



## MIDDLE RIO GRANDE CAMPUSES

### SYLLABUS

**EDUC 6323 Marriage and Family Counseling**

**SEMESTER: Summer I**

**Tuesdays & Thursdays 6:00 p.m.**

**PROFESSOR: Dr. Samuel Garcia, LPC-S**

**EMAIL: [samuel.garcia@sulross.edu](mailto:samuel.garcia@sulross.edu)**

**PHONE: (830)279-3036**

**OFFICE OR ELECTRONIC ADVISING HOURS:**

**IN-PERSON** – Thursday 12:00 p.m. - 8:00 p.m. **PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT:**  
**VIRTUAL (Collaborate) –Anytime**

**Office Location:** 2623 Garner Filed Rd., C104, Uvalde, Texas 78801

**Counseling Program Web Page:**

<http://www.sulross.edu/page/2301/master-education-counseling>

**Dean for Sul Ross State University Rio Grande College:**

<http://www.sulross.edu/news/4031/ver-nica-m-ndez-maqueo-named-dean-sul-ross-rio-grande-college>

**Chair for the Education Department/Counseling Program:**

<http://www.sulross.edu/faculty-and-staff/2312/professor-education>**Required Texts:**

**Required Text:**

**A Counselor's Introduction to Neuroscience**

[Angela Sikorski](#), Ph.D., [Bill McHenry](#), Ph.D., [Jim Mc Henry](#), Ph.D.

ISBN-13: 978-0415662284

## **Pocket Guide To Interpersonal Neurobiology**

Dr. Daniel Siegal

ISBN: 978-0-393-70713-7 (pbk)

### **Required Texts:**

Michael P. Nichols and Sean D. Davis: *The Essentials of family therapy (7<sup>th</sup> ed.)*.

ISBN 10 0135168090

ISBN 13 9780135168097

**Course Description:** The general purpose of this course is to familiarize students with the stages of family development, family dynamics, and techniques of marriage and family counseling, family consultation, and parent education.

### **Course Objectives**

1. Students will learn about the history and development of marriage, couple, and family counseling.
2. Students will gain knowledge and skills in theories and models of family systems dynamics.
3. Students will gain knowledge and practice skills in theories and models of marriage, couple, and family counseling.
4. Students will learn and about the sociology of the family, family phenomenology, and family of origins theory.
5. Students will gain knowledge and skills in the principles and models of assessment and case conceptualization from a systems perspective
6. Students will learn and practice skills in assessment relevant to marriage, couple, and family counseling.
7. Students will gain knowledge and skills in multicultural sensitivity in marriage, couple, and family therapy.
8. Students will gain knowledge and skills in ethical decision making and legal issues in marriage and family counseling.

### **COURSE GOALS AND OBJECTIVES:**

1. Students will demonstrate a knowledge and understanding of a systems perspective as it relates to couple and family therapy (CACREP 2016 F.1.a and b; F.5.a, b, f, and g; C.1; and C.2.f and j).
2. Students will gain awareness of key systems models in marriage and family counseling (CACREP 2016 F.1; C.3; and F.8.b).
3. Students will demonstrate an understanding of the role of attachment theory in couple and family counseling (CACREP 2016 F.2.d; F.3.a; and C.3).
4. Students will engage in experiential learning exercises that apply specific family and couple interventions (CACREP 2016 C.3).
5. Students will learn how to select various theories and interventions when working with couples and families (CACREP 2016 F.C.3.b).
6. Students will address the role of resources including faith and spirituality when working with couples and families (CACREP 2016 F.2.d; and C.2.f and j).
7. Students will become aware of legal and ethical issues that impact therapy with couples and families (CACREP 2016 F.1; C.1; and C.8).

8. Students will construct a personal genogram that applies systems theory to their family of origin (CACREP 2016 F.1.a and b; and C.2.j).
9. Students will address issues of diversity and how these differences impact their work with couple and family issues (CACREP 2016 F.2.d; and C.2.f and j).
10. Students will practice case conceptualization and treatment planning with various theories (CACREP 2016 F.1; and C.1, 2, and 3).

