COUN 6361 Syllabus

Introduction to Marriage and Family Therapy

TERM: FALL 2016
TELEPHONE NUMBER: 367-2337 (CELL OR TEXT IF NECESSARY IN EMERGENCIES)
EMAIL: gregory.sparrow@utrgv.edu
MEETING TIMES AND LOCATION: THURSDAY 7:40-9:50 PM TSTC STUDENT UNION 236
OFFICE LOCATION: EDCC 1.652
OFFICE HOURS: I AM AVAILABLE VIA EMAIL

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time:
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.
I will update the online grades each time a grading session has been complete—typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Textbook and/or Resource Material

Required Text:

Recommended Readings:

Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:
**Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Edinburg, the CPCE is scheduled for the third Saturday in September and the first Saturday in February. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July. Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. Make plans accordingly.**

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Course Description and Prerequisites

This course introduces students to the study of individual and family development, family dynamics, interpersonal relationships and marriage and family systems. The course will include selected theories, methods and techniques of marriage and family therapy with particular emphasis on multicultural, legal and ethical issues in the practice of marriage and family counseling. This course is designed to provide an overview of marriage and family counseling theory and practice, and to teach each student methods and skills that can be applied in an agency, school, or private practice setting. Students will learn through 1) self-directed reading; 2) didactic presentations; 3) quizzes designed to test their knowledge and skills, and in-class 3) experiential modalities. Current and historical perspectives regarding marriage and family counseling theory and practice will be discussed, with an emphasis on systemic approaches.

Prerequisite: COUN 6310, COUN 6327, COUN 6328

Rationale: This course is designed to serve students in the marriage, couple, and family counseling program, school counseling program, clinical mental health counseling program, and graduate students in related fields. It is a required course for the counseling program, and individuals seeking licensure as a marriage and family therapist.

Course Topics:

Course topics include an overview of major theoretical models, history of the field, key concepts, family counseling process, family structure and functions of marriage, couple, and family counseling, as well as professional, legal, ethical, and diversity issues.

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Learning Objectives/Outcomes for the Course

Student Learning Outcomes
1.
2.
3.

STUDENT ACADEMIC OBJECTIVES

CACREP Common Core (K) – This course is designed to meet CACREP standards and enable students to demonstrate knowledge of the following:

2-F-3-A: Theories of Individual and Family Development and Transitions Across the Lifespan
2-F-3-B: Theories of Learning
2-F-3-E: Biological, Neurological, and Physiological Factors That Affect Human Development, Functioning, and Behavior
2-F-3-F: Systemic and Environmental Factors That Affect Human Development, Functioning, and Behavior
2-G-3-G: Effects of Crisis, Disasters, and Trauma on Diverse Individuals Across the Lifespan
2-F-3-I: Ethical and Culturally Relevant Strategies for Promoting Resilience and Optimum Development and Wellness Across the Lifespan
2-F-4-D: Approaches for Assessing the Conditions of the Work Environment on Clients’ Life Experiences
2-F-4-H: Strategies for Facilitating Client Skill Development for Career, Educational, and Life-Work Planning and Management
2-F-5-B: A Systems Approach to Conceptualizing Clients
2-F-5-J: Evidence-Based Counseling Strategies and Techniques for Prevention and Intervention

CACREP Clinical Mental Health Counseling (CMHC) – This course is designed to meet CACREP CMHC Standards and enable students to demonstrate knowledge of the following:

5-C-1-A: Understands family development and life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence and related family concerns.
5-C-1-B: Knows the principles and models of assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
5-C-1-C: Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviewing, mental status examinations, symptom inventories and psycho-educational and personality assessments.

