



Psy.D. Program in Organizational Psychology  
Graduate School of Applied and Professional Psychology (GSAPP)  
Rutgers University  
New Brunswick, New Jersey  
Fall 2021

18:829:616

Credits: 3

Level: Graduate

Thursdays 3:35pm-6:05pm

Instructor: Katherine Fackina, Ph.D.

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Office Hours: by appointment.

The instructor will make every reasonable effort to meet with students whenever necessary.

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**Rutgers University Mission:** As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

**GSAPP Mission:** The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

**Core Values.** We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.

2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

**Program Mission:** The purpose of the organizational psychology program is to provide students with the finest possible graduate education for the practice of organizational psychology, and for the possibility of becoming license-eligible in New Jersey and other states for the practice of psychology.

The practice of organizational psychology consists of intervening with organizations to achieve one or more of the following objectives: (1) raise performance, (2) improve processes and relationships, (3) enhance fairness and equity, and (4) increase subjective well-being. Organizational psychologists work within the context of organizations, although interventions may focus on individuals, pairs of individuals, groups, combinations of groups, or whole organizations. Methods of intervention derive from explicit psychological concepts and theories appropriate to the objectives and entities engaged in change processes. When fully utilized, the practice of organizational psychology begins with assessment or diagnosis, proceeds to design and implementation, and concludes with evaluation of the efforts to bring about change. Organizational psychology is practiced with service- delivering and product-generating organizations from the public, private, and not-for-profit sectors of society.

### **Course Description**

This course introduces family systems theory as a new paradigm for conceptualizing human dilemmas; the major theoreticians and schools in the family therapy field; core concepts and their relevance for application; basic interventions, implementation of change, and the main attitudes of a family therapist exemplified through a variety of systematic experiences; formulation of a psychosocial assessment; and the psychologists' use of self. A number of different schools of family therapy are explored, including structural, Bowenian, strategic, behavioral, narrative, and multisystemic.

### **Course Overview**

This course will be presented as an online course, which will entail live weekly meetings via Zoom. Each week's assignments are listed on the course schedule.

### **Objectives for the course:**

1. To gain working knowledge of the major theoretical perspectives on family systems theory and systemic therapies and their implications for organizational psychology.
2. To familiarize with systemically designed assessment tools in order to guide and inform interventions with organizational systems.
3. To begin to critically conceptualize organizational dynamics through application of relevant systems theories including interventions and implications for change.
4. To construct a personal theoretical approach to assessing and intervening in organizations within a systems context.

### **Assignments and Evaluation Method:**

1. **Journal Article Summary/Presentation**- Each student will summarize and present one scholarly journal article focusing on a systemically related issue in working with organizations. These article summaries are short (1- 2 pages, double-spaced) designed to familiarize students with identifying quality research articles, summarizing research, and critically evaluating the research. Each summary should briefly, and in your own words, state the purpose of the study, methods the researcher(s) used, study findings, study conclusions, and your perceptions of the research.

Here are some basic guidelines: Be sure to write in APA style, no sources older than 2000 (unless it is the theorist or the main resource for a topic), write simply and be concise, cite appropriately, and use editing or the writing lab on campus.

Oral presentations should be brief (no more than 10-12 minutes please!) and include an accompanying PowerPoint presentation. Students should be prepared to discuss how the research fits with other class topics or readings and engage in a brief questions and answer period. Classmates are encouraged to support one another in actively attending to the presentation, asking questions, and sharing thoughts and ideas.

2. **Threaded Discussions**- when an online class is scheduled, students will complete posts online, under the direction of the instructor, and interact with their classmates.

3. **Personal Reflection Journals (2- 10 Points each)**- Compose a journal (2-3 pages) reflecting your processing of the theories reviewed to date and the implications and applications of these models within the context of organizational psychology. Your writing should demonstrate your ability to describe, compare, and contrast these theoretical perspectives. Journals should also include brief reflection of your perceptions of these approaches in terms of contributing to or contradicting your evolving personal model.

