



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

Texas A&M University – Central Texas  
MFT 5382-Delinquency in Marriage and Family Therapy  
Fall 2017  
Online

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**Office Hours: Tuesdays and Thursdays 1pm-6pm**

**Method of Instruction and Course Access:**

This is a 100% online course. This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

**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 for a productive online learning environment. In order for that to occur, it is expected that every student be respectful of the thoughts of others in this course.

**911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**COURSE INFORMATION**

**1.0 Course Overview**

This course covers juvenile delinquency and adolescent substance use through systemic and contextual lens. MFT theories related to juvenile delinquency and adolescent substance use are examined and compared. Students will be knowledgeable about theories related to the development of delinquency and adolescent substance use within a systemic context. Students will be able to consider how systemic and contextual factors (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context) influence delinquent behavior and adolescent substance use. Student will learn about and compare MFT treatments and evidence based treatments of delinquency and adolescent substance use.

Prerequisites: MFT5301, MFT 5302, MFT 5381, PSYC 5304

**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-7)-** Demonstrate knowledge of current trends and research methods in the field of marriage and family therapy

It targets these SLO's through the following **Course Learning Outcomes:**

- 2.1 Students will demonstrate knowledge of the extant MFT literature, research, and evidence-based practices. (SLO-7)
- 2.2 Students will recognize contextual and systemic dynamics (e.g. gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context) (SLO-3)
- 2.3 Students will understand the clinical needs and implication of persons with comorbid disorders (SLO-3)

### 3.0 Required Reading

3.1 Hardy, K. V. & Laszloffy, T. A. (2005). *Teens who hurt: Clinical interventions to break the cycle of adolescent violence*. NY: Guilford Press.

3.2 Journal articles

- Agnew, R. (2003). An integrated theory of the adolescent peak in offending. *Youth & Society, 34*, 263-299.
- Bloom, B., Owen, B., Rosenbaum, J., & Deschenes, E. P. (2003). Focusing on girls and young women: A gendered perspective on female delinquency. *Women & Criminal Justice, 14*, (2/3), 117- 136.
- Chesney-Lind, M. & Okamoto, S. K. (2001). Gender matters: Patterns in girls' delinquency and gender responsive programming. *Journal of Forensic Psychology Practice, 1*(3) 1-30.
- Piquero, A. R. (2008). Disproportionate minority contact. *The Future of Children, 18*(2), 59-79.
- Claus, R. E., Vidal, S., Harmon, M. (2017). Racial and ethnic disparities in the police handling of juvenile arrests (NCJ Publication No. 250804).
- Crespi, T. D. & Giuliano, A. J. (2001). Juvenile delinquency and adolescent violence: Focus for family therapy and consultation in independent practice. *Journal of Psychotherapy in Independent Practice, 2*, 2, 83-95.
- Henggeler, S. W. & Sheidow, A. J. (2012). Empirically supported family therapy treatments for conduct disorder and delinquency in adolescents. *Journal of Marital and Family Therapy, 38* (1), 30-58.
- Hinton, W. J., Sheperis, C., Sms, P. (2003). Family-based approaches to juvenile delinquency: A review of the literature. *The Family Journal, 11*, 167-173.
- Liddle, H. A. (2010). Multidimensional family therapy: A science-based treatment system. *Australian & Ne Zealand Journal of Family Therapy, 31*, 2, 133-148.
- Liddle, H. A., Rowe, C., Diamon, G. M., Sessa, F. M., Schmidt, S., & Ettinger, D. (2000). Toward a developmental family therapy: The clinical utility of research on adolescence. *Journal of Marital and Family Therapy, 26*, 485-499.
- McNeil, S. N., Herschberger, J. K., Nedela, M. N. (2013). Low-income families with potential adolescent gang involvement: A structural community family therapy integration model.
- Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review, 4*, 674-701.
- Mullis, R. L., Cornille, T. A., Mullis, A. K., & Huber, J. (2004). Female juvenile offending: A review of characteristics and contexts. *Journal of Child and Family Studies, 13*, 205-218.

