



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Texas A&M University – Central Texas
Assessment and Treatment of Diverse Families-MFT 5309-110
Spring 2018
Tuesdays 2:00-4:45pm
Founder's Hall 309

Instructor: Hao-Min Chen, Ph.D.
Office: Warrior Hall 318 N
Email: hmchen@tamuct.edu
Office Hours: By appointment

Method of Instruction and Course Access:

This course is a hybrid course. Supplemental materials are made available online using the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

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 Canvas environment

Student-Instructor Interaction: I will be available to meet to discuss and resolve class-related issues during my office hours. Please send an email so we can schedule an appointment during my office hours or other times that we both are available. 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 24 hours for a response.

Class Decorum: 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.

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>] 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 provides an overview of the impact of diversity, power, and privilege as related to culture, class, ethnicity, gender, sexual identity, and religion in families and the influence of context on couple and family treatment. Assessment will focus on the use of genograms and treatment will focus on effectively helping multi-stressed families. Students will be required to participate as the therapist in mock therapy sessions during the semester, and will also be required to complete a genogram on their own family.

2.0 Intended Student Outcomes

Relevant Core Competencies (CCs) from the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE) are referenced. See Bb for the full list of COAMFTE CCs.

2.1 Students will demonstrate the ability to conceptualize client systems through a MFT lens.

- a. Students will describe members of client systems, including identified patient, significant others, relevant identifiers, and background information. Addresses CCs 1.3.2, 1.5.3, 2.3.7, and 5.3.2.
 - b. Students will identify the client system's presenting problem. Addresses CCs 1.3.1 and 2.3.9.
 - c. Students will analyze client systems using various MFT theoretical concepts of their choosing (e.g. Structural Therapy, Solution-Focused, Narrative, etc.) by developing appropriate hypotheses regarding the client system based on these concepts. Addresses CCs 1.1.1, 1.1.2, 1.2.1, 2.2.3, 2.3.8, 4.1.1, and 4.1.2.
 - d. Students will discern potential areas of agreement or disagreement between the therapist and members of the client system. Addresses CC 2.3.9.
- 2.2** Students will clinically assess client systems.
- a. Students will assess an IP's mental status and diagnose them according to the latest version of the DSM. Addresses CCs 1.2.2, 2.1.1, 2.1.2, 2.1.5, 2.1.6, 2.3.1, and 2.3.4.
 - b. Students will assess medical issues that should be considered in assessment and treatment. Addresses CCs 2.2.5 and 3.1.3.
 - c. Students will assess crisis issues in assessment and treatment. Addresses CC 2.3.5.
 - d. Students will assess relevant legal and ethical issues as they arise in therapy. Addresses CCs 3.3.6, 3.4.3, 5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.4, 5.3.5, and 5.3.6.
 - e. Students will recommend appropriate medical, psychiatric, or other support referrals as they arise in therapy. Addresses CCs 1.2.3, 2.2.4, and 3.5.2.
 - f. Students will develop prognoses of client systems, appropriate treatment modalities, and appropriate frequency of therapy. Addresses CCs 1.3.2 and 2.1.2.
 - g. Students will evaluate their assessment in light of contextual and systemic factors. Addresses CCs 2.4.1, 2.4.2, 2.4.3, and 2.4.4.
- 2.3** Students will develop a course of treatment for their clients.
- a. Students will apply an appropriate theory of therapy to use with specific client systems. Addresses CCs 1.1.2, 1.1.4, 1.3.2, 3.1.1, 4.1.1, 4.1.2, 4.3.1, 6.1.1, and 6.3.2.
 - b. Students will perform initial therapeutic tasks with client systems, such as relationship building, assessment, diffusing crisis, referring as needed, building therapist and client goals, and initial interventions. Addresses CCs 1.1.3, 1.3.3, 1.3.6, 2.1.3, 2.1.4, 2.3.2, 2.3.3, 3.1.4, 3.3.2, 3.3.4, 3.3.6, 3.3.8, 3.4.3, 3.5.1, 4.2.1., 4.4.1, and 4.5.3.
 - c. Students will perform working therapeutic tasks and interventions with client systems that assist clients with achieving and modifying therapeutic goals as needed. Addresses CCs 1.4.1, 2.3.2, 3.3.1, 3.3.3, 3.3.5, 4.2.1, 4.2.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.8, 4.3.9, 4.4.1, 4.5.3, and 5.3.7.
 - d. Students will perform closing therapeutic tasks and interventions, including completion of goals and appropriate termination. Addresses CCs 3.3.3, 3.3.9, 4.2.1, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.8, 4.3.9, 4.3.11, 4.4.1, 4.5.3, and 4.4.5.
 - e. Students will integrate client feedback into treatment planning. Addresses CC 3.2.1.
- 2.4** Students will complete appropriate documentation after each session.
- a. Students will report basic record keeping information including dates, confidential notation, and Current Procedural Terminology (CPT) billing codes. Addresses CCs 1.5.3, 3.1.2, and 5.5.4.
 - b. Students will report current DSM symptoms including frequency, duration, and severity. Addresses CC 5.5.1.
 - c. Students will report clients' progress towards goals. Addresses CCs 3.4.1, 4.4.3, and 4.4.5.
 - d. Students will report interventions performed in session. Addresses CCs 4.3.2 and 4.3.6.
 - e. Students will report client response to interventions and subsequent modifications. Addresses CCs 1.3.7, 3.2.1, 4.4.2, and 4.4.4.
 - f. Students will report responses to crises that arise in session. Addresses CCs 2.3.5, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.4, 5.3.5, and 5.3.6.
 - g. Students will report documentation in accordance with legal and ethical obligations (e.g. HIPAA-compliant). Addresses CCs 1.5.2 and 1.5.3.
 - h. Students will report and integrate supervisor feedback, especially in regards to legal and/or ethical issues. Addresses CCs 2.5.1, 4.3.12, 5.2.3, 5.2.4, 5.5.2, 1.3.8, 3.3.7, and 4.5.1.

