Department of Education
Counseling Program

SYLLABUS

EDUC 6326 Advance Strategies in Couples and Family Counseling

SEMESTER: Summer II 2023

Tuesdays & Thursdays 6:00 pm

PROFESSOR: Dr. Samuel Garcia, LPC-S

EMAIL: samuel.garcia@sulross.edu

PHONE: (830)279-3036

OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT:

> **IN-PERSON** - Thursdays 10:00 p.m. – 6:00 p.m.
> **VIRTUAL (Collaborate) –Anytime**

> **Office Location:** 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

Master of Education Counseling Program:
Counseling Program Web Page

Chair for the Education Department/Counseling Program:
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:

Mastering Competencies in Family Therapy: A Practical Approach to Theories and Clinical Case Documentation 3rd Ed
Diane Gehart
ISBN: 978-1-305-943278

The Couples Psychotherapy: Treatment Planner
K. Daniel O'Leary, Richard E. Heyman, and Arthur E. Jongsma
ISBN-13: 978-1119063124

Recommended:

The Seven Principles for Making Marriage Work
John M., Gottman, Ph.D. & Nan Silver
ISBN-13: 978-0609805794

Course Prerequisites: Student must have earned a grade of B or higher in EDUC 5314 and have permission of the Instructor. EDUC6342, EDUC 6338 and EDUC 6340

Course Purpose: This advance course is dedicated to culturally competent students who seek advance understanding and application of couple and family therapy models. Course content is designed to enrich the student's assessment skill. This course is centered on developing the counselor's selectivity of theoretical approaches in contextual and diverse populations and conditions.

Course Description:
This advance course is designed for students who wish to advance their theoretical integration and skills in family therapy. Students will have the opportunity to advance in effectual assessment and deployment of various therapeutic models. Special emphasis will be placed on the students' critical assessment of different applications of selected theories and techniques under contextual circumstances.

Skills Competency Component: This course will require that each student complete a final case study that is designed to evaluate competency level of seven (7) core areas. A rubric designed to categorize four (4) levels of competency: Excellent, Advanced, Adequate and Inadequate will be used to assess core skills. The core skills are: A) assessment, B) model of practice, C) identifying and mediating emotional and communication barriers, D) Identifying points of contention, E) special applications and considerations with unique circumstances, F) identifying emotional and cognitive implications on children, G) preparation and mediation in court context.

The four core areas are: assessment application, underlying circumstance(s) identification, emotional identity, and theoretical application.

Course Objectives:

Knowledge:

1. To deepen students' systemic knowledge base for family assessment and intervention through the integration of theoretical frameworks and critical review of relevance of contemporary approaches to family therapy to client groups of diverse backgrounds including economically disadvantaged families.

2. To formulate a hypothesis in probing a set of theoretical and/or clinical assumptions in family treatment by incorporating new learning from laboratory experiences and evaluative feedbacks from class on clinical and ethical issues related to various phases of family treatment procedures

3. To gain an increased awareness of the organization, roles, and patterns of behavior within students' own families of origin and their influence on the therapeutic system.

4. To understand the implications of empirically based family therapy outcome research in advancing family practice and training.

Values:

1. To demonstrate an increased sensitivity to, and understanding of, the issues of diversity including gender, ethnicity, race, alternative life styles, disability, and class in working with families.

2. To test students' theoretical assumptions critically when assessing and treating families under stress.

3. To incorporate the professional codes of ethics expressed by social work an family therapy as a part of students= learning throughout this course.

4. To appreciate the value of family concepts in analysis of complex human emotional systems and behavior patterns of intergenerational and interact ional family units.

Skills:

1. To recognize the critical role family relationship plays in enhancing or in reducing the mental health of people from multidimensional and interactive perspectives of viewing family systems from transgenerational, multicultural, phenomenological, and ecological contexts.

2. To demonstrate increased skills in therapeutic uses of various techniques including circular questioning, neutralizing, reframing, and other relevant procedures in conducting family sessions such as family evaluation methods and instruments to assess students' own practices in working with families.

3. To critically assess the potential impact of students' own families of origin and their potential influence on the therapeutic system through the advancement of the differential use of various techniques and intervention modalities in family therapy.

4. To apply selected theoretical approaches and treatment modalities to high risk families including, but not limited to, abusive families, families with AIDS, incarcerated families, refugee families, military families, etc.

Marketable Skills:

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.

