

Syllabus link:

https://tamuct.instructure.com/files/1066049/download?download_frd=1

Texas A&M University – Central Texas

MFT 5357

Common Factors in MFT

Fall 2021

Thursday 2:00-4:45 Warrior Hall 313

Instructor: James Kelly Barnett, Ph.D. LMFT-S

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Phone: mobile 512-948-9898

Office Hours: by appointment

Student-Instructor interaction: I check emails daily. Please contact me via email or mobile number 512-948-9898. Leave a message and/or send text. You may expect a response within one working day.

Method of Instruction and Course Access: This course meets face-to-face in Warrior Hall 313 with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Class Decorum: It is intended that the class environment will be conducive to increasing your knowledge about the topic and promoting self-discovery and personal growth. In order for that to occur, it is expected that every student be respectful of the thoughts, emotions, and behaviors of others in this course.

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 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). The Guilford Press

Woolfolk, R.L. *The value of psychotherapy* (2015). The Guilford Press

Required Articles

Egeli, N. A., Brar, N., Larsen, D., & Yohani, S. (2014). Couples' experiences of hope when participating in reflecting team process: A case study. *Contemporary Family Therapy, 36*, 93-107.

Fife, S. T., Whiting, J. B., Bradford, K., & Davis, S. (2014). The therapeutic pyramid: A common factors synthesis of techniques, alliance, and way of being. *Journal of Marital and Family Therapy, 40*, 20-33.

Fraser, J. S., Solovey, A. D., & Grove, D., Lee, M. Y., & Greene, G. J. (2012). Integrative families and systems treatment: A middle path toward integrating common and specific factors in evidence-based family therapy. *Journal of Marital and Family Therapy, 38*, 515-528.

Laska, K. M. & Wampold, B. E. (2014). Ten things to remember about common factor theory. *Psychotherapy, 51*, 519-524.

Lazloffy, T.A. (2000). The implications of client satisfaction feedback for beginning family therapists:

Back to basics. *Journal of Marital and Family Therapy*

Simon, G. M. (2012). The role of the therapists in common factors: Continuing the dialogue. *Journal of Marital and Family Therapy*, 38, 1-7.

Sprenkle, D. H. & Blow, A. J. (2004). Common factors and our sacred models. *Journal of Marital and Family Therapy*, 30, 113-129.

Thomas, M. L. (2006). The contributing factors of change in a therapeutic process. *Contemporary Family Therapy*, 28, 201-210.

Ward, M. R., L. D. C., & Rosen, K. H. (2007). Clients' perceptions of the therapeutic process. *Journal of Couple and Relationship Therapy*. 6, 25-43.

Assignments:

- **PowerPoint Assignment (25 points):** Students will create a community/professional presentation about common factors. 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.

Research Paper: Research Paper (25 points): 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.

Mid-Term Exam (25 points) Students will complete a mid-term exam. (Assesses Course Learning Outcomes 2.1 & 2.3)

Final Exam (25 points) Students will complete a comprehensive final exam on the final day of class. (Assesses Course Learning Outcomes 2.1 & 2.3)

Grading Criteria

Research Paper	25 points	A 90-100 points
PowerPoint Project	25 points	B 80-89 points

Mid-term exam	25 points	C 70-79 points
Final Exam	25 points	

Grades will be posted on Canvas

Course Calendar

Date	Topic	Assigned Readings	Assignment Due
Week 1 Aug 26	Introduction to course		
Week 2 Sep 2	History of Psychotherapy	Woolfolk Ch. 2-6	
	Psychotherapy models		
Week 3 Sep 9	Pros & Cons of Psychotherapy Therapeutic Change	Woolfolk Ch.7 & 8	
Week 4 Sep 16	History of Common Factors	SDL Ch. 1-2	
Week 5 Sep 23	Common Factors Perspectives	SDL Ch. 4-6	
Week 6 Sep 30	Common Factors Research	SDL Ch. 12	Online
Week 7 Oct 7	Client Factors	Egeli, Brar, Larsen & Yohani, 2014	
Week 8 Oct 14	Therapist Characteristics	SDL Ch. 7-8 Simon, 2012, Fife, Whiting, Bradford, & Davis, 2014 SDL. Ch. 9	
Week 9 Oct 21	Non-Specific Mechanisms of Change	Ward, Linen, & Rosen, K. H. (2007).	Mid-term exam

Week 10	Oct 28	External/ Other Factors	Thomas, 2006. SDL Ch. 3	
Week 11	Nov 4	Common Factors and MFT	Sprenkle & Blow, 2004	Research Paper Due
Week 12	Nov 11	None	Veterans Day Laska & Wampold, 2014	No class today
Week 13	Nov 18	Common Factors and MFT	Fraser, Solovey, Grove, Lee, & Greene, 2012	
Week 14	Nov 25	none	Thanksgiving Day	No class today
Week 15	Dec 2	Anti-Common Factors	SDL Ch. 10	PowerPoint
Week 16:	Dec 9			Assignment Due Final exam

Please check the TAMUCT calendar <https://www.tamuct.edu/registrar/academic-calendar.html>

****Course schedule may be changed. Students will receive an updated schedule if it changes**

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page:](#)

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University 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.

Academic Accommodations :At Texas A&M-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 Department 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 Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion webpage](#):

<https://www.tamuct.edu/departments/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit <https://www.tamuct.edu/departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#), please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Tutoring: Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.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 over forty subject areas. Access Tutor.com through Canvas.

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 72,000 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 TAMUCT 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 twenty-four 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 TAMUCT 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 [homepage](https://tamuct.libguides.com/): <https://tamuct.libguides.com/>

Absences and Grading: Since this is an online course, attendance is not graded. 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.

Instructor's Personal Statement: It is intended that the class environment will be conducive to increasing your knowledge about the topic and promoting self-discovery and personal growth. In order for that to occur, it is expected that every student be respectful of the thoughts, emotions, and behaviors of others in this course.

Technology Requirements and Support

Requirements: This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT 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 technology issues, students should contact Help Desk Central.

24 hours a day, 7 days week: Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student. For issues related to course content and requirements, contact your instructor .

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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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. 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.