

MFT 5302 - 110 Marriage and Family Therapy Theory II**Fall 2020****Texas A&M University – Central Texas****Course Dates, Modality, and Location:**

Course Dates: Wednesday 6-8:45 pm, August, 24, 2020 - December, 11, 2020.

Location: Online.

Modality: This is a 100% online course. Please refer to class calendar for specific dates/times that course meets. This course utilizes the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. It 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 class meetings, as well as within the Canvas environment.

Instructor and Contact Information:**Instructor:** Hao-Min Chen, Ph.D.**Office:** WH 318 J**Email:** hmchen@tamuct.edu**Office Hours:** Please email for appointment.

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 on a regular basis. Remember that there is only 1 of me and many of you, so please allow at least 1-2 business days 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>] 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.

COVID-19 Safety Measures:

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
 - Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
 - Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
 - The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

- **Course Overview**

An overview of the contemporary and postmodern therapeutic directions in the field of marriage and family therapy. This course also includes an in depth examination of the Core Competencies for MFTs. Students will demonstrate knowledge of the theories and how they are applied to individuals, couples, and family systems, as well as practice theoretical concepts and interventions in roleplay scenarios.

- **Intended Student Outcomes**

Course Learning Outcomes – this course targets two of the MFT program’s **Student Learning Outcomes**:

(SLO-1) - Demonstrate knowledge and appropriate application of classical and postmodern MFT theories.

(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**:

- Students will understand the behavioral health care delivery system, its impact on the services provided, and the barriers and disparities in the system. (SLO-1,3,4)

- Students will understand the major behavioral health disorders, including epidemiology, etiology, phenomenology, effective treatment, course, and prognosis. (SLO-1,3,4)
- Students will learn how to assist clients in obtaining needed care while navigating complex systems of care. (SLO 1, 3,4)
- Students understand the clinical needs and implications of persons with comorbid disorders (e.g., substance abuse and mental health) (SLO 3)
- Students will understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning. (SLO 1,3,4)

- **Ethics**

Students are expected to conduct themselves in a professional and ethical manner at all times. Follow AAMFT codes of ethics.

- **Required Reading**

- Gehart, D. (2014). *Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation*. Belmont, CA: Brooks/Cole. Theories 2nd ISBN: 978-1285075426

Will be available through TAMUCT library reserves-

(Librarian Contact: Johnnie Porter)

- Gehart, D. R. & Tuttle, A. R. (2003). *Theory-Based Treatment Planning for Marriage and Family Therapists*. Belmont, CA: Brooks/Cole. ISBN: 0534536166 Chapters 9,10,11, &12.
- Nichols, M. (2014). *The essentials of family therapy* (6th ed.). New Jersey: Pearson. ISBN-13: 978-0-205-24900-8. Chapters 10,11, 14,15.
- Mann, B. & Schwartz, R. (2002). Internal systems therapy. In F. Kaslow (Ed.), *Comprehensive handbook of psychotherapy: Integrative/eclectic* (pp. 455-474). Hoboken, NJ: John Wiley & Sons Inc.

Available on Canvas

- Liddle, H. A. (2009). Multidimensional family therapy: A science based treatment system for adolescent drug abuse. In J. Bray & M. Stanton (Eds.), *The Wiley-Blackwell handbook of family psychology* (pp. 300-313). MA: Blackwell Publishing.
- Robbins, M. S. & Szapocznik, J. (2000, April). *Brief strategic family therapy*. *OJJDP: Juvenile Justice Bulletin*. U.S. Department of Justice.
- Cullin, J. (2005). The Ethics of Paradox: Cybernetic and Postmodern Perspectives on Non-Direct Interventions in Therapy. *Australia and New Zealand Journal of Family Therapy*. Vol. 26, No. 3, pp. 138-146.
- Hare-Mustin, R. T. (1978). A feminist approach to family therapy. *Family Process*, 17, 181-194. (foundational feminist family therapy text)
- Luborsky L., Rosenthal R., Diger L., Andrusyna T.P., Berman J.S., Levitt J.T., Seligman D.A. & Krause E.D. (2002). The Dodo bird verdict is alive and well – mostly. *Clinical Psychology: Science and Practice*, 2002, 9, 1: 2-12.
- Ramey, H. L., & Grubb, S. (2009). Modernism, postmodernism and (evidence-based) practice. *Contemporary Family Therapy*, 31, 75-86. doi: 10.1007/s10591-009-9086-6

COURSE REQUIREMENTS

- **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. Late assignments will not be accepted. Extension of assignments will only be given to legitimate reasons as the ones listed under excused absences. See 9.0 Absence and Grading of this syllabus for more details.

