



SYLLABUS

EDUC 6326 Advanced Marriage and Family Therapy Strategies SEMESTER: Spring 2022

Thursdays 7:00 pm

PROFESSOR: Dr. Samuel Garcia, LPC-S

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**OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO MAKE AN
APPOINTMENT FOR IN-PERSON APPOINTMENTS:**

IN-PERSON – Thursday 12:00 p.m. - 8:00 p.m.

VIRTUAL (Collaborate or Zoom) –Anytime

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

Master of Education Counseling Program: [Counseling Program Web Page](#)

Chair of the Education Department: [Chair for the Education Department/Counseling Program](#)

Dean for Sul Ross State University Rio Grande College: [MRGC Assistant Provost and Dean](#)

Vice President Sul Ross State University Rio Grande College: [SRSU-RGC Vice President](#)

President Sul Ross State University [SRSU President](#)

Required Texts:

Family Therapy: An Overview, 9th Edition. Gildenberg, I., Stanton, M., Goldenbert, H. Wake Forest University, 2017. Sage

ISBN-13: 978-0139509296

ISBN-10: 1305092961

Family Therapy Review, Coombs, R. H. . Wake Forest University, 2014. Sage

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Course Description: An examination of the mission, philosophy, and function of counseling programs in schools, universities, and community agencies, with emphasis on program organization, administration, needs assessment, evaluation, legal and ethical issues, creating community coalitions and outreach, training support staff, and adopting and adapting culturally relevant prevention and intervention programs.

Prerequisite: The grade of B or higher in EDUC 5314 and have instructor's permission.

Course Objectives

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ☉ Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ☉ Identify and utilize basic assessment principles related to standardized assessments and design an appropriate treatment plan.
- ☉ Comprehend the role and function of the counselor in a variety of work settings.
- ☉ Know and apply the professional standards of practice and the relevant code of ethics.
- ☉ Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ☉ Possess the knowledge and skills necessary to practice as highly competent counseling professional.
- ☉ Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ☉ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ☉ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

Modular Objectives:

Upon successfully completing this course, students will be able to:

1. Construct a counseling program that promotes psychological health and personal empowerment for the clientele.
Assessment: Program Binder to be turned in.
2. Gain knowledge of the services that are part of guidance counseling programs and how these services relate to the total educational goals of the educational system.
Assessment: Program Binder, Discussion Board Assignments
3. Become familiar with the organizational principles of guidance such that an evaluation can be done to develop a guidance and counseling program for a school district.
Assessment: Discussion Board Assignments
4. Discuss the role of the counselor in the school and agency or private practice setting and the role of ethics in these settings.
Assessment: Discussion Board Assignments
5. Describe and discuss strategies for preventing professional burnout and maintaining professional wellness.
Assessment: Discussion Board Assignments, Class Discussion

Assessment of these objectives will be via demonstration as seen in:

1. The actual program was developed and written by each student.
2. Completion of posted Discussion Board assignments.
3. The exams on material from the text, class notes, and researched materials.

DOMAIN I

Competency 002 (Student Diversity) Ch 3 & 4 (EDUC 6318)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students) Ch 5, Ch 17, Ch 18 (EDUC 6319)

The school counselor understands factors that may affect students' ability to achieve their potential.

DOMAIN II

Competency 004 (Program Management) Ch 6 & 7, Ch 15, Ch 16)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

& *Competency 005 (Developmental Guidance Program) Ch 8, Ch 13 (EDUC 6321 6322)*

The school counselor knows how to provide a comprehensive developmental guidance program that promote all students' personal growth and development.

Competency 006 (Counseling) Ch 9 (EDUC 7315)

The school counselor understands how to provide effective counseling services to individuals and small groups.

DOMAIN III

Competency 008 (Collaboration with Families) Ch 5, 6, , Ch 14 (EDUC 6323)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community) Ch 10

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism) Ch 3, Ch 18 (EDUC 6333)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

The Program Marketable Skills Include:

1. A Master of Education Counseling Student will demonstrate analytical and critical thinking skills.
2. A Master of Education Counseling Student will demonstrate empathy and listening skills.
3. A Master of Education Counseling Student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy:

The marketable skills will be included in course syllabi for the MED Counselor degree, and the faculty will discuss them online or in-class with students. Each marketable skill development will include consideration of the cultural influence on an individual's perceptive outlook. The cultural focus will be reflected in all courses and considered explicitly in the ED 6318 Multiculturalism and Diversity and ED 6340 Bilingual and Bicultural counseling coursework. Reflective writing or research assignments will be in all classes to develop these marketable skills with specialized research focus on the ED 5307 Research Methodology, ED 6319 Psychopathology, ED 6320 Substance Use, Abuse and Addiction, and ED 6350 Counseling and the Neurosciences coursework.

