



Texas A&M University – Central Texas
MFT 5357 Common Factors in MFT
Summer 2018
Online

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Method of Instruction and Course Access:

This course is a 100% online course and uses TAMUCT's

Blackboard system (<http://TAMUCT.blackboard.edu>). You will use your University ID (UID) and the 6-digit University PIN to logon to this system

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

Course Overview and Description

This course will address the common factors that occur alongside all approaches of marriage and family therapy. Common factors, such as therapeutic relationship, client factors, and hope/expectancy, will be explored and implications for clinical practice will be discussed.

Course Learning Outcomes – this course targets three of the MFT program's **Student Learning Outcomes**

(SLO-2) - Demonstrate basic and systemic therapeutic techniques.

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

(SLO-4) - Formulate treatment plans based on individual issues, relational dynamics, and contextual issues.

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

- 1. Establish and maintain appropriate and productive therapeutic alliances with the clients. (SLO-2)**
- 2. Solicit and use client feedback throughout the therapeutic process. (SLO-3) (SLO-4)**
- 3. Identify clients' strengths, resilience, and resources. (SLO-3)**
- 4. Evaluate progress of sessions toward treatment goals. (SLO-4)**

5. Recognize when treatment goals and plan require modification. (SLO-4)

6. Evaluate clients' reactions or responses to interventions. (SLO-2)

Required Reading

Sprenkle, Davis & Lebow. *Common Factors in Couple and Family Therapy*. (2009). 1st Edition. Guilford

Woolfolk, R.L. *The Value of Psychotherapy* (2015). 1st Edition. Guilford

Required Reading – Research Articles

Lazloffy, T.A. (2000). The Implications of Client Satisfaction Feedback for Beginning Family Therapists: Back to Basics. *Journal of Marital and Family Therapy*. July 2000, Vol. 26, No. 3, 391-397.

Shaw, S.L. & Murray, K.W. Monitoring Alliance and Outcome with Client Feedback Measures. *Journal of Mental Health Counseling*. January 2014. Vol. 36, No. 1, 43-57.

Sparks, J.A., Kisler, T.S., Adams, J. F. and Blumen, D.G. (2011). *Journal of Marital and Family Therapy*. October 2011, Vol. 37, No. 4, 452–467. doi: 10.1111/j.1752-0606.2011.00224.x

Academic honesty statement:

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty 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. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

Absence / Late work policy:

The course is designed in a very particular sequence with one assignment contributing to your development in the next assignment. For this reason, all assignments must be submitted by their due date. Assignments submitted within 24 hours after the due date will receive a 2 point deduction and assignments submitted after 24 hours but within 1 week after the due date will receive a 20 point deduction. Please do not submit assignment more than 7 days late as they will not be accepted nor will they be graded.

COURSE REQUIREMENTS

- **Class Participation (30%):** Students will complete one Discussion Board assignment based on the assigned reading and one response to another student, per week. Each assignment will be posted under the Discussion tab and will be due at specified time noted. Assignments will be graded on substantial effort to answer the material and indication that the student has completed the reading. Each student is also required to monitor and participate in online discussions. Online discussions will be available for students to ask questions about the assigned reading prior to the due date to promote understanding of material.
- **Competency Assignments: Case Conceptualization, Clinical Assessment, and Treatment Plan Assignments (30% or 10% each) – Assignment details will be posted on Bb.**
- **Exams (20% = 5% Midterm and 15% Final).** Two exams will cover the texts and material presented in class in a multiple choice, essay, and case-study format. Students will demonstrate their knowledge and ability to apply their knowledge to questions presented. Students who have not completed the weekly assignments will not be allowed to take the midterm or final.
- **Research Paper (10%):** Choose a research paper related to one of the topic covered in the course. A minimum of 10 journal articles and texts must be included in paper and in bibliography. This finished product will be worth 90 points. NOTE: This paper is to be a minimum of 15 pages in length (15 pages of content-does not include abstract, bibliography or title page) All papers are to be typed, double-spaced, using Times New Roman (12 point) with one inch margins. One page is composed of print on the entire page. Consideration should be given to neatness, grammatical correctness, style and readability, promptness, and content. Each of these is a component of your evaluation on every project. Use the APA Manual 6th edition for guidance.
- **Powerpoint Assignment (10%):** For this assignment, you will assume the role of a presenter who has been asked to give a community presentation in which the topic is an overview of common factors and why it would be useful for therapists and clients in helping people change. You should collect existing information from both popular sources (*Newsweek*, *MSNBC.com*, etc.) and peer-reviewed research journals (e.g., *Family Relations*, *Journal of Marriage and the Family*, etc.).

