

MFT 5357-115 Common Factors in Marriage and Family Therapy**Tuesdays 2:00pm-4:45pm Warrior Hall 305****Texas A&M University – Central Texas****Instructor:** James Kelly Barnett, Ph.D. LMFT-S AAMFT Approved Supervisor**Office:** none**Email:** JKBarnett@tamuct.edu**Phone: mobile 512-948-9898****Office Hours:** by appointment**Student-Instructor interaction:** I check emails daily. Please contact me via email or mobile number 512-948-9898. Leave a message and/or send text. You may expect a response within one working day.**Method of Instruction and Course Access:** This course meets face-to-face in Warrior Hall 305 and online the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].**Class Decorum:** It is intended that the class environment will be conducive to increasing your knowledge about the topic and promoting self-discovery and personal growth. In order for that to occur, it is expected that every student be respectful of the thoughts, emotions, and behaviors of others in this course.**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 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>]
 - o Android Phone/Tablet: [<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

COURSE INFORMATION

Course Overview and Description: This course will address the common factors that occur alongside all approaches of marriage and family therapy. Common factors, such as therapeutic relationship, client factors, and hope/expectancy, will be explored and implications for clinical practice will be discussed.

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

(SLO-2) – Students will demonstrate basic and systemic therapeutic techniques.

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

(SLO-4) – Students will demonstrate practice consistent with the AAMFT Code of Ethics, formulate and execute treatment plans based on individual issues, relational dynamics, and contextual issues.

(SLO-7) – Students will demonstrate knowledge of current trends and research methods in the field of marriage and family therapy.

Course Learning Outcomes:

1. Establish and maintain appropriate and productive therapeutic alliances with the clients. (SLO-2)(SLO-7)
2. Solicit and use client feedback throughout the therapeutic process. (SLO-3) (SLO-4)
3. Identify clients’ strengths, resilience, and resources. (SLO-3)
4. Evaluate progress of sessions toward treatment goals. (SLO-4)
5. Recognize when treatment goals and plan require modification. (SLO-4)

6. Evaluate clients’ reactions or responses to interventions. (SLO-2)

This course is designed to meet COAMFTE Developmental Competency Components:

- Knowledge of the MFT profession
- Practice of relational/systemic therapy as a qualified behavioral/mental health provider
- Commitment to ethical practice through ethical codes of the MFT profession and pertinent regulatory bodies
- Awareness, knowledge and skill to responsibly serve diverse communities
- Development and application of research to further the knowledge and practice of the MFT profession

Required Reading

Readings and articles in this course reflect diverse perspectives and social identities including those of marginalized groups in an effort to provide a full spectrum of understanding of common factors in marriage and family therapy and their application to underserved populations.

Sprenkle, Davis & Lebow. *Common factors in couple and family therapy*. (2009). The Guilford Press

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

Required Articles

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

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

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

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

Lazloffy, T.A. (2000). The implications of client satisfaction feedback for beginning family therapists: Back to basics. *Journal of Marital and Family Therapy*

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

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

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

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

Assignments:

PowerPoint Assignment (25 points): Students will create a community/professional presentation about common factors. For this assignment, you will assume the role of a presenter who has been asked to give a community presentation in which the topic is an overview of common factors and why it would be useful for therapists and clients in helping people change. You should collect existing information from both popular sources (*Newsweek*, MSNBC.com, etc.) and peer-reviewed research journals (e.g., *Family Relations, Journal of Marriage and the Family*, etc.).

For this assignment, you will be making a “community presentation.” Although you will not be actually presenting your work in public, please use the following prompt to provide background and context for your presentation:

“You are in the last year of your marriage and family therapy graduate program and looking forward to building your reputation in the community. One of your friends is a mental health professional who is sponsoring a two-day program for a wide variety of adults, and she is asking you to present on a topic related to how people change and specifically providing information that will help them in pursuing change and growth.

Create a professional presentation (e.g., Power Point, Prezi, etc.) of approximately 8 to 15 slides/transitions and that would last approximately 15 to 20 minutes. Be sure to address the following:

- The importance of this topic, and how this information may help them
- The relevant information
- Any controversies associated with the topic
- How they can learn more about this – including popular press or internet resources that may be available
- Any other information you think would help to make this a more useful presentation for this audience

Your presentation should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your response should reflect scholarly writing and current APA standards. It is also critical that you use the notes section of each slide. You should include considerable detail in that section as that will indicate that you intend to do more than simply read the slides.

Grading Rubric for PowerPoint Presentation (25 points)

Criteria	Inadequate performance	Adequate but lacking some elements	Excellent presentation
PowerPoint slides are easy to read and provide basic information	0-1 points	2-3 points	4-5 points
Presentation utilizes slides as outline and adds narrative for interesting presentation	0-1	2-3	4-5
Professional Resources support the presentation as required.	0-1	2-3	4-5
Social media resources are current and	0-1	2-3	4-5
Presentation generates discussion and questions.	0-1	2-3	4-5

Research Paper (25 points): Choose a research paper related to one of the topics covered in the course. A minimum of 10 journal articles and texts must be included in paper and in bibliography. This finished product will be worth 25 points. NOTE: This paper is to be a minimum of 15 pages in length (15 pages of content does not include abstract, bibliography or title page) All papers are to be typed, double-spaced, using Times New Roman (12 point) with one-inch margins. One page is composed of print on the entire page. Consideration should be given to neatness, grammatical correctness, style and readability, promptness, and content. Each of these is a component of your evaluation on every project. Use the APA Manual 6th edition for guidance.

