

MFT 5383-410 Marriage and Family Therapy Pre-Practicum**Summer 2020****Texas A&M University – Central Texas****Course Dates, Modality, and Location:**

Course Dates: MTWR 2:00 pm - 4:30 pm, Jul 06, 2020 - Aug 07, 2020.

Location: Online

Modality: This course is an online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. This course will be conducted primarily in a reading/writing response and seminar format and will include experiential components. For this process to be successful, students are expected to participate fully by reading assigned materials, attending class, and engaging in class exercises and discussions within the Canvas environment.

Instructor and Contact Information:**Instructor:** Hao-Min Chen, Ph.D.**Office:** WH 318 J**Email:** hmchen@tamuct.edu**Summer Office Hours:** Wednesday. Please email to schedule an 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. **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>] 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 Objective**

This course is oriented towards those students who are preparing for field placement. It is designed to provide interviewing and training skills in the Marriage and Family Therapy program. MFT's in training are expected to gain an understanding of the role of the therapist, how clients change, and basic therapeutic strategies. Students will be exposed to basic skills and tools necessary to become competent clinicians. Role-play, multi-media, videotapes, and experiential exercises will be utilized as part of the learning process. Also, a review of the on-campus clinic policies will be addressed.

Prerequisite(s): N/A

*This syllabus is subject to change without notice to meet student, faculty, or other needs. Please refer to class announcements for any possible adjustments.

- **Intended Student Outcomes**

Course Learning Outcomes – this course targets four of the MFT program's Student Learning Outcomes:

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

- Students will gain knowledge of and practice conceptual skills including: (a) assessment, (b) case planning, and (c) therapeutic relationship, (d) treatment planning, through a systemic lens. (SLO-1, SLO-2, SLO-3, & SLO-4)
- Students will become familiar with policies and procedures of TAMUCT's Couple and Family Therapy Center and other mental health agencies/ organizations in the local area. (SLO-4)
- Students will learn and practice principles of professional dress, conduct, and ethics of marriage and family therapy. (SLO-4)

- **Ethics**

Students are expected to conduct themselves in a professional and ethical manner at all times.

- **Required Reading and Textbook(s)**

Students are required to read 8 articles. Reading requirements are listed below and in the course calendar. It is expected that students will have read and critically thought about the articles before class.

- Quek, K.M. & Chen, H. (2017). Family Therapy in Chinese Culture and Context: Lessons from Supervising Therapists-in-Training in China. *Contemporary Family Therapy*, 39 (1), 12-20.
- Moloney, B. (2013). Reflections on family therapy in Australia. *Contemporary Family Therapy*, 35, 400-
- Nwoye, A. (2001). History of family therapy: The African perspective. *Journal of Family Psychotherapy*, 12, 61-77
- Johnson, L.N. & Wright, D. W. (2002). Revisiting Bordin's theory on the therapeutic alliance: Implications for family therapy. *Contemporary Family Therapy*, 24, 257-269.
- Marriage and Family Therapy Core Competencies
- Sperry, L. (2005). Case conceptualization: A strategy for incorporating individual, couple, and family dynamics in the treatment process. *The American Journal of Family Therapy*, 33, 189-194.
- Harris, S.M., Brown, A., Dakin, J.B., Lucas, B. Riley, L., Bulham, R. (2009). Are clinical records really that important? The Dearth of Research and Practice Guidelines in MFT Literature. *The American Journal of Family Therapy*, 37, 373-387.
- Negash, S. & Sahin, S. (2011). Compassion fatigue in marriage and family therapy: Implications for therapist and clients. *Journal of Marital & Family Therapy*, 37, 1-13.

Recommended textbooks:

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text revision). Washington, DC: Author.

Gehart, D. R., & Tuttle, A. R. (2003). *Theory-based treatment planning for marriage and family therapists: Integrating theory and practice*. Pacific Grove, CA: Brooks/Cole-Thomson Learning.

McGoldrick, M., & Hardy, K. V. (Eds). (2019). *Re-Visioning Family Therapy: Addressing Diversity in Clinical Practice*(3rd). New York, NY: The Guilford Press.

COURSE REQUIREMENTS

- **Course Requirements**

All writing submitted to the professor, including online posts, 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. It is also expected that students will have read the required readings and be prepared to discuss them in class. Late assignments will *not* be accepted. Extension of assignments will *only* be given to legitimate reasons as the ones listed under excused absences. See Absences and Grading of this syllabus for more details. 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 (10 points):** Students will actively engage in online assignments throughout the semester to practice using key concepts, theories, and techniques.
- **Self-Care Management Plan (5 points):** Students will first complete a self-care assessment. Then complete a self-care maintenance plan according to the assessment result. The self-care assessment and self-care maintenance plan documents can be found under files on Canvas. Please submit self-care maintenance plan by the deadline specified in class calendar.
- **Practicum Site Exploration (15 points):** This assignment is designed for students to start planning their Fall 2020 2nd practicum site as well as to explore their future job and career development opportunities. Please utilize your professional online resource and network, such as searching on mental health websites or interviewing a senior colleague at a local agency or in our program. You are supposed to come up with at least 3 potential practicum sites as well as their pros and cons for you to work there as a practicum student. Please submit a pros and cons table summarizing your findings by the deadline specified in class calendar.

For civilian students, you are strongly encouraged to start your application for an off-campus 2nd site during this summer and start that 2nd site in Fall practicum class to increase your clinical hours. This assignment would be a great opportunity to begin your research on the sites and to build your professional network.

- **Quizzes (20 points):** There will be 2 quizzes, consisted of multiple-choices & short-answer questions. For the mid-term quiz, you can take it anytime between 7/6 and 7/15 11:59pm. However, you will have only one chance to take the quiz and once you start, you have 20 mins to finish. For the final quiz, you can take it

anytime between 7/6 and 8/6 11:59pm. Similarly, you will have only one chance to take the quiz and once you start, you have 30 mins to finish.

- **Discussion Board Post (30 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.

5.7 Article Presentation (20 points): Each student will sign up for one presentation date/topic on the first day of class. The presentation should consist of a structured lecture about 15 minutes long. In the article presentation, you will summarize the reading/article of the date you signed up for. You also should try your best to answer any questions your audience may have. I will monitor the discussion and answer questions as well. Please upload your presentation slides to both assignment and discussion on Canvas by the end of the day of your presentation. Cite reference(s) in APA style and upload the presentation slides or handout the day of the presentation. The scoring rubric is as follows:

Scoring Rubric for Article Presentation:

	Satisfactory
1. Clarity: Delivers presentation in a clear/student-friendly manner; includes a PowerPoint presentation and uploads the slides.	5
2. Precise Content: Provides an effective summary of the arguments (described in the article) and provides a fair critique of the articles themselves.	5
3. Engagement: Engages with classmates during the presentation (e.g. leading the discussion, responding to questions, etc.).	5
4. Professionalism: Has good control of time, behaves professionally, employs APA style correctly, etc.	5

6.0 Grading Criteria Rubric and Conversion

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Overview of Grading:

Class Participation	10 points
Self-Care Management Plan	5 points
Discussion Board Post	30 points
Article Presentation	20 points
Practicum Site Exploration	15 points
Quizzes	20 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 *one week* before each deadline so that she can provide individualized assistance or discuss alternative assignments. In general, students receive oral or written feedback on their assignments within 4 weeks of their submission.

7.0 Posting of Grades

Grades will be posted on Canvas. Students should monitor their status. There may be approximately 4 weeks of turn-around time for grades to be posted.

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

9.0 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 Summer 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.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

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 making an appointment via WOnline [<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>].

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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