1) **Course Background**— The course I focused on for my Course Development Project was *MFT 630: Theoretical Foundations of Family Systems for Marriage and Family Therapy*. The main purpose of this course is to introduce students to systemic concepts related to problem formation in individuals, couples, and families and systemic interventions for helping individuals, couples, and families. The student’s role as therapist, and part of the system, will also be explored. The main purpose of this class is to help students think systemically about their role as a therapist and to think systemically in how they help people. This class is the first theory class that beginning masters students in the marriage and family therapy program take. The class has been part of the program curriculum for many years. However, the program recently made some changes in requirements for what is taught in this class, which required me to completely redesign the course. This class is required for students in the marriage and family therapy program.

2) **Learning Outcomes**—Learning outcomes for this course are as follows: a) Be able to think systematically, at a beginning master’s student level, about problems and interventions. b) Be able to describe, at a beginning master’s student level, your role as part of the therapy system. c) Be able to show how to apply systemic mechanisms of change. d) Be able to describe and use systemic ideas of change within diverse contexts and your mental models of change. These learning outcomes represent what the course is designed to do and what skills and knowledge students will have if they successfully complete the course. The marriage and family therapy program has four student learning outcomes—three of which are relevant for this discussion. These outcomes are for students to have knowledge of marriage and family therapy and systemic theories, be competent in the clinical skills they use, and gain an understanding and respect for diversity. The student learning outcomes for my course are inline with these three program outcomes.

3) **Course Activities**—Course activities focus on the application of material and understanding the role students’ play as therapists. The most current thinking on how students learn to be a better therapist is by supervised practice and application. Supervised practice is part of *MFT 655: Marriage and Family Therapy Practicum*. So my class focuses on application. Having students submitting a weekly writing assignment where they apply the readings to a clinical scenario did this. The readings and scenario are then discussed further in class. Students receive written feedback on their papers each week. This provides them many opportunities to apply the material. The weekly writing assignments are graded using a rubric that mirrors course objectives. Students final experience in the class is a role-play and
writing assignment were they are given a clinical scenario, similar to the ones from the weekly writing assignments and they have to implement skills from class. This is also grading using a rubric that mirrors course objectives.

4) **Assessments of Student Learning**—Each assignment was grading using a rubric that corresponds to course outcomes. Students are provided the opportunity to go through how they would apply course material to a different clinical scenario each week in their weekly writing assignments. Thus students have practiced the application of material each week and received feedback, prior to their final demonstration of learning on their final experience.

5) **Student Achievement of Learning Outcomes**—Student’s scores on weekly writing assignments and their final experience role-plays and papers provide evidence of student achievement of learning. I think the most convincing evidence is the scores they received on their final experience. The majority of students earned the equivalent of a B or better. These scores provide evidence because they come from rubrics that are linked to the course outcomes.

6) **Steps Planned or Taken to Improve Teaching and Student Learning**—For this class I used a mid course evaluation to gather information on changes that were needed to help improve student learning. The feedback I received was helpful in making some mid course changes in how material was presented. I also had a colleague conduct a peer evaluation of teaching. His feedback was overwhelmingly positive and highlighted the consistent links between my course outcomes, student learning, and student evaluation. He also spoke highly of my teaching in the classroom. My instructor rating for this course was lower than I have received in the past. This was due to the course being designed for MFT students, but also having Chaplin candidates take the course. I am not sure this course is appropriate for students from other programs, so I am working with the current MFT program director to sort this out. The one thing I learned from student feedback is that they would like more feedback on their weekly writing assignments. I will work to provide more detailed feedback in future classes. I also plan to continue using mid-course evaluations and peer review of my teaching.
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Scholarship Strategies Project—Final Report

Goals listed on my scholarship project that I wanted to accomplish prior to February 2015 were as follows:

1) Submit at least 4 first or second authored journal articles. The articles that I am planning on submitting are:
   a. Relationship of avoidance and anxiety in clinical couples—This paper will be submitted early June 2014. I am 1st author.
   b. The effectiveness of therapy interventions—This paper will be submitted by August 2014. I am 1st author.
   c. Demand withdraw patterns as a mediator between depression and relationship satisfaction—This paper will be submitted late June 2014. I am 2nd author.
   d. The sensitivity to change of the Intersession Report—This paper will be submitted in September 2014. I am 2nd author.
2) Stay focused on my program of research. Make sure students I work with and colleagues I collaborate with are conducting research that is related to my program of research.
3) Submit proposals to present at national conferences each year and make sure to turn the presentations into publications.

My evaluation of my success at achieving these goals is as follows:

1) I submitted 5 journal articles. I was first author on two of the articles, second author on two of the articles, and 5th author on the last article.
2) I was successful in staying focused on my program of research. The new students that I supervise are both doing their thesis on a topic closely related to my program of research. I have also said no to research opportunities that were not directly related to my program of research.
3) I was on four presentations at national conferences this year and am on 3 submissions for 2015. I am also in the process of submitting 5 additional presentations for 2015. The presentation where I was lead author, I had the bulk of the manuscript written prior to the presentation. It will be submitted Jan-Feb 2015 for publication.

Strategies I planned on employing from the scholarship project included the following:

1) Write something related to my research every day.
2) Share my ideas with colleagues at various stages of the research process.
My experience in applying the strategies listed above has been very beneficial to my productivity as a scholar. I read the book by Paul Silvia and it was very helpful in getting rid of barriers to writing. His book advocates scheduling in writing time, much like office hours or class time. He also advocates regular writing—daily if possible.

I did both of these things and scheduled my writing time and was able to write on 4-5 days each week. I was surprised and how much I was able to get done and how much easier writing is when it is done on a regular basis. Scheduling time for research and writing is part of my semester scheduling routine.

In the past I have not shared ideas for research projects or articles with colleagues until well into the development and writing stages. As part of my scholarship project, I committed to sharing my ideas earlier in the process. While this was not easy for me, I found it very helpful in refining ideas and saving time during the review process. I plan to continue to share my ideas with others earlier and throughout the research process.
Lee N. Johnson  
School of Family Life  

Citizenship Project—Final Report  

For my Citizenship project I proposed to do the following:  

1) I am a co-investigator on a large-scale marriage and family therapy process research project. This project is related to my program of research and has provided an opportunity to work with my colleagues. It has also given me a chance to contribute my knowledge and expertise. I am going to continue as a contributing team member on this project.  

2) I will continue to be a good citizen by attending school and program faculty meetings, serving on the school awards committee, and working with a sub-group of program faculty on improvements to the master’s program curriculum.  

My experience in completing my citizenship project was very positive. I had a great experience as a co-investigator on the marriage and family therapy project. It was very beneficial to build relationships with the other investigators on this project. I am not sure that I learned anything new though this, but it did reaffirm the importance of learning from others and working with good colleagues.  

I also had a good experience attending school and program faculty meetings, and working on the subgroup of faculty charged with revising the master’s curriculum. I learned that as a group we make good decisions to help foster student learning. My experience was also similar in working on the awards committee.