



Syllabus

EDSR 6323: Marriage and Family Therapy

Clinical Mental Health Counselors

Sul Ross State University

Spring 2025

Instructor: Dr. Samuel Garcia, LPC-Supervisor

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Office Location: 2623 Garner Field Rd., Visiting Professor Office, Uvalde, Texas 78801

On-Campus Office Hours: by appointment

Off-Campus: Virtual by appointment – Monday – Friday 9:00 am—5:00 pm Central Standard Time The instructor is available via email (for personal correspondence), the Blackboard Discussion Board (for class questions and clarifications), and, in case of an emergency, telephone.

COURSE PREREQUISITES:

Students must have earned a grade of B or higher in EDUC 5307, EDUC6315 & EDUC 6308 and have permission from the professor.

CATALOG 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.

REQUIRED TEXTS:

Gehart, D. (2017). *Mastering competencies in family therapy (3rd ed.)*. Boston.: Cengage: **ISBN 978-1305943278**

American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association: **ISBN: 978-1433832161**

Professor Expectations from Students:

- The professor will provide weekly communication with the class through announcements and email notifications, virtual office hours, and virtual meetings as needed.
- The professor will provide email responses within 24 hours of receipt. Communication on weekends and holidays will be limited. Texting on weekends and holidays will not speed up the process.
- The professor will provide clear lectures, instructions, a grading matrix, and in some cases, examples for assignments.
- The professor will provide grades for assignments within 2 weeks of the submission date.
- The professor will provide feedback to journals and discussion board postings as needed, on a weekly basis.
- The professor will provide a range of opportunities to engage in course content in a meaningful way with assignments, discussions, and quizzes.

Professor Expectations of Students:

- Students will familiarize themselves with the components of an online course: Blackboard, SafeAssign, Quizzes/Exams, TEAMS meetings, etc.
- Students will respond to the professor's communication requests through email, Blackboard, and phone calls or texting regarding course progress and other general inquiries within 48 hours.
- Students will communicate with the professor through the university email, not personal or work email.
- Students will familiarize themselves with the course textbooks, syllabus, online policies, grading policies, student outcomes, marketable skills, course objectives, and course design.
- Students will adhere to the 7th edition of the APA manual for all written assignments and postings and will not plagiarize the work of another or use the work of their peers and claim it as their own.
- Students will complete and submit all coursework by 11:59 PM CST on the due date. Late work will not be accepted.
- Students will engage in the course, with their peers and the instructor, with open communication and active participation.
- Students will be diligent in using both oral and written communication that respects peers and instructors.
- Students will be proactive, and resourceful (such as backing up assignments on other external devices or in the cloud), and pre-plan for internet interruptions and other technology/computer problems so that these will not be issues in test-taking situations or in submitting assignments.

COURSE OBJECTIVES:

The objective of this class is to provide students the opportunities for students to reflect and self-examine his or her beliefs and gain knowledge and skills in multicultural counseling. The course provides an understanding of issues and trends in a multicultural and diverse society.

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The specific 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 system 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.

STUDENT LEARNING OUTCOMES:

The student will:

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

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8. Students will construct a personal genogram that applies systems theory to their family of origin.
9. Students will address issues of diversity and how these differences impact their work with couple and family issues.
10. Students will practice case conceptualization and treatment planning with various theories.

COUNSELOR MARKETABLE SKILLS:

Graduates will be able to:

- Demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
- Demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
- Demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANT LEARNING STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies about 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.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected. Examples of academic dishonesty include but are not limited to submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 20% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too like another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly like another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities have the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Schwartz Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

LIBRARIES

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

COURSE REQUIREMENTS:

Technology Requirements: Since the Counselor Education Program is predominately web-delivered, students are required to have their computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, YouTube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Blackboard session, or take an exam.

Students will:

- *Attend all virtual classes and participate in discussions and activities. Failure to attend a class will result in course failure.*
- *Complete reading assignments and study the material before class meetings.*
- *Complete out-of-class assignments and deliver in-class presentations.*
- *Take exams.*
- *Practice professional conduct and ethics.*
- *Practice respectful learning exchanges*

PARTICIPATION/DISCUSSION:

As your instructor, I place heavy emphasis on Individual class participation. A major component of participation derives from the thirteen class session discussion points. The remaining emphasis is based on your timely submission of your assignments and the substance of the content submitted.

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 by 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 be signed on at the designated time to ascertain any content clarity inquiries or other general information to enhance the substance of your comprehension of the material. This is an Asynchronous class, meaning you do not have to attend my weekly class sessions. However, you will be required to review the class recording for the chapter and write a narrative piece in the Collaborate Class Session: Discussion Board for a participation grade.

You will need 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 virtual interactive weekly meetings. Each class session has a 100-point potential.

VIDEO REFLECTIONS:

Students will access the Video Reflection tab review the assignment and enter a minimum 3-paragraph reflective comment regarding the assignment. There will be thirteen (13) graded video/article reflection assignments with a 120-point potential, which equates to an “A”. The rubric reflects four competencies with the following value ratings: Advanced (30 pt. value), Novice (20 pt. value), Student (10 pt. value), and Unacceptable (0 pt. value).

