

**MFTH 7700: Assessment in MFT
Marriage and Family Therapy Program
Valdosta State University
Summer 2013**

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COURSE DESCRIPTION

This course focuses on the concepts and tools of assessment in the mental health field, particularly family therapy. We will be looking at how family processes may be assessed from a variety of contexts—for example, systemic, developmental, marital, and behavioral—the different models for assessing family functioning, and some of the individual and family assessment instruments that are used. You will obtain both a theoretical and practical understanding of the uses and limitations of various approaches to the clinical assessment of individuals, couples, and families. The goal of the course is to allow you to acquire an appreciation for the varying philosophies underlying assessment, relevant assessment concepts, various sources of appraisal information, and contextual interpretation of assessment data, including the influence of cultural and social diversity on testing, and to expose you to many of the tests in use today.

STUDENT LEARNING OUTCOMES (SLO'S):

1. Practice from a culturally sensitive lens.
2. Practice from a systemic lens.
3. Be prepared to obtain entry-level employment in mental health agencies.
4. Claim the professional identity of Marriage and Family.

Syllabi Specific Learning Objectives linked to SLO's

1. To understand assessment: What it is (Student Learning Outcomes: 3).
2. To understand assessment from a systemic point of view (Student Learning Outcomes: 2, 4).
3. To provide you with an overview of the issues, methods, and instruments used to define problems and indicate solutions in the clinical practice of marriage and family therapy (Student Learning Outcomes: 2, 3, 4).
4. To explore issues impacting observation and assessment (Student Learning Outcomes: 1, 2, 4).
5. To critically analyze current observation and assessment techniques for individuals, couples, children and families (Student Learning Outcomes: 1, 4).

Assignments for this course linked to SLO's

FamilyWorks Experience/Outreach	SLO 3:Be prepared to obtain entry-level employment in mental health agencies
Assessment Creation	SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies
Systemic Clinical Assessment	SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies
Assessment Handbook	SLO 3:Be prepared to obtain entry-level employment in mental health agencies
In Class Work	SLO 1:Practice from a culturally sensitive lens SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies SLO 4:Claim the professional identity of Marriage and Family Therapist.
Choose Own	SLO 2: Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies
On line Assignments	SLO 2: Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies

USE OF GRADING RUBRICS:

A grading rubric will be used for all major assignments. When a rubric is not included in your syllabus or on the web-based learning portal for this class, the *MFT Program Academic Assignment Evaluation Tool* will be used for papers, posters, or presentations. For written exams, the *MFT Exam Evaluation Tool* will be used. Both rubrics can be found and downloaded on the *Resources for Students* page of the MFT website.

REQUIRED TEXTS

Flemons, D. & Gralnik, L.M. (2013). *Relational suicide assessment: Risks, resources, and possibilities for safety*. New York: W.W. Norton & Company

RECOMMENDED TEXTS

Cierpka, M., Volker, T., & Sprenkle, D. H. (2005). *Family Assessment: Integrating multiple clinical perspectives*. Cambridge, MA: Hogrefe & Huber Publishers. ISBN: 0-88937-240-3

Gehart, D. (2010). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. Australia: Brooks/Cole. ISBN: 978-0-495-59724-7

RESPECT FOR DIVERSITY

In order to thrive and excel, a culture must hone the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical or cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

CHEATING POLICY:

Cheating involves violation of integrity and the Academic Code of Ethics. Examples include, but are not limited to the following:

- Using unauthorized notes on an exam, test, or class exercise.
- Plagiarizing on a paper or class exercise.

Definition of Plagiarism:

- 1) you cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context. As a rule of thumb, taking a passage of eight or more words without citation is a violation of federal copyright laws;
 - 2) it is not acceptable to edit or paraphrase another's words and present the revised version as your own work;
 - 3) it is not even acceptable to present another's ideas as your own-even if you use totally different words to express those ideas.
- Taking or procuring or attempting to take or procure an unauthorized copy of a test, exam.
 - Taking or modifying an instructor's grade book.
 - Copying from another student's exam, test, or class exercise.
 - Communicating with others during an exam, test, or exercise.