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. Tutors schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutor's are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), 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: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the Student center.

Student Services Specialist are:

- Del Rio – (830) 703-4816
- Eagle Pass – Juan Tamez (830) 758-5037
- Uvalde- Derek Serrano (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary in order 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 in order 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.

| | Minimum | Recommend |
|---------------------------|---|----------------------------|
| Operating System | Windows 7 or higher Mac OSX 10.8 or higher | Windows 10 Mac OS 10.12 |
| Processor | 1 GHz processor | 2 GHz or faster processor |
| Memory | 512 MB of RAM | 2 GB of RAM or higher |
| Monitor Resolution | 1024 x 768 | 1024 x 768 or higher |

| | | |
|--------------------------------|---|---|
| Free Hard Disk Space | 5 GB of free disk space | 20 GB or higher of free space |
| Internet Connection | 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 |
| Internet Browser | FireFox | FireFox |
| Java | Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java. | |
| Macromedia Flash Player | Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website. | |

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 the needed to complete online coursework. If additional software is needed on an 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.

| Browser Downloads | PC | Mac |
|--------------------------|--------------------------|--------------------------|
| Mozilla Firefox | Download | Download |
| Safari | Download | Download |
| Google Chrome | Download | Download |

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 | Download | Download |
| Microsoft Office | .doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt | Download | Download |

| Microsoft Office Viewer | | | |
|--------------------------------|--------------|--------------------------|-----|
| Word Viewer | .doc • .docx | Download | n/a |
| PowerPoint Viewer | .ppt • .pptx | Download | n/a |
| Excel Viewer | .xls • .xlsx | Download | n/a |

| Video Players | Common File Extensions | PC | Mac |
|-----------------------------|-------------------------------|--------------------------|--------------------------|
| Macromedia Shockwave Player | .fla • .swa • .swf | Download | Download |
| QuickTime | .mov • .qt | Download | Download |
| Media Player Classic | .avi • .vlc • .wmv | Download | n/a |
| VLC Media Player | .avi • .vlc • .wmv | Download | Download |

| Additional Software | PC | Mac |
|-------------------------------|--------------------------|------------|
| Microsoft Security Essentials | Download | n/a |
| Ad-Aware Spyware Removal | Download | n/a |
| Spybot Search and Destroy | Download | n/a |

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. 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 or Zoom 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: I have posted a course orientation video 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. RESOURCES
4. ASSIGNMENT
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: (888)837-6055 24 hrs. Monday-Sunday
Tim Parsons (432-837-8525): tim.parsons@sulross.edu
Estella Vega (432-837-8247): estellav@sulross.edu

Distance Education (Enhanced-video Streaming): This course work is administered via virtual means, which means that the class meeting will take place on Blackboard Collaborate Ultra, Zoom, and Google platforms. The feature can be found in the Blackboard class under the *Assignment* sub-section of the class. Required readings, assignments, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard

and participate fully in the virtual aspect of this course. The policy on Distance Education at Sul Ross State University is as follows:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings and they have a total value of 100 points. The interactive component of 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. 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 your Menu on the Left-hand side of the main course page.
4. Select "Zoom Meeting" or "Collaborate Meeting" under the "Assignment" Sub Menu.
5. 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 the 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 collaborating 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 wifi 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):

Eagle Pass - Juan Garza (830) 758-5010
Uvalde – George Hernandez (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students 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 own 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 so

as 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, it is imperative that individuals consider primary language, speaking style, inappropriate terms, the 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:
 - o Full name.
 - o Place of Birth.
 - o Place raised
 - o Describe family or culture that best describes you.
 - o Your interest in your undergraduate degree.
 - o Rationale for entering into the counseling program.
 - o What you hope to accomplish with a Counseling training.
 - o How you conclude this to be important.
- Attendance has a value of 100 points.
- 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 background noise during class.

Late Work:

Assignments must be turned in before the beginning of the 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 on 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.

| | Point Accumulation Scale | Grade |
|---|--|--|
| Enhanced Collaborative Class Attendance | 16 = 100 15 = 90 14 = 80 13 = 70 12 = 60 11 = 50 10 = 40 | A= 90 -122 B= 80 - 89 C= 70 - 79 D= 60 - 69 |
| MFT Practice Exam (4 X 100)/4 | 100 Point Potential | F= <60 |
| Quizzes (17 X 100)/17 | 100 Point Potential | The final grade for each of the 5 sections will be added and then divided by 5 to calculate the final grade. |
| Final Exam | 100 Point Potential | |
| Study Guide Development | 100 Point Potential. | |

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 or FireFox 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.