4. **Final Project**- Throughout the course of the semester, you will work to construct and compose your own model for conceptualizing, assessing, and working with organizations incorporating a systems framework. This model is to take into account the theoretical perspectives explored in this course as well as the experiential and clinical contexts you bring to the process. In articulating your model, reflect on how your perspective allows for understanding the multidimensionality and interlocking contexts of organizations, their cultural dynamics and ethical considerations, and strengths and limitations of your approach. This program will be designed for an organizational issue or dilemma of your choice, and you are encouraged to use a group you have some familiarity with when possible.

5. **Participation and Attendance**- based on rubric, but simply put- show up, be on time, and participate in a meaningful way. To facilitate class discussions, students will prepare 2-3 discussion questions on the readings of the week. Ideally, these questions should draw on themes across topics and provoke critical thinking. We will rotate throughout the semester so 2-3 students offer questions per week. Questions should be emailed to me no later than 30 minutes prior to the start of class. Please keep in mind that a robust learning experience is enhanced through the mutual responsibility, presence, and contributions of all members.

The final grade will be determined and computed based on the following:

1. Journal Article Summary/Presentation	25
2. Threaded Discussions	
3. Personal Reflection Journals	20
4. Final Project	35
5. Participation and Attendance	20

Maximum Point Total

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100 points

### Grades and Grading Policy

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C	Average	70-79 (2.0) Grades of C do not count toward graduation
F	Failure	69 or below (0.0)
INC	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
PA	Pass	
NC	No credit given	

**Program requirement:** All students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

### Required Readings:

- Allen, T. (2013). The work-family role interface: A synthesis of the research from industrial and organizational psychology. In Weiner, I.B. (Ed.) *Handbook of psychology, 2<sup>nd</sup> Ed.* (pp. 698-718). New York, NY: Wiley.
- Appel, J., & Kim-Appel, D. (2008). Family systems at work: The relationship between family coping and employee burnout. *The Family Journal: Counseling and Therapy for Couples and Families, 16*(3), 231-239.
- Baral, R. & Bhargava, (2010). Work-family enrichment as a mediator between organizational interventions for work-life balance and job outcomes. *Journal of Managerial Psychology, 25* (3), 274-300.
- Barry, D. (1997). Telling changes: from narrative family therapy to organizational change and development. *Journal of Organizational Change Management, 10*(1), 30-46.
- Behrman-Mitrani, V. & Alejandra- Perez, M. (2003). Structural-strategic approaches to couple and family therapy. In Sexton, T.L., Weeks, G.R. & Robbins, M.S. (Eds.) *Handbook of family therapy: The science and practice of working with families and couples* (pp. 203-231). New York, NY: Brunner-Routledge.
- Beutell, N.J. & Wittig-Berman, U. (2008). Work-family conflict and work-family synergy for generation X, baby boomers, and matures: Generational differences, predictors, and satisfaction outcomes. *Journal of Managerial Psychology, 23* (5), 507-523.
- Billings, J.C., Kimball, T.G., Shumway, S.T., & Korinek, A.W., (2007). Organizational systems questionnaire (OSQ) validity study. *Journal of Marital and Family therapy, 33*(2), 149-164.
- Bitter, J.R. (2014). *Theory and Practice of Family Therapy and Counseling, 2<sup>nd</sup> Ed.* (Ch. 11) Strategic Family Therapy (pp. 257-283). United States: Brooks/Cole.