### **American with Disabilities Act (ADA):**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

### **Student Support Services:**

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring, and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring, and summer semesters. These tutors offer assistance in mathematics, English, History, and PowerPoint presentations. Tutor's schedules are posted on bulletin boards around campus as well as tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with [Grammarly](#), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance applications. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to the [Student Service Site](#) to speak to a support service representative or visit the Student center.

Student Services Specialists are:

#### **Uvalde:**

- Kathy Biddick, Administrative Secretary, **Office:** C 102, Uvalde. **Phone:** (830) 279-3003
- Derrek Serrano, Enrollment Representative, **Office:** C 124, Uvalde **Phone:** (830) 279-3027

#### **Eagle Pass:**

- Juan Tamez, Enrollment Representative, **Office:** D 121, Eagle Pass  
**Phone:** (830) 758-5037

### **Technology Requirements:**

**Hardware Requirements:** The following minimum hardware and software requirements are necessary to access an online class through SRSU-RGC's current version of Blackboard. Be sure to

check your course syllabus and discuss technology needs with your professor as early in the class as possible.

**System Requirements:** The following minimum hardware and software requirements are necessary to access an online class through SRSU-RGC's current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	<b>Minimum</b>	<b>Recommend</b>
<b>Operating System</b>	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
<b>Processor</b>	1 GHz processor	2 GHz or faster processor
<b>Memory</b>	512 MB of RAM	2 GB of RAM or higher
<b>Monitor Resolution</b>	1024 x 768	1024 x 768 or higher
<b>Free Hard Disk Space</b>	5 GB of free disk space	20 GB or higher of free space
<b>Internet Connection</b>	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
<b>Internet Browser</b>	FireFox	FireFox
<b>Java</b>	Java is required to use Blackboard. <a href="#">Visit our Java support page for information about troubleshooting Java.</a>	
<b>Macromedia Flash Player</b>	Flash may be required to play videos within the Blackboard system. <a href="#">You can download Flash from the Adobe website.</a>	

**Students are required to have regular, reliable access to a computer with a stable broadband Internet connection.** Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have software needed to complete online coursework. If additional software is needed on a SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of [Mozilla Firefox](#) for Windows or Mac because it is the most compatible with our current Blackboard system.

<b>Browser Downloads</b>	<b>PC</b>	<b>Mac</b>
Mozilla Firefox	<a href="#">Download</a>	<a href="#">Download</a>
Safari	<a href="#">Download</a>	<a href="#">Download</a>
Google Chrome	<a href="#">Download</a>	<a href="#">Download</a>

**Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons.** First, you always want a plan B. If you are trying to perform time-sensitive tasks in

Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser-related issue.

Second, it helps to rule out browser-related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

**Additional Software and Plug-ins:** Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents, or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads File Extension		PC	Mac
Adobe Acrobat Reader	.pdf	<a href="#">Download</a>	<a href="#">Download</a>
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	<a href="#">Download</a>	<a href="#">Download</a>

Microsoft Office Viewer			
Word Viewer	.doc • .docx	<a href="#">Download</a>	n/a
PowerPoint Viewer	.ppt • .pptx	<a href="#">Download</a>	n/a
Excel Viewer	.xls • .xlsx	<a href="#">Download</a>	n/a

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	<a href="#">Download</a>	<a href="#">Download</a>
QuickTime	.mov • .qt	<a href="#">Download</a>	<a href="#">Download</a>
Media Player Classic	.avi • .vlc • .wmv	<a href="#">Download</a>	n/a
VLC Media Player	.avi • .vlc • .wmv	<a href="#">Download</a>	<a href="#">Download</a>

Additional Software	PC	Mac
Microsoft Security Essentials	<a href="#">Download</a>	n/a
Ad-Aware Spyware Removal	<a href="#">Download</a>	n/a
Spybot Search and Destroy	<a href="#">Download</a>	n/a

## **Technical Skills**

**Technical Skills Required:** Students will be required to interact through a virtual media real-time technological program (Collaborate). Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time feature. Students will also be required to access their generated grade points to measure their progress in the course. **PLEASE**

**REVIEW Introductory Videos** to refresh your understanding of how to access and navigate through these blackboard features.