3.0 Required Reading

Required Texts:

1. McGoldrick, M. & Hardy, K. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice* (2nd ed.). New York: Guilford.
2. Sue, D. W. & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). New York: John Wiley & Sons.

Optional Texts:

1. McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York: Guilford.
2. Wash, F. (Ed.). (2011). *Normal family processes: Growing diversity and complexity*. (4th ed.). NY: Guilford Press.

COURSE REQUIREMENTS

4.0 Course Requirements

All writing submitted to the instructor 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. More than two unexcused absences from classes will result in *at least* a letter grade deduction. If you experience any difficulty attending the class, please talk to the instructor as soon as possible.

Assignments:

4.1 Multicultural Genogram & Synthesis Paper (25 points)

Format: 1) A Multicultural Genogram, 2) A 5-6 pages paper.

Due Date: 4/3/2018

First, develop a three-generation genogram of your family of origin that encompasses several areas (you may focus on a few primary ones): ethnicity, race, culture, religion, education, socio-economic status, attitudes towards homosexuality, values, etc. Interviewing family members and using readings from class and other sources (e.g., recommended texts, internet, library), to research each group constituting your culture of origin (see Table 1 in the Cultural Genogram article* for questions to consider). More details will be given in class.

Second, write a synthesis paper (5-6 pages in text) describing your cultural heritage and development of your cultural identity. Questions to answer in Synthesis Paper are included in Hardy & Laszloffy's article (1995). More details will be given in class.

*Hardy, K. V., & Laszloffy, T. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21(3), 227-237.

4.2 Topic Presentations (10 points)

Format: In-class PowerPoint presentation; 20 minutes long.

Due Date: Each student/group will sign up for a presentation date/topic on the first day of class.

As a therapist, you will encounter individuals, couples, and families from a variety of background. For this assignment you will create a PowerPoint presentation on the signed-up social group. The presentations should include the following and each should be explained in detail: (1) country/group facts, customs, traditions, and values, (2) Reasons, for each group, immigrating to the United States, (3) family structure and dynamics, (4) common stereotypes, (5) common mental health concerns and barriers to mental health services, and (6) helpful resources. Short bullet points are expected in each slide with rich detail included in the notes section of slide. You must have a minimum of 3 references per presentation. The references should be in APA format. A useful tool for this assignment is *Ethnicity and Family Therapy* by Monica McGoldrick.

4.3 Two Exams (20 points)

Format: Multiple choices & short answer

Exam Date: Please see class schedule.

4.4 Project Presentation (15 points)

Format: In-class PowerPoint presentation; 20 minutes long.

Due Date: Each student/group will sign up for a presentation date/topic on the first day of class.

The syllabus is subject to change without notice to meet student, faculty, or other needs. Please refer to class announcements for possible adjustments.

Choose *one* of these projects listed below and present your findings on the date you signed up for. This presentation should include a summary of your project and a discussion/Q&A section.

Project A: Multicultural Interview

Find individuals who identify as members of the cultural group you signed up for and conduct a face-to-face 1 hour interview with them. More details will be given in class.

Project B: Diversity Plunge (Laszloffy & Habekost, 2010)

Attend an event (religious, social, civic, or political) where you find yourself in the position of minority. This event has to be related to the specific cultural group you signed up for in the first day of class. More details will be given in class.

4.5 Online Discussion Posts- (20 Points)

Each student will post **1** comment/observation/question and **1** response (to other's post) EVERY online class. This is due by the class time. Late posts will receive *zero* point.

The content of the discussion should be your own ideas supported by information from the text, assigned readings, PowerPoints, or other scholarly references you find. Specifically, at least 1 citation should be included in your comment/observation/question. Your post should not entirely consist of quotes from an outside source, regurgitation of someone else's ideas, or personal stories either.

5.0 Grading Criteria Rubric and Conversion

Overview of Grading:

Class Participation	10 points
Multicultural Genogram	25 points
Topic Presentation	10 points
Exams	20 points
Project Presentation	15 points
Online Discussion Posts	20 points
Total Points	100 points

Grade breakdown:

A	90-100
B	80-89
C	70-79
D	60-69
F	68 and below

6.0 Posting of Grades

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

TECHNOLOGY

7.0 Technology Requirements and Support

Requirements

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT 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

The syllabus is subject to change without notice to meet student, faculty, or other needs. Please refer to class announcements for possible adjustments.

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

Please see attached.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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.

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.

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].

Tutoring.

The syllabus is subject to change without notice to meet student, faculty, or other needs. Please refer to class announcements for possible adjustments.

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.

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.

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 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.

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/>].

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 A&M-Central Texas, 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 Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

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].

9.0 Absences and Grading

Absences from classes will result in grade deduction.