Whether the student involved is an active participant in the above, or the passive agent to the above makes no difference. In other words, assisting with and allowing the above to occur is also a violation of the Code of Ethics.

The act of student cheating dishonors the student, the student's peers, the faculty, and the entire academic enterprise. According to the departmental policy on cheating, "faculty feel strongly that academic cheating violates the integrity of the classroom environment." **Also, as outlined in the VSU Student Handbook, students who cheat will receive "a grade of "F" in the course."** Also, the instructor may decide that further action is warranted, and the case may "be referred to the Dean of Students where [more severe] official charges may be

drawn up." Students should consult with the instructor if there are any questions regarding academic honesty or dishonesty.

ACCOMODATIONS: Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY). Also, please discuss this need with the instructor at the time of the first class.

SUCCESS CENTER: The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. We provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of our services. Phone number 229-333-7570 and email is ssc@valdosta.edu.

ATTENDANCE POLICY:

While this class is a hybrid class (meeting face to face as well as having online content) the face to face meeting days are essential to integrating this material into your clinical work. Thus it is vital to attend these face to face meetings to pass the course. Since this course has only 4 meeting days missing a day or even arriving late or leaving early (from class or breaks) can result in missing a significant amount of material and thus earn a failing grade.

ASSIGNMENT POLICY: All assignments are expected to be turned in on time. If an assignment is not submitted on time the most points you can receive is 98%. If the assignment is not turned in by the end of the day it is due the most point you can receive is 95%. Then for every day the assignment is late an additional 5% points will be deducted. All exams, quizzes and assignments unless stated otherwise are due via blazeview. If the document is not submitted on time as outlined in the syllabus or in a format that can be read by the instructor or if the attached is blank then this is considered late and thus will not be accepted. In addition, the excuse of blazeview not working will also not be taken into consideration. Example: if an assignment is due on Monday at 9am and a student turns their paper in at Monday at 5pm the student has a perfect paper, however since the assignment was late they can only receive at the most 98% on this assignment. Second Example: if an assignment is due Monday at 9am and the student submits the assignment on Tuesday at 8am. The student has a perfect paper, however the most the student can receive for this assignment is 90%. If you have any questions about this policy please make an appointment.

BLAZEVIEW: Students are expected to be familiar and proficient with the blazeview software. Blazeview will be used in this class to enhance the overall class. We will use blazeview to obtain articles, additional information about assignments, hold class discussions, submit assignments, take exams, and watch videos. Each student is responsible for ensuring that you have the most current information and assignments. To ensure you have the most current information check the site often and check announcements. I will often use the announcements versus sending email. Not knowing about these announcements does not qualify as an excuse.

LIBRARY: Students are expected to be proficient in using the library system to obtain resources for papers. If you are unfamiliar or need a refresher you can schedule a consultation. Consultations are designed for in-depth or difficult research beyond what is typically possible at the Reference Desk. It provides VSU students, faculty and staff with the opportunity to work one-on-one with a member of Odum Library's Reference team. At a consultation you have opportunities for uninterrupted, focused sessions, training in advanced search techniques for specific electronic databases, in-depth discussion of your specific research needs, learning how and where to access appropriate databases, building skills in interpreting citations, and exploring various options for obtaining library materials. To make an appointment with a Reference Librarian phone (229) 333-7149 or <http://www.valdosta.edu/library/forms/consult.php>

In addition the Library has created a webpage for resources and additional help for our program located at <http://www.valdosta.edu/library/learn/guides/marriage.shtml>

For this class the library staff created a test and measurements page which can help identify, find information, and articles about tests and measurements. The web page is located at <http://www.valdosta.edu/library/learn/guides/EducationalandPsychologicalTestsandMeasurements.shtml>

Note all assignments will be closed by July 24th at 10pm. If you have not completed an assignment by the last day of the class you will not be able to complete this assignment and thus will earn a zero for the assignment. All assignments are open on the first day of class and can be completed at anytime. Waiting until the last moment to complete an assignment or Blazeview not working will not be a reason to have an extension.