CACREP Marriage, Couple, and Family Counseling (MCFC) – This course is designed to meet CACREP MCFC Standards and enable students to demonstrate knowledge of the following:

FOUNDATIONS
5-F-1-A. History and Development of Marriage, Couple, and Family Counseling
5-F-1-B. Theories and Models of Family Systems and Dynamics
5-F-1-C. Theories and Models of Marriage, Couple, and Family Counseling

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 3
COUNSELING & GUIDANCE DEPARTMENT

5-F-1-D. SOCIOLOGY OF THE FAMILY, FAMILY PHENOMENOLOGY, AND FAMILY OF ORIGIN THEORIES
5-F-1-E. PRINCIPLES AND MODELS OF ASSESSMENT AND CASE CONCEPTUALIZATION FROM A SYSTEMS PERSPECTIVE
5-F-1-F. ASSESSMENTS RELEVANT TO MARRIAGE, COUPLE, AND FAMILY COUNSELING

CONTEXTUAL DIMENSIONS
5-F-2-A. ROLES AND SETTINGS OF MARRIAGE, COUPLE, AND FAMILY COUNSELORS
5-F-2-B. STRUCTURES OF MARRIAGES, COUPLES, AND FAMILIES
5-F-2-C. FAMILY ASSESSMENTS, INCLUDING DIAGNOSTIC INTERVIEWS, GENOGRAMS, FAMILY MAPPING, MENTAL DIAGNOSTIC STATUS EXAMINATIONS, SYMPTOM INVENTORIES, AND PSYCHOEDUCATIONAL AND PERSONALITY ASSESSMENTS
5-F-2-D. DIAGNOSTIC PROCESS, INCLUDING DIFFERENTIAL DIAGNOSIS AND THE USE OF CURRENT DIAGNOSTIC CLASSIFICATION SYSTEMS, INCLUDING THE DIAGNOSTIC AND STATISTICAL MANUAL OF MENTAL DISORDERS (DSM) AND THE INTERNATIONAL CLASSIFICATION OF DISEASES (ICD)
5-F-2-E. HUMAN SEXUALITY AND ITS EFFECT ON COUPLE AND FAMILY FUNCTIONING
5-F-2-F. AGING AND INTERGENERATIONAL INFLUENCES AND RELATED FAMILY CONCERNS
5-F-2-G. IMPACT OF CRISIS AND TRAUMA ON MARRIAGES, COUPLES, AND FAMILIES
5-F-2-H. IMPACT OF ADDICTION ON MARRIAGES, COUPLES, AND FAMILIES
5-F-2-I. IMPACT OF INTERPERSONAL VIOLENCE ON MARRIAGES, COUPLES, AND FAMILIES
5-F-2-J. IMPACT OF UNEMPLOYMENT, UNDER-EMPLOYMENT, AND CHANGES IN SOCIOECONOMIC STANDING ON MARRIAGES, COUPLES, AND FAMILIES
5-F-2-K. INTERACTIONS OF CAREER, LIFE, AND GENDER ROLES ON MARRIAGES, COUPLES, AND FAMILIES
5-F-2-L. PHYSICAL, MENTAL HEALTH, AND PSYCHOPHARMACOLOGICAL FACTORS AFFECTING MARRIAGES, COUPLES, AND FAMILIES
5-F-2-M. CULTURAL FACTORS RELEVANT TO MARRIAGE, COUPLE, AND FAMILY FUNCTIONING, INCLUDING THE IMPACT OF IMMIGRATION
5-F-2-N. PROFESSIONAL ORGANIZATIONS, PREPARATION STANDARDS, AND CREDENTIALS RELEVANT TO THE PRACTICE OF MARRIAGE, COUPLE, AND FAMILY COUNSELING
5-F-2-O. ETHICAL AND LEGAL CONSIDERATIONS AND FAMILY LAW ISSUES UNIQUE TO THE PRACTICE OF MARRIAGE, COUPLE, AND FAMILY COUNSELING
5-F-2-P. RECORD KEEPING, THIRD PARTY REIMBURSEMENT, AND OTHER PRACTICE AND MANAGEMENT CONSIDERATIONS IN MARRIAGE, COUPLE, AND FAMILY COUNSELING

