

MFT 5372-115 Relationship Education**Summer 2023****Texas A&M University – Central Texas****Class Days/ Times** Tuesdays 11:00am-2:00 pm, Warrior Hall Room 306**Instructor:** James Kelly Barnett, Ph.D., LMFT-S, AAMFT Approved Supervisor**Office:** none**Email:** JKBarnett@tamu.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 with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].**Class Decorum:** It is intended that the class environment will be conducive to increasing your knowledge about the topic and promoting self-discovery and personal growth. In order for that to occur, it is expected that every student be respectful of the thoughts, emotions, and behaviors of others in this course.**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:
 - iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - 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 multiple approaches to providing relationship education directly to couples and provides students the opportunity to prepare presentations that could be delivered in real-world settings.

Prerequisite(s): MFT 5301, MFT 5302 and MFT 5351.

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.

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 Readings

Readings and multimedia materials in this course reflect diverse perspectives and social identities including those of marginalized groups in an effort to provide a more comprehensive understanding of the class topics and their application to underserved populations.

Knowles, M.S., Holton III, E.F., Swanson, R.A., SWANSON, R., & Robinson, P.A. (2020). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (9th ed.). Routledge.
<https://doi.org/10.4324/9780429299612>

Suggested Reading

Nelson, K., Ronka, D. & Lang, L. (2020). *Designing and Leading Life-Changing Workshops: Creating the Conditions for Transformation in Your Groups, Trainings, and Retreats*. Cliffhouse Press.

Assignments

Class Participation: (8 pts) Students are expected to be present for class. Class participation is vital to the learning experience. Participation points are based on students being present, on-time, prepared, visible, remaining for the entire class period and being actively engaged in the class activities. Examples of engagement in class include but are not limited to answering questions, providing 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 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.

1. 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.

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
Scoring Rubric 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.	2	1	0
Uses APA 7th edition format. Response demonstrates analysis of			
others' posts. Advances discussion with new ideas or considerations. Meets word count parameters. Uses APA 7th edition format.	2	1	0

2. Relationship Education Presentation (35 points). Each student will prepare a presentation to include narrative and support materials (outlines, activities, assessments, etc) and PowerPoint presentation based on psychoeducational topics such as: marriage relationships, divorce recovery, matchmaking, pre-marital counseling, parenting, mentoring, grandparenting, foster parenting, school-age relationships, etc. The presentation will include research materials (books, articles, videos, etc). The presentation length will be at least 4 hours of education. Due on session 7. Students will post weekly updates to Canvas.

Relationship Education Scoring Rubric	Non-Performance- Adequate Performance	Proficient- Distinguished Performance
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Title Page/ Abstract

Author clearly identifies the subject of the presentation. In 250 words or less, present the key points made in each major section of the paper. **(6 pts)**

	0 - 3 pts	4 - 6 pts
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Overview of Relationship Education

Author clearly identifies models of education, application of said models, and demonstrates comprehensive and relevant knowledge. References appropriate number of scholarly sources. Most scholarly sources are primary sources and the textbooks. Sources help inform the reader about the topic. **(6 pts)**

	0 - 3 pts	4 - 8 pts
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Discussion of effective educational interventions

Author describes clearly and thoroughly relevant interventions, the purpose, and potential outcome for individuals and families. Demonstrated a systemic perspective in the approach to interventions. References appropriate number of scholarly sources. Most scholarly sources are primary sources. Sources help inform the reader about the topic. **(6 pts)**

	0 - 4 pts	5 - 8 pts
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Conclusion / Summary and Reference Section / Appendices

Author clearly and concisely summarizes knowledge of relationship education and relevant systemic interventions. Reference page is included, accurate and formatted in APA style. **(6 pts)**

	0 - 4 pts	5 - 7 pts
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Writing Style, Grammar, Spelling & Organization

Presentation narrative is clearly, logically, and concisely written in APA format with minimal errors. Direct quotes of scholarly resources are rarely used within the paper. Presentation is appropriate length. **(6 pts)**

	0 - 3 pts	4 - 6 pts
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Quizzes (5 for 5 points each) Five quizzes will be presented at the beginning of F2F classes. Questions will come from the assigned reading material for the day and will be available on Canvas.

Grading Criteria Rubric and Point Conversion Assignment

Assignment	Point Value
Class Participation	8
8 Discussion Boards (4 points per discussion board)	32
5 Course Content Quizzes (5 points per quiz)	25
Relationship Education Presentation	35
<u>Total Possible Points</u>	100

Grade Conversion

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

Posting of Grades

All student grades will be posted on Canvas Gradebook. Students may monitor grade status.

Course Outline and Calendar

Date	Topic	Assigned Readings	Assignment Due
Week 1 – 6/6	Introduction	The Adult Learner (TAL) Ch 1-5	Discussion Board 1 , due 6/11@11:59pm
Face to Face	Relationship Education		
Week 2- 6/13	Andragogy	TAL Ch 6-8,22	Discussion Board 2 , due 6/18@11:59pm
Face to Face			Presentation update
Week 3- 6/20	Theories of Learning	TAL Ch 9-10	Discussion Board 3 , due 6/25@11:59pm
Face to Face			Presentation update
Week 4- 6/27	Andragogy	TAL Ch 13-14-	Discussion Board 4 , due 7/2@11:59pm

Face to Face			Presentation update
Week 5- 7/4	Online Learning	TAL Ch 16-17	Discussion Board 5, due 7/9@11:59pm
NO F2F class today			Presentation update
Week 6- 7/11	The Future of Adult Learning	TAL Ch 18-19	Discussion Board 6, due 7/16@11:59pm
Face to Face			Presentation update
Week 7- 7/18	Adult Learning in Practice	TAL Ch 20-22	Discussion Board 7, due 7/23@11:59pm
Face to Face			PRESENTATION DUE TODAY
Week 8- 7/25	Measuring Success		Discussion Board 8, due 7/20@11:59pm
TBD	Of Adult Learning		

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 a 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](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)
[<https://tamuct.instructure.com/courses/717>]

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

Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website
[<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support

Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836,

visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

Appendix

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