- Boverie, P.E. (1991) Human systems consultant: Using family therapy in organizations. *Family Therapy, 18*(1).
- Bowen, M. (1976). Theory in the practice of psychotherapy. In P. Guerin (Ed.), *Family therapy* (pp. 42-90). New York: Gardner.
- Brotheridge, C.M. & Lee, R.T. (2006). We are family: Congruity between organizational and family functioning constructs. *Human Relations, 59*(1), 141-161.
- Campbell-Clark, S. (2000). Work/family border theory: A new theory of work/family balance. *Human Relations 53*(6), 747-770.
- Carr, A. (1998). Michael White's narrative therapy. *Contemporary Family Therapy, 20*(4), 485-503.
- Chang, J. & Nylund, D. (2013). Narrative and solution-focused therapies: A twenty-year retrospective. *Journal of Systemic Therapies, 32*(20), 72-88.
- Clayton-Metheny, A. & Schindler-Zimmerman, T. (2001). The application of family systems theory to organizational consultation: A content analysis. *The American Journal of Family Therapy, 29*(5), 421-233.
- Engels, J.J. (2010). Introducing Bowen theory to business leaders. In Cohn-Bregman, O. & White, C.M. (Eds.) *Bringing systems thinking to life: Expanding the horizons of Bowen family systems theory* (pp.239-248). New York, NY: Routledge.
- Ernst-Kosseck, E. & Lautsch, B.A. (2012). Work-family boundary management styles in organizations: A cross-level model. *Organizational Psychology Review 2*(2), 152-171.
- Falloon, I.R. (1991). Behavioral family therapy. In Gurman, A.S. & Kniskern, D.P. (Eds.) *Handbook of family therapy, Volume II* (pp.65-95). New York, NY: Routledge.
- Greenhaus, J.H. (2008). Innovations in the study of the work-family interface: Introduction to the special section. *Journal of Occupational and Organizational Psychology, 81*, 343-348.
- Grzywacz, J.G., Carlson, D.S., Kacmar, K., & Holliday-Wayne, J. (2007). A multi-level perspective on the synergies between work and family. *Journal of Occupational and Organizational Psychology, 80*, 559-574.
- Hammer, L.B., Bauer, T.N., & Grandy, A.A. (2003). Work-family conflict and work-related withdrawal behaviors. *Journal of Business and Psychology, 17*(3), 419-436.
- Heraty, N., Morley, M.J., & Cleveland, J.N. (2008). Complexities and challenges in the work-family interface. *Journal of Managerial Psychology, 23*(3), 209-214.
- Heraty, N., Morley, M.J., & Cleveland, J.N. (2008). The work-family dyad: multi-level perspectives. *Journal of Managerial Psychology, 23*(5), .447-483

- Kahn, W.A., Barton, M.A., & Fellows, S. (2013). Organizational crises and the disturbance of relational systems. *Academy of Management Review*, 38(3).
- Kasper, H., Meyer, M., & Schmidt, A. (2005). Managers dealing with work-family-conflict: an explorative analysis. *Journal of Managerial Psychology*, 20(5), 440-461.
- Kern, R.M. & Peluso, P.R. (1999). Using individual psychology concepts to compare family systems processes and organizational behavior. *The Family Journal*, 7(3), 236-244.
- Kott, K. (2014). Applying Bowen theory to work systems. *OD Practitioner* 46(3).
- Madsen, W.C. (2016). Narrative approaches to organizational development: A case study of implementation of collaborative helping. *Family Process*, 55, 253-269.
- McCombs, W.T., Elloy, D.F., & Flynn, W.R. (1991). Structural family therapy as an organization development intervention strategy. *Organizational Development Journal* 9 (4), 74-80.
- Nichols, M.P. & Schwartz, R.C. (2005). *Family Therapy: Concepts and Methods, 7<sup>th</sup> Ed.* (Ch.7) Structural Family Therapy: The underlying organization of the family (pp. 171-196). Boston: Pearson.
- Norton, J. (2010) Bringing Bowen theory to family business. In Cohn-Bregman, O. & White, C.M. (Eds.) *Bringing systems thinking to life: Expanding the horizons of Bowen family systems theory* (pp.219-227). New York, NY: Routledge.
- Robertson, J.L., Dionisi, A.M., & Barling, J. (2018). Linking attachment theory to abusive supervision. *Journal of Managerial Psychology*, 33(2), 214-228.
- Romig, D.A. (2010). Bowen theory and the chain reaction of bad leadership and good leadership. In Cohn-Bregman, O. & White, C.M. (Eds.) *Bringing systems thinking to life: Expanding the horizons of Bowen family systems theory* (pp.229-238). New York, NY: Routledge
- Rotondo, D.M. & Kincaid, J.F. (2008). Conflict, facilitation, and individual coping styles across the work and family domains. *Journal of Managerial Psychology*, 23(5), 484-506.
- Sawyer, K.B., Thoroughgood, C., & Ladge, J. (2017). Invisible families, invisible conflicts: Examining the added layer of work-family conflict for employees with LGB families. *Journal of Vocational Behavior*, 103, 23-39.
- Sheidow, A.J., Henggeler, S.W., & Schoenwald, S.K. (2003). Multisystemic therapy. In Sexton, T.L., Weeks, G.R. & Robbins, M.S. (Eds.) *Handbook of family therapy: The science and practice of working with families and couples* (pp. 348-370). New York, NY: Brunner-Routledge.
- Short, R.R. (1985). Structural family therapy and consultative practice in organizations. *Journal of Consultation, F. 1985.*

