

Course number, Course CRN, COURSE TITLE
MFT 5309-110, 80295, Treatment of Diverse Families
Fall 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Course Dates: August 28, 2023 – December 15, 2023

Course Modality:

This is a web enhanced course which meets in-person nine times, one time online synchronously via TEAMS and the rest of the time will be spent doing online asynchronous learning activities. Be sure to note the in-person and online synchronous class meeting dates listed in the Course Calendar. The online asynchronous interactions for the course will rely on TAMUCT's learning management system (Canvas). See the Technology Requirements section of the syllabus for more information on accessing and using Canvas. See the Course Calendar for dates and times of class meetings and assignment due dates.

Class Day: Tuesdays

Class Time: 5pm – 7:45pm

Location: Warrior Hall 313

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Felicia J. Holloway, PhD, LPC-S, LMFT-S, AAMFT Approved Supervisor

Office: WH 318-K

Email: fholloway@tamuct.edu

Office Hours

An appointment time during any of my office hours may be made via Bookings.

My office hours will be Tuesdays 12:30pm-5pm and Wednesday 11:30pm-5pm (Virtual only).

An appt via Bookings is required for office hours.

Use the link below to make an appt via Bookings:

<https://outlook.office365.com/owa/calendar/DrHollowaysAdvisingCalendar@tamuct.onmicrosoft.com/bookings/>

I can accommodate meeting, virtually, at other times as well by emailing a request to me that list 2-3 alternative meeting dates and times. I will respond to your request and confirm my availability.

Student-Instructor Interaction

My goal is to ensure there are open lines of communication between you and I that are easily accessible and effective. Taking time during our class period to ask questions is an expedited way to gather needed information, so I highly encourage you to do so. Please keep in mind that our learning environment is collaborative and should allow all students to contribute to the learning process. With that in mind, please be self-aware about thoughtfully contributing to class as well as intentionally making space for others' contributions. If a question occurs outside

of our class meetings, an Email is the most effective way to reach me. Monday-Friday I check emails daily and respond within two business days. **If you email me on the weekend or a holiday, I will make every effort to reply to your email by the following business day.**

If you would like a meeting outside of class, I am available during my office hours. To confirm time is set aside for your academic needs, please use the link below to make an appointment via Bookings:

<https://outlook.office365.com/owa/calendar/DrHollowaysAdvisingCalendar@tamuct.onmicrosoft.com/bookings/>

You may also email me directly for other available times for appointments.

Respect for Diversity:

I desire that all student diversity in experience and perspective be valued in and out of class. My intent is that students' diverse learning needs are addressed and that materials and activities respect and honor diversity. Student suggestions and ideas are encouraged and welcomed. Students can feel free to contact me to discuss how to support the effectiveness of the course for themselves or other groups of students. In addition, during the first day of class we will collectively create a community agreement that will serve as a collaborative effort to set a framework for a respectful and inclusive learning environment for all students.

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

PROGRAM INFORMATION

Mission

The mission of the Marriage and Family Therapy program is to train couple and family therapists to demonstrate clinical excellence through the mastery of the MFT core competencies, the practice of personal knowledge and professional integrity, and compassionate and collaborative service to distressed and/or underserved individuals, couples, and families in the broader Central Texas area.

To view the program's Vision, Goals and Student Learning Outcomes in their entirety, please visit Marriage & Family Therapy web page:

[<https://www.tamuct.edu/degrees/graduate/marriage-family-therapy.html>].

COURSE INFORMATION

Course Overview and Description

Learn the impact of diversity, power, and privilege as related to culture, class, ethnicity, gender, sexual identity, and religion in families and the influence of context on couple and family treatment. Assess the use of genograms and treatment will focus on effectively helping multi-stressed families.

Course Objective or Goal

Student Learning Outcomes

This course targets the following MFT program Student Learning Outcomes:

- 1) Assess the influence of their social location and personal experiences on the conceptualization and intervention of cases. (SLO-1)
- 2) Demonstrate knowledge of current trends and research methods in the field of marriage and family therapy. (SLO-2)

COAMFTE Developmental Competency Components

This course will address the following components to help ensure students obtain the knowledge and skill to become effective and ethical marriage and family therapists:

- 1) Knowledge of the profession;
- 2) Practice of therapy;
- 3) Human diversity and social structures;
- 4) Professional identity, ethics, and law; and
- 5) Research and evidence-based practice.

