



**DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING**

**COLLEGE OF EDUCATION AND HUMAN PERFORMANCE**

**EDCG 5350.600 – Marriage & Family Counseling, 3 credit hours, online**

**Independent Study**

**BLACKBOARD**

**COURSE SYLLABUS: Fall 2020**

**Instructor Information:** Kristopher Garza, Ph.D., LPC-S, NCC

**Office Location:** Rhode Hall rm. 141

**Virtual Office Hours:** Tuesdays from 12-5pm

**Office Phone:** (361) 593-2353 (Available during Regular Office Hours--Please see office hours below, Office phone is not answered after office hours ends or during other times other than office hours). If I do not answer my phone during my office hours, please leave a voice mail message and I will get back with you when I get back to the office. Blackboard Collaborate appointments can be made to discuss course content and assignments.

**Office Fax:** (361) 593-2136

**University Email:** kristopher.garza@tamuk.edu

**Preferred Form of Communication**

Emails sent during the weekends (Friday, Saturday, and Sunday) may not be answered until Monday.

**\*\*\*\*\*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, Blackboard Collaborate session, or a meeting\*\*\*\*\***

*Response Time: Generally, I will respond to emails within 24-48 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 at (361) 593-4357.*

*I will update the online grades each time a grading session has been completed---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.*

**Course Website:** (for this course, use Blackboard Course Website only)

**VIRTUAL OFFICE HOURS (Through Blackboard Collaborate)**

Or by Appointment during the days and times above.

**CLASS MEETING DAYS AND TIME:**

Class meets online through Blackboard Course Management System

**EDCG 5341 COURSE DESCRIPTION:**

This course will introduce students to the study of marriage, couple, and family counseling. Students will gain knowledge and skills in personal and family development, family system dynamics, interpersonal relationships, and social roles and boundaries within marriage, couple, and family counseling. The course will include a variety of theories and techniques for marriage, couple, and family therapy with particular importance on multicultural sensitivity, as well as legal and ethical issues in the practice of marriage, couple, and family counseling.

This class will be taught as an online class with materials, assignments, announcements, and tests through blackboard. However, there will be online sessions during the course. **Communication from instructors may be on blackboard or through your TAMUK email addresses. Please use your TAMUK e-mail addresses for all e-mail course correspondence!** Should you have any problems or concerns regarding assignments, exams, etc., please contact the instructor immediately at either my email address or the office number listed above.

This course has been deemed suitable by the Texas A&M University-Kingsville – Educational Leadership and Counseling - Counseling and Guidance Program for online delivery. Since the instructor will provide all information online through Blackboard, the following interactive features will comprise the minimal online component.

- Student-to-student interaction through the use of discussion forums for posting of assignments with subsequent peer-review.
- Instructor-to-student interaction through public posting of assignments with subsequent instructor feedback.
- Blackboard Collaborate instructional videos on chapter material and instructional material in relation to the class.
- Wikis for student collaboration in the creation of assignments that can be monitored for participation by the instructor.

Other features of TAMUK's Blackboard Learning Management system, which may facilitate collaboration in the creation of assignments, will be made available in every online course module to students. These may include an open question-and-answer forum or video conferencing through Blackboard Collaborate.

**REQUIRED COURSE TEXTBOOK AND MATERIALS**

Nichols, M. P., & Davis, S. D. (2016). *Family therapy: Concepts and methods*. (11th ed.). New Jersey: Pearson.

Price Estimate \$128.97 new and \$75.00 used

American Psychology Association. (2019). *Publication of the American Psychological Association*, (APA) Style Manual, 7th edition. (ISBN#: 1-4338-3216-1).

Price Estimate \$25.64 (new from Amazon.com)

**Additional Recommended Study Aids for the LPC/NCE/CPCE:**

- Gladding, S. T. (2011). *Family therapy: History, theory, and practice* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Gregoire, J., & Jungers, C. M. (2007). *The counselor's companion: What every beginning counselor needs to know*. (1st ed.). New York, NY: Routledge. ISBN: 978-0805856842
- Rosenthal, H. G. (2008). *Encyclopedia of counseling: Master review and tutorial for the national Counselor examination and state exams*. (3rd ed.). New York, NY: Routledge. ISBN: 978-0415958622
- Helwig, A. A. (2015). *Study guide for the NCE and CPCE*. (7th ed.). Broomfield, CO: Author. ISBN: 978-0964837775

### ***REQUIREMENTS DURING THE COVID-19 PANDEMIC***

*In order to keep themselves and others safe and healthy during the pandemic, students attending class face-to-face are required to (1) wear face coverings over the nose and mouth and (2) scan the QR Code posted in the classroom/teaching location to log their attendance to assist in contact tracing, if needed. For information on the use of face coverings, see <https://www.tamuk.edu/return/facecoveringsfaq.html>.*