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. In addition to the 3-paragraph reflection, include the core concepts for each theory.

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)
1. 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 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.
2. 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.
3. Competency 3 Describe your thoughts and emotion(s) you experienced	Student is able to identify two or more aspects of the author’s intent	Student is able to identify one aspect of the author’s intent	Student is able to identify one aspect of the	Student only restates the video content.

while viewing the video.	and the rationale that supports his or her reflection.	and the rationale that supports his or her reflection.	author's intent.	
4. 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 quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz every week. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen (13) quizzes, and each quiz has a **100-point potential**, which equates to an "A". Each quiz will contain a different number of questions that correspond with the chapter or Video Reflection content and may consist of true and false, multiple choice, short answer questions. If you do well on your quizzes, you will probably do well in the final exam. You will be allowed 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 with the opportunity to provide grading and feedback.

Conceptual Mapping Vignette:

Clients often have difficulty articulating their thoughts effectively. Counselors often must use attending skills and reflective listening to garner the information necessary to formulate a hypothesis about the presenting issue. Consequently, counselors require the skill competency of conceptualizing the foundational and working components of the problem presented. Students will be provided one (1) vignette assignment two weeks before the end of the semester and will filter the five-step therapeutic process. The five steps derive from your textbook and include:

Step 1. Map the Territory: Conceptualize the situation with the help of theory (Chapter 11).

Step 2. Identify Oases and Obstacles: Assess the client's mental status and provide case management (Chapter 12).

Step 3. Select a Path: Develop a treatment plan with therapeutic tasks— including how to build a working therapeutic relationship—and measurable client goals (Chapter 13).

Step 4. Track Progress: Evaluate the client’s response to treatment (Chapter 14).

Step 5. Leave a Trail: Document what happens (Chapter 15).

This assignment has a 100-point potential.

VIGNETTE:

Diane” is a former client who called to express her appreciation for all that she learned in therapy and how she continues to benefit from and use the skills she gained years later. Diane had a very abusive and neglectful childhood. When she first came to therapy, she had three young children and was living in a domestic violence shelter, having left an abusive relationship. Diane had very little confidence and was fearful of her abusive husband. In therapy, the focus was on trauma repair work using different skill-building and mindfulness practices. When Diane ended treatment, she enrolled in school to get new job skills, and 3 years later, she is now working and in a stable relationship. Diane stated that she continues to use the skills she learned in therapy today. She said that while she initially thought these skills were “silly,” she discovered that they changed how she lived and engaged with the world. Diane said, “I discovered I am a good mom. I want to accomplish things in my life and know I can.”

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 will enhance your counseling skills by grasping certain content while assessing your intrinsic processes.

I have provided students with a brief video explaining reflective learning and writing 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 it must contain at least **six (6) pages, which includes content, the Title page, and 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. The assignment has a 100-point potential.

Criteria	Superior (25 pts.)	Sufficient (20 pts.)	Minimal (10 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	With a value of	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the

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	interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.		Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	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	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course.

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	respondent's overall teaching practice are thoroughly detailed, as applicable.	the respondent's overall teaching practice are presented, as applicable.	respondent's overall teaching practice are presented, as applicable.	No implications for the respondent's overall teaching practice are presented, as applicable.
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FINAL EXAM:

The final exam consists of 100 questions with a 2-point value for each question for a total of 200-point potential, which equates to an "A." The final exam consists of true/false, multiple-choice questions designed to assess comprehensive application, analysis, synthesis, and evaluative consideration of knowledge gained over the semester. The final exam primarily derives from weekly quizzes. The exam will be posted on Blackboard on the designated date, and each student will have four (4) hours to complete the exam.

EVALUATION/GRADING POLICY:

Your grade for this course will be determined by evidence of the quality of your learning as demonstrated by your performance on the following:

Participation/Discussion (13)	10%
Video Reflections (13)	20%
Quizzes (13)	20%
Conceptual Mapping Vignette (1)	20%
Movie Reflection Paper/Presentation (1)	20%
Final Exam (1)	10%

Course Grade:	A	B	C	F
	91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

If you make a C, you will retake the course.

Each student will be expected to stay in regular communication with their professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days.