In addition, the **2023 Texas State Board of Examiners of Marriage and Family Therapists** rule 801.114 on required Academic Course Content states applicants for the LMFT license must complete the following course work within their graduate program: "(2)assessment and treatment in marriage and family therapy--12 semester hours--including but is not limited to treatment approaches specifically designed for use with a **wide range of diverse couples, families, and children**, including sex therapy, same sex couples, young children, adolescents,

interfaith couples, crisis intervention, and elderly; (3) **human development, gender, multicultural issues and family studies**--six semester hours;”

The rules can be viewed using the link below:

<https://www.bhec.texas.gov/statutes-and-rules/index.html>.

Also, AAMFT states that one of the organization’s core values is “Diversity, equity and excellence in clinical practice, research, education and administration”. This course seeks to support this professional core value.

The AAMFT Code of Ethics can be found at the link below:

https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

Required Reading and Textbook(s)

Readings and multimedia materials in this course will reflect diversity of perspectives and identities including those of marginalized groups in an effort to provide a rich understanding of a variety of family systems and their context.

McGoldrick, M., & Hardy, K. V. (Eds.). (2019). *Re-visioning family therapy: Race, culture, and gender in clinical practice* (3rd Ed.). Guilford Press.
ISBN: 978-1462531936

Optional Textbook

American Psychological Association (2020) *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

COURSE REQUIREMENTS

All assignments must be the students own work (see the academic integrity section). Do not copy directly from the text or research articles when completing assignments. Written work must follow the American Psychological Association (APA), 7th ed. publication guidelines. All assignments should be written in student APA format. Assignment due dates are indicated on the Course Calendar.

Assignments:

1. **Discussion Boards: (3x3pts=9pts)** Discussion Boards help to generate cooperative exploration of the course content in hopes of enhancing the learning experience with a deeper synthesis of knowledge. Students will complete Discussion Boards in the weeks indicated on the Course Calendar. The **initial post should be between 225 and 250 words** and will be worth 2pt. Students **may not exceed 250 words. It is vitally important to be clear and concise.** Referencing and citing research articles or the textbooks from the course is required in this post. References and citations do not count in the word count parameters. Students must refrain from quoting materials. Students should always use their own words.

Students are also required to respond to at least two other initial posts and each response is worth .5 point. The responses must be between 75 and 100 words each and should expand the conversation. **Students must not exceed 100 words.**

If a student only states that they agree or disagree, they will not earn full credit. Students should be curious and may generate new questions or considerations in their responses as well as include a synthesis of other scholarly or personal information that informs the discussion. Replies to posts **may not quote the initial post nor include quotes from other resources** but should reference and cite articles or textbooks from the course, when applicable.

Discussion Board Etiquette

- Students are expected to be courteous and respectful with their language and tone.
 - Curiosity about varying perspectives is encouraged. Avoid “why” questions.
 - Broad generalizations about groups of individuals should be avoided.
 - Be open to new ideas and alternative perspectives.
 - Quotations of the initial post, from textbooks or research articles may not be used in posts. (SLO – 1 & 2)
2. **Course Content Quizzes: (9x2pts =18pts)** In effort to ensure each student has read/viewed and comprehended the materials within the course, 9 timed open book/notes quizzes over course content will be given throughout the semester. Each quiz will have true false and/or multiple-choice questions related to the course content for the weeks indicated in the course calendar. Quiz dates are indicated in the course calendar as well. (SLO - 2)
 3. **Implicit Bias Personal Journal (Tests are optional): (3pts)** All individuals have biases. The road to cultural competence includes becoming aware of one’s own biases, recognizing the potential impact it could have on one’s professional work and actively working to reduce/mitigate the biases. For this assignment students will begin to examine implicit bias as it relates to their work as an MFT.

After reading the assigned materials for the week, the student will create a personal journal reflecting on those materials. Students should address the following area in their journal:

- **How might insight about one’s own implicit biases be useful as a marriage and family therapist?**

Optional: In addition, students can choose to inform their personal journal by completing one or more of Implicit Bias Tests related to diverse populations. The Implicit Bias Tests take about 10 minutes each and are part of a Harvard University research study. This activity is completely voluntary and no points will be added or deducted based on a student’s engagement or lack thereof in the study. Scores on the tests are confidential and are not required to be submitted. Again, these tests are strictly voluntary and for student’s own self-exploration. Tests can be completed using the following website: <https://implicit.harvard.edu/implicit/takeatest.html>.