COURSE REQUIREMENTS:

Class Participation:

In this class during the face to face meeting we will be using a variety of experiential activities which are essential to your learning about this topic. If you are not in class to complete the assignment or if you are busy texting, sleeping, etc. this will influence your grade and can result in not passing the course. These activities cannot be “made up” or be submitted late.

In class Role-Play (40 points):

During class time each student will be expected to be the “Co-Therapists and Team” and work with a “client” and conduct two role-plays. Students will not only be graded on participating but also on how well their work as a therapists and/or Team member is guided by class discussion & readings.

- Live Role-Play (1): The “Co-Therapists and Team” will be asked to conduct a evaluative session with a “client”. The “therapists” thinking, questions, and responses should be informed by the class discussions about this topic.
- Live Role-Play (2): The “Co-Therapists and Team” will be asked to conduct a session with a “client” who has reported that they are thinking of “harming themselves”. The “therapist” thinking, questions, and responses about the clients concerns should be informed by the work of Flemmons & Galnik.

After the role-plays, the “Co-Therapists and Team” will write up a reflection on blazeview discussion board about BOTH of these experiences.

Clinical Case Documentation (40 points): To assist each student in learning more about assessment and family therapy practice the class will be using Diane Gehart’s chapter on “A practical approach to theories and clinical case documentation”. Each will practice conceptualizing a case from a family therapy perspective, complete a family approach assessment, and create a treatment plan based on a family therapy modality. An example of how do these tasks has been provided and is located on blazeview. To complete the assignment each student should go to Blazeveiw and locate the folder “Clinical Case Documentation”. In this folder you will find a chapter on Narrative Therapy, a case scenario, and 3 forms (Case Conceptualization Form, Clinical Assessment, & Treatment Plan). Each student should use the Narrative therapy modality to inform the case conceptualization, clinical assessment, and treatment plan.

Choose ONE of the Following Assignments (20pts):

For all the following assignments you will need to digitally record your interactions. Upon completion of the activity, you should watch/listen to the digital file. Your reflection of watching/listening to your work should be included in the discussion. The digital file should be uploaded in the assignment submission located on blazeview.

Interview with a couple/family different from yourself

Choose a couple or a family who are “other”/different to you. For example, in race, religion, sexual orientation, country of origin, culturally, etc. This can be a happy family/couple or a couple/family struggling, but this is not about providing therapy or counseling (Advice).

To complete this assignment please read the article by Piercy et al. (1992). The article can be found on the blazeview. The article provides you with a rationale of how this type of interview can help beginning MFT's. Also the article provides you a list of questions that you can ask during the interview. The interview should be at least 30 minutes in length. After you have completed the interview be sure to ask for feedback about the process of the interview and your strengths and limitations as an interviewer. For example ask the couple/family “was there anything that you could have done differently to make this a more comfortable, safe process etc”. Next each student will write up a short reflection on blazeview discussion board about this experience

Strength Based Assessment:

Choose a partner to role-play the client while they role-play the therapist. The therapist will then ask questions at least 20 open ended questions (remember the 20 questions exercise from interventions (if not see Blazeview) then the therapist will ask the miracle question. The client will respond and then the therapist can ask any additional questions that they think will be helpful.

Then, the therapist should ask the client the following question “how did describing the effect of the miracle shape your perspective of the problem? Next the client should ask the therapist “think about your first impression of the problem, and then think about what you learned about the problem after you asked the miracle question. What did you learn about the meaning of the client's problem when he or she described the effect of the miracle that you did not know about from the initial description of the problem?”

Next, the therapist will need to create a new question that can achieve the same results as a miracle question. In addition, the new question cannot use any of the same major words as the miracle question. Next the therapist will write up a short reflection on blazeview discussion board about this experience and the new miracle question should be included in this reflection.