PRACTICE
5-F-3-A. ASSESSMENT, EVALUATION, AND CASE MANAGEMENT FOR WORKING WITH INDIVIDUALS, COUPLES, AND FAMILIES FROM A SYSTEMS PERSPECTIVE
5-F-3-B. FOSTERING FAMILY WELLNESS
5-F-3-C. TECHNIQUES AND INTERVENTIONS OF MARRIAGE, COUPLE, AND FAMILY COUNSELING
5-F-3-D. CONCEPTUALIZING AND IMPLEMENTING TREATMENT, PLANNING, AND INTERVENTION STRATEGIES IN MARRIAGE, COUPLE, AND FAMILY COUNSELING
5-F-3-E. STRATEGIES FOR INTERFACING WITH THE LEGAL SYSTEM RELEVANT TO MARRIAGE, COUPLE, AND FAMILY COUNSELING

CACREP School Counseling (SC) – This course is designed to meet CACREP SC Standards and enable students to demonstrate knowledge of the following:

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 4
5-G-2-B: SCHOOL COUNSELOR ROLES IN CONSULTATION WITH FAMILIES, P-12 AND POSTSECONDARY SCHOOL PERSONNEL, AND COMMUNITY AGENCIES.

5-G-2-I: SIGNS AND SYMPTOMS OF SUBSTANCE ABUSE IN CHILDREN AND ADOLESCENTS AS WELL AS THE SIGNS AND SYMPTOMS OF LIVING IN A HOME WHERE SUBSTANCE USE OCCURS

5-G-2-N: LEGAL AND ETHICAL CONSIDERATIONS SPECIFIC TO SCHOOL COUNSELING

5-G-2-F: TECHNIQUES OF PERSONAL/SOCIAL COUNSELING IN SCHOOL SETTINGS

5-G-3-H: SKILLS TO CRITICALLY EXAMINE THE CONNECTIONS BETWEEN SOCIAL, FAMILIAL, EMOTIONAL, AND BEHAVIOR PROBLEMS AND ACADEMIC ACHIEVEMENT

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

STANDARD 4: DIVERSITY
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

TEXES COMPETENCIES

COMPETENCY 001 (HUMAN DEVELOPMENT)
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

COMPETENCY 002 (STUDENT DIVERSITY)
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)
The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

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COMPETENCY 004 (PROGRAM MANAGEMENT)
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)
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

COMPETENCY 006 (COUNSELING)
The school counselor understands how to provide effective counseling services to individuals and small groups.

COMPETENCY 007 (ASSESSMENT)
The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.

COMPETENCY 008 (COLLABORATION WITH FAMILIES)
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)
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)
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

TEXAS EDUCATION AGENCY (TEA) STANDARDS—THIS COURSE IS DESIGNED TO MEET THE FOLLOWING TEA STANDARDS:

STANDARD I. LEARNER-CENTERED KNOWLEDGE: THE CERTIFIED SCHOOL COUNSELOR HAS A BROAD KNOWLEDGE BASE.
The certified school counselor must know and understand:
(2) counseling and consultation theories and practices;
(5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
(6) environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to guidance and counseling programs;
(8) legal and ethical standards, practices, and issues;
(9) the characteristics and educational needs of special populations; and
(12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students.
STANDARD II. LEARNER-CENTERED SKILLS: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students’ needs;
(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
(5) coordinate resources for students within the school and community;
(9) use counseling-related research techniques and practices to address student needs; and
(10) advocate for a developmental guidance and counseling program that is responsive to all students.