The journal content must be between 375 and 450 words. **Students must not exceed 450 words.** The content of the journal will only be seen by the professor and the student. If any content might relate to a student's Experiential Project paper, it can be used in their paper and will not be considered self-plagiarism. (SLO – 1)

4. **Experiential Project Personal Journal: (3pts)** As students work towards completion of their Experiential Project, it is important to begin reflecting on those experiences. During this week students will create a personal journal reflecting on the new insights they have gained from their Experiential Project thus far. Students should describe what they have done at that point in the course and how it has impacted their understanding of the group. The content of their journal will only be seen by the professor and the student. This personal journal may be used in student's final paper and will not be considered self-plagiarism.

The journal content must be between 375 and 450 words. **Students must not exceed 450 words.** (SLO – 1)

5. **Cultural Genogram (15pts):** Students will complete a cultural genogram. This paper is intended to help students become cognizant of their cultural identities and the influence it has on them as a therapist and on their clients. Students are required to include racial and ethnic identity as a part of their culture; however, they are not limited to only exploring "family" culture related to biological family. This assignment fully recognizes that family can be chosen and encourages exploration of how the spectrum of different types of family has influenced their identity.

Students will utilize Hardy & Laszloffy (1995) seminal article on cultural genograms to guide the process of completing the genogram assessment. The article will be available in Canvas. More specifically, the content of the paper should consist of student's description of the culture(s) of origin or group that their ancestors descended from before arriving in America (with the exception of north American Indigenous people), a description of the framework or principles that shape the culture, and a detailed explanation of aspects of the culture that are viewed as positive and negative. Students will generate components of the paper by answering questions listed in Table 1 of the Hardy & Laszloffy (1995) article and formulate those answers into a cohesive cultural genogram paper. Students should not list and answer these questions in the paper, but should thoughtfully consider answers to the questions and then synthesize those answers into a paper. After exploring their cultural identity as stated above, students must provide a reflection on how their cultural identity may impact them as a person and their role as a therapist including what they have learned from the cultural genogram process.

Students must also include a visual 3 generation genogram in their paper, with a key following the detailed instructions provided in the Hardy & Laszloffy (1995) article. The genogram should include colors representing each cultural identity of every person in the family, a symbol for intercultural romantic and/or couple relationships must be included and symbols for pride and shame related cultural issues should be defined in

the key and indicated for each family member.

The paper should be between 4-6 pages long not including the genogram or cover sheet. The paper should be written in 7th edition APA **student** paper format. No abstract is needed. The title page will not be counted in the page requirement.

Hardy, K. & Laszloffy, T. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*. 21(3):227 – 237. DOI:[10.1111/j.1752-0606.1995.tb00158.x](https://doi.org/10.1111/j.1752-0606.1995.tb00158.x) (SLO – 1)

6. **Experiential Project Presentation: (10pts)** Students will facilitate a presentation about their experiential activity in class on their assigned day. This assignment is to be a professional presentation with an intended audience of fellow clinicians and researchers. The presentation should include a PowerPoint or Google Slide show. The presentation materials should include a description of the activity, what information the student learned from the experience including insights related to social location, power and privilege, intersectionality, historical oppression, etc. In addition, students should include key information they learned from current research about family therapy with their chosen group. Lastly, students must describe how this experience will inform their clinical work. Students will be graded on the quality of their presentation including communication of the above listed items and ability to thoroughly answer questions regarding their experience. In addition, students will be evaluated on the effectiveness and professionalism of the visual presentation materials. The presentation should be uploaded to the presentation discussion board **before** the class meeting in which the student is presenting. In addition, the final presentation must be saved as a PDF and submitted in the assignment link on Canvas the day of the student's presentation by 11:59pm. The length of the presentation should be about 20 minutes. (SLO – 1 & 2)
7. **Experiential Project Paper (This is a semester long project): (20pts)** It is vitally important that MFTs gain insights in to the diverse experiences and perspectives of the clients they may encounter in their work. One of the key ways to understand other perspectives and grow in cultural competence is to engage with diverse groups (different from which they identify). This semester students will select a diverse culture or a social location that they have limited understanding about or experience with. Then they are to choose a community activity or event to attend that centers that group. In addition, throughout the semester they must engage in an ongoing media experience with said group (approximately 5 hours).