- Myers Avis, J. (1985). The politics of functional family therapy: A feminist critique. *Journal of Marital and Family Therapy*, 11, 2, 127-138.
- National Juvenile Defender Center (2014). What juvenile defenders should know about the DSM-5.
- Onedra, J. (2006). Functional family therapy: An interview with Dr. James Alexander. *The Family Journal: Counseling and Therapy for Couples and Families*, 14,3, 306-311.
- Sexton, T. & Turner, C. W. (2011). The effectiveness of functional family therapy for youth with behavioral problems in a community practice setting. *Couple and Family Psychology: Research and Practice*, 1, 3-15.
- Sharkey, J. D., Stifel, S. W. F., Mayworm, A. M. (2015). How to help me get out of a gang: Youth recommendations to family, school, community, and law enforcement systems. *Journal of Juvenile Justice*, 4 (1), 64-83.
- Szapocznik, J., Schwartz, S. J., Muir, J. A., & Brown, C. H. (2012). Brief strategic family therapy: An intervention to reduce adolescent risk behavior. *Couple and Family Psychology: Research and Practice*, 1,2, 134-145.
- Thornberry, T. P., Krohn, M. D., Lizotte, A. J., Chard-Wierschem, D. (1993). The role of juvenile gangs in facilitating delinquency behavior. *Journal of Research in Crime and Delinquency*, 30,1 55-87.
- Tolan, P. H., Cromwell, R. E., Brasswell, M. (1986). Family therapy with delinquents: A critical review of the literature. *Family Process*, 25, 619-649.
- Wells, C. Adhyaru, J., Cannon, J., Lamond, M., Baruch, G. (2010). Multisystemic therapy (MST) for youth offending, psychiatric disorder and substance abuse: case examples from a UK MST Team. *Child and Adolescent Mental Health*, 15,3, 142-149.

## 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. It is expected that you put forth effort in writing your research paper. If you choose not to put in effort and plagiarize material from other sources, you will either receive an F for the assignment or the course. You may also be reported to the Office of Student Conduct for Academic Dishonesty. Please see the Academic Integrity policy.

#### Assignments:

- 4.1 **Literature Review-** Student will write a 10-15 page paper concerning juvenile delinquency or adolescent substance use. The paper should be written in APA format and include at least 10 references. Further instructions are on Canvas.
- 4.2 **Quizzes-** Students will take 6 quizzes covering the topic for that week.
- 4.3 **Discussion Board-** – 8 DB Forums. You are required to post an initial post (250-400 words) as a response to the assigned reading or videos for that forum and then you are to reply to at least two different classmates with a reply post (100 words each). Specific directions for discussion boards will be posted on Canvas. Initial posts are due on Tuesdays by 11:59pm and Responses are due by Thursdays at 11:59pm.

#### Discussion Board Rules

This is a space for us to share our idea, engage in dialogues, and learn from each other. Below are criteria for the discussion post, criteria for content of the discussion post, and rules about etiquette.

Criteria for discussion post

The initial post should be at least 250 words. You are required to respond to at least two other initial posts. The responses should be at least 100 words each. The post are due by 11:59pm on the designated date. Points will be deducted for late post.

Criteria for content

The content of the discussion board should be your own ideas supported by information from the text, assigned readings, PowerPoints, or other scholarly references you find. You post should not **entirely** consist of quotes from an outside source, regurgitation of someone else’s ideas, or personal stories.

For example:

Big Bird (2012) stated that sexual violence was not an issue in developed countries. I disagree with that statement. I intern at a domestic violence shelter for my practicum and hear about the violence that occurs in this area. Even though Elmo (2013) stated that violence against women is lower in countries that have more liberties for women, violence against women in developed countries is still an epidemic. Since most victims of sexual violence know their perpetrator (Kermit, 2007) and most perpetrator are male (Dora 2013), I believe that we should develop preventative programs in middle and high school about sexual violence.

Discussion Board Etiquette

- Refrain from inappropriate language and personal attacks.
- Review your comments before you post for spelling and grammatical errors and to make sure it’s what you really want to say.
- Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Disagree with ideas, but do not make personal attacks.
- Be open to be challenged or confronted on your ideas or prejudices.
- Challenge others with the intent of facilitating growth. Do not demean or embarrass others.
- A majority of your reply should not be quotes from the initial post.

4.4

5.0 **Grading Criteria Rubric and Conversion**

Assignment	Point Value	Point to Letter Grade Conversion
Discussion Boards	40 points	A- 179-200
Quizzes	60 points	B- 159-178
Research Paper	75 points	C- 139-158
Assessment	25 points	D- 120-138
		F- <119
<b>Total</b>	<b>200 points</b>	

6.0 **Posting of Grades**

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

**TECHNOLOGY**

**7.0 Technology Requirements and Support**

**Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

**Technology Support.**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

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

**8.0 Tentative Course Calendar**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
<b>1</b>	<i>Aug 28<sup>th</sup></i>	<i>Add/Drop/Late Registration begins</i>		
<b>1</b>		Introduction to Course and Introduction to Delinquency	Moffitt, 1993	<b>Quiz Due by 9/3/17 at 11:59pm</b>
<b>1</b>	<i>Aug 30<sup>th</sup></i>	<i>Add/Drop/Late Registration ends, 16-week and 1<sup>st</sup> 8-week classes</i>		
<b>1</b>	<i>Sept 1<sup>st</sup></i>	<i>Priority Deadline to Submit Graduation Application</i>		
<b>2</b>		Explaining and Categorizing Delinquency	Agnew, 2003  What juvenile defenders should know about the DSM-5 (on Canvas)	<b>Quiz Due by 9/10/17 at 11:59pm</b>
<b>2</b>	<i>Sept 5<sup>th</sup></i>	<i>Last day to drop 1<sup>st</sup> 8 week classes with no record</i>		
<b>3</b>		Disproportionate Minority Contact	Claus, Vidal, & Harmon, 2017 (on Canvas)  Piquero, 2008 (on Canvas)	<b>Discussion Board</b>
<b>3</b>	<i>Sept 13<sup>th</sup></i>	<i>Last day to drop 16-week classes with no record</i>		
<b>4</b>		Gangs	Sharkey, Stifel, & Mayworm, 2015  Thornberry, Krohn,	<b>Discussion Board</b>