STANDARD III. LEARNER-CENTERED PROCESS: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth. The certified school counselor must:

(1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners’ development in all domains, including cognitive, social, and emotional areas;
(2) facilitate learners’ ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
(4) implement effective referral procedures to facilitate the use of special programs and services; and
(5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

STANDARD IV. LEARNER-CENTERED EQUITY AND EXCELLENCE FOR ALL LEARNERS: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
(3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

STANDARD V. LEARNER-CENTERED COMMUNICATIONS: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
(4) facilitate learners’ access to community resources;
(5) develop and implement strategies for effective internal and external communications;
(8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
STANDARD VI. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: THE CERTIFIED SCHOOL COUNSELOR CONTINUES PROFESSIONAL DEVELOPMENT, DEMONSTRATING A COMMITMENT TO LEARN, TO IMPROVE THE PROFESSION, AND TO MODEL PROFESSIONAL ETHICS AND PERSONAL INTEGRITY. THE CERTIFIED SCHOOL COUNSELOR MUST:

(2) USE COUNSELING-RELATED RESEARCH TECHNIQUES AND PRACTICES AS WELL AS TECHNOLOGY AND OTHER RESOURCES TO FACILITATE CONTINUED PROFESSIONAL GROWTH;

(3) STRIVE TOWARD THE HIGHEST LEVEL OF PROFESSIONALISM BY ADHERING TO AND MODELING PROFESSIONAL, ETHICAL, AND LEGAL STANDARDS.

Alignment of Course Objectives to National and State Standards
*The table below should include alignment to standards relevant to the program. The columns below are used as examples. *Please keep in mind that candidates in initial programs must demonstrate competence in the 4 categories of the InTASC standards.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOS</th>
<th>TEXAS TEACHER EDUCATOR STANDARDS</th>
<th>INTASC CATEGORIES</th>
<th>CAEP STANDARDS</th>
<th>ISTE</th>
<th>DISCIPLINE/SPA/OTHER REQUIRED STANDARDS</th>
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</thead>
</table>

Course Technology

Computer Hardware
To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Technical Knowledge Requirements
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

System Requirements/Software
- Mozilla’s Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

List other tools, resources, and materials needed by the student for success in the course.
Technical Assistance
If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
<td>Location: Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
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<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
<td>Friday: 7:30 AM – 6:00PM</td>
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</table>

Major Requirements, Demonstration of Mastery and Evaluation
Assignments and Assessments

PROGRAM REQUIREMENTS

- Students must attend one seminar from the C & G Faculty Seminar Series offerings each semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled. Seminar dates TBA.

  A. Students must turn in a one-page reflection paper based on their seminar experience.

- Students must read one book from the UTRGV Counseling and Guidance Program reading list. Students may read more than one book on the list each semester; however, only one is required per semester regardless of the number of hours they are enrolled.

  A. Students must turn in a one-page reflection paper based on the book they read.

UTRGV Policy Statements

STUDENTS WITH DISABILITIES: Required on all syllabi. Do not modify.
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is
recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:** *Required on all syllabi.* Do not modify. Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account ([http://my.utrgv.edu](http://my.utrgv.edu)); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

- Oct 5 – Oct 12 for Module 1 courses
- Dec 1 – Dec 7 for Module 2 courses
- Nov 18 – Dec 8 for full fall semester courses

**ATTENDANCE:** Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy. Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**SCHOLASTIC INTEGRITY:** Recommended on all syllabi. As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:** *Required on all syllabi.* Do not modify. In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.
COURSE DROPS: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Course Requirement Description plus CACREP and TEA Standards:

1. **Knowledge Based Quizzes:**

   Students will be responsible for completing all quizzes on material covered in class and in your required readings. Each of these six quizzes will be worth 100 points. Students will have the opportunity to earn a total of **600 points** by demonstrating their knowledge of material from reading and/or lecture.

   **CACREP Standards:** G.3.a-h, G.5.a, A.2, A.6, C.1, C.3, E.4, G.1, G.2  
   **TEA Standards:** I.2, I.5, I.6, I.8, I.9; II.4, II.5, II.9, II.10; III.1-5; IV.1-3; V.3-8; VI.2-3

2. **“Virtual Family Therapy” Core Concepts demonstration of skills and peer reviews:**

   Students will be able to create imaginary exchanges between a therapist and a client-family in which 28 core interventions are effectively demonstrated and posted in online discussion forum threads, at a level of 80% or above based on a five-dimensional grading/review rubric (see at the end of the syllabus). Each core concept assignment/peer review can earn up to 25 points, or 700 points possible.