The intention of this assignment is to allow ongoing exposure with diverse groups so students are able to gain a broader and richer understanding of the group and how they can better serve them. Students should reflect on their own privilege, possible biases, historical oppression, intersectionality as well as their own reactions to the experiences. Students are to view their experience through a respectful strength-based lens and be curious versus judgmental when engaging with their chosen group. Students should also refrain from broad generalizations about the entire group based on their experience and acknowledge that within group differences exist in every group.

Potential community activities or events can range from visiting a church whose congregation is predominately a part of the student's chosen group to attending a book reading or cultural festival.

For the media component of this assignment, students might read a book related to their chosen group and written by a member of the group, watch a TV series or listen to episodes of a podcast centering the group and created by people with in that group (i.e., Therapy for Black Girls, etc.) or following several social media pages curated by people of the student's chosen group that provides different cultural messages concerning the group (i.e., Therapy for Black Girls, The Griot, Essence, etc.). A limited list of media options will be provided in Canvas.

Project Example

For example, you may have limited understanding of the culture and history of African Americans, so you may choose to attend a predominantly Black church service one day and watch the 1619 series on HULU over the course of the semester.

Proposal for this project must be submitted and approved by the professor before the project is conducted. The due date for the project proposal is listed in the Course Calander.

After completing the experiences, students will write a 5-7-page paper describing the experiences and sharing what they learned (observations, etc.) and their reflections. The paper should make connections to at least **two peer reviewed journal articles** from the last 10 years concerning family therapy and the group they chose. Lastly, students should be sure to discuss in-depth how the experience will impact heir work as a marriage and family therapist. See expected proportionality of the paper below.

Paper Sections and Proportionality

Description of Activities

Approximately 1/4 of the paper should be a description of the experiential activities (one in person event and one, approximately 5-hour, media engagement)

Insights and Reflections

Approximately 1/2 of the paper should include what they learned, reflections and their reactions to the experience which should emphasize the following:

- Key information they learned
- New understandings about the group informed by their experiences and the course content
 - including information, the student learned from the experience related to social location, power and privilege, intersectionality, historical oppression, and or other course related topics
- General reactions to the experience

Therapeutic Implications

Approximately 1/4 of the paper should describe how the experience will impact their work as a marriage and family therapist.

**The paper should also integrate 2 peer reviewed journal articles (published in the last 10 years) related to family therapy with their group.*

The paper should be between 5-7 pages. The paper should be written in 7th edition APA **student** paper format. No abstract is needed. The above-mentioned headings are required for this paper. The title and reference page will not be counted in the page requirement. (SLO – 1 & 2)

8. **Final Exam: (22pts)** A multiple choice and true false question cumulative final exam will be given at the end of the semester. This exam will be timed but use of both notes, articles and books will be allowed. I strongly encourage students to thoroughly review materials and notes before taking the exam since it is timed. (SLO – 1 & 2)

Grading Criteria Rubric and Conversion

Assignment Points and Grade Conversion

Assignment	Point Value
Discussion Board (3x3pts)	9
Implicit Bias Personal Journal	3
Experiential Project Personal Journal	3
Cultural Genogram	15
Experiential Project Presentation	10
Experiential Project Paper	20
Course Content Quizzes (9x2pts)	18
Final Exam	22
<i>Total Possible Points:</i>	100

Final course grades will be based on the point totals listed below.

Letter Grade = Points

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

Rubrics

Discussion Board Rubric (3pts)

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
<i>Initial Post</i> Post is well written, fully addresses and develops all aspects of the prompt.	0-1.25	1.5-2

<p>Post was factually correct, reflective and provided a substantive contribution.</p> <p>Post contributes to discussion with clear, concise comments.</p> <p>Cites scholarly resources such as textbooks or research articles.</p> <p>Advances discussion.</p> <p>Post was within the required word count range.</p> <p>Uses APA 7th edition format.</p> <p>(2pts)</p>		
<p><u>Peer Response 1</u></p> <p>Demonstrates analysis of others' posts.</p> <p>Extends meaningful discussion by building on previous posts.</p> <p>Advances discussion with new ideas or considerations.</p> <p>Meets word count parameters.</p> <p>Uses APA 7th edition format.</p> <p>(.5pt)</p>	0-.25	.5
<p><u>Peer Response 2</u></p> <p>Demonstrates analysis of others' posts.</p> <p>Extends meaningful discussion by building on previous posts.</p> <p>Advances discussion with new ideas or considerations.</p> <p>Meets word count parameters.</p> <p>Uses APA 7th edition format.</p> <p>(.5pt)</p>	0-.25	.5