*For information on the Face Covering Policy, see:*  
<https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

*Students are responsible for staying informed on the latest updates regarding the university's response to COVID-19 by checking their TAMUK email regularly and accessing information at <https://www.tamuk.edu/return/> and <https://www.tamuk.edu/coronavirus/>.*

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## **2. FACE COVERING POLICY**

Face coverings must be worn on the Texas A&M-Kingsville campus inside all public buildings, including lobbies of buildings, restrooms, classrooms, hallways, and stairwells. Face coverings should also be worn in any outdoor space where 6 feet of physical distancing cannot be reliably maintained. Faculty working alone in their offices can remove their face covering.

For more information on the use of face coverings, please refer to <https://www.tamuk.edu/return/facecoveringsfaq.html>.

### *2A. Classroom Policy Regarding Face Coverings*

In the event of a student who does not wear a face covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students (Kirsten Compary, [Kirsten.Compary@tamuk.edu](mailto:Kirsten.Compary@tamuk.edu)) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances, documentation provided should

include the name of student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled through the university's Student Disciplinary Code of Conduct. Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university. For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

### *2B. Face Shields*

A faculty member may wear a face shield without a mask only during lecturing in the classroom, as long as appropriate social distance (6 feet) can also be maintained between the faculty member and the students. At all other times (when not lecturing), even if a face shield is used, a face mask must also be worn. For more information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

### **3. CONTACT TRACING**

To assist with contact tracing in the event of a positive COVID-19 case on campus, each classroom/teaching space will have its unique QR Code which will be posted inside each classroom. When the faculty member and students enter the classroom for a face-to-face class, they all will scan the QR code using their phones. Most smart phones can scan a QR code from the phone camera or by downloading a free QR Code Reader app. After scanning the QR code, they will be prompted to enter their TAMUK email and password, then select "Yes" to the question "Present?" and then select Submit. The information (name, email, location, date, and time) will go directly to a database managed by the Enterprise Risk Management Office. Students who do not have a phone will have to log in from another device at the URL provided below the QR code and follow the same process.

### **4. RECORDING LIVE LECTURES**

All live class lectures, as in face-to-face class meetings, must be recorded on Blackboard Collaborate. This will allow students access to the information, in the event that they miss class due to an excused absence. The recordings must be made available to the class in the Blackboard course site.

### **5. FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE**

It is possible that a student who is in a class requiring face-to-face meetings may request permission to attend the class virtually via Blackboard Collaborate. Granting such permission is at the discretion of the faculty member; however, given the precarious times, faculty are strongly encouraged to be flexible in their face-to-face class attendance requirements and allow the student, for example, to attend the class virtually at the regular class time. The faculty member should email the student of the decision of whether or not such permission is granted, for the faculty member's records and the student's documentation of the decision.

#### **TECHNOLOGY COURSE REQUIREMENTS (\*\*\*\*\*Students Please Note\*\*\*\*\*)**

- When you submit your Paper Sections through the Blackboard Assignment Drop-Box please make sure they are in **Microsoft Word 97-2016** document format only please. **Do not use Apple Pages to submit your documents.**

- All assignments to be submitted electronically must be done using Windows software (Word, Excel, etc.). Students have free access to Microsoft Office 365 through the following link on JNET: <https://jnet.tamuk.edu/web/home-community/service-catalog>
- **You will need a Computer equipped with a webcam device and speakers for online communication for the use of Blackboard Collaborate.**
- Students must know how to access and collaborate through discussion board assignments.
- Make sure you are using your **TAMUK email** for all email correspondence and communications with the Instructor. **Please do not use your personal email (Hotmail, Yahoo, or Gmail account) for classroom correspondence.**
- Make sure you can log into Blackboard with your user ID and password. If you are experiencing problems logging into your TAMUK email or Blackboard please call ITech at (361) 593-4357 and place a helpdesk ticket in with them.

### Technical Assistance

Technical assistance for Blackboard or Blackboard Collaborate is available by the Distance Learning and Instructional Technology Department. Please call (361) 593-4357 to place in a ticket for them to assist you with Blackboard.