- Sloan, D., Buckham, R. & Lee, Y. (2017). Exploring differentiation of self and organizational commitment. *Journal of Managerial Psychology*, 32(2), 193-206.
- Wilke, S.D., Wilker J.R.D., & Viglione, D.J. (2015). The corporate family model of leadership development. *The Psychologist-Manager Journal*, 18(2), 64-76.
- Wiseman, K. & Papero, D.V. (2010). How Bowen theory can be useful to people in the workplace: A conversation between people. In Cohn-Bregman, O. & White, C.M. (Eds.) *Bringing systems thinking to life: Expanding the horizons of Bowen family systems theory* (pp.209-217). New York, NY: Routledge

### Recommended Supplemental Readings:

- Guerin, P. J. (1976). Family therapy: The first twenty-five years. In P. J. Guerin (Ed.), *Family therapy* (pp. 2-22). New York: Gardner Press.
- Guttman, H.A. (1991). Systems theory, cybernetics, and epistemology. In A. S. Gurman & D. P. Kniskern, D. P. (Eds.), *Handbook of family therapy, volume II* (pp. 41-62). New York: Brunner Mazel.
- Massey, R. F. (1998). The evolution of family-systems theories. In E. P. Gielen & A. L. Comunian (Ed.), *The family and family therapy in international perspective* (pp. 27-65). Trieste, Italy: E3dizioni Lint Trieste.

### Core Texts:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

### Class Schedule: (Subject to change at Instructors discretion)

9/2 Week 1	Course introduction-	Brotheridge, 2006	
9/9 Week 2	Implications of Family Systems Theory for Organizational Psychologists	Clayton-Metheny, 2001 Boverie, 1991 Kern, 1999	
9/16 Week 3	Systemic Assessment of Organizations	Billings, 2007 Sloan 2017	
9/23 Week 4	Disturbances and Dilemmas in Organizational Systems	Rotondo, 2008 Appel, 2008 Kahn, 2013 Hammer, 2003	
9/30 Week 5	Family Systems Influences on Leadership	Kasper, 2005 Robertson, 2018 Wilke, 2015 Romig, 2010	
10/7	Bowenian Family Systems Theory	Bowen, 1976 Kott, 2014	

Week 6		Norton, 2010 Engels, 2010 Wiseman, 2010	
10/14 Week 7	Structural Family Systems Theory	Behrman-Mitrani, 2003 Nichols, 2005 McCombs, 1991 Short, 1985	
10/21 Week 8	Strategic Family Systems Theory	Behrman-Mitrani, 2003 Bitter, 2014	Reflection Journal 1 Due
10/28 Week 9	Behavioral Family Systems Theory	Falloon, 1991	
11/4 Week 10	Narrative Family Systems Theory	Carr, 1998 Barry, 1997 Madsen, 2016 (Chang, 2013- optional)	
11/11 Week 11	Multisystemic Family Systems Theory	Sheidow, 2003	
11/18 Week 12	The Work-Family Interface	Allen, 2013 Greenhaus, 2008 Heraty, 2008 vol 23-3 Grzywacz, 2007	Reflection Journal 2 Due
11/25	THANKSGIVING RECESS! ENJOY!		
12/2 Week 13	The Work Family Interface – Cont.	Heraty, 2008 vol 23-5 Campbell-Clark, 2000 Ernst-Kossek, 2012 Baral, 2010	
12/9 Week 14	Special Topics	Buetell, 2008 Sawyer, 2017	
12/16 Week 15	Special Topics and Course wrap-up		Final Project Due