Assessment Practice

For this particular assignment you can carefully choose an assessment and give this to a client. Part of this assignment is practicing explaining the assessment to the client, presenting the assessment, explaining the results of the assessment or how you would incorporate the results of the assessment into your therapeutic relationship. This can be an individual, child, or family. If you do not have a client then you can choose a friend, family member, or class mate instead. Next each student will write up a short reflection on blazeview discussion board about this experience

Marriage/Couple Assessment: Each student will find a married, non-married but committed, cohabiting, or partnered individual or couple. Each student will choose one of the assessments we have read about or find an assessment that relates to being in a committed relationship. Next you will practice using this assessment with either one or both individuals in the relationship. This assignment is to help you practice explaining the assessment to the client, presenting the assessment, explaining the results of the assessment or how you would incorporate the results of the assessment into your therapeutic relationship. Next the therapist will write up a short reflection on blazeview discussion board about this experience.

Family Intake/Assessment: For this assignment each student will practice doing an intake with a family. Friends, family members, or classmates will have to play the part of a family (2 parents and a child (age 12)). The therapist

will use two different paper and pencil intakes which the therapist will use to ask the initial questions. Both intakes can be found on blazeview. Each role-play should be about 45 minutes.

First role-play the family will need to client will need to develop a problem that they would be seeking therapy. The therapist will use the first intake/assessment. After this assessment has been completed the therapist should ask themselves the following question “how do you understand the family and how they each understand the problem” (I advise actually trying to answer this question and to take notes of your response).

Second role-play again the family will need to client will need to develop a problem that they would be seeking therapy. The therapist will use the second intake/assessment. After this assessment has been completed the therapist should ask themselves the following question “how do you understand the family and how they each understand the problem” (I advise actually trying to answer this question and to take notes of your response).

Next, the therapist will write up a short reflection on blazeview discussion board about this experience.

Online Assignments:

Social Construction & Assessment (5pts):

Visit <http://www.taosinstitute.net/visual-resources> scroll down until you see “Resource List” choose 2 to 3 videos to watch. After watching the videos please go to blazeview and complete the required discussion.

Assessment Instruments Week (10pts):

You will be creating a handbook of assessment instruments that will consist of many of the typical psychological tests that you will see at your internship sites and future jobs. Each student will choose 1 test (to be chosen on the first day of class) and write a summary of the test, which you will submit to blazeview. The instructor then will create a booklet of assessment reviews for you to use as a resource. As a result, each of you will end up with a handbook that includes 20 of the commonly used assessments. For additional help with this assignment go to the web page is located at <http://www.valdosta.edu/library/learn/guides/EducationalandPsychologicalTestsandMeasurements.shtml>

Beck Depression Inventory	Minnesota perception-Diagnostic Test	ADD-H Comprehensive Teachers Rating Scale
Denver Developmental Screening Test	Minnesota Mutiphasic Personality Inventory	Minnesota Child Development Inventory
Rorschach	Stanford Binet Intelligence Scale	Thematic Apperception Test
Wechsler Preschool and primary Scale of Intelligence	Wechsler Intelligence Scale for Children-Revised	Bender Visual Motor Gestalt Test
California Psychological Inventory	Wechsler adult intelligence Scale-Revised	Conners Parent Rating Scale Revised
Dyadic Adjustment Scale	Locke-Wallace Marital Adjustment Test	Marital Status Inventory
Bem Sex Role Inventory	Beck Scale for Suicide Ideation	Kansas Marital satisfaction scale
Children’s Manifest Anxiety Scale	Personality inventory for children	California Test of Personality

Your summary should be one page and answer the following questions:

1. Title of the test
2. Who is the author of the test
3. What is the copyright year of the test
4. Who publishes the test
5. What does the test measure
6. Describe the test

7. How is the test usually used in the assessment
8. If possible a copy of the test, if not then examples of questions used
9. Psychometric properties (validity and reliability)
10. Provide at least one reference source for the test (a book or article, not the internet, if you include an internet reference, you must include two references)

Mental Status Exam Week (10pts): Each student will be expected to complete the mental status exam. We will start this assignment in class and each student will complete this individually. The assignment will be located on blazeview. Each student will submit their answers, compare their answers with the answers provided and grade how well they did on the assignment (assign a grade, A, B, C, D, or F).

Substance Abuse Week (15pts): The assignment will be located on blazeview. This assignment has 3 parts be sure to complete each section. Part 1 and 2 are similar to the mental status exam. Each student should go through the power point and answer the questions. Next, each student will submit their answers, compare their answers with the answers provided and grade how well they did on the assignment (assign a grade, A, B, C, D, or F). Part 3 also includes a power point, assessments and a discussion.