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			Litzotte, Chard-Wierschem, 1993	
<b>4</b>	<i>Sept 22<sup>nd</sup></i>	<i>Last day to drop 1<sup>st</sup> 8-week class with a Q or withdraw with a W</i>		
<b>5</b>		Girls and Delinquency	Mullis, Cornille, Mullis, & Huber, 2004  Bloom, Owen, Rosenbaum, & Deschenes, 2003  Chesney-Lind, & Okamoto, 2001	<b>Discussion Board</b>
<b>6</b>		Systemic view of Delinquency	Hardy & Laszloffy Chs 1-5	<b>Quiz Due by 10/8/18 at 11:59pm</b>
<b>6</b>	<i>Oct 6<sup>th</sup></i>	<i>Deadline to submit graduation</i>		
<b>7</b>		Systemic view of Delinquency	Hardy & Laszloffy Chs. 6-11	<b>Quiz Due by 10/15/17 at 11:59pm</b>
<b>8</b>		Treatment	Hinton, Sheperis, Sms, 2003  Tolan, Cromwell, & Brasswell, 1986	<b>Discussion Board</b>
	<i>Oct 20<sup>th</sup></i>	<i>Last day to withdraw from the University (1<sup>st</sup> 8-week classes)</i>		
<b>9</b>	<i>Oct 23<sup>rd</sup></i>	<i>Add/Drop/Late Registration begins, 2<sup>nd</sup> 8-week classes</i>		
<b>9</b>		Treatment: Functional Family Therapy	Sexton, & Turner, 2011  Onedra, 2006  Myers Avis, 1985	<b>Discussion Board</b>
<b>9</b>	<i>Oct 26<sup>th</sup></i>	<i>Add/Drop/Late Registration ends, 2<sup>nd</sup> 8-week classes</i>		
<b>10</b>	<i>Oct 30<sup>th</sup></i>	<i>Last day to drop 2<sup>nd</sup> 8 week classes with no record</i>		
<b>10</b>		Treatment: Multidimensional Family Therapy	Liddle, 2010	<b>Quiz due by 11/5/17 at 11:59pm</b>
<b>11</b>		Treatment: Brief Strategic Family Therapy	Szapocznik, Schwartz, Muir, & Brown, 2012	<b>Discussion Board</b>
<b>11</b>	<i>Nov 10<sup>th</sup></i>	<i>Last day to drop with a Q or withdraw with a W (16-week classes)</i>		
<b>12</b>	<i>Nov 14<sup>th</sup></i>	Structural Family therapy	McNeil, Herschberger, & Nedela, 2013	<b>Discussion Board</b>
<b>12</b>	<i>Nov 17<sup>th</sup></i>	<i>Last day to drop a 2<sup>nd</sup> 8-week class with a Q or withdraw with a W</i>		
<b>13</b>		Multisystemic Family Therapy	Wells, Adhyaru, Cannon, Lamond, & Baruch, 2010	<b>Quiz due by 11/19/17 at 11:59pm</b>
<b>14</b>		Professional Practice	Crespi & Giuliano, 2001	<b>Discussion Board</b>
<b>15</b>		Assessments	Risk/Needs Assessments for Youths (on Canvas)  Risk Assessment Systems (on Canvas)	<b>Assessment Due December 6<sup>th</sup> 11:59pm</b>

<b>16</b>		Final		<b>Research Paper Due Dec 13<sup>th</sup> 11:59pm</b>
<b>16</b>	<i>Dec 15<sup>th</sup></i>	<i>Last day to withdraw from the University (16 week and 2<sup>nd</sup> 8-week classes) Last day to file for Degree Conferral (Registrar's Office) Commencement</i>		

**COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

**9.0 Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf]. 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 completed, signed and returned. Once you return the signed form to the Registrar’s Office, 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 drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**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 Academic Accommodations**

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 a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

**12.0 Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, 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, 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 Larry Davis at [lldavis@tamuct.edu](mailto:lldavis@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 A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **13.0 The 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 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. 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) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. 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](mailto: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 A&M-Central Texas 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 A&M-Central Texas 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 [Library website](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].

### **15.0 Absences and Grading**

Students are encouraged to attend and actively participate in every class meeting. However, students will not be graded for attendance. 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.

**A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].