Implicit Bias Personal Journal (3pts)

Criteria	Non-Performance – Adequate Performance	Proficient - Distinguished Performance
<p>Student briefly describes their understanding of implicit bias.</p> <p>(1.5pts)</p>	0-.25	.5
<p>Student thoughtfully and thoroughly shares their reflections on the readings related to the importance of exploration of their own implicit bias and how implicit bias may impact them as a family therapist. (2pts)</p>	0-1.25	1.5-2

Journal is within the required word count. (.5pt)	0-.25	.5
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Experimental Project Personal Journal (3pts)

Criteria	Non-Performance – Adequate Performance	Proficient - Distinguished Performance
Student briefly describes their experimental activities thus far. (.5pts)	0-.25	.5
Student thoughtfully and thoroughly shares their reflections on the experiences thus far. (2pts)	0-1.25	1.5-2
Journal is within the required word count. (.5pt)	0-.25	.5

Cultural Genogram Rubric (15pts)

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Student utilizes Hardy & Laszloffy (1995) article on cultural genograms to guide the process of completing the genogram paper and the paper includes the student's description of their culture(s) of origin or group that their ancestors descended from before arriving in America (2pts)	0-1.25	1.5-2
The paper includes a thorough description of the framework or principles that shape the culture, and a detailed explanation of aspects of the culture that are viewed as positive and negative. (4pts)	0-3	3.25-4
Student provides a graphic cultural genogram that includes, name, ages, relational context, and detailed cultural information as described in the syllabus and Hardy & Laszloffy (1995) article. Genogram is clear,	0-2.25	2.5-3

organized, includes a detailed color-coded key. (3pts)		
The paper includes a thorough in-depth summary of what the student learned from the experience and how that knowledge may impact them personally and as an MFT. (3pts)	0-2.25	2.5-3
Paper is clear, logical and concise. (2pts)	0-1.25	1.5-2
Paper was within page requirement. Paper is written in APA 7 th edition student format with minimal errors. (1pts)	0-.5	.75-1

Experiential Project Presentation Rubric (10pts)

Criteria	Non-Performance – Adequate Performance	Proficient - Distinguished Performance
Student presents a clear and thorough description of the experiential activities they completed. (2pts)	0-1.25	1.5-2
Articulately describes information the student learned from the experience, over reactions and includes insights related to social location, power and privilege, intersectionality, historical oppression, etc. (3pts)	0-2.25	2.5-3
Student includes information they learned from current research (using at least 2 peer reviewed journal articles published within 10 years) about family therapy with their chosen group. (1pt)	0-.5	.75-1
Student discusses, in detail, how the project will inform their work as a therapist and answers the audience’s questions clearly and thoroughly. (2pts)	0-1.25	1.5-2

Visual Presentation is well thought out, well-constructed, presented logically and orderly, and helps shape the overall narrative of the presentation. APA format reference section lists all of the relevant scholarly resources utilized within the presentation. (2pts)	0-1.25	1.5-2
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Experiential Project Paper Rubric (20pts)

Criteria	Non-Performance – Adequate Performance	Proficient - Distinguished Performance
Student demonstrates completion of a community activity and ongoing media activity related to a diverse group. Student provides a detailed description of the activities. (4pts)	0-3	3.25-4
Student describes key information they learned from the experiences. (2.5pts)	0-2	2.25-2.5
Student describes reflections related to concepts such as social location, power and privilege, intersectionality, and/or historical oppression, etc. as well as their reactions to the overall experience (2.5pts)	0-2	2.25-2.5
Student discusses how the project will inform their work as a marriage and family therapist and includes in the paper at least 2 peer reviewed journal articles published within the last 10 years related to family therapy and the diverse group. (4pts)	0-3	3.25-4
Paper is clear and concise, within the required page range, and includes correct headings. Reference page and title page is included. APA student format is used throughout the paper. (2pts)	0-1.25	1.5-2

Posting of Grades

Grades will be posted in Canvas approximately 2 weeks after the assignment due date or submission date, whichever is later. Grades will be posted on the Canvas grade book where students can monitor the status of their grade easily. Students' final grades are based on their total points earned. Students can calculate an estimate of their grades, at any time, by adding their total points earned and comparing it to the chart above. **There will be no negotiation of grades or course policies. Students should be diligent in working toward the grade they desire in this course.**