**Other Technological devices/Equipment:** Student computer **MUST** be equipped with fully functional speakers, microphone and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon **MUST** remain on at all times, **PLEASE REVIEW introductory Collaborate video.**

**Blackboard:** A course orientation video is posted under the Orientation sub menu to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into “Blackboard.”

- A. Select course number and name.
- B. Observe the Course menu, which is categorized by submenus.
- C. The student will notice the “Menu” categorized by submenus. They are:

**1. ORIENTATION**

**2. COMMUNICATION**

**3. READING ASSIGNMENT**

**4. ASSIGNMENTS**

**5. TOOLS**

- D. Select the “Blackboard Orientation” feature under the “Orientation” Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- E. Going to the Blackboard main page.
- F. Access the “Student Resources” located at the red top left block of the Blackboard Log-in Page.
- G. Orientation and “How to” videos are available to help the student navigate and through Blackboard.

**Blackboard Representatives:** Mon-Fri 09:00 am – 6:00 pm

**Tim Parsons:** Phone 432-837-8525 – Email [tim.parsons@sulross.edu](mailto:tim.parsons@sulross.edu)  
**Estela Vega:** Phone 432-837-8247 – Email [estellav@sulross.edu](mailto:estellav@sulross.edu)

**Collaborative Streaming:** As your instructor, I place heavy emphasis on Individual class participation. Each collaborative meeting is worth 100 points. Class interactions will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select Course number and name.
3. View you Menu on the Left-hand side of the main course page.
4. Select "Collaborate Ultra" under the "Assignment" Sub Menu.
5. Once in "Collaborate Ultra," select "Get Launch Link."
6. Select "Join Course Room."
7. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

**Frequent "Lost connection" is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties.** Such disconnection issues interrupt class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect Wi-Fi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (**PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE FOR BLACKBOARD ISSUES**):

**Del Rio:** RM304 - George Hernandez, Director.

**Eagle Pass:** D119 – Juan Garza

**Uvalde:** B106 – Santana Tarango

**MRGC Campuses Phone:** 830-703-4899

**Monday – Friday:** 8:00am to 5:00pm &  
**Saturday & Sunday:** 08:00 a.m.-5:00pm

In consideration of the current advanced mobile technology, students must make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student to a dangerous situation.

**Students with Disabilities:** It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to an accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - please notify the instructor as soon as possible.

For information about SRSU-RGC disability support services, please contact Student Service Specialist:

Mrs. Kathy Biddick  
(830) 279-3003  
Email: kbiddick@sulross.edu

**Diversity:**

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

**Scholastic Misconduct:**

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

**Etiquette Expectations:**

Graduate students are expected to take responsibility for his or her academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language and expression that is respectful and clear to minimize ambiguity; moreover, presentation of questions or statements will not consist of any



defamatory, sarcastic, degrading or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode for gaining understanding and disseminating meaning. Therefore, individuals must consider primary language, speaking style, inappropriate terms, distance between parties, eye-contact, inappropriate body language (Example: finger pointing, etc.) and disabilities that may hinder effective communication.

### **Attendance, Introduction and Participation:**

Regular class attendance and participation are required aspects of this course.