3. **Treatment Plans and peer reviews for Marital Scenarios:**

   Students working in teams will analyze and develop strategies for intervening in six different common scenarios in marriage and family therapy, at a level of 80% or above based on a five-dimensional grading/review rubric (see below). Each marital scenario assignment/peer review can earn up to 25 points, or 150 points total.

   **CACREP Standards:** G.3.a-h, G.5.a, A.2, A.6, C.1, C.3, E.4, G.1, G.2  
   **TEA Standards:** I.2, I.5, I.6, I.8, I.9; II.4, II.5, II.9, II.10; III.1-5; IV.1-3; V.3-8; VI.2-3
4. Final Exercise in class:

Students will be able to identify and describe the uses of 28 core interventions taken from the nine schools of marriage and family counseling, in a transcript of an imaginary family session distributed during an in-class meeting, at a level of 80% or above based on a tally of correct answers from a separate answer sheet. Total points= 100 points possible.

**CACREP Standards:** G.3.a-h, G.5.a, A.2, A.6, C.1, C.3, E.4, G.1, G.2
**TEA Standards:** I.2, I.5, I.6, I.8, I.9; II.4, II.5, II.9, II.10; III.1-5; IV.1-3; V.3-8; VI.2-3

5. Class Participation – 100 points possible

**Means of Assessment**—Grades will be determined according to the student’s performance on the requirements for this course. The grading system will be based on the following weight distribution with a possible total of 100%. The grading system will be based on the UTRGV Grading System Policies and Procedures. The final grade will be based on the following requirements:

**Legend**

**CACREP Standard:** K=Common Core; SC=School Counseling; CC=Community Counseling

<table>
<thead>
<tr>
<th>Activity</th>
<th>CACREP Outcomes Assessed</th>
<th>Texas Education Agency Standards Assessed</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Based Quizzes</td>
<td><strong>G.3.a-h, G.5.a, A.2, A.6, C.1, C.3, E.4, G.1, G.2</strong></td>
<td>Learner Centered-Knowledge (2,5,6,8,9); Learner Centered Skills (4,5,9,10); Learner Centered Process (1,2,3,4,5); Learner Centered Equity and Excellence for All Learners (1,2,3); Communication (3,4,5,8); Learner Centered Professional Development (2,3)</td>
<td>34%</td>
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<tr>
<td>Activity</td>
<td>Knowledge and Skills</td>
<td>Grade</td>
<td>Percentage</td>
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<tr>
<td><strong>Posting on Core Concepts and Peer Reviews</strong></td>
<td>G.3-a-h, G.5-a, A.2, A.6, C.1, C.3, E.4, G.1, G.2</td>
<td>Learner Centered-Knowledge (2,5,6,8,9); Learner Centered Skills (4,5,9,10); Learner Centered Process (1,2,3,4,5); Learner Centered Equity and Excellence for All Learners (1,2,3); Communication (3,4,5,8); Learner Centered Professional Development (2,3)</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Treatment Plans and Peer Reviews for Marital Scenarios</strong></td>
<td>G.3-a-h, G.5-a, A.2, A.6, C.1, C.3, E.4, G.1, G.2</td>
<td>Learner Centered-Knowledge (2,5,6,8,9); Learner Centered Skills (4,5,9,10); Learner Centered Process (1,2,3,4,5); Learner Centered Equity and Excellence for All Learners (1,2,3); Communication (3,4,5,8); Learner Centered Professional Development (2,3)</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Final in-class exercise</strong></td>
<td>G.3-a-h, G.5-a, A.2, A.6, C.1, C.3, E.4, G.1, G.2</td>
<td>Learner Centered-Knowledge (2,5,6,8,9); Learner Centered Skills (4,5,9,10); Learner Centered Process (1,2,3,4,5); Learner Centered Equity and Excellence for All Learners (1,2,3); Communication (3,4,5,8); Learner Centered Professional Development (2,3)</td>
<td>6%</td>
</tr>
</tbody>
</table>
taken from the nine schools of marriage and family counseling, in a transcript of an imaginary family session distributed during an in-class meeting, at a level of 80% or above based on a tally of correct answers from a separate answer sheet. Total points= 100 points possible.

