In order to demonstrate successful acquisition of the competencies linked to this course (demonstrate the ability to apply the relevant research literature to clinical decision making), students must obtain a score of 80% or better on the rubric assessing this competency. Failure to obtain this minimal level of achievement will require one remediation attempt with the instructor of this course as

described in the rubric. If a student fails to attain the competency at the end of the specified period determined by the instructor, the Director of Academic Affairs, in consultation with the faculty member for the course, will establish a remediation plan in writing for a second attempt at remediation. If a student does not attain the required competency/competencies by the specified end of the second remediation period, the student will be referred to a joint meeting with the Director of Clinical Training and the Director of Academic Affairs for evaluation of suitability to continue matriculation in the program and the directors will make a recommendation to the department chair.

Attendance:

A maximum of two unexcused absences is allowed without penalty. On the third unexcused absence, the highest grade possible is a B. A doctor's note is required for an excused absence.

XI. University Policies

Academic Integrity: The University is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The following acts violate the academic honesty standards:

1. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. Plagiarism—the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgement.

Instructor's Statement: The instructor reserves the right to adjust the syllabus schedule as necessary to meet the needs of this particular class. Changes will be communicated with students in a timely manner. It is your responsibility to keep informed about discussion topics and assignments. If in doubt, check with your instructor. Please remember to retain your syllabi after completion of the program; as it may be required in the future for certification and/or licensure purposes.

Personal Counseling: If you find that issues such as personal problems, career indecision, and time management difficulties are adversely impacting your successful progress at NSU, please contact the NSU Henderson Student Counseling Services at (954) 262-7050 or (954) 424-6911 for assistance. All NSU students are provided ten sessions at no charge.

Tutoring: Writing support is available through NSU's tutoring services. The tutor can assist with brainstorming and research, APA style, grammar, structuring, and formatting of papers. For more information, please call (954) 262-8350 or visit the tutoring website at <http://nova.edu/tutoring-testing/tutoring-services/>.

Disability Services: Candidates seeking accommodations under the Americans with Disabilities Act should contact the Office of Student Disability Services prior to the commencement of classes to discuss their needs. To obtain more information from the Office of Student Disability Services, please call (954) 262-7185, email disabilityservices@nova.edu, or visit their website at <http://nova.edu/disabilityservices>.

NSU'S Veterans Resource Center (VRC): links veterans with university and community resources, as well as provides a welcoming environment for student-veterans to meet, relax, and gather. The VRC is located on the second floor of the Rosenthal Building in Room 218. The room is open from 7:00 a.m. to 10:00 p.m., seven days a week. For more information about NSU's Veterans Resource Center, please contact Kelsey De Santis NSU's Veterans Resource Center Coordinator email kd835@nova.edu or vrc@nova.edu, call (954) 262-FLAG (3524), or visit nova.edu/veterans.

Cellular Phone Policy: The university recognizes the growing trend regarding student possession of cellular phones and electronic devices with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by NSU students must be in conjunction with express consent. Students are forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded.

XII. Appendix/Appendices

PSY 2602: Systems and Family Therapy Paper

Intervention Competency: Demonstrate the ability to apply the relevant research literature to clinical decision making

	Competency Met		Competency Partially Met		Competency Not Met		Score
	10	8	6	4	2	0	
1. Family Systems Theory Review and Case Conceptualization: <i>Student demonstrates knowledge of relevant concepts within family systems theory. Student describes and applies family systems concepts within a case conceptualization of the chosen vignette.</i>	Student clearly and accurately describes general systems and family systems concepts (e.g. interpersonal context, complementarity, circular causality, feedback loops, triangles, family structure, family rules, process/content, first and second order change, morphostasis and morphogenesis). Further, student accurately identifies these concepts' presentations in the case. Relevance of family systems to the case is highlighted and explored in detail. Student accurately applies earlier-identified family systems concepts into formulation of the vignette.		Students demonstrates only limited or basic understanding of family systems concepts and their relation to this case. Family systems concepts are apparent but their relevance to this case is not explored in depth. Family systems concepts are minimally integrated into case formulation; concepts are apparent but relevance to this case is not explored in depth.		Student's description of concepts is clearly incomplete or irrelevant to the case. The description lacks reference to any family-based literature or concepts. Student's description of earlier-identified concepts is not integrated into formulation of current case presentation. Student provides incomplete analysis of how family systems concepts are manifested/maintained in case.		/10
	5	4	3	2	1	0	