## RUBRICS

### Journal Article Summaries

	Limited (1-2 points)	Good (3 points)	Accomplished (4 points)	Excellent (5 points)
<b>1. Purpose and focus</b>	No Awareness of audience and/or purpose lacking. Does not meet the assignment.	A Limited attempt to establish and maintain purpose and communicate with the audience. Assignment is vaguely addressed.	Clear objective focused on a purpose and evidence of voice and/or suitable tone. Attempt made at the assignment purpose.	Clear and consistent objective that establish and maintain a clear purpose and focus; evidence of distinctive voice and/or appropriate



				tone. Assignment purpose met.
<b>2. Development of Ideas</b>	Minimal idea development, limited and/or unrelated details.	The depth of idea development supported by limited relevant ideas	The depth of idea development is supported by elaborated and relevant details.	The depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence of analysis, reflection and insight.
<b>3. References and Citations</b>	Some or few references are cited; Missing list of references, reference list titles "Works Cited"	Use of references indicates some effort at research; Incomplete list of references. Minimal attempt at APA.	Use of references indicate ample research; Complete list of references. Average to above average use of APA style.	Appropriate use of references indicates substantial research; Complete list of references, perfect APA style.
<b>4. Organization</b>	Random or weak organization	Lapses in focus and/or coherence.	Uses logical organization	Careful and/or suitable organization in a scholarly manner
<b>5. Grammar and Formatting</b>	There are five or more misspellings and/or grammatical errors per page, or 8 or more in the entire document.	There are more than four misspellings and/or grammatical errors per page or six or more in the entire document. Errors distract from the work.	Few errors in grammar or format relative to length and complexity. There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	No errors in grammar  There are no more than two misspelled words or grammatical errors in the document.
<b>6. Language</b>	Incorrect and/or ineffective wording and/or sentence structure, no attempt at scholarly writing.	Simplistic and/or imprecise language, attempt made to write scholarly and scientific.	Acceptable effective language, Average to above average scholarly and scientific writing.	Precise and/or rich language including scholarly and scientific writing style.
<b>7. Sentence Structure</b>	Incorrect or lack of topic and/or ineffective wording and/or sentence structure, no APA	Simplistic and/or awkward sentence structure, several APA mistakes.	Controlled and varied sentence structure, some APA mistakes.	Variety of sentence structure and length, adherent to APA style (most current edition)

#### Conceptualization and Development of Personal Model

	<b>4</b>	<b>3</b>	<b>2</b>	
<b>Criterion</b>	<b>A-level qualities</b>	<b>B-level qualities</b>	<b>C-level qualities</b>	<b>1 or 0</b>
<b>Completeness</b>	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects;	Incomplete in most respects;

			reflects few requirements	does not reflect requirements
<b>Understanding</b>	Demonstrates a sophisticated understanding of the topics and issues	Demonstrates an accomplished understanding of the topics and issues	Demonstrates an acceptable understanding of the topics and issues	Demonstrates an inadequate understanding of the topics and issues
<b>Assessment, conceptualization, interventions, and recommendations</b>	Presents an insightful and thorough analysis of all issues identified; includes all necessary components of a comprehensive model	Presents a thorough analysis of most issues identified; includes most necessary components of a comprehensive model	Presents a superficial analysis of some of the issues identified; omits necessary components of a comprehensive model	Presents an incomplete analysis of the issues identified
	Makes appropriate and powerful connections between the issues identified and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the strategic concepts studied in the reading; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the strategic concepts studied in the reading
	Supports conceptualizations and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports conceptualizations and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports conceptualization and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports conceptualization and opinions with few reasons and little evidence; argument is one-sided and not objective
	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading
<b>Research</b>	Supplements case study with relevant and extensive research into the present situation of	Supplements case study with relevant research into the present situation of the company;	Supplements case study with limited research into the present situation of the company;	Supplements case study, if at all, with incomplete research and documentation

	the company; clearly and thoroughly documents all sources of information	documents all sources of information	provides limited documentation of sources consulted	
<b>Writing mechanics</b>	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized
<b>APA guidelines</b>	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines

### Participation Analysis

Criteria/Grade	A	B	C	F
<b>Regular Attendance</b>	Attends all classes	Misses 1 class	Misses 2 classes	Misses 3 or more classes
<b>Lateness</b>	Always on time	Lateness is neither often nor extensive	More than 3 lateness or lateness that accumulate for more than an hour	More than 4 lateness or lateness that accumulate for more than 2 hours
<b>Participation</b>	Actively participates, contributing appropriately to class discussions, shows evidence of reading texts, rarely leaves class	Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class – breaks, if used, are limited in time and number	Inattentive as evidenced by distracting behaviors. Little participation or evidence of reading. Takes frequent or long breaks	Takes frequent or long breaks, engages in alternate activities in class, little or no participation or evidence of reading
<b>Group Participation</b>	Fully actively engages in group work and discussion.	Generally attentive and participatory.	Poor participation, misses one of two experiential group activities.	No group participation.

