Instructor: DeAnna Harris-McKoy, PhD  
Office: Warrior Hall 318K  
Email: d.harris-mckoy@tamuct.edu  
Office Hours: Mondays 9am-1pm & Thursdays 10am-4pm.

Method of Instruction and Course Access:  
This course is a hybrid course, and will use TAMUCT’s Blackboard (Bb) system (http://TAMUCT.blackboard.com) for turning in assignments and for selected portions of the course.

This course will be conducted primarily as a seminar and will include experiential components. For this process to be successful, students are expected to participate fully by reading assigned materials, attending class, and participating in class exercises and discussions in face-to-face class meetings, as well as within the Bb environment.

Student-Instructor Interaction: I will be available to meet to discuss and resolve class-related issues during my office hours. If you cannot come to my office hours, send an email so we can schedule an appointment time. I will also check and reply to emails during all office hours. Remember that there is only 1 of me and many of you, so allow at least 48 hours for a response.

Class Decorum: Student active participation is essential this course. In order for that to occur, it is expected that every student be respectful of the thoughts and feelings of others in this course. It is also expected that students will maintain confidentiality regarding the personal information that is shared during in this course.

UNILERT:  
UNILERT is an emergency notification service that gives TAMUCT the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at www.ct.tamus.edu/unilert.

COURSE INFORMATION

1.0 Course Overview

This course explores the identification and the development of the person of the therapist, which serves to hone the students’ skills in the use of themselves in their therapy. The result will be to increase self-awareness and therapeutic skill. The philosophy behind the course is that therapists live with unique struggles. As such, biology, family history, race, ethnicity, cultural, and spirituality, along with the effects of previous life choices, shape the person of the therapist and allow us to serve the profession of marriage and family therapy and clients in a unique way.

Special Consideration with Course Format: The course will examine how a professional’s personal life influences their therapeutic work through lectures, experiential exercises, discussions, and role-playing. Neither this course nor the activities in this course are considered therapy. Confidentiality is important to the integrity of this course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including the experiential activities, role-plays and conversations.

2.0 Intended Student Outcomes
Course Learning Outcomes – this course targets three of the MFT program’s Student Learning Outcomes:

(SLO-3) Assess how contextual issues affect individual lives and relational dynamics.

(SLO-5) Assess the influence of their social location and personal experiences on the conceptualization and intervention of cases.

It targets these SLOs through the following Course Learning Outcomes:

2.1 Students will recognize person of the therapist issues and their impact on the professional role as a MFT (SLO-5)

2.2 Students will monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes. (SLO-5)

2.3 Students will gain awareness of their values, attitudes, personal well-being, personal issues, and personal problems and the influence of these concepts on the quality of therapy. (SLO-3 & 5)

2.4 Students will consult with supervisor(s) if personal issues, attitudes or believes influence quality of therapy. (SLO-3 & 5)

3.0 Required Reading

Aponte, H. J. & Kissil, K. (2014). “If I can grapple with this I can truly be of use in the therapy room”: Using the therapist’s own emotional struggles to facilitate effective therapy. Journal of Marital and Family Therapy, 35, 381-394.


COURSE REQUIREMENTS

4.0 Course Requirements

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches.

Assignments:

4.1 Personal Genogram - Students are required to construct their personal genogram and present it to the class. See Bb for more details. (Addresses Student Outcome 2.1 & 2.2)

4.2 Clinical Role Play- Students will engaged in role-plays through out the semester. Role-plays will be video-recorded for students to view. (Assesses Student Outcome 2.2)

4.3 Reflection Paper – Students will complete a 2-4 page reflection paper concerning their signature theme. See Bb for more details. (Addresses Student Outcome 2.3)
4.4 **Final Paper**- Students will complete a 5-10 page reflection paper concerning person of the therapist, signature themes, and use of self. See Bb for more details. (Addresses Student Outcome 2.1 2.2, & 2.4)

5.0 **Grading Criteria Rubric and Conversion**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Genogram</td>
<td>35</td>
<td>A 135-150 points</td>
</tr>
<tr>
<td>Clinical Role Play</td>
<td>25</td>
<td>B 120-134 points</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>25</td>
<td>C 105-119 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15</td>
<td>D 90-105 point</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50</td>
<td>F &lt; 89 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
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</table>

6.0 **Posting of Grades**

All student grades will be posted on the Bb Gradebook. Students should monitor their grade status through this tool.

**TECHNOLOGY**

7.0 **Technology Requirements and Support**

**Requirements**

This course will use the new TAMUCT Blackboard Learn learning management system for class communications, content distribution, and assessments.

Log on to [https://tamuct.blackboard.com](https://tamuct.blackboard.com) to access the course.

Username: Your Tarleton email address (the complete email address, e.g. john.doe@go.tarleton.edu)
Initial password: Your DuckTrax ID (UID)

For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (your email and phone number) to discuss your situation.