MFT PracticeExams:

Each student will have the opportunity to practice taking the MFT exam. There will be four (4) exams throughout the semester. These exams are graded for assessment purposes only and will not be used to tabulate your final grade.

Quizzes:

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen (17) quizzes, and each quiz has a 100-point potential. Each quiz will contain a different amount of questions that correspond with the chapter or Video Reflection content and will consist of true and false, multiple-choice, fill-in-the-blank, and short answer questions. If you do well in your quizzes, it is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

Students will be required to complete the quiz immediately after completing the video reflection, which is completed immediately after the class session. This will provide me the opportunity to provide grading and feedback for potential class discussion-

Study Guide Development:

Each student will develop his or her own original Study Guide Matrix using an excel spreadsheet format and will entail the six (6) Domains of the MFT National Exam content. The Study guide Will columns for each of the following: 1) Theory Description; 2) View of Human Functioning; 3) View of Dysfunction; 4) Therapist’s Role; 5) Client’s Role; 6) Therapeutic Goal; 7) Techniques with the Theory and 8) Key Terms.

PROPOSED COURSE OUTLINE

| DATE | TOPIC, ASSIGNMENT DUE AND READINGS |
|---------------|---|
| Jan 13 | <p>Introduction: Professor and Students</p> <p>Reading Assignment: Ch 1 Adopting A Family Relationship Framework</p> <p>Quiz 1: Adopting A Family Relationship Framework</p> <p>Collaborate Tuesday 6:00 p.m.</p> |

| | |
|------------------|---|
| Jan 20 | <p>Reading Assignment: Ch 2 Family Development: Continuity and Change</p> <p>Quiz 2: Ch 2 Family Development: Continuity and Change</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Jan 27 | <p>Reading Assignment: Ch 3 Diversity in Family Functioning</p> <p>Quiz 3: Ch 3 Diversity in Family Functioning</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Feb 03 | <p>Reading Assignment: Ch 4 Systems Theories and Systemic Thinking</p> <p>Quiz 4: Ch 4 Systems Theories and Systemic Thinking</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Feb 10 | <p>Reading Assignment: Ch 5 Origins and Growth of Family Therapy</p> <p>Quiz 4: Ch 5 Origins and Growth of Family Therapy</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Feb 17 | <p>Reading Assignment: Ch 6 Professional Issues and Ethical Practices</p> <p>Quiz 6: Ch 6 Professional Issues and Ethical Practices</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Feb 24 | <p>Reading Assignment: Ch 7 Psychodynamic Models</p> <p>Quiz 7: Ch 7 Psychodynamic Models</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Mar 03 | <p>Reading Assignment: Ch 8 Transgenerational Models</p> <p>Quiz 8: Ch 8 Transgenerational Models</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Mar 07-11 | Spring Break |

| | |
|---------------|--|
| Mar 17 | <p>Reading Assignment: Ch 9 Experiential Model</p> <p>Quiz 9: Ch 9 Experiential Model</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Mar 24 | <p>Reading Assignment: Ch 10: Ch 10 Structural Model Ch 11: Ch 11 Strategic Model</p> <p>Quiz 10: Ch 10 Structural Model Quiz 11: Ch 11 Strategic Model</p> <p>Collaborate Discussion: 6:00 p.m.</p> |
| Mar 31 | <p>Reading Assignment: Ch 12 Behavioral and Cognitive Behavioral-Models</p> <p>Quiz 12: Ch 12 Behavioral and Cognitive Behavioral-Models</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Apr 07 | <p>Reading Assignment: Ch 13 Social Construction Models I: Solution-Focused & Collaborative Therapy Ch 14 Social Construction Models II: Narrative Therapy</p> <p>Quiz 13: Social Construction Models I: Solution-Focused & Collaborative Therapy Quiz 14: Social Construction Models II: Narrative Therapy</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Apr 14 | <p>Reading Assignment: Ch 15 Population-Based Family Therapy</p> <p>Quiz 15: Ch 15 Population-Based Family Therapy</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Apr 21 | <p>Reading Assignment: Ch 16 Evidence-Based Family Therapy</p> <p>Quiz 16: Ch 16 Evidence-Based Family Therapy</p> <p>Collaborate Tuesday 6:00 p.m.</p> |
| Apr 28 | <p>Review: Ch 17 Comparative view of Family Theories and Therapies</p> <p>Quiz 17: Ch 17 Comparative view of Family Theories and Therapies</p> <p>Collaborate Tuesday 6:00 p.m.</p> |

| | |
|---------------|---|
| May 05 | Final Exam Due Study Guide Due |
|---------------|---|