

Course number, Course CRN, COURSE TITLE

MFT 5381. Adolescent in Family Therapy

Spring 2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 19, 2021- May 14, 2021

This is a 100% online course with 30-40% synchronous face-to-face **online** classroom meeting times which are required (see class schedule for times) and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. Classes can be found under Canvas WebEx.

Similar to in person face-to-face classes, classes will NOT be recorded. If you miss an online face-to-face class, it is recommended that you get with the instructor to see what you missed. Class attendance is not part of your grade but will be annotated and turned into the department for class accountability.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Paula Boros, Ph.D., LMFT-S, AAMFT Approved Supervisor

Office: NA

Phone: 352-209-5090 (please leave voicemail)

Email: pboros@tamuct.edu or canvas inbox (preferred).

Office Hours

I am available to discuss and resolve class-related issues during office hours. Office hours are by appointment only. Students can contact instructor via email or canvas inbox to make an appointment. Appointments can be conducted by email, phone, or video and would be at the student's preference.

Student-instructor interaction

Instructor will be checking and replying to student's emails and other forms of communication within 48 hours.

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.

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.
 - 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 and description

Explore marriage and family therapy theories in relation to treatment of various disorders in adolescence. Study relational, systemic, and contextual factors that are considered in and behavioral health systems which treat adolescents.

Prerequisite(s): MFT 5301, MFT 5302 and PSYC 5304.

Course Objective or Goal

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

Students will assess how contextual issues affect individual lives and relational dynamics. (SLO-3)

Students will assess the influence of their social location and personal experiences on the conceptualization and intervention of cases. (SLO-5)

Competency Goals Statements (certification or standards)

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- 5

2.3 Students will understand the legal requirements and limitations for working with vulnerable populations. SLO-5

Required Reading and Textbook(s)

Textbooks (Required)

Bromfield, R. (2005). *Teens in therapy: Making it their own: Engaging adolescents in successful therapy for responsible lives*. W.W. Norton & Company. ISBN- 978-0393704648

Micucci, J. A. (2009). *The adolescent in family therapy: Harnessing the power of relationships* (2nd ed.). The Guilford Press. ISBN- 978-1606233306

Textbooks (Recommended)

American Psychological Association (2020) *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN- 978-1433832161

~Liana Lowenstein has a few books out on how to engage families and children during sessions. As these are more “play therapy” they could be helpful to find ideas for your intervention

Readings

All readings can be found in Canvas under their assigned week (required or optional sections). Additional readings may be assigned throughout the course by instructor.

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. Students are encouraged to use the writing center to assist with writing. It is expected that you put forth effort in all assignments. If you choose not to put in effort and plagiarize material from other sources, you will either receive an F for the assignment or the course. You may also be reported to the Office of Student Conduct for Academic Dishonesty. Please see the Academic Integrity policy

Assignments

1. **Webinar Certificates:** Students will complete adolescent webinars [<https://www.txhealthsteps.com/>] and submit a certificate for each required (total of 11 required). See Certification Instructions for the list of webinars. Webinars take approximately 1-3 hours to complete (depending on your abilities). (Addresses Course Learning Outcome 2.1, 2.2 & 2.3). Total 22 points (each certificate 2 points).
2. **Intervention Paper:** Students will create an intervention to use while working with adolescents in family therapy. Students will write a paper describing the intervention, use of intervention, specific populations (diagnoses or cultural, and so forth), potential outcomes of intervention. Paper page limit is a minimum of 5 pages and will not exceed 10 pages including title, abstract, and reference pages. Students should use APA 7th edition. (Addresses Course Learning Outcome 2.1, 2.2 & 2.3). Total 30 points.
3. **Intervention Presentation:** Students will present their intervention from their paper (10-15 minutes) to the class. Presentation dates will be randomly assigned by mid-term (Addresses Course Learning Outcome 2.1, 2.2, & 2.3). Total 10 points.
4. **Adolescent Assessment Role Play:** Students will partner with another student from class (pick their own partner). Each student will play the part of the therapist while partner plays adolescent (and switch roles). Therapist will conduct a session with the adolescent (role plays to not exceed 15 minutes) where the therapist will “assess” the adolescent from one of the webinar topics. Students will record their role plays and upload for the class to watch. Each student will upload their role plays separately (do not record/submit together). **Note to adolescent player:** Even though adolescents might not want to talk or might struggle to open up, do not play “stump the therapist.” Actually, attempt to answer the questions of the therapist. (Addresses Course Learning

Outcome 2.1, 2.2, & 2.3). Total 20 points.

5. **Role Play Discussion:** Students will review the adolescent role plays conducted by their classmates and respond to the class discussion. Students will create an initial post describing how it was to complete the assessment and what they learned. See discussion posts for questions to answer. Students will respond to minimum of two groups, not their own. (Addresses Course Learning Outcome 2.1, 2.2, & 2.3). Total 18 points (10 points for initial and 4 points each peer post).

Grading Criteria Rubric and Conversion

Points and Conversions

Assignment	Point Values	Point to Letter Grade Conversion
Webinars (total 11 required)	22 points total (2 points each)	A = 90-100
Intervention Paper	30 points	B = 80-89
Intervention Presentation	10 points	C = 70-79
Adolescent Assessment Role Play	20 points	D = 60-69
Role Play Discussion	18 points	F = 0-59

Grading Rubrics

Grading rubrics can be found on Canvas. Grading rubrics may be updated to meet the needs of the students. If rubrics are updated, students will be notified by email and/or announcements in Canvas.