Couple and Marriage Week (10pts): Find an assessment used with couples to assess their relationship (married, partnered, cohabitating, committed relationship, etc.) that any client could find using the internet. If you fall into one of these categories then you can take the assessment yourself or have someone else take the assessment. Then, go to the discussion board located on blazeview to answer the following questions:

1. Indicate the name of assessment
2. Attach the assessment that you found and include details on how to find the assessment (link)
3. Provide a brief reflection of the assessment (from the point of view of the person who took the assessment)
4. Based on the questions what do you think the author(s) of the assessment believe is important in having a successful relationship?
5. Do you agree or disagree with these ideas and why?
6. Critique the assessment (strengths and weaknesses)
7. Do you think that these type of assessments should be used as a part of therapy? Explain your answer

Strength Based Week (5pts): Each student should find an assessment (not one included in the class or required book for the class) that you believe is strength based. Next, you will write up a summary (located on Blazeview, discussion), which should answer or include the following questions:

- Attach the assessment
- Include details on how to find the assessment (link)
- Indicate how this assessment is strength based (connect class discussion and readings about this topic)
- Provide specific examples which indicate this is a strength based assessment (example of questions from the assessment, examples of answers or statements from when you practiced, and/or statements by other professionals which illustrate how this assessment is strength based)
- Limitations of the assessment

Pre-Marital Counseling Week (10pts): Each student should review a pre-marital assessment that could be used during a clinical session with a couple seeking pre-marital therapy. Ideas of finding a pre-marital assessment: Use the information provided during the library session, go to a community religious center (church, synagogue, mosque, etc.), the counseling center, a local therapist, or try emailing an expert in the field for their expertise. After you have found your assessment please go to the discussion board on blazeview. Next, each student will enter the discussion and share with each other the assessments that you have discovered. In your discussion please post or

give us the link to your assessment (if you only have a paper version please get it scanned). Then enter the discussion and choose one of the assessments posted by your colleagues. After reviewing the assessment (take the assessment yourself, have another person take the assessment, etc.) next, provide a short critique of the assessment (strengths and weaknesses). Also, include in your post, several questions from the assessment that you believe would be helpful as a therapist working with a couple seeking pre-marital therapy.

Grading Scale

Clinical Case Documentation	40	24%	B = 80% to 89% of possible points
Role-Plays	40	24%	C = 70% to 79% of possible points
Choose Own	20	12%	D = 60% to 69% of possible point
On line Assignments	65	40%	F = 59% and below of possible points
Total Points	165		

Course Schedule: Tentative and Subject To Change

<p>June 5th-16th (Online)</p>	<p><u>TOPIC:</u> Refresher on Social Construction Social Construction & Assessment Using Test and Measurements</p> <p><u>READINGS</u> visit http://www.taosinstitute.net/visual-resources scroll down until you see “Resource List” choose 2 to 3 videos to watch <i>Chapter 1 & 2: Flemons</i></p> <p><u>ASSIGNMENTS DUE</u></p> <ul style="list-style-type: none"> • The handbook of assessment is due by June 16th. The information about the assessment is located in the syllabi under assessment instruments week (online assignments). Each student has been assigned an assessment instrument. To assist you in completing this assignment several weblinks have been provided in the syllabus. Also we have an embedded online librarian who will also be providing help. • Discussion Due on the videos (see blazeview)
<p>June 17th In Class Meeting</p>	<p><u>TOPIC:</u> Introduction to Assessment in MFT: The Who, What, When, Where, Why, and How of assessment The Philosophy, Politics, and Ethics of Assessment Family Assessment: FAD, BEAVERS, FOO, FACES GARF/GAF</p> <p><u>READINGS</u> <i>What is Assessment: Kenney</i> <i>Critique: Doherty & Flemons</i> <i>Chapter 3 & 4: Flemons</i></p> <p><u>ASSIGNMENTS DUE</u> Each student has been assigned one of the following: FAD, BEAVERS, FOO, FACES: Go to Blazeview, find what assessment you have been assigned and follow the directions. Each student should be ready to facilitate one of the family assessments and have completed an assessment and have scored the assessment (bring hardcopy to class).</p>
<p>June 18th In class Meeting</p>	<p><u>TOPIC:</u> Assessment with Diverse Groups: Limitations Mental Status Exam (start) Assessing Children: Play as assessment, drawings as assessment Evaluating our clinical work</p> <p><u>READINGS</u> <i>Culture & Assessment: Anderson</i> <i>Children & Assessment: Cierpka Ch. 10</i> <i>Chapter 5: Gehart</i></p> <p><u>ASSIGNMENTS DUE</u> NONE</p>
<p>June 24th In Class Meeting</p>	<p><u>TOPIC:</u> Crisis Intervention: Suicide, homicide, domestic violence, child abuse Theory, Assessment, and Case Planning</p> <p><u>READINGS</u> <i>Theory, Assessment, & Case Planning: Gehart power points Ch. 5, 7, 9, & 10</i> <i>Chapter 5: Flemons</i></p> <p><u>ASSIGNMENTS DUE</u> Role-Play 1: Evaluator Mental Status Exam Part 1 Due June 19, by 5pm Mental Status Exam Part 2 Due June 21 by 5pm</p>

