



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Texas A&M University - Central Texas
MFT 5309 Treatment of Diverse Families
Fall 2019
Tuesdays
6pm-9pm
Warrior Hall 313

INSTRUCTOR AND CONTACT INFORMATION

Instructor: DeAnna Harris-McKoy, PhD

Office: Warrior Hall 318K

Email: d.harris-mckoy@tamuct.edu or Canvas inbox

Office Hours: Thursdays 10am-4pm in office

Mode of instruction and course access:

This is a blended course which meets 75% face to face and 25% online. 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.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield 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 Warrior Shield through their myCT email account.

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

COURSE INFORMATION

Course Overview and Description:

This course studies family systems in relation to life-cycle stages, cultural issues and influences, gender issues, family functions and structural changes. Divorced, postdivorce, remarried, single-parent and other alternative family systems are examined in relation to assessment/intervention.

Intended Student Outcomes

Course Learning Outcomes- this course targets ____ of the MFT program's Student Learning Outcomes :

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

(SLO-6)- Develop collaborative relationships with other mental health professionals and agencies within the local community

(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:

1. Articulate how family life cycle transitions relate to marital and family problems. (SLO-3)
2. Demonstrate awareness of current research on developmental concepts. (SLO-7)
3. Demonstrate awareness for various family developmental patterns. (SLO-6)

Required Reading and Textbook(s):

McGoldrick, M. & Girdano, J. (2005) *Ethnicity and family therapy*. (3rd ed.). Guilford: New York

Journal articles

Amato, P. R. (2010). Research on divorce: Continuing trends and new developments. *Journal of Marriage and Family*, 72, 650-666.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299.

Dee Watts-Jones, T. (2010). Location of self: Opening the door to dialogue on intersectionality in the therapy process. *Family Process*, 49(3), 405-420.

Glick, J. E. (2010). Connecting complex processes: A decade of research on immigrant families. *Journal of Marriage and Family*, 72, 498-515.

Harris-McKoy D. E., Woods, S. B., Brantley, C. W., Farineau, H. (2015). Experiences of family therapists working with families in a transitional homeless community, *Journal of Marital & Family Therapy*, 41, 2, 192-204.

Martin, T. F. (2018). Family development theory 30 years later. *Journal of Family Theory & Review*, 10, 49-69.

Prendergast, S. & MacPhee, D. (2018). Family resilience amid stigma and discrimination: A conceptual model for families headed by same-sex parents. *Family Relations*, 67, 26-40.

Rodgers, R. H. (1964). Toward a theory of family development. *Journal of Marriage and Family*, 26 (3), 262-270.

Sweeny, M. M. (2010). Remarriage and stepfamilies: Strategic sites for family scholarship in 21st

century. *Journal of Marriage and Family*, 72, 667-684.

Tobin, K. & Murphy, J. (2013). Addressing the challenges of child and family homelessness. *Journal of Applied Research on Children*, 4(1), 1-29.

Vesely, C. K., Letiecq, B. L., & Goodman, R. D. (2017). Immigrant family residence in context: Using a community-based approach to build a new conceptual model. *Journal of Family Theory & Review*, 9, 93-110.

Course Requirements:

Discussion Boards – 5 DB Forums. Initial posts must be at least 250-400 words as a response to discussion question. Students 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

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 being 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.

Interview- Interview a therapist that identifies as a systemic therapist, marriage and family therapist, relational therapist, or couple and family therapist that works with the population you have chosen for this course. Instructions and rubric can be found on Canvas

Reflection Paper -Students will attend two events related the types of families discussed in class (choose two different types of families). The events can be cultural/religious, arts related, informative, professional conference, community event, volunteer experience, etc. Students will write a 2-4 page paper describing their experiences at the event, what they learned, and how they can incorporate this new information into clinical practice. Instructions and rubric can be found on Canvas.

PowerPoint Presentation - Students will create a PowerPoint presentation concerning a type of family discussed in class. The presentation should include a minimum of 10 references (not including course material, text, or journal articles used in class). Instructions and rubric can be found on Canvas

Grading Criteria Rubric and Conversion

Assignment	Point Value	Point to Letter Grade Conversion
Discussion Board (5) @ 5 points each	25 points	A 179-200
Interview	50 points	B 159-178
Reflection Paper	25 points	C 139-158
PowerPoint Presentation	100 points	D 120-138
		F < 119
Total	200 points	

Posting of Grades

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

status through this tool.

COURSE OUTLINE AND CALENDAR

Date	Topic	Reading	Assignment
Aug 26 th (online)	Introduction to Course		Discussion Board
Sept 3 rd	Normality/ Power & Privilege	Crenshaw, 1991 Dee Watts-Jones, 2010	
Sept 10 th	Family Development	Rodgers, 1964 Martin, 2018	
Sept 17 th	Divorce, Remarriage, Stepfamilies	Amato, 2010 Sweeny, 2010	Discussion Board
Sept 24 th	Immigrant Families	Glick, 2017	
Oct 1 st (online)	LGBTQ Families	Prendergast & MacPhee, 2018	Discussion Board
Oct 8 th	Families Experiencing Homelessness	Tobin & Murphy, 2013 Harris-McKoy, Woods, Brantley, & Farineau, 2015	Interview Due
Oct 15 th	Native American & Pacific Islander Families	MGG Ch. 2, 3, & 4	
Oct 22 nd	Families of African Origin	MGG Ch. 5, 6, 7	
Oct 29 th (online)	Latinx Families	MGG Ch. 11, 17, 13	Discussion Board
Nov 5 th	East Asian Families	MGG Ch. 20, 23, 27	
Nov 12 th	Middle/ South Asian Families	MGG Ch. 28, 31, 34	Reflection Paper
Nov 19 th	Families of European Decent	MGG Ch. 36, 38, & 44	
Nov 26 th (online)	Jewish Families	MGG Ch. 48, 49, & 50	Discussion Board
Dec 3 rd	Cultural Assessment	MGG p. 757-763	
Dec 10 th	Cultural Wrap Up		Presentations Due

COURSE AND UNIVERSITY PROCEDURES AND POLICIES TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology 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/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

Other Technology Support

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

24 hours a day, 7 days a week

Email: 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.

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 Academic 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division

of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

Students may arrange a one-to-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 [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

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].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention

Team. You can complete the [referral](#) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES.

Please be very thoughtful about the language that we use to discuss and describe families. We can value the similarities and differences of various families. Assignments should be submitted in APA format. Any late assignment will be deducted 5 points per day the assignment is late.