Dissemination Plan: Marketable skills will be included in the 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 EDUC 6318 Multiculturalism and Diversity and EDUC 6340 Bilingual and Bicultural counseling coursework. Reflective writing or research assignments will be incorporated into coursework to develop these marketable skills with specialized research focus on the EDUC 5307 Research Methodology, EDUC 6319 Psychopathology, EDUC 6320 Substance Use, Abuse and Addiction, and EDUC 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**. Tutors 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 application. 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 – 830) 758-5037
> Uvalde- (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 SRSG-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 software 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 browse-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
Zoom			

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 men, 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 or (888)837-2882 - 24 hrs. Monday-Sunday:

    Tim Parsons (432-837-8525): tim.parsons@sulross.edu
    Estella Vega (432-837-8247): estellav@sulross.edu

Enhanced-video Streaming: As your instructor, 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 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 their 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" 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 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 - (830)703-4818
Eagle Pass - (830) 758-5010
Uvalde – (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 their 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 of 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 back-ground 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.**

Methods of Evaluation:

As your instructor, I place a heavy emphasis on Individual competency assessments and class participation. Class attendance is critical; as your professor I go far beyond material in your assigned readings. Also, the effectiveness of our work together depends on you drawing on your own experiences to comment on ideas presented in class. The shared experiences of students add tremendously to everyone's learning in class. I encourage students to meet with me during, before or after office hours, especially for help with the projects and for assistance in seeing the connection between the class and future work and study plan.

In grading, I will hold graduate students to higher standards than those applied to undergraduates. I believe evaluation should flow in both directions in the classroom. While I evaluate your work, I would like to maintain a steady flow of feedback from you about the course and my teaching. I will ask you to evaluate me at least twice during, as well as at the close of the semester. I would also like to ask that we have two graduate consultants to help maintain a steady flow of feedback about student experiences in class. I will ask all students to report their concerns to the consultants, who, in turn will relay them *anonymously* to me. I will also ask these consultants to keep me posted about typical workloads, grading resolutions, and student needs.

	Qty.	Possible points	A= 4950 - 5480
Enhanced Virtual Streaming	10	100 pts. ea. (1300)	
			B= 4600 - 4949
Video/Article Reflection (1 hour)	9	120 pts. ea. (1560)	
			C= 3760- 4599
Quizzes	9	100 pts. ea. (1300)	
			D= 3280- 3759
Treatment plans	6	100 pts. (1300)	
			F= < 3280
Movie Reflection Paper	1	120 pts. ea.	
Final Exam	1	200 pts	
MFT Exam	1	Pass or Fail	

Enhanced Virtual 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 their 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.

Video Reflections (VR):

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 **9-graded video/article reflections** with a potential value of **120 points** for each assignment with an accumulated potential of 1560 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.

Competency Level	Advanced (30)	Novice (20)	Student (10)	Unacceptable (0)
Competency 1 Your version of what theme or message the author is attempting to convey to his or her audience.	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 offers a 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.
Competency 2 Include any specifics the author(s) used to strengthen his or her point of view.	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.

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Competency 3. Describe your thoughts and emotion(s) you experienced while viewing the video.	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.
Competency 4. Explain your perceptions of how the information might impact future activities.	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.

Quizzes:

Weekly exams are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete an exam on a weekly basis. exams are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen **(9) Quizzes** with a **100-point potential for each exam**. Each exam will contain a different number of questions that correspond with the chapter content and will consist of true and false, multiple-choice, fill-in-the-blank, and short answer questions.

Weekly Vignettes (WV)/Treatment Plan (TP):

The purpose of vignettes is to provide a more thorough analysis of a situation or case (often the story of an individual), which will reveal information to the reader about case conceptualization of client core or critical areas. Each student will be provided a vignette via blackboard and he or she will be required to evaluate the case and write a narrative report of findings. The clinical note is expected to follow a standard SOAP assessment. The note will include pertinent information that encompasses the four core areas at minimum. The paper will be written in a manner that describes the client's anomalies or impacted areas, structurally and functionally. The student will also elaborate on the assessment findings and theoretical approach. Each student will have 6 treatment plans to formulate and upload before the beginning of the next class session.

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 **120-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 **6-pages of content**, which does includes 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.

Criteria	Superior (60 pts.)	Sufficient (40 pts.)	Minimal (20 pts.)	Unacceptable (0 pts.)
Depth of Reflection ___ points	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.
Required Components ___ 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.
Structure ___ 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.
Evidence and Practice ___ 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.

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. The final exam

primarily derives from the weekly quizzes, forum activities, and collaborate content and has a 200-point potential.

MFT Exam:

There are 200 multiple-choice, computer-delivered questions covering knowledge from the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM–5) assessing your knowledge essential to your professional practice in marital and family therapy. Each question has four possible answers with only one correct response, and you have four hours to complete the exam. This will not be a graded exam; however, each student will gain points for taking the practice exam.