Grading Policies

Assignments are expected to be turned in on time. Students should make plans to ensure that all assignments and exams are submitted by the due dates and times. **Late work will only be accepted up to 48 hours after the due date. No late discussion boards, quizzes or exams will be accepted.** Each day the assignment is turned in late the earned grade will be reduced by 1pt for assignments worth 10 points or less and 2pts for assignments worth 11 points or more. For example, if a student turns in an assignment worth 5 points, 5 minutes after the due date and time and they earn 4 points for the assignment based on the quality of their work, their final grade will be 3 pts (4pts earned grade - 1pt penalty for being a day late = 3pts final grade). *No assignments will be accepted more than 48 hours after the due date. If an assignment is submitted more than 48 hours after the due date a "0" will be entered in the gradebook on Canvas and no feedback will be provided.* Work must only be submitted in Canvas. Any work submitted via email will not be graded.

In addition, the lowest grade earned on a Quiz or DB will be replaced by the highest grade on that assignment for every student, at the end of the semester. This means if a student misses quiz 2 and receives a "0", that grade will be replaced by the student's highest grade earned on their other quizzes for that semester.

Class Attendance

Students will be expected to be present for class. Class participation is vital to the learning experience. Because of the importance of class attendance, **students will lose 2 points off their final grade for every unexcused absence.** Exceptions to this deduction would be professor approved and documented excused absences such as illness, death in the immediate family, legal proceedings, for example. Per the University catalog, students may request make-up consideration for valid and verifiable reasons, such as illness, death in the immediate family, legal proceedings, or participation in university-sponsored activities. Students participating in university-sponsored activities are responsible for obtaining a written explanation for their absence from the faculty/staff member responsible for the activity. In all cases, students are encouraged to notify the faculty member of the course in advance of any absence.

Students should be present, on-time, prepared, remain for the entire class period and be actively engaged in the class activities. Examples of engagement in class includes but is not limited to answering questions, provided thoughtful input based on the course content and one's own experience, respectfully inquiring about the material or a fellow student's

perspective, etc. Students will be responsible for reading the assigned materials in the textbook and any other resources provided by the instructor in Canvas before each face-to-face class.

Cooperative group learning experiences will be promoted throughout the course. The goals will focus on shared decision-making, individual and group responsibilities, and effective written and or communication skills. Students are expected to be professional and respectful during their participation in the course.

COURSE OUTLINE AND CALENDAR

*Each week course content will be available in the module associated with that week on Canvas. Be sure to check Canvas weekly for online content to review as part of the course. Online content may include videos, articles, etc. in addition to the textbook assigned readings. Weekly reading assignments should be done before class meetings unless otherwise indicated.

Class Date/Format	Topic	Assigned Readings/Viewings	Assignment Due
Week 1 – 8/29 In Person	Introduction to Course	Syllabus	
Week 2 – 9/5 In Person	Intro to Multicultural Competence	Materials on Canvas & McGoldrick & Hardy (2019) – Ch. 1	Online Quiz 1: Due Tuesday, 9/5 by 11:59pm (over course content for week 2)
Week 3 – 9/12	Intersectionality	Materials on Canvas & McGoldrick & Hardy (2019) – Ch. 17 and 6	Discussion Board 1: Initial post due by Saturday, 9/16 at 11:59 pm & 2 responses due Sunday, 9/17 by 11:59pm
Week 4 – 9/19	Treatment Disparities among Diverse Populations	Materials on Canvas	Discussion Board 2: Initial post due by Saturday, 9/23 at 11:59 pm & 2 responses due Sunday, 9/24 by 11:59pm Experiential Project Proposal: Due Sunday, 9/24 by 11:59pm
Week 5 – 9/26 In Person	Privilege	Materials on Canvas & McGoldrick & Hardy (2019) – Ch. 15 & 20	Online Quiz 2: Due Tuesday, 9/26 by 11:59pm (over course content for week 5)
Week 6 – 10/3	Implicit Bias and Microaggression	Materials on Canvas	Implicit Bias Personal Journal: Due Sunday, 10/8 by 11:59pm
Week 7 – 10/10 In Person	Historical Oppression	McGoldrick & Hardy (2019) – Ch. 9, 14 & Articles on Canvas	Online Quiz 3: Due Tuesday, 10/10 by 11:59pm (over course content for week 7)
Week 8 – 10/17	SES	McGoldrick & Hardy (2019) – Ch. 3 & 4	Online Quiz 4: Due Tuesday, 10/17 by 11:59pm (over course content for week 8)

