



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Texas A&M University – Central Texas
MFTK 5381-Adolescents in Family Therapy
Spring 2020
Thursdays 2:00- 4:45pm
Warrior Hall 312

Instructor: DeAnna Harris-McKoy, PhD
Office: Warrior Hall 318k
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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 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>].

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 Bb environment

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 24 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

1.0 Course Overview

This course will explore MFT theories in relation to treatment of various disorders and presenting concerning in adolescence. Relational, systemic, and contextual factors are considered in the treatment of adolescents. This course will also explore other health services systems that treat adolescents.

Prerequisites: PSY 504

2.0 Intended Student Outcomes

Course Learning Outcomes – this course targets two 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.

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

- 2.1 Students will recognize contextual and systemic dynamics (e.g. gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context) SLO-3
- 2.2 Students will understand the clinical needs and implication of persons with comorbid disorders SLO- 6
- 2.3 Students will understand the legal requirements and limitations for working with vulnerable populations. SLO-6

3.0 Required Reading

Micucci, J. A. (2009). *The adolescent in family therapy: Harnessing the power of relationships* (2nd ed.). NY: The Guilford Press

Arnett, J. J. (2006). G. Stanley Hall's adolescence: Brilliance and nonsense. *History of Psychology*, 9, 186-197.

Jenson, L. A. & Arnett, J. J. (2012). Going global: New pathways for adolescents and emerging adults in a changing world. *Journal of Social Issues*, 68, 473-392.

Sori, C. F. & Hecker, L. L. (2015). Ethical and legal considerations when counselling children and families. *Australian and New Zealand Journal of Family Therapy*, 36, 450-464.

In Canvas

APA Developing Adolescents

HHS-A picture of adolescent Health

HHS- A day in the life

HHS- The changing face of America's adolescent

WHO Recommendations on Adolescent Health

COURSE REQUIREMENTS

4.0 Course Requirements

All writing submitted to the professor 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.

Assignments:

- 4.1 **Adolescent Interview-** This assignments requires you to have a conversation with an adolescent and reflect on their actions. Ask the adolescents the questions below. You may need to adjust the phrasing of the questions for the adolescent to understand. You may need to change the word adolescent to youth or teenager. In your paper provide some demographic information about the adolescent: age, race/ethnicity, nationality, gender, and socioeconomic status then summarize the adolescent's answers to the questions and write your reflections/reactions to their answers. Explain how their demographics may have influenced their answers. Also explain how their answers can inform how clinicians conceptualize and conduct therapy?.(Addresses Student Outcome 2.1)

- 4.2 Service Learning Project-** Student will create a service learning project for Children’s Mental Health Awareness Day. Student will create psychoeducational presentation along with activities related to adolescent mental health. Students will be graded on the proposal, presentation, and participation in the event. (Addresses Student Outcome 2.1 & 2.2)
- 4.3 Clinical Role Play-** Students will engage in role plays throughout the semester to practice using key concepts, theories, and techniques related to adolescents in therapy. (Addresses Student Outcomes 2.1 & 2.2)
- 4.4 Webinars:** Students are required to attend 3 webinars listed in Canvas and upload the certificate when finished. (Addresses. Student Outcomes 2.1, 2.2, & 2.3)

5.0 Grading Criteria Rubric and Conversion

Adolescent Interview	25 points	A 162-180 points
Service Learning Project	100 points	B 144-161 points
Clinical Role Plays	25 points	C 126-143 points
Webinars (10 pts each)	30 points	D 108-125 points
Total	180 points	F < 124 points

6.0 Posting of Grades

All student grades will be posted on Canvas Gradebook. Students should monitor their grade status through this tool.

TECHNOLOGY

7.0 Technology Requirements and Support

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>].

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
 Phone: (254) 519-5466

8.0 Tentative Course Calendar

Course Calendar

Week	Date	Topic	Reading	Due
	<i>January 13th</i>	<i>Add, Drop, and Late Registration Begins for 16-and First 8-Week.</i>		
	<i>January 15th</i>	<i>Deadline for Add, Drop, and Late Registration for 16-and First 8-Week Classes</i>		
1	January 16th	Introduction to Course		
	<i>January 21st</i>	<i>Deadline to Drop First 8-Week Classes with No Record</i>		
2	January 23rd	History of Adolescence	Arnett, 2006	
	<i>January 29th</i>	<i>Deadline to Drop 16-Week Classes with No Record</i>		

3	January 30th <i>(online)</i>	Adolescent Development	Micucci Ch. 2. APA Developing Adolescents (In Canvas)	
4	February 6th	Adolescents & Systemic Thinking	Micucci Ch. 1 & 3	
5	February 13th <i>(online)</i>	Ethics	Sori & Hecker, 2015 Texas Health Steps: Teen Consent & Confidentiality	
6	February 20th	Cultural Considerations: National	HHS- A picture of Adolescent Health HHS- A day in the life HHS-The changing face of America's adolescent (All on Canvas)	
	<i>February 21st</i>	<i>Deadline to Drop First 8-Week Classes with Quit (Q) or Withdraw (W)</i>		
7	February 27th	Cultural Considerations: Global	WHO recommendations on adolescent health Jenson & Arnett, 2012	
8	March 5th <i>(online)</i>	Mental Health Disorders	Micucci Ch. 6 & 7	Service Project Proposal Due
	<i>March 6th</i>	<i>Classes End for First 8-Week Session</i>		
9	March 12th	Spring Break	Spring Break	Spring Break
	<i>March 16th</i>	<i>Classes Begin for Second 8-Week Session</i>		
	<i>March 18th</i>	<i>Deadline for Add, Drop, and Late Registration for Second 8-week classes</i>		
10	March 19th	Mental Health Disorders	Texas Health Steps Course: ADHD Diagnosis and Management Micucci Ch. 10	Adolescent Interview Due
	<i>March 23rd</i>	<i>Class Schedule Published for Summer Semester Deadline to Drop Second 8-Week Classes with No Record</i>		
11	March 26th	Mental Health Disorders	Micucci Ch. 5 & 9	
	<i>March 27th</i>	<i>Deadline for Graduation Application for Ceremony Participation</i>		
	<i>March 30th</i>	<i>Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester</i>		
	<i>April 1st</i>	<i>Deadline for GRE/GMAT Scores to Graduate School</i>		
12	April 2nd	Assessment & Treatment	Micucci Ch. 4	
	<i>April 3rd</i>	<i>Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)</i>		
	<i>April 6th</i>	<i>Registration Opens for Summer Session</i>		

13	April 9th <i>(online)</i>	Assessment & Treatment	Texas Health Steps Course: Promoting Adolescent Health	
14	April 16th	Youth Mental Health First Aid		Role Play
	<i>April 17th</i>	<i>Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Spring Semester</i>		
15	April 23rd	Youth Mental Health First Aid		Role Play
	<i>April 24th</i>	<i>Deadline to Drop Second 8-Week Classes with Quit (Q) or Withdraw (W)</i>		
16	April 30th	Youth Mental Health First Aid		Role Play
17	May 7th	Final		Service Project Texas Health Certificates Due
	<i>May 8th</i>	<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>		
	<i>May 9th</i>	<i>Commencement Ceremony Bell County Expo Center</i>		

9.0 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.

10.0 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].

11.0 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 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.

12.0 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.

13.0 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 [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.

14.0 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].

15.0 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].

16.0 Instructor's Personal Statement

This class is intended to be experiential through applied knowledge. The service learning conducted in this class will only be as impactful as the energy and time students take to learn and critically think about the material.