- A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other, since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:
  - Full name.
  - Place of Birth.
  - Place raised
  - Describe family or culture that best describes you.
  - Your interest in your undergraduate degree.
  - Rationale for entering into the counseling program.
  - What you hope to accomplish with a Counseling training.
  - How you conclude this to be important.
- Each attendance is valued at 1 point.
- Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.
- Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students reflective writing entries.
- If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.
- Please read the assigned material before class and be prepared to discuss it. You are expected to actively and verbally participate in classroom discussions and activities.
- **Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices and back-ground noise during class.**

### Late Work:

Assignments must be turned in before the beginning of next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

### Grading/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback of any assignment will be provided no later than two days before the next class meeting. **Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24-hours.**

	<b>Point Accumulation Scale</b>	<b>Grade</b>
Enhanced Collaborative Class Attendance (Each class meeting has a 16 point potential) <ul style="list-style-type: none"><li>Total grade points will be divided by 12</li></ul>	16 = 100 14 – 15 = 90 12 – 13 = 80 10 - 11 = 70 < 10 = 60	<b>A= 90 -100</b> <b>B= 80 - 89</b> <b>C= 70 - 79</b> <b>D= 60 – 69</b>
Video/Article Reflection (10 Video Reflections) <ul style="list-style-type: none"><li>Total Points will be divided by 10</li></ul>	12 pts = 100 8 – 10 pts.= 90 6 – 7 pts = 80 4 – 5 pts = 70 < 4 pts = 60	<b>F= &lt;60</b>
Movie Reflection Paper	12 pts = 100 8 – 10 pts.= 90 6 – 7 pts = 80 4 – 5 pts = 70 < 4 pts = 60	The final grade for each of the 5 sections will be added and divided by 5 to

Quizzes (10 Quizzes)	Quiz grades will be added and divided by 10 for an average grade.	calculate the final grade.
Final Exam	100 questions and each question is valued at 1 point.	

### **Enhanced Collaborate Streaming and Participation:**

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. **The IT department has suggested that you use Google Chrome as your web browser to alleviate technical difficulties.** I have placed a quick link to *Adobe Flash Player* for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

### **Video/Article Reflection:**

Students will access the Video or Article Reflection tab and review the assignment and enter a **minimum 3-paragraph reflective comment** regarding the assignment immediately after the collaborate class session. There will be thirteen graded video/article reflections with a potential value of 2 points for each assignment with an accumulated potential of 26 points.

The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. Please see the rubric below that I use to assess your skill level. You are welcome to enter a personal experience(s) recalled while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

The assignments mostly consist of short video clips but may consist of an article, or a guest person presentation. You will select the topic title (Example, VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video/Article Reflections submenu. After selecting the title, it is required to select the thread title. Review the video clip and enter your reflection by selecting the "Reply" feature and enter your reflection. The following rubric is provided to guide your responses.

<b>(12-pts.) Competencies</b>	<b>Advanced (3 pts.)</b>	<b>Novice (2 pts.)</b>	<b>Student (1 pt.)</b>	<b>Unacceptable (0)</b>
<b>Competency 1</b> Your version of what theme or message the author is attempting to convey to his or her audience.  _____ <b>Points</b>	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the offers rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent from his or her general perspective.	Student only restates the video or Text content.
<b>Competency 2</b> Include any specifics the author(s) used to strengthen his or her point of view.  _____ <b>Points</b>	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student is unable to identify any point of views.
<b>Competency 3.</b> Describe your thoughts and emotion(s) you experienced while viewing the video.  _____ <b>Points</b>	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.
<b>Competency 4.</b> Explain your perceptions of how the information might impact future activities.  _____ <b>Points</b>	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.

### **Movie Reflection Paper:**

The reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your video reflection forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes.

The paper has a potential grade value of **12-points**. I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper and must contain at least eight (**8**) **pages** of content, which does not include the Title page or Reference page(s). The writing lab has many writing resources that can assist you in understanding the mechanics involved in writing a reflective paper. Students may choose to either rent or purchase the movie for required viewing.

<b>Criteria</b>	<b>Superior (3 pts.)</b>	<b>Sufficient (2 pts.)</b>	<b>Minimal (1 pt.)</b>	<b>Unacceptable (0 pts.)</b>
<b>Depth of Reflection</b>  _____ <b>points</b>	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when

				applicable, are not provided.
<b>Required Components</b> ___ points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Structure</b> ___ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
<b>Evidence and Practice</b> ___ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

### Quizzes:

**Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed.** Each student will read the assigned reading and complete the corresponding quiz every week before the assigned date on the syllabus. Each quiz has a 2-point potential and will consist of true and false, multiple-choice, fill-in-the-blank, and short answer questions. Print a copy of your quiz and use it as a guide during the class discussion. You will use all your quizzes to study for the final exam. The final exam is comprised of quiz questions. Grading and feedback will be provided on a weekly basis.