The Marital and Family Therapy National Examination contains six content (domain) areas:

- The practice of systemic therapy – 24%
  This domain assesses your knowledge of systemic theory and perspectives and incorporating them into your professional practice activities and therapeutic relationships.

- Assessing, hypothesizing, and diagnosing – 15.5%

  Tasks include the dimensions of the client system, forming and reformulating hypotheses, diagnosing the client system, and guiding therapeutic activities.

- Designing and conducting treatment – 24.5%
  Questions from this domain evaluate your knowledge of developing and implementing interventions with the client system.

- Evaluating ongoing process and terminating treatment – 12%
  Tasks include continuously evaluating therapeutic processes and incorporating feedback into treatment and planning for termination.

- Managing crisis situations – 10%
  Your knowledge and skills in assessing and managing emergency situations, and your ability to intervene when clinically indicated or legally mandated are evaluated.

- Maintaining ethical, legal, and professional standards – 14%
  Your understanding of the legal and ethical codes of your profession is examined.

PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Jul 11	**Introduction:** Professor and Student Introduction & Syllabus Revie MFT Exam Review **Reading Assignment:** Ch 1 Competency and Theory in Family Therapy **Quiz 1:** Ch 1 Competency and Theory in Family Therapy **VR 1:** 1) Systemic Family Therapy **Collaborate:** Tuesday & Thursday, 6:00 p.m.
Jul 13	**Reading Assignment:** Ch 3 Philosophical Foundations of Family Therapy Theories **Exam 3:** Ch 3 Philosophical Foundations of Family Therapy Theories **VR 3:** 1) Foundations in Family Therapy, 2) Philosophy-Plato **WV/TP 1:** Communication **Collaborate:** Tuesday & Thursday, 6:00 p.m.
Jul 18	**Reading Assignment:** Ch 4 Systemic and Strategic Therapies **Exam 4:** Ch 4 Systemic and Strategic Therapies **VR 4:** 1) MRI and Systemic, 2) Strategic Therapy **WV/TP 2:** Infidelity **Collaborate:** Tuesday & Thursday, 6:00 p.m.
Jul 20	**Reading Assignment:** Ch 5 Structural Family Therapies **Exam 5:** Ch 5 Structural Family Therapies **VR 5:** Structural Therapy -Salvador Minuchin **WV/TP 3:** Intimate Partner Violence (IPV)-Intimate Terrorism **Collaborate:** Tuesday & Thursday, 6:00 p.m.
Jul 25	**Reading Assignment:** Ch 6 Experiential Family Therapies **Exam 6:** Ch 6 Experiential Family Therapies **VR 6:** Experiential Therapy **WV/TP 4:** Blended Families **Collaborate:** Tuesday & Thursday, 6:00 p.m.

Jul 27	**Reading Assignment:** Ch 7 Intergenerational and Psychoanalytic Family Therapies **Exam 7:** Ch 7 Intergenerational and Psychoanalytic Family Therapies **VR 7:** 1) Intergenerational (1) Object/2) Contextual/3) Bowen) and 4) Psychoanalytic Family Therapies **WV/TP 5:** Separation and Divorce **Collaborate:** Tuesday & Thursday, 6:00 p.m.
Aug 01	**Reading Assignment:** Ch 8 Cognitive-Behavioral and Mindfulness-Based Couple and Family Therapies **Exam 8:** Ch 8 Cognitive-Behavioral and Mindfulness-Based Couple and Family Therapies **VR 8:** 1) Cognitive Behavioral & Mindfulness-Based Therapy, 2) Cognitive Couples Therapy **WV/TP 5:** Separation and Divorce **Collaborate:** Tuesday & Thursday, 6:00 p.m.
Aug 03	**Reading Assignment:** Ch 11 Case Conceptualization & Ch 12 Clinical Assessment **Exam 11:** Ch 11 Case Conceptualization & Ch 12 Clinical Assessment **Video Reflection 11:** 1) Case Conceptualization 2) Clinical Assessment Pt 1, 3) Clinical Assessment Part 2 **WV/TP 6:** Parenting Skills Treatment Plan **Collaborate:** Tuesday & Thursday, 6:00 p.m.
Aug 08	**Reading Assignment:** Ch 13 Treatment Planning & Ch 14 Evaluating Progress in Therapy **Exam 13:** Ch 13 Treatment Planning & Ch 14 Evaluating Progress in Therapy **VR 13:** Treatment Planning **Practice MFT Exam Due** **Collaborate:** Tuesday & Thursday, 6:00 p.m.
Aug 10	**Movie Reflection Paper Due** **Final Exam**