| Process (1,2,3,4,5); Learner Centered Equity and Excellence for All Learners (1,2,3); Communication (3,4,5,8); Learner Centered Professional Development (2,3) |
| Learner Centered Knowledge (2,5,6,8,9); Learner Centered Skills (4,5,9,10); Learner Centered Process (1,2,3,4,5); Learner Centered Equity and Excellence for All Learners (1,2,3); Communication (3,4,5,8); Learner Centered Professional Development (2,3) |

**Grade Breakdown**

1) Seven quizzes over the Text chapters – 100 apiece or 700 points total-- Each online quiz will involve 20-25 multiple choice or short answer questions over text, lectures, and handouts. The final quiz will cover the whole course.

2) Discussion Board assignments related to applying 28 core concepts to scenarios–20 pts. apiece or 560 points total (as teams)

3) Peer Reviews of Core Concepts assignments (as teams)—5*28=140 pts

4) Discussion Board assignments related to developing treatment plans for 6 scenarios in marital therapy (as teams)–20 pts. apiece or 120 points total.

5) Peer Reviews of marital scenario assignments (as teams)—6*5=30 pts

6) Comprehensive Exercise (individual in class)– 100 points

7) Class Participation – 100 points

**Professor Feedback and Grading Response Policy**

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
It is my policy to provide feedback and to grade the assignments within 48 hours of the due date for the peer reviews. That is, once the original posting has been peer reviewed, I conduct my review of your work (and the peer reviews) within 48 hours of the peer review due date, or prior to the beginning of the next Module, whichever comes first. If you need to reach me, please email me and I will endeavor to respond the same day.

Course Evaluation

Your grade will be determined by the total points that you earn. The points required for grades are as follows:

Total Points – 1750

OTHER COURSE AND PROGRAM POLICIES

Counseling Demonstrations and Experiential Activities:
Students are expected to attend, participate and engage in ALL classes. This includes, but is not limited to, participating in in-class assignments, group discussions, and group exercises. Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

Make-up Policy: To be determined by UTRGV professor

Written Assignments:
All written assignments must be done according to APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. If you struggle with your writing, I strongly encourage the use of the writing center on campus. (Grade will reflect writing style.)

COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:
This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.
Give a brief overview of the organization and structure of your course.

Learning Modules/Units/Weeks/Chapters
Ex. The course is organized into weeks of instruction, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums
You will find the following discussion forums in the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus Email

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don’t hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Assignments
Unless indicated otherwise in Weekly materials, you will submit [List types of assignments here: Reports, Journals etc.] to its respective assignments area. The due dates in Assignments match the due dates in the schedule below.

Collaborate
In addition to the learning activities noted above, I will also hold Live sessions using Collaborate during the semester at dates and times to be announced. For more information about Collaborate, visit Blackboards website Collaborate Handouts For Participants

Grading Policies
State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).
UTRGV University Policies

**UTRGV Policy Statements**

The **UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi**. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

**STUDENTS WITH DISABILITIES:** Required on all syllabi. Do not modify.
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus**: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:** Required on all syllabi. Do not modify.
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. **Online evaluations will be available Nov. 18 – Dec. 9, 2016.** Students who complete their evaluations will have priority access to their grades. **Online evaluations will be available:**

- Oct 5 – Oct 12 for Module 1 courses
- Dec 1 – Dec 7 for Module 2 courses
- Nov 18 – Dec 8 for full fall semester courses

**ATTENDANCE:** Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**SCHOLASTIC INTEGRITY:** Recommended on all syllabi.
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in
part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE: Required on all syllabi. Do not modify.