### Final Exam:

**The final exam is a 100-question True/False, multiple-choice, and fill-in-the-blank questions that are designed to assess comprehensive, application, analysis, synthesis, and evaluative consideration of knowledge gained over the semester.** Each question has a .2 point value. The final exam primarily derives from the weekly quizzes, forum activities, and collaborative content and has a 20-point potential. The exam will be posted on Blackboard on the designated date and each student will have four (4) hours to complete the exam

## PROPOSED COURSE OUTLINE

DATE	TOPIC, ASSIGNMENT DUE AND READINGS
May. 21	<p><b>Introduction: Professor and Students</b></p> <p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p> <p><b>Assigned Reading: Chapter 1:</b> The Evolution of Family Therapy</p>
May 26	<p><b>Quiz 1 Due:</b> Ch. 1 The Evolution of Family Therapy</p> <p><b>Video Reflection 1 Due</b></p> <p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p> <p><b>Assigned Reading Chapter 3:</b> The Fundamentals of Family Therapy</p>
May 28	<p><b>Quiz 2 Due:</b> Ch 3 The Fundamentals of Family Therapy</p> <p><b>Video Reflection 2 Due</b></p> <p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p> <p><b>Assigned Reading Chapter 4:</b> Bowens Family Systems Therapy</p>
Jun 02	<p><b>Quiz 3 Due:</b> Ch 4 Bowen's Family Systems Therapy</p> <p><b>Video Reflection 3 Due</b></p> <p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p> <p><b>Assigned Chapter 5:</b> Strategic Family Therapy</p>
Jun 04	<p><b>Quiz 4 Due:</b> Ch 5 Strategic Family Therapy</p> <p><b>Video Reflection 4 Due</b></p> <p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p> <p><b>Assigned Reading Chapter 6:</b> Structural Family Therapy</p>
Jun 09	<p><b>Quiz 5 Due:</b> Ch 6 Structural Family Therapy</p> <p><b>Video Reflection 5 Due</b></p>

	<p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p> <p><b>Assigned Reading Chapter 7:</b> Experiential Family Therapy</p>
<b>Jun 11</b>	<p><b>Quiz 6 Due:</b> Ch 7 Experiential Family Therapy</p> <p><b>Video Reflection 6 Due</b></p> <p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p> <p><b>Assigned Reading Chapter 8:</b> Psychoanalytic Family Therapy</p>
<b>Jun 16</b>	<p><b>Quiz 7 Due:</b> Ch 8 Psychoanalytic Family Therapy</p> <p><b>Video Reflection 7 Due</b></p> <p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p> <p><b>Assigned Reading Chapter 9:</b> Cognitive-Behavioral Family Therapy</p>
<b>Jun 18</b>	<p><b>Quiz 8 Due:</b> Ch 9 Cognitive-Behavioral Family Therapy</p> <p><b>Video Reflection 8 Due</b></p> <p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p> <p><b>Assigned Reading</b></p>
<b>Jun 23</b>	<p><b>Quiz 9 Due:</b> Ch 11 Solution-Focused Therapy</p> <p><b>Video Reflection 9 Due</b></p> <p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p> <p><b>Assigned Reading Chapter 12:</b> Narrative Therapy</p>
<b>Jun 25</b>	<p><b>Quiz 10 Due:</b> Ch 12 Narrative Therapy</p> <p><b>Video Reflection 10:</b></p> <p><b>Zoom Collaborative Discussion: 6:00 p.m.</b></p>
<b>Jun 26</b>	<p><b>Movie Reflection Paper Due</b></p> <p><b>Final Exam</b></p>