Grading Rubric for Research Paper (25 points)

Criteria	Inadequate performance	Adequate but lacking some elements	Excellent work
Scholarly use of 10 peer-reviewed journal articles	0-1 points	2-3 points	4-5 points
Introduction and Literature review clearly identify the topic and the problem to be researched.	0-1	2-3	4-5
Follows APA guidelines of organization, writing style, minimal errors, etc.	0-1	2-6	7-10
Conclusion clearly summarizes study and presents possibilities for further research.	0-1	2-3	4-5

Discussion Board Online. (8x4=32 points) This is an 8-week course meeting weekly online asynchronously and face-to-face (Tuesdays) each week. The online portion will consist primarily of students' discussion on the discussion board based on reading assignments for the week.

Discussion Board Rules

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

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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 or from textbooks or research articles should not be used in posts.

Discussion Board	Satisfactory	Partially Satisfactory	Unsatisfactory
<p>Scoring Rubric</p> <p>Posts are well written, fully address and develop all aspects of the prompt. Cites scholarly resources such as textbooks or research articles. Posts are within the required word count range.</p>	2	1	0
<p>Uses APA 7th edition format.</p> <p>Response demonstrates analysis of others' posts. Advances discussion with new ideas or considerations. Meets word count parameters. Uses APA 7th edition format.</p>	2	1	0

Grading Criteria

Research Paper	34 points
PowerPoint Project	34 points
Online participation	32 points

Total **100 points**

Letter Grade = Points

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below **Grades will be posted on Canvas**

COURSE OUTLINE AND CALENDAR

Date	Topic	Assigned Readings	Assignment Due
Week 1 – 6/6 Week 1 online	Introduction to course	Woolfolk ch 1 Thomas article	Discussion Bd 6/11
Week 2 6/13 Week 2 online		Sprenkle ch 1 and 2 Woolfolk ch 2 Simon article	6/18
Week 3 6/20 Week 3 online		Sprenkle ch 3-4 Woolfolk ch 3 and 4 Fife article	6/25
Week 4 6/27 Week 4 online		Sprenkle ch 5 and 6 Woolfolk ch 4 Ward article	7/2
Week 5 7/4	NO MEETING July 4 th		
Week 5 online		Woolfolk ch 5 Fraser article	7/9
Week 6 7/11 Week 6 online		Sprenkle ch 7 and 8 Woolfolk ch 6 Laska article	7/16
Week 7 7/18		Sprenkle ch 9, 10, 12	

Week 7 online	Woolfolk ch 7	7/23
	Lazloffy article	PowerPoint
Week 8 7/25	ONLINE ONLY	Research and Writing Day
		Assignment Due: 7/23 11:59pm
		7/27
Week 8 online	Woolfolk 8	Research Paper Due
	Egel article and Sprenkle article	7/23 11:59p

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

Course schedule subject to change. Students will be notified of any changes

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page](https://www.tamuct.edu/departments/business-office/droppolicy.php): <https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act

with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [homepage](https://tamuct.libguides.com): <https://tamuct.libguides.com>

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

Technology Requirements and Support Requirements:

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

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support: For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

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

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>].

Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) 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

MFT Program 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.

MFT Program Goals

- **Community:** The program will deploy students to compassionately serve diverse and distressed families in the Central Texas region through The Community Counseling and Family Therapy Center, as well as its practicum site partners
- **Practice:** The program will create a brand of clinical excellence whereby its students are known for self-knowledge, integrity, professionalism, and effectiveness consistent with the AAMFT Code of Ethics.
- **Diversity:** The program will provide experiences that will allow its students and graduates to develop critical consciousness and a systemic framework necessary to serve diverse families in the Central Texas region and across the globe.
- **Scholarship:** The program will provide students with the skills to obtain relevant information and trends in MFT research.

MFT Student Learning Outcomes

- **SLO-1:** Students will demonstrate knowledge and appropriate application of classical and postmodern MFT theories.
- **SLO-2:** Students will demonstrate basic and systemic therapeutic techniques.
- **SLO-3:** Students will assess how contextual issues affect individual lives and relational dynamics.
- **SLO-4:** Students will demonstrate practice consistent with the AAMFT Code of Ethics, formulate and execute treatment plans based on individual issues, relational dynamics, and contextual issues.
- **SLO-5:** Students will assess the influence of their social location and personal experiences on the conceptualization and intervention of cases.
- **SLO-6:** Students will develop collaborative relationships with other mental health professionals and agencies within the local community.
- **SLO-7:** Students will demonstrate knowledge of current trends and research methods in the field of marriage and family therapy.

COAMFTE Developmental Competency Components

Standards Version 12.5 identifies five COAMFTE Developmental Competency Components:

- Knowledge of the MFT profession

- Practice of relational/systemic therapy as a qualified behavioral/mental health provider
- Commitment to ethical practice through ethical codes of the MFT profession and pertinent regulatory bodies
- Awareness, knowledge and skill to responsibly serve diverse communities
- Development and application of research to further the knowledge and practice of the MFT profession.