Attending group and individual supervision is ethical and crucial for beginning therapists. More than one unexcused absences from classes will result in failing this course. If you experience any difficulty attending the class, please talk to the instructor as soon as possible.

Assignments:

- **Class Participation (15 points):** Students should attend classes and engage in multiple discussions and role-plays throughout the semester to practice using key concepts, theories, and techniques. Again, students are expected to conduct themselves in a professional and ethical manner at all times.
- **Interactive Exercise (16 points)- Group presentation with two persons a group.** Students are required to create a 20 mins PowerPoint presentation. The presentation may be a role-play, a youtube or movie clip followed by a discussion, a demonstration of a technique, an experiential exercise, or a creative way of understanding a concept from your readings/theory signed up for. Must follow APA format (Assesses Course Learning Outcomes 2.1, 2.2, 2.3, 2.4, 2.5)

Scoring Rubric for Topic Presentation:	Satisfactory	Partially satisfactory	Unsatisfactory
1. Clarity: Delivers presentation in a clear/student-friendly manner; includes a PowerPoint presentation and uploads the slides.	4	3-2	1-0
2. Precise Content: Provides an effective summary of the arguments (described in the theory/article) and provides a fair critique of the theory/articles itself.	4	3-2	1-0
3. Engagement: Engages with classmates during the presentation (e.g. leading the discussion, responding to questions, creativity, etc.).	4	3-2	1-0
4. Professionalism: Has good control of time, behaves professionally, employs APA style correctly, etc.	4	3-2	1-0

- **Theory “Cheat Sheet” (15 points)- Group Presentation with two persons a group.** Students are required to create and present a “Cheat Sheet” of the theory they signed up for. This presentation should be 20-25 mins. Presentation slides/handout should be uploaded to Canvas. Must follow APA format (Assesses Course Learning Outcomes 2.1, 2.2, 2.3, 2.4, 2.5)

Scoring Rubric for Case Presentation:	Satisfactory	Partially satisfactory	Unsatisfactory
1. Clarity: Delivers presentation in a clear/student-friendly manner; includes a PowerPoint presentation and uploads the slides.	4	1	0
2. Precise Content: Provides an effective summary of the	4	2-1	0

arguments (described in the theory/article) and provides a fair critique of the theory/article itself.

3. Engagement: Engages with classmates during the presentation (e.g. leading the discussion, responding to questions, etc.).	4	2-1	0
4. Professionalism: Has good control of time, behaves professionally, employs APA style correctly, etc.	3	1	0

- **On-line Discussion (24 points):** Each student is required to upload a post (100 words or more) as a response to the required reading(s) of the designated classes. Please see class calendar for the dates you need to post.

Every post has to relate to class materials or professional concepts and include APA citation(s). This is due by the end of the class time that day. Late post will receive zero point.

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 response post should be at least 100 words and is due by the end of the class time that day.

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. Your 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 perpetrators 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.

- **Final Exam (30 points)-** Details will be announced in class. (Assesses Course Learning Outcomes 2.1, 2.2, 2.3, 2.4, 2.5)

- **Grading Criteria Rubric and Conversion**

Overview of Grading:

Class Participation	15 points
Interactive Exercise	16 points
Cheat Sheet Presentation	15 points
Online Discussion	24 points
Final Exam	30 points
Total Points	100 points

Grade breakdown:

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

If students have any concerns or difficulties completing the class tasks/assignments, please talk with the Professor at least *two weeks* before each deadline so that she can provide individualized assistance or discuss alternative assignments.

- **Posting of Grades**

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

7.0 Tentative Course Outline and Calendar: Please see attached/Canvas posting.

8.0 Important University Dates: Please see <https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT**Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. The latest versions of Chrome or Firefox browsers are strongly recommended. Canvas no longer supports any version of Internet Explorer.

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

University Resources, Procedure, and Guidelines:

Drop Policy.

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].

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 the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 except writing support. Access Tutor.com through Canvas.

University Writing Center.

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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 making an appointment via WOnline [<https://tamuct.mywonline.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>].

For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [<http://tamuct.libguides.com/index>] to access our virtual reference help and our current hours.

INSTRUCTOR POLICIES

- **Absences and Grading**

As mentioned earlier, attending class is crucial for student therapists. More than *one unexcused* absence from class will result in failing this course. Examples of excused absences can include injury or illness that is too severe or contagious, illness of a

dependent family member, religious holiday, etc. Please see <https://student-rules.tamu.edu/rule07/> for details. Students are responsible to notify the instructor about their (expected or unexpected) absence as soon as possible.

10.0 Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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