June 25 th In class Meeting	<u>TOPIC:</u> Motivational Interviewing Suicide <u>READINGS</u> <i>Motivational Interviewing: Cordova</i> <u>ASSIGNMENTS DUE</u> Role-Play (2) Handbook of Assessment Instruments Due June 25, 10am
Week of June 26 th -30 th Online	<u>TOPIC:</u> Substance Abuse <u>READINGS</u> Review Power Point <u>ASSIGNMENTS DUE</u> Substance Abuse Part 1 Due June 26 by 5pm Substance Abuse Part 2 Due July 28, by 5pm Role-Play Discussions, Due by July 28 by 5pm
Week of July 1-5 Online	<u>TOPIC:</u> <i>Couples and Marriage</i> <u>READINGS</u> <i>Couples: Gottman: Ch. 4: The Assessment of Marriage</i> <i>Marriage Assessment: Cierpka Ch. 4 pp. 63-80</i> Review Power point <u>ASSIGNMENTS DUE</u> Couple and Marriage Week Assignment Due July 5, by 5pm
Week of July 8-12 Online	<u>TOPIC:</u> Family and Strength Based Assessments <u>READINGS</u> <i>Strength Based Assessment: Graybeal</i> <u>ASSIGNMENTS</u> Strength Based Week Assignment Due July 12, by 5pm Clinical Case Documentation Due July 12, by 5pm
Week of July 15-19 Online	<u>TOPIC:</u> <i>Pre-Marital Counseling</i> <u>READINGS</u> Larson, Stahmann Review Power Point <u>ASSIGNMENTS</u> Pre-Marital Counseling Week Assignment Due by July 19, by 5pm Your Choice of Assignment Due by July 19, by 5pm
July 23 rd Online	Last Day of Class Instructor Evaluations online Please Complete

ARTICLES FOR CLASS READINGS SEE BLAZEVIEW

- Andersen, T. (1996). Language is not innocent. In F. W. Kaslow. (Ed.), *Handbook of relational diagnosis and dysfunctional family patterns* (119-125). New York: John Wiley & Sons, Inc.
- Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant Paradigm. *Families in Society: The Journal of Contemporary Human Services*, 82, 233-243.
- Gottaman, J.M. (1999). *The marriage clinic: A scientifically based marital therapy*. New York: W.W. Norton Company
- Doherty, W. J. (1998, March/April). From hedgehog to fox: Retooling for an age of complexity. *Family Therapy Networker*, 22(2), 50, 52-57.
- Flemons, D. (1987). Zucchini Mush as a Misguided Way of Knowing. *Canadian Journal of Counseling*, 21, 161-164.
- Halpern, H. A.; Canale, J. R.; & Gant, B. L. (1979). A systems-crisis approach to family treatment. *Journal of Marital & Family Therapy*, 5(2), 87-94
- Jurich, A.P. (2001). Clinical update: Suicidal ideation and behavior. Retrieved 11 November, 2004, from www.aamft.org

- Keeney, B. P. & Cromwell, R. E. (1977). Toward Systemic Diagnosis. *Family Therapy*, 6, 225-236.
- Piercy, F., Limansubroto, C., Burg, J. & Ludes, J., et al. (1992). Families training therapists: The voluntary family exploration interview. *Journal of Family Psychotherapy*, 3(3), 41-55.