Blackboard supports the most common operating systems:
Mac: Mac OS 10.6 “Snow Leopard®”, Mac OS 10.5 “Leopard®”, Mac OS 10.4 “Tiger®”

Check browser and computer compatibility by following the “Browser Check” link on the TAMUCT Blackboard logon page. ([https://tamuct.blackboard.com](https://tamuct.blackboard.com)). This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment.

Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under the My Courses tab. Click on that link and study the materials in this orientation course. The new Blackboard is a brand-new interface and you will have to come up to speed with it really quickly. This orientation course will help you get there. There is also a link to Blackboard Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course.
Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

7.1 Support
For technological or computer issues, students should contact the TAMUCT Blackboard Support Services 24 hours a day, 7 days a week:

Support portal with online chat: http://www.ct.tamus.edu/bbsupport
Phone: (855)-661-7965

For issues related to course content and requirements, contact your instructor.

8.0 Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 17th</td>
<td>Introduction to Course</td>
<td>Aponte &amp; Kissil (2014)</td>
<td></td>
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<tr>
<td>2</td>
<td>January 24th</td>
<td>Know Thy Self</td>
<td>UST Ch. 1 &amp; 2</td>
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<td></td>
<td></td>
<td></td>
<td>Last day to drop 1st 8-week classes with no record</td>
<td></td>
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<tr>
<td>3</td>
<td>January 31st</td>
<td>Know Thy Self</td>
<td>Genogram</td>
<td></td>
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<td></td>
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<td></td>
<td>February 1st</td>
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<td></td>
<td></td>
<td></td>
<td>Last day to drop 16-week classes with no record</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>February 7th</td>
<td>Know Thy Self</td>
<td>Genogram</td>
<td></td>
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<tr>
<td>5</td>
<td>February 14th (class online)</td>
<td>Know Thy Self</td>
<td>Lutz &amp; Irizarry (2009)</td>
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<td></td>
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<td></td>
<td>February 17th</td>
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<td></td>
<td></td>
<td></td>
<td>Last day to drop 1st 8-week classes with a &quot;Q&quot; or withdraw with a &quot;W&quot;</td>
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<tr>
<td>6</td>
<td>February 21st</td>
<td>Know Thy Self</td>
<td>Genogram Reflection Paper</td>
<td></td>
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<tr>
<td>7</td>
<td>February 28th</td>
<td>Know Thy Self</td>
<td>Genogram</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>March 7th</td>
<td>Know Thy Self</td>
<td>Genogram</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>March 14th</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>10</td>
<td>March 21st</td>
<td>Know Thy Self</td>
<td>Genogram</td>
<td></td>
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<tr>
<td></td>
<td>March 27th</td>
<td></td>
<td>Last day to drop 2nd 8-week classes with no record</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>March 28th</td>
<td>Know Thy Self</td>
<td>Genogram</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 31st</td>
<td></td>
<td>Last day to drop a 16-week course with a &quot;Q&quot; or withdraw with a &quot;W&quot;</td>
<td></td>
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<tr>
<td></td>
<td>April 3rd</td>
<td></td>
<td>Registration begins Summer for Graduates, Post-Baccalaureate and Seniors</td>
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</tbody>
</table>
12  April 4th  Clinical Awareness  Rober (2008)  Role Play

13  April 11th  Clinical Awareness  

14  April 18th  Clinical Awareness  UST Ch. 10 & 11  Role Play

15  April 25th  Awareness in Action  UST Ch. 3 & 6  Role Play

16  May 2nd  Awareness in Action  Final Paper  Role Play

17  May 12th  Awareness in Action  UST Ch. 12  Role Play

** This is a tentative course schedule and is subject to change.

** COURSE AND UNIVERSITY PROCEDURES AND POLICIES **

9.0  Drop Policy
If you discover that you need to drop this class, you must go to the Registrar’s Office and complete a Drop Request Form. Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be returned, completed and signed. Once you return the signed form to the Registrar’s Office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid.

10.0  Academic Integrity
Texas A&M University - Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

11.0  Access & Inclusion
At Texas A&M University - Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University’s programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at https://www.tamuct.edu/departments/access-inclusion/
Any information you provide is private and confidential and will be treated as such.

12.0 Tutoring
Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, contact information, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on https://www.tamuct.edu/departments/academicsupport/tutoring.php

13.0 University Writing Center
Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 11am-6pm Monday-Thursday. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

14.0 University Library
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: https://tamuct.libguides.com/
15.0 Absences and Grading
Students are required to attend and actively participate in class meeting. An initial 5 points will be deducted for all assignments submitted after the deadline. An additional 5 points will be deducted for every additional day an assignment is late.

16.0 Instructor’s Personal Statement
It is intended that the class environment will be conducive to increasing your knowledge about the topic and promoting self-discovery and personal growth. In order for that to occur, it is expected that every student be respectful of the thoughts, emotions, and behaviors of others in this course.