For this assignment, you will be making a “community presentation.” Although you will not be actually presenting your work in public, please use the following prompt to provide background and context for your presentation:

“You are in the last year of your marriage and family therapy graduate program and looking forward to building your reputation in the community. One of your friends is a mental health professional who is sponsoring a two-day program for a wide variety of adults, and she is asking you to present on a topic related to how people change and specifically providing information that will help them in pursuing change and growth.

Create a professional presentation (e.g., Power Point, Prezi, etc.) of approximately 8 to 15 slides/transitions and that would last approximately 15 to 20 minutes. Be sure to address the following:

- The importance of this topic, and how this information may help them
- The relevant information
- Any controversies associated with the topic

- How they can learn more about this – including popular press or internet resources that may be available
- Any other information you think would help to make this a more useful presentation for this audience

Your presentation should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your response should reflect scholarly writing and current APA standards. It is also critical that you use the notes section of each slide. You should include considerable detail in that section as that will indicate that you intend to do more than simply read the slides.

For all written assignments, APA style must be followed, including cover page, running head, heading hierarchy, paragraph and margin formatting, and citations and references as needed

Grading Criteria Rubric and Conversion

<u>Graded Assignments</u>	<u># Due</u>	<u>Each</u>	<u>Total</u>
Class Participation (DB):	9	3.33	30
Competency Assignments:	3	10	30
Powerpoint Assignment:	1	10	10
Research Paper:	1	10	10
Midterm Exam:	1	5	5
Final Exam :	1	15	15
Total:			100 points

Posting of Grades:

<u>Grade</u>	<u>University Definition</u>	<u>Percentage</u>
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Passing	60-69
F	Failing	59 or below

Course Calendar: See next page

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>

Begins on Monday06/04			Comply with due dates
06/10	Introduction	Introduction Sprenkle, Davis, and Lebow (SDL) – Chp 1 and 2	DB #1 due 10 June 2018
06/17	Establishing Therapeutic Alliance	Sprenkle, Davis, and Lebow (SDL) – Chp 3	DB # 2 due 17 June 2018
06/24	Establishing Therapeutic Alliance Eliciting Client Feedback	SDL – Chp 4, 5 Lasloffy Article Review Competency Assignment #1	DB # 3 due 24 June 2018 Article Review due 24 June Competency Assignment #1 due 24 June 2018
07/01	Establishing Therapeutic Alliance Eliciting Client Feedback	SDL – Chp 6 & 7 Sparks Article Review	DB # 4 due 01 July 2018 Article Review due 01 July
07/08	Establishing Therapeutic Alliance Eliciting Client Feedback	Woolfolk Chp 1-3	DB # 5 due 08 July 2018
07/15	Identifying Client Resources Evaluating Client Progress Towards Goals Eliciting Client Feedback	SDL – Chp 8 and 9 Woolfolk – Chp 4 and 5 Shaw and Murray Article Review	DB# 6 due 15 July 2018 AR due 15 July 2018
07/15	Midterm Exam	Midterm Exam	Midterm Exam due 15 July 2018
07/22	Identifying Client Resources Evaluating Client Progress Towards Goals Modifying Treatment Goals and Plans	SDL- Chp 10 Woolfolk – Chp 6 and 7 Competency Assignment #2	DB #7 due 22 July 2018 Competency Assignment #2 Due 22 July 2018
07/29	Modifying Treatment Goals and Plans Evaluating Client Responses to Treatment	SDL- Chp 11 and 12 Competency Assignment #3 PowerPoint Assignment	DB#8 due 29 July 2018 Competency Assignment #2 Due 29 July 2018 PP due 29 July 2018
08/05	Evaluating Client	Woolfolk – Chp 8	DB#9 de 05 Aug 2018

	Responses to Treatment	Summary	Research Paper due 05 Aug 2018
	Summary	Research Paper	
	Final Exam	Final Exam	Final Exam due 05 Aug 18

Important Due Dates

TECHNOLOGY

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> to access the course.

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.

Check browser and computer compatibility by following the “Browser Check” link on the TAMUCT Blackboard logon page. (<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.

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.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Disability Support Services

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in their courses. Please call (254) 501-5831 or visit Founder's Hall 114, Suite 114. Additional information can be found at <http://www.tamuct.edu/departments/disabilitysupport/index.php>

Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.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, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

Library Services

INFORMATION LITERACY focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at <http://www.tamuct.edu/library>

****Professor reserves the right to amend the syllabus at any time****