Additional Recourses

- Aponte, H. J. (1994). *Bread & spirit: Therapy with the new poor* (Chp 2: Assessment in family therapy, pp. 32-57). New York: W. W. Norton & Company.
- Bagarozzi, D. A. (1996). *The couple and family in managed care: Assessment, evaluation, and treatment* (Chp 2: Individual diagnoses and marital/family assessment: A complementary process & Chp 3: Choosing appropriate assessment instruments for marital and family intervention, pp. 11-50). New York: Brunner/Mazel.
- Bayley, N. (1993). *Manual of the Bayley Scales of Infant Development*. San Antonio: The Psychological Corporation. (BSID)
- Beavers, R. W., & Hampson, R. B. (1990). *Successful Families: Assessment and Intervention*. New York: Norton.
- Boughner, S. R., Hayes, S. F., Bubenzer, D. L., & West, J. D. (1994). Use of standardized assessment instruments by marital and family therapists: A survey. *Journal of Marital and Family Therapy*, 20, 69-75.
- Conoley, J.C. & Werth, E.B. (Eds). (1995). *Family assessment*. Lincoln, Nb: Buros Institute of Mental Measurements.
- Dausch, B. M., Miklowitz, D.J., & Richards, J. A. (1996). Global Assessment of Relational Functioning Scale (GARF): II. Reliability and validity in a sample of families of bipolar patients. *Family Process*, 35, 175-189.
- Donovan, D. M. (1999). Assessment strategies and measures in addictive behaviors. In B. S. McCrady & E. E. Epstein (Eds.), *Addictions: A comprehensive guidebook* (pp. 187-215). New York: Oxford University Press.
- Epstein, N.B., Baldwin, L.M., & Bishop, D. S. (1983). The McMaster Family Assessment Device. *Journal of Marital and Family Therapy*, 9, 171-180. **(The MFAD)**
- Filsinger, E.E. (1983). *Marriage and family assessment: A sourcebook for family therapy*. Beverly Hills, CA: Sage.
- Filsinger, E.E., & Lewis, R.A. (Eds.) (1981). *Assessing marriage: new behavioral approaches*. Beverly Hills, CA: Sage.
- Fischer, J., & Corcoran, K. (1994). *Measures for clinical practice: A sourcebook. Vol. 1: Couples, families, and children*. (2nd edition). New York: Free Press.
- Flemons, D., Green, S., & Rambo, A. (1996). Evaluating therapist's practices in a postmodern world: A discussion and a scheme. *Family Process*, 35, 43-56.
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Electronic Sources: Assessment, Tests, and Measures

- American Evaluation Association Provides information on news, contacts, topical interest groups (TIG's), publications, web lists and links, etc.
- American Psychological Association: Testing and Assessment. There is much information here including a link to Other Testing-Related Sites.
- Buros Institute for Mental Measurements Provides links to resources that help locate specific tests. Also, a brief guide on using Mental Measurements Yearbook and Tests in Print.
- Internet Assessment Resources Includes "General" and "Subject" Assessment, "College Programs and Projects," "General Education," and "Discussion Lists."
- MetaDevelopment LLC Provides, online, for a minimal cost, the Miller Psychological Scales.
- PscySite Home Click on Information Resources to access some great links to Online Info with hundreds of links to psychological information organized by category, such as Tests and Measurement.
- Psych Screen Inc. Sells computer-generated psych test reports that can be processed on site or by mail/fax. Check out the Unlimited Use Test Samples.

- Rasch Analysis Tools Links to back issues of Rasch Measurement Transactions, which includes a cumulative table of contents