



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Texas A&M University – Central Texas
MFTK 5351 Assessment and Treatment of Diverse Couples
Spring 2020
Tuesdays
11:00am- 1:45pm
Warrior Hall 312

Instructor: DeAnna Harris-McKoy, PhD
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Office Hours: Tuesdays 9am-11am & Thursdays 9am-2pm,
Virtual Office Hours: Mondays 9am-10am

Method of Instruction and Course Access:

This course meets 75% face-to-face and 25% online using the TAMUCT Canvas Learning Management System: [<https://tamucte.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

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

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

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

1. **Students will be able to demonstrate comprehension of Gottman Method Couples Therapy from a systemic framework. (SLO-3)**
2. **Students will be able to describe assessment procedures and treatment interventions of Gottman Method Couples Therapy (SLO-3 and SLO-4)**
3. **Students will be able to compare and contrast theoretical and clinical concepts, techniques, and evidence-based outcomes of Gottman Method Couples Therapy and Emotion Focused Couples Therapy, as well as other current models of couples therapy. (SLO-3 and SLO-6)**
4. **Students will be able to integrate issues of diversity into a systemic conceptualization of couple problems. (SLO-3)**

Required Reading – Textbooks

Gurman, *Clinical Handbook of Couple Therapy*. 5th Edition (2015)

Rustogi and Thomas, *Multicultural Couples Therapy*. 1st Edition

COURSE REQUIREMENTS

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Discussion Boards – 3 DB Forums. Students will respond to prompts based on either the readings, video, or class discussions. Initial responses should be (250-400 words). Students will then need reply to at least two different classmates with post (100 words each). Specific directions for discussion boards will be posted on Canvas (Assesses Course Learning Outcomes 2.1 & 2.3)

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. 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 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.
- 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.

Couple Analysis Paper – Students will write a paper using a MFT theory to analyze a couple from a television show, movie, or a book. More details are available in Canvas.

Final – For a final project, student will create an intake/ assessment form influenced by a MFT theory of your choice and considering contextual factors. Students will also write a paper describing why they choose the various sections and questions in their intake/assessment form. Students will also describe how the MFT theory and contextual factors influenced the intake/assessment form.

Discussion Board (4) -20 points
Couple Analysis Paper -65 points
Assessment form -35 points

Total 120 points

A 108- 120 points
B 96-107 points
C 84-95 points
D 72-83 points
F 71 or less points

COURSE OUTLINE AND CALENDAR

Course Calendar

Week	Date	Topic	Reading	Due
	January 13 th	<i>Add, Drop, and Late Registration Begins for 16-and First 8-Week.</i>		
1	January 14th	Introduction to Course		
	January 15 th	<i>Deadline for Add, Drop, and Late Registration for 16-and First 8-Week Classes</i>		
2	January 21st	Couple's Therapy Overview & Ethics	Shaw, 2015 Friedlander, Lee, & Escudero, 2019	
	January 21 st	<i>Deadline to Drop First 8-Week Classes with No Record</i>		
3	January 28th <i>(online)</i>	Couple's Therapy & Self Help		Discussion Board
	January 29 th	<i>Deadline to Drop 16-Week Classes with No Record</i>		
4	February 4th	Contextualizing Couples	Rastogi & Thomas Ch. 1 & 2	
5	February 11th	Historical Models of Couple's Therapy	Gurman Ch. 6, 8, & 9	
6	February 18th	Structural & Strategic Couple's Therapy	Rastogi & Thomas Ch. 9 Gurman Ch. 12	
	February 21 st	<i>Deadline to Drop First 8-Week Classes with Quit (Q) or Withdraw (W)</i>		
7	February 25th <i>(online)</i>	Structural & Strategic Couple's Therapy	Gurman Ch. 13 Rastogi & Thomas Ch. 9	Discussion Board
8	March 3rd	Post Modern Couple's Therapy	Gurman Ch. 10, & 11	Couple Analysis Due
	March 6 th	<i>Classes End for First 8-Week Session</i>		
9	March 10th	Spring Break	Spring Break	Spring Break
	March 16 th	<i>Classes Begin for Second 8-Week Session</i>		
10	March 17th	EFT & Gottman	Gurman Ch. 4 & 5 Rastogi & Thomas Ch. 8	
	March 18 th	<i>Deadline for Add, Drop, and Late Registration for Second 8-week classes</i>		
	March 23 rd	<i>Class Schedule Published for Summer Semester Deadline to Drop Second 8-Week Classes with No Record</i>		
11	March 24th <i>(online)</i>	Gender & Sexuality	Rastogi & Thomas Ch. 13 Gurman Ch. 18	Discussion Board
	March 27 th	<i>Deadline for Graduation Application for Ceremony Participation</i>		
	March 30 th	<i>Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester</i>		
12	March 31st	Infidelity & Affairs	Gurman Ch. 15	
	April 1 st	<i>Deadline for GRE/GMAT Scores to Graduate School</i>		
	April 3 rd	<i>Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)</i>		

	April 6 th	<i>Registration Opens for Summer Session</i>		
13	April 7th	Aggression/ Domestic Violence	Rastogi & Thomas Ch. 14 Gurman Ch. 14	
14	April 14th <i>(online)</i>	Mental Health Issues	Gurman Ch. 20 & 21	Discussion Board
	April 17 th	<i>Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Spring Semester</i>		
15	April 21st	Mental Health Issues	Gurman Ch. 22 & 23	
	April 24 th	<i>Deadline to Drop Second 8-Week Classes with Quit (Q) or Withdraw (W)</i>		
16	April 28th	Assessments		
17	May 5th	Final Assessment Form Due		Assessment Form Due May 5th at 11:59pm
	May 8 th	<i>Deadline to Withdraw from the University or 16- and Second 8-Week Classes</i> <i>Deadline for Degree Conferral Applications to the Registrar's Office</i>		
	May 9 th	<i>Commencement Ceremony Bell County Expo Center</i>		

**** This is a tentative course schedule and is subject to change.**

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

5.0 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 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.

6.0 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.

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].

7.0 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://www.tamuct.edu/student-affairs/access-inclusion.html) web page
[https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students are pregnant and/or parenting. In accordance with requirements of Title IX and related who 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.

8.0 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) 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. Access Tutor.com through Canvas.

9.0 **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 [WOnline](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.

10.0 **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 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].

11.0 **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].

12.0 **Absences and Grading**

Students are required to attend and actively participate in class meeting. 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.