Posting of Grades

All student grades will be posted in the Canvas Gradebook. Students should monitor their grade status through this tool. Grades and additional feedback will be submitted no later than two weeks after the assignment has been turned in or after the due date not to exceed the two weeks after submission of the assignment's due date.

Grading Policies

Students will lose 5 points for every day an assignment is turned in late. After an assignment has lost all points from being turned in late due to the late assignment policy, the instructor will not grade and provide additional feedback to turned in assignment. It is vitally important that the student turns in assignments on time to receive feedback and can make the corrections necessary to enhance their learning.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Week	Date	Topic	Reading	Assignment
1	Jan 21, 2021 (online face-to-face meeting)	Introduction to Course	Webinar: Promoting Adolescent Health Bromfield Ch. 1-3	
2	Jan 28, 2021	History of Adolescents	Arnett, 2006 Bromfield Ch. 4 & 5	Webinar: Promoting Adolescent Health Due Jan 31, 2021
3	Feb 4, 2021	Adolescent Development	Micucci Ch. 2 APA Developing Adolescents Bromfield Ch. 6-8 The Teen Years Explained OPA- Adolescent Development Explained	
4	Feb 11, 2021 (online face-to-face meeting)	Adolescents & Systemic Thinking	Micucci Ch. 1 & 3 Bromfield Ch 9-11	
5	Feb 18, 2021	Ethics	Sori & Hecker, 2015 Webinar: Teen Consent & Confidentiality Webinar: Recognizing, Reporting, and Preventing Child Abuse Bromfield Ch. 12 & 13	
6	Feb 25, 2021	Cultural Considerations: National	CDC- Adolescent and School Health	Webinar: Teen Consent &

			The Changing Faces of America's Children and Youth ODPHP- Adolescent Health HHS- Adolescent Development Explained	Confidentiality due Feb 28, 2021 Webinar: Recognizing, Reporting, and Preventing Child Abuse due Feb 28, 2021
7	Mar 4, 2021	Cultural Considerations: Global	WHO recommendations on adolescent health Jenson & Arnett, 2012	
8	Mar 11, 2021	Mental Health Disorders	Micucci Ch. 6 & 7 Webinar: Childhood and Adolescent Depression Webinar: Childhood Anxiety Disorders	
9	Mar 18, 2021	Spring Break	Recommend catching up or getting ahead	
10	Mar 25, 2021 (online face-to-face meeting)	Mental Health Disorders	Webinar: High-Risk Behaviors in Young People: Screening and Intervention Webinar: Interpersonal Youth Violence	Webinar: Childhood and Adolescent Depression due Mar 28, 2021 Webinar: Childhood Anxiety Disorders due Mar 28, 2021
11	Apr 1, 2021	Mental Health Disorders	Webinar: ADHD Diagnosis and Management	Webinar: High-Risk Behaviors in Young People: Screening and

			Micucci Ch. 10 & 8	Intervention due Apr 4, 2021 Webinar: Interpersonal Violence due Apr 4, 2021
12	Apr 8, 2021	Mental Health Disorders	Micucci Ch. 5 & 9 Webinar: Addressing Adverse Childhood Experiences through Trauma-Informed Care	Webinar: ADHD: Screening, Diagnosis and Management due Apr 11, 2021
13	Apr 15, 2021	Assessment & Treatment	Micucci Ch. 4 Webinar: Youth Suicide: Addressing Risks, Plans and Behaviors	Webinar: Addressing Adverse Childhood Experiences through Trauma-Informed Care due Apr 18, 2021
14	Apr 22, 2021	Assessment & Treatment	Webinar: Adolescent Substance Use Bromfield Ch. 14 & 15	Webinar: Youth Suicide: Addressing Risks, Plans and Behaviors due Apr 25, 2021
15	Apr 29, 2021	Role Plays	Bromfield Ch. 16-18	Intervention Paper due May 2, 2021 Webinar: Adolescent Substance Use due May 2, 2021
16	May 6, 2021 (online face-to-face meeting)	Presentations (students will be randomly assigned presentation dates to present)	Presentations	Adolescent Assessment Role Plays due May 9, 2021

				Role Play Discussion (initial post) due May 9, 2021
17	May 13, 2021 (online face-to-face meeting)	Presentations (students will be randomly assigned presentation dates to present)	Presentations	Role Play Discussion peer posts (x2) due May 13, 2021

Important University Dates

The university Academic calendar can be found at:
<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. **We strongly recommend the latest versions of Chrome or Firefox browsers. 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.

UNIVERSITY RESOURCES, PROCEDURES, 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, working with others in an unauthorized manner, 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 referred 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>].

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].

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](#) 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](#) 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.

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 Spring 2021 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 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.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].

For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) 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.

OTHER POLICIES

Instructor Policies

Instructor has the right to update or change the syllabus at any time. Students will be notified if

any changes in syllabus have occurred via canvas and/or by student's TAMUCT email. It is the student's responsibility to check for updates in canvas and their student's email often for changes and to be up to date with campus information and policies. Instructor will communicate with students via student email or thru canvas only, no personal emails.

Learning about adolescents can be an informative process. Adolescents are can sometimes be challenging for they are coming into their own while still bordering on being children. In addition, they often believe "I don't need to be here." In this course we will explore this age group and the various ways which to assess and treat this population.

Copyright Notice

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