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**Please be sure that when you set up a ticket with ITech, you provide a good working number where you can be reached and provide a correct time when you will be able to answer their phone call when they call you.**

#### **Computer Labs Locations on Campus: (From ITech Help Desk Website)**

- Jernigan Library-First floor by the ITech Help Desk-(361) 593-2916
- Sam Fore Hall-Room 111 (361) 593-3093 or (361) 593-3309
- Rhode Hall-Room 244 (No Phone number)
- Business Administration Building-Room 107 (361) 593-2840
- McNeil Engineering Building-Room 310 (361) 593-2841

**Remember to take your student IDs when using the computer labs as the computer lab clerks will ask for these to use the computers. You may use these computers for class assignments and other school related assignments. For more updated information on computer lab locations and placing in a ticket to ITech go to this website. [http://www.tamuk.edu/itech/help\\_desk/index.html](http://www.tamuk.edu/itech/help_desk/index.html)**

#### **Useful website locations for study and/or research materials:**

<http://owl.english.purdue.edu/owl/resource/560/01/> (Purdue Online Writing Lab (OWL)). Be sure to click on APA so that you can receive the correct information for citing APA work and other resources.

#### **Resources for Academic Success:**

- **Blackboard Assistance:**

If you have a question or need assistance with the course content or blackboard post, welcome to use iTech Support 24/7 or visit the “help desk” located in the Jernigan Library.

- iTech Support Services: 361-593-HELP (4357) 24 hours a day - 7 days a week
- email iTech Support Services: [itechhd@tamuk.edu](mailto:itechhd@tamuk.edu)
- Blackboard Help website: [Blackboard Help](#)

#### **University Writing Center (UWC)**

If you need assistance to enhance the APA style of writing, welcome to contact UWC.

- 361-593-2744 or [tamukuwc@gmail.com](mailto:tamukuwc@gmail.com).
- The UWC is open Monday, Tuesday, Wednesday, and Thursday 9 a.m.-8 p.m., Friday 9 a.m.-12 p.m., and Sunday 3p.m.-8p.m.

### Center for Student Success

- 361-593-3290 or Email: [nancy.kingsanders@tamuk.edu](mailto:nancy.kingsanders@tamuk.edu)
- [Center for Student Success](#)

### COURSE PURPOSE:

There are three major components to EDCG 5341 Marriage & Family Counseling. These components will be presented concurrently.

**Focus I** – The Context of Marriage and Family Therapy

**Focus II** – Basic Techniques of Family Therapy: From Symptom to System

**Focus III**- The Fundamental Concepts of Family Therapy

### EDCG 5341 Marriage & Family Counseling Student Goals

1. To gain knowledge on theory and case conceptualization on marriage, couple, and family counseling.
2. To increase the counseling student's knowledge of key terms used in marriage, couple, and family counseling.
3. To provide the counseling student with an opportunity to identify the skills and techniques needed to practice marriage, couple, and family counseling.

### MARKETABLE SKILLS AND CORE OBJECTIVES

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

### PREREQUISITES FOR THE COURSE

Students enrolling in EDCG 5341 Marriage & Family Counseling should be in good standing in the College of Graduate Studies and should be close to, but not at, (within 1 or 2 semesters of the completion of their Master's Degree).

**Rationale:** This course is designed to serve students in gaining knowledge and skills in marriage, couple, and family counseling theory and practice. This is a required course for clinical mental health counseling specialization students, and individuals seeking licensure.

This course is designed to meet the following standards:

**2016 CACREP CORE AND CLINICAL MENTAL HEALTH COUNSELING**

<p><b>Expected Student Learning Outcomes for this Course</b>  <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i>  <b>Content covered includes:</b></p>	<p><b>Course Objectives</b></p>	<p><b>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</b></p>	<p><b>SLO Assessment Point</b></p>
<p>2.F.3.a. Theories of individual and family development across the lifespan</p>	<p>4</p>	<p>Chapter 1 &amp; 2 Readings (Nichols &amp; Davis, 2016), Discussion Board Reactions and Student Responses Week 2. Case studies week 4, 7, &amp; 11.</p>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1 and 2 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> <li>• Case Study Rubric (See appendix D with grading rubric.)</li> </ul>
<p>2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior</p>	<p>1</p>	<p>Chapter 5 &amp; 6 Readings (Nichols &amp; Davis, 2016), Discussion Board Reactions and Student Responses Week 6</p>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 5 &amp; 6 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> <li>• Case Study Rubric (See appendix D with grading rubric.)</li> </ul>
<p>2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</p>	<p>1</p>	<p>Chapter 6 &amp; 10 Readings (Nichols &amp; Davis, 2016), Discussion Board Reactions and Student Responses Week 10</p>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 6 &amp; 10 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> </ul>
<p>2.F.5.a. Theories and models of effective counseling and wellness programs.</p>	<p>1</p>	<p>Chapter 1 &amp; 14 Readings (Nichols &amp; Davis, 2016), Discussion Board Reactions and Student Responses Week 1 &amp; 14</p>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1 and 14 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> <li>• Case Study Rubric (See appendix D with grading rubric.)</li> </ul>
<p>2.F.5.b. A systems approach to conceptualizing clients</p>	<p>2</p>	<p>Chapter 4, 5, &amp; 6 Readings (Nichols &amp; Davis, 2016), Discussion Board Reactions and</p>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 4, 5, &amp; 6 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> </ul>