			Cultural Genogram Due Sunday, 10/22 by 11:59pm
Week 9 – 10/24 In Person	Gender and Sexual Diversity	McGoldrick & Hardy (2019) – Ch. 2, 25 & 26	Online Quiz 5: Due Tuesday, 10/24 by 11:59pm (over course content for week 8)
Week 10 – 10/31	Religion & Spirituality	McGoldrick & Hardy (2019) – Ch. 5 & 8 & Materials on Canvas	Experiential Project Personal Journal: Sunday, 11/5 by 11:59pm Online Quiz 6: Due Tuesday, 10/31 by 11:59pm (over course content for week 10)
Week 11 – 11/7 In Person	Therapy with African American Families	McGoldrick & Hardy (2019) – Ch. 19, 29 & 31	Online Quiz 7: Due Tuesday, 11/7 by 11:59pm (over course content for week 11)
Week 12 – 11/14	Therapy with Latinx Families	McGoldrick & Hardy (2019) – Ch. 13 & Materials on Canvas	Discussion Board 3: Initial post due by Saturday, 11/18 at 11:59 pm & 2 responses due Sunday, 11/19 by 11:59pm
Week 13 – 11/21 In Person	Therapy with Asian Families	McGoldrick & Hardy (2019) – Ch.12, 18, 23, 32	Online Quiz 8: Due Tuesday, 11/21 by 11:59pm (over course content for week 13)
Week 14 – 11/ 28 Online Synchronous via TEAMS	Immigration & Transnational Families Presentations (Students will be randomly assigned presentation dates)	McGoldrick & Hardy (2019) – Ch. 7, 11, 28 Presentations	Presentations: Due in Canvas by 11:59pm on 11/28 Online Quiz 9: Due Tuesday, 11/28 by 11:59pm (over course content for week 14)
Week 15 – 12/5 In Person	Presentations (Students will be randomly assigned presentation dates)	Presentations	Presentations: Due in Canvas by 11:59pm on 12/5
Week 16 – 12/12 In Person	Presentations (Students will be randomly assigned presentation dates)	Presentations	Experiential Project Paper: Due Wednesday, 12/13 by 11:59pm Final Exam: Due online, Friday, 12/15 by 11:59pm Presentations: Due in Canvas by 11:59pm on 12/12

(Course Calendar may be altered by the instructor throughout the semester as needed.)

Important University Dates

You can access the current Academic Calendar at the link below for important university dates:

<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, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the “TAMUCT Online Canvas” tile. You will then log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

Texas A&M University-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 requires use of the Chrome web browser with their custom plug in installed.

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

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure

every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct

Office. 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), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[<https://tamuct.libcal.com/appointments>]. 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 workspaces, 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](#)

[<https://tamuct.libguides.com/index>]

University Writing Center

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Tuesday and Thursday in Warrior Hall 416. Online tutoring is available Tuesday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 12:00-3:00 p.m.

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 [WCOnline](#) [<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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER 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 Wellness and 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](#) online

[https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

Student Wellness & Counseling Center

The Student Counseling Center is a place where students can go for no-cost services to get help to handle day-to-day challenges and encourage their personal growth and development.

The Student Counseling Center provides services ranging from assistance with anxiety, depression, relationship concerns to crisis intervention. Students get personal assistance, tailored to their needs, in a welcoming and comfortable atmosphere.

Services — including counseling sessions up to once a week — **are at no additional cost** while students are currently enrolled at Texas A&M University-Central Texas.

For more information about the counseling center, students should visit the website, <https://www.tamuct.edu/student-affairs/student-counseling.html>, or call to make an appointment at (254) 501-5955.

Campus Cupboard

The Campus Cupboard is a student-run food pantry built to serve all students, staff, and faculty in need of assistance. Stocked with food, the cupboard acts as a safety net for the TAMUCT community. Food is provided at no cost. No proof of income or US citizenship is required. New clients will be asked to complete a New Client Form. All information is kept confidential and only recorded for statistical purposes. For more information, email tamuctcupboard@tamuct.edu or call 254-501-5909. More information about Campus Cupboard openings can also be found at <https://tamuct.edu/student-affairs/campus-cupboard.html>.

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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