ASSIGNMENT DESCRIPTIONS NOTE: **Late work is not accepted.**

SCHEDULE/DUE DATES: The professor reserves the right to adjust assignments as needed. Some assignments may be added, and others dismissed. Be flexible. **Students are required to complete one module per week.**

PROPOSED COURSE OUTLINE

DATE	TOPIC, ASSIGNMENT DUE AND READINGS
Jan 16	<p>Introduction & Orientation:</p> <p>We will all meet virtually through Collaborate from 7:00 pm to 8:00 pm on the first day ONLY to review the class process, assignments, and due dates.</p> <p>This is an ASYNCHRONOUS course, which means it is not mandatory to meet virtually. However, I will sign on every Thursday from 7:00 pm to 8:00 pm to review material for the corresponding assignments and answer any questions; you are welcome to sign on if necessary. Meanwhile, all assignments are due on the assigned due dates.</p> <p><u>Mandatory Collaborate Meeting on Thursday, 7:00 p.m. – 8:00 p.m.</u></p>
Jan 23	<p>Module 1:</p> <p>Reading Assignment: Ch. 2 Research and Ethical Foundations of Family Therapy Ch 3. Philosophical Foundations of Family Therapy Theory</p> <p>Quiz 1: Ch. 2 & Ch 3</p> <p>Video Reflection 1: 1) The Origins of Family Therapy; 2) Top Ethical Violations for Marriage & Family Therapists (MFTs)</p> <p>Discussion Board Entry #1</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
JAN 30	<p>Module 2:</p> <p>Reading Assignment: Ch. 4 Systemic and Strategic Therapies</p> <p>Quiz 2: Ch. 4</p> <p>Video Reflection 2: 1) Foundations of Systemic Therapies; 2) Strategic Therapy Part 1; 3) Strategic Therapy Part 2</p> <p>Discussion Board Entry #2</p>

	Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.
Feb 06	<p>Module 3:</p> <p>Reading Assignment: Ch. 5 Structural Family Therapy</p> <p>Quiz 3: Ch 5</p> <p>Video Reflection 3: 1) Structural Therapy</p> <p>Discussion Board Entry #3</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
Feb 13	<p>Module 4:</p> <p>Reading Assignment: Ch. 6 Experiential Family Therapies</p> <p>Quiz 4: Ch.6</p> <p>Video Reflection 4: 1) Symbolic Therapy; 2) Satir Family Therapy; 3) Emotionally Focused Couples Therapy; 4) Internal Family Systems</p> <p>Discussion Board Entry #4</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m</p>
Feb 20	<p>Module 5:</p> <p>Reading Assignment: Ch. 7 Intergenerational and Psychoanalytical Family Therapies</p> <p>Quiz 5: Ch. 7</p> <p>Video Reflection 5: 1) Intergenerational Family Therapy; 2) Psychoanalytic and Psychodynamic Counseling Psychotherapy</p> <p>Discussion Board Entry #5</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
Feb 27	<p>Module 6:</p> <p>Reading Assignment: Ch. 8 Cognitive-Behavioral and Mindfulness Based Couples and Family Therapy</p> <p>Quiz 6: Ch. 8</p>

	<p>Video Reflection 6: Cognitive-behavioral therapy and Mindfulness-Based Couples and Family Therapy</p> <p>Discussion Board Entry #6</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
Mar 06	<p>Module 7:</p> <p>Reading Assignment: Ch. 9 Solution -Based Therapies</p> <p>Quiz 7: Ch. 9</p> <p>Video Reflection 7: 1) Solution-Focused Therapy</p> <p>Discussion Board Entry #7</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
Mar 10 - 14	Spring Break
Mar 20	<p>Module 8:</p> <p>Reading Assignment: Ch. 10 Narrative and Collaborative Therapies</p> <p>Quiz 8: Ch.10</p> <p>Video Reflection 8: 1) Narrative Therapy; 2) Collaborative Therapy</p> <p>Discussion Board Entry #8</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
Mar 27	<p>Module 9:</p> <p>Reading Assignment: Ch. 11 Case Conceptualization</p> <p>Quiz 9: Ch. 11</p> <p>Video Reflection 9: 1) Case Conceptualization Part 1; 2) Case Conceptualization Part 2</p> <p>Discussion Board Entry #9</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
Apr 03	<p>Module 10:</p> <p>Reading Assignment: Ch. 12 Clinical Assessment</p> <p>Quiz 10: Ch. 12</p>

	<p>Video Reflection 10: 1) Clinical Assessment Part 1; 2) Clinical Assessment Part 2</p> <p>Discussion Board Entry #10</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
Apr 10	<p>Module 11:</p> <p>Reading Assignment: Ch. 13 Treatment Planning</p> <p>Quiz 11: Ch. 13</p> <p>Video Reflection 11: 1) Treatment Planning</p> <p>Discussion Board Entry #11</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
Apr 17	<p>Module 12:</p> <p>Reading Assignment: Ch. 14 Evaluating Progress</p> <p>Quiz 12: Ch. 14</p> <p>Video Reflection 12: 1) What we might Learn in Couples Therapy</p> <p>Discussion Board Entry #12</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
Apr 24	<p>Module 13:</p> <p>Reading Assignment: Ch. Document it: Progress Notes</p> <p>Quiz 13: Ch. 15</p> <p>Video Reflection 13: 1) Document it – Progress Notes</p> <p>Discussion Board Entry #13</p> <p>Professor Available via Collaborate Meeting: 7:00 p.m. – 8:00 p.m.</p>
Apr 30	<p>Module 14:</p> <p>Conceptual Mapping Vignette Due</p>
May 07	<p>Module 15:</p>

	Movie Reflection Paper Due Final Exam Due
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