2.Literature Review and Critical Analysis: <i>Reference selection demonstrates understanding of family systems research literature. Student demonstrates effective command of the literature in its relevance to the case, the chosen theoretical orientation/treatment, and further demonstrates critical thought in its added value to the case.</i>	The literature review cites recent, relevant research presented in a well-organized, concise, and accurate manner. All critical literature that applied to the case and treatment was noted and explained in detail. Student recognized and provided sophisticated, critical analysis of biases presented in the literature review. Student shows evidence of critical evaluation skills, carefully and logically integrating into the paper the body of knowledge acquired in class. Concepts reviewed in the literature review are effectively integrated and are used to guide detailed exploration of their application to clinical decision-making and intervention in this case.	The literature review cites some, but not all, relevant research. Key relevant references were left out or insufficiently explained. Critical analysis of the literature was attempted and was fundamentally correct, with minor flaws. Minimal recognition of bias was included. Alternatively, the literature was primarily summarized but lacked cogent, logical analysis. Demonstrates adequate skill in selecting and evaluating family systems research to meet information need. However, there is an insufficient level of attention paid to how the family systems concepts are applied in the treatment of this case. Concepts may be described in detail but the impact on clinical decision-making is not really explored in depth.	Articles were not family systems based, and/or student was unable to identify central family systems concepts in the articles. Student drew conclusions that were not supported by the literature reviewed. Student simply repeats information without question or critical thought of its relevance and application to the case. Student dismisses evidence without justification, does not distinguish between fact and opinion, does not appropriately cite, or citations are inappropriate/ not related to the topic. General absence of any application of family concept to clinical decision-making in this case.	/5
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3. Treatment Plan: <i>Student describes the case problems, treatment orientation, treatment goals, measurable objectives, and step-by-step method through which those goals and objectives are to be achieved.</i>	A treatment plan is presented that clearly states the identified problem, treatment goals, objectives and a detailed method through which the problem will be addressed, and goals and objectives will be accomplished. The plan, problem, goals and objectives are identified in a way that is consistent with the chosen treatment and/or theoretical orientation. The theoretical orientation selected is appropriate, and evidence-based, for the presenting problems within the vignette.	A treatment plan is present, though minimally developed. Alternatively, treatment goals, objectives, and/or method are detailed, however do not coincide with one another and/or are not consistent with the identified theoretical orientation. Theoretical orientation selected is arguably appropriate for the case's presenting problems.	A treatment plan is either presented in disorganized, piecemeal fashion or is not present at all. Treatment goals, objectives, and/or method are omitted. Aspects of the treatment plan are loosely, if at all, based on identified theoretical orientation, or are contraindicated by the presenting problems.	/5
4. Writing: Organization, grammar, spelling, syntax are accurate and consistent with professional psychological writing.	The document is clearly written, easy to follow, and organized using headings and subheading. Few grammatical, syntactical, and/or spelling errors (fewer than 1 error per page).	The document is confusing or difficult to follow (or off track), and inconsistently organized (either headings and subheading are used inconsistently, or information is located under the wrong area). Some grammatical, syntactical, and/or spelling errors noted throughout (approximately 1 error per page)	The document is incoherent, and the information is presented haphazardly without any thread or logical sequence. Significant grammatical, syntactical, and/or spelling errors noted throughout (More than 2 errors per page)	/5

5. APA Format: APA 6 th edition writing, format, and organization is accurately used throughout the document	Title page, references, and in-text citations follow appropriate APA 6 th edition format. Headers are used correctly, appropriately, and aid in the organization of the paper.	Significant APA 6 th edition errors or multiple minor errors evident on the title page, references, and/or in-text citations. Headers are included, however do not enhance the organization of the overall document and/or diminish the document's overall quality/organization.	Student did not follow APA 6 th edition format consistently throughout the document. Aspects of APA format were omitted entirely to the detriment of the overall document.	/5
Total Score (Max = 30; 24 needed to pass competency)				/30

Assignment: Based upon a case vignette, student will articulate a family systems conceptualization and application of a family –based intervention /plan of action. Student will utilize information acquired in class (lectures, readings, and discussions) and a comprehensive review of peer reviewed publications in Family Systems journals pertaining to the treatment of the assessed condition. Since families are complex, several approaches to family therapy might be possible and the decision process, treatment of choice, sequence of treatment, etc. must be justified based on the literature. The paper will include the case conceptualization, the integration of family systems theory and relevant research, treatment plan and references. The final paper should be no more than 10 pages (not including title page and references).

A TOTAL SCORE of “12” IS REQUIRED TO PASS THIS COMPETENCY. Scores lower than 12 (average=4), require remediation before the

end of the semester. Remediation should ensure that the student achieves a score a score of 12 or better. Please use the rubric above to guide your remediation efforts.

FEEDBACK FOR STUDENT/INSTRUCTIONS FOR REMEDIATION (PLEASE INCLUDE A CLEAR STATEMENT OF HOW THE STUDENT WILL REMEDIATE DEFICIENCIES AND IN WHAT AREA(S)).

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remediation deadline date _____

faculty signature

date

student signature

date

With App Central, I could not delete the above. In order to demonstrate the competency, 80% (16 points) is required.