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity) including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Course Policies

Participation

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

Enter specific points regarding attendance policy here.
If you monitor, track, and/or score student participation, explain how you will keep track and how often students should be accessing the course. If appropriate, mention that you will be using Blackboard tracking tool, discussions, chat sessions, and group work, to monitor their participation in the course.

**Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

**Complete Assignments**

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

**Naming and Submitting Documents (optional, specific to your course needs)**

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

```
<table>
<thead>
<tr>
<th>The name of your...</th>
<th>...should follow the format:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>LastNameFirstInitial_Essay.doc</td>
<td>SmithJ_Essay.doc</td>
</tr>
</tbody>
</table>
```

**Communication Skills**

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

**Netiquette**

Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

Time Commitment
Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Attendance Policy

Required Reading List for Graduate Students in Counseling & Guidance Program

This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list.

As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,
Counseling & Guidance Faculty


**Summary of Course Objectives and Rubrics**

**OBJECTIVE: 1.1**
Students will be able to recognize and compare the origins, theoretical positions, and methods of nine schools of contemporary marriage and family therapy in online multiple-choice and short-answer quizzes, at a level of 80% or better by the second quiz attempt. Seven quizzes, 100 points possible each, or 600 points possible.

**OBJECTIVE: 1.2**
Students will be able to recognize and compare the origins, theoretical positions, and methods of nine schools of contemporary marriage and family therapy in a final comprehensive quiz, at a level of 80% or better by the second quiz attempt. 100 points possible.

**OBJECTIVE: 2.1**
Students will be able to create imaginary exchanges between a therapist and a client-family in which 28 core interventions are effectively demonstrated and posted in online discussion forum threads, at a level of 80% or above based on a five-dimensional grading/review rubric (see below). Each core concept assignment/peer review can earn up to 25 points, or 700 points possible.
OBJECTIVE: 2.2
Students will be able to review and critique their classmates’ work, and provide specific suggestions as needed for improving 28 core concept assignments posted in discussion forum threads, at a level of 80% or above based on a posted five-dimensional grading/review rubric (see below).

<table>
<thead>
<tr>
<th>Name</th>
<th>Core Concepts Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>A five-dimensional grading rubric that will be used to assess each of 28 assignments pertaining to the demonstration of 28 core concept interventions in marriage and family counseling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric Detail</th>
<th>Criteria</th>
<th>Inadequate</th>
<th>Marginal</th>
<th>Adequate</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Establishing context</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td></td>
<td>Demonstration of Concept</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td></td>
<td>Showing Client Response</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td></td>
<td>Therapist Skillfulness</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td></td>
<td>Peer Review Component</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
</tbody>
</table>

OBJECTIVE: 2.3
Students will be able to identify and describe the uses of 28 core interventions taken from the nine schools of marriage and family counseling, in a transcript of an imaginary family session distributed during an in-class meeting, at a level of 80% or above based on a tally of correct answers from a separate answer sheet. Total points= 100 points possible.

OBJECTIVE: 3.1
Students working in teams will analyze and develop strategies for intervening in six different common scenarios in marriage and family therapy, at a level of 80% or above based on a five-dimensional grading/review rubric (see below). Each marital scenario assignment/peer review can earn up to 25 points, or 150 points total.

OBJECTIVE: 3.2
Students working in teams will review, critique, and provide suggestions for other teams for improving strategies for intervening in six different common scenarios in marriage and family therapy, at a level of 80% or above based on a five-dimensional grading/review rubric, and post their reviews in online discussion threads.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Inadequate</th>
<th>Marginally adequate</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define presenting problem</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td>Define therapeutic goals</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td>Methods to accomplish goals</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td>Obstacles and ways to circumvent them</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td>Peer Review</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Calendar of Activities

Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login. Some important dates for Fall 2016 include:

- Aug 29: Fall classes begin
- Sept 1: Last day to add or register for Fall classes
- Sept 2: Last day to withdraw (drop all classes) for a 80% refund
- Sept 5: Labor Day Holiday, no classes
- Sept 14: Census day (last day to drop without it appearing on the transcript)
- Nov 17: Last day to drop (DR grade) a class or withdraw (grade of W)
- Nov 18- Dec 8: Online course evaluations available
- Nov 24 - Nov 25: Thanksgiving Holiday, no classes
- Dec 8: Study Day, no classes
- Dec 9 – Dec 15: Final Exams

*Tentative Course Topics, Calendar of Activities, Assignments, Test Dates
*This is an example of a regular 16-week course; modify as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules/Topics/Activities</th>
<th>Readings/Quizzes</th>
<th>Alignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 29-Sept. 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Meeting in Harlingen</td>
<td>Read chapters 1-4 of Nichols</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orientation—Intro to M&amp;F Counseling</td>
<td>Team sign-up before second meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zoom Meeting</td>
<td>Read chapter 5 of Nichols</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss Chapters 1-4</td>
<td>Take Quiz #1 on Chapters 1-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework:</td>
<td>Read chapter 6-7 of Nichols</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post imaginary families as teams on Discussion Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online course evaluations available</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No meeting: Online Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Imaginary Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss Chapter 5 (Bowen)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seminar discussion and role-play</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 24
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Weekly Activities</th>
</tr>
</thead>
</table>
| 5 | Sept. 26-30   | Zoom Meeting-- Review of online work  
Discuss Chaps 6-7  
Seminar discussion and role-play |
| 6 | Oct. 3-7      | No meeting: Online Week  
Complete and post Core Concepts assignments as teams 6-10  
Post critiques as teams  
Take Quiz #3 on Chapter 6-7  
Do 2nd marital scenario as teams on Discussion Board  
Post critiques as teams  
Read chapter 7-8 of Nichols |
| 7 | Oct. 10-14    | Zoom meeting-- Review of online work  
Discuss Chapters 7-8  
Seminar discussion and role-play |
| 8 | Oct. 17-21    | No meeting: Online Week  
Complete and post Core Concepts assignments as teams 11-14  
Post critiques as teams  
Take Quiz #4 on Chapter 7-8  
Do 3rd marital scenario as teams on Discussion Board  
Post critiques as teams  
Read chapter 9-10 of Nichols |
| 9 | Oct. 24-28    | Zoom Meeting-- Review of online work  
Discuss Chapters 9-10  
Seminar discussion and role-play |
| 10| Oct. 31-Nov.4 | No meeting: Online Week  
Complete and post Core Concepts assignments as teams 15-19  
Post critiques as teams  
Take Quiz #5 on Chapter 9-10  
Do 4th marital scenario as teams on Discussion Board  
Post critiques as teams  
Read chapter 11-12 of Nichols |
| 11| Nov. 7-11     | Zoom Meeting-- Review of online work  
Discuss chapters 11-12  
Seminar discussion and role-play |
| 12| Nov. 14-18    | No meeting: Online Week  
Complete and post Core Concepts assignments as teams 20-24  
Post critiques as teams  
Take Quiz #6 on Chapter 11-12  
Do 5th marital scenario as teams on Discussion Board  
Post critiques as teams  
Read chapter 13-14 of Nichols |

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
</table>
| Nov. 24-25 | No meeting—Thanksgiving  
Review online lectures and powerpoint as a substitute for a meeting  
Listen to Last Lecture |
| Nov. 24    | Thanksgiing **No meeting**                                             |
| Nov. 28-Dec. 2 | No meeting: Online Week  
Complete and post Core Concepts assignments as teams  
Post critiques as teams  
Take Quiz #7 |
| Dec. 5-9   | Dec. 8 Study Day  
**No meeting: Online Week**  
Complete and post Core Concepts assignments as teams  
Post critiques as teams  
Take Quiz #8 (Final Quiz, comprehensive) |
| Dec. 9-15  | Final Exams  
**Final Zoom meeting -- Review of online work and preparation for comprehensive exercise**  
Comprehensive Exercise due 12/12 |