### THREADED SCHOLARLY DISCOURSE

Students are responsible for participating as assigned, and by the assigned due date. Each Threaded Scholarly Discourse is worth 5 points based on the following rubrics.

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points
<b>Introduction</b>	Initial posting is excellent	Initial posting is very good and	Initial posting is good and	Initial posting is adequate	Initial posting is cursory	Initial posting lacks focus or

	and promotes further exploration and discussion	promotes engagement	promotes engagement			does not meet assignment directives
<b>Analysis</b>	Excellent reasoning and analysis throughout the TSD	Very good reasoning, and analysis throughout the TSD	Decent reasoning, and analysis throughout the TSD	Some inaccuracies or flaws in analysis or reasoning during the TSD	Unclear reasoning and analysis	Lacks analysis
<b>Support</b>	Ideas are supported by scholarly sources	Ideas are supported by non-scholarly sources	Ideas are supported by undocumented sources	Ideas are supported using only anecdotal sources	Ideas consist primarily of personal opinions	Ideas are cursory and unsupported
<b>Interaction</b>	Quality of responses to others is excellent, meaningful, and respectful	Quality of response to others is very good, meaningful, and respectful	Quality of response to others is adequate and respectful	Quality of response to others is simplistic but respectful	Quality of responses to others is irrelevant and/or curt	Does not respond to others in meaningful or respectful ways
<b>Style</b>	Postings are expertly written yet concise and focused.	Postings are very well written and focused	Postings are adequately written though wordy/or not graduate level	Postings are written with errors in spelling grammar and/or focus	Postings are haphazardly written with little focus.	Postings do not meet scholarly standards.

Postings will not be accepted after the close of the TSD.

### Presentation Rubric

	3 Points	2 Points	1 Point	0 Points
Relevant Topic	Excellent- topic is nuanced, approved by instructor, and related to the course.	Average- topic is acceptable, approved by instructor, and related to the course.	Below Average- unrelated topic, disregard of instructor approval.	Unacceptable/Not addressed- completely unrelated.
Content	Excellent- exceeds peer reviewed and scholarly content.	Average- is appropriately inclusive of the basic of the topic.	Below Average- missing significant pieces of the topic.	Unacceptable/Not addressed- no content.
Technology quality and production	Excellent- uses technology, editing, and art.	Average- perfectly suffice visual aids.	Below Average- issues formatting and organizing visual aids.	Unacceptable/Not addressed- no visual aids.
Confidence and presentation style	Excellent- clear, concise communication,	Average- OK, and academic. Shows organization and	Below Average- lack of cohesiveness and	Unacceptable/Not addressed- Lacking in all

	organized discussion, promotes audience engagement	planning. Not concise, lacks clear, articulate flow across concepts	organization. Reads directly from presentation vs discusses material	aspects of presentation techniques
Timeliness	Excellent-submitted early or on time.	Average-submitted in the last hour, but on time.	Below Average-late by single digit days.	Unacceptable-more than 2 weeks late.

### **Important Dates:**

GSAPP: <https://gsapp.rutgers.edu/about/academic-administrative-calendar>

### **Attendance and Participation:**

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5-point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive number of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy, and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those which are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty). They will require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

### **Computer/Cell Phone Use in Class**

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

### **Academic Integrity**

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

**APA Citation Style.** All papers MUST be written using the APA style (6 ed.).

### **Student Resources**

**For more information visit:** <https://gsapp.rutgers.edu/current-students/important-links>

### **Accommodations due to Disability**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation

supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form \(https://webapps.rutgers.edu/student-ods/forms/registration\)](https://webapps.rutgers.edu/student-ods/forms/registration).

**Title IX:** <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

**Counseling services.** Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.