		Student Responses Week 4, 5, & 6.	• Case Study Rubric (See appendix D with grading rubric.)
5.C.1.b. Theories and models related to clinical mental health counseling.	3	Chapter 1, 2, & 14 Readings (Nichols & Davis, 2016), Discussion Board Reactions and Student Responses Week 2 & 14	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1, 2, &amp; 14 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> <li>• Case Study Rubric (See appendix D with grading rubric.)</li> </ul>

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
<ul style="list-style-type: none"> <li>• Students will learn about the history and development of marriage, couple, and family counseling.</li> </ul>	Chapter 1 & 2 Readings: The Evolution of Family Therapy and Basic Techniques of Family Therapy: From Symptom to System <ul style="list-style-type: none"> <li>• (Nichols &amp; Davis, 2016),</li> <li>• Discussion Board Reactions and Student Responses: Review The Foundations of Family Therapy</li> <li>• Case studies week 4, 7, &amp; 11.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1 and 2 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> <li>• Case Study Rubric (See appendix D with grading rubric.)</li> </ul>	2.F.3.a. 2.F.3.f. 2.F.4.b. 2.F.5.a. 2.F.5.b. 5.C.1.b.
<ul style="list-style-type: none"> <li>• Students will gain knowledge and skills in theories and models of family systems dynamics.</li> </ul>	Chapter 4, 5, & 6 Readings: Bowen Family Systems Therapy, Strategic Family Therapy, and Structural Family Therapy <ul style="list-style-type: none"> <li>• (Nichols &amp; Davis, 2016),</li> <li>• Discussion Board Reactions and Student Responses: Review and Demonstrate the Basic Techniques of Family Therapy</li> <li>• Case Studies week 4, 7, &amp; 11.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 4, 5, &amp; 6 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> <li>• Case Study Rubric (See appendix D with grading rubric.)</li> </ul>	2.F.5.a. 2.F.5.b.
3. Students will gain knowledge and practice skills in theories and models of marriage, couple, and family counseling. Related to mental health counseling	<ul style="list-style-type: none"> <li>• Chapter 1 – 14 Readings (Nichols &amp; Davis, 2016),</li> <li>• Discussion Board Reactions and Student Responses: Review and Demonstrate the Basic Techniques of Family and Couples Therapy through Role-Playing</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1 - 14 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> </ul>	2.F.5.a. 5.C.1.b.
4. Students will learn about the sociology of the	Chapter 1 & 2 Readings: The Evolution of Family Therapy and	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1 and</li> </ul>	2.F.3.a.



family, family phenomenology, and family of origins theory.	<p>Basic Techniques of Family Therapy: From Symptom to System</p> <ul style="list-style-type: none"> <li>• (Nichols &amp; Davis, 2016),</li> <li>• Discussion Board Reactions and Student Responses: Review and Demonstrate the Differences between Family and Individual Counseling</li> <li>• Case studies week 4, 7, &amp; 11.</li> </ul>	<p>2 (See appendix A with grading rubric.)</p> <ul style="list-style-type: none"> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> <li>• Case Study Rubric (See appendix D with grading rubric.)</li> </ul>	
5. Students will gain knowledge and skills in the principles and models of assessment and case conceptualization from a systems perspective	<p>Chapter 13 &amp; 14 Readings: Comparative Analysis, Research on Family Intervention (Nichols &amp; Davis, 2016),</p> <ul style="list-style-type: none"> <li>• Discussion Board Reactions and Student Responses: Review and Demonstrate Knowledge of Family Therapy Research and Assessment Research: Empirical Foundations and Practice Implications</li> <li>• Case studies week 4, 7, &amp; 11.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 13 &amp; 14 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> <li>• Case Study Rubric (See appendix D with grading rubric.)</li> </ul>	2.F.4.b.
6. Students will learn and practice skills in assessment relevant to marriage, couple, and family counseling.	<ul style="list-style-type: none"> <li>• Chapter 1 – 14 Readings (Nichols &amp; Davis, 2016),</li> <li>• Discussion Board Reactions and Student Responses: Article Review and Reflection: <i>Family Assessment: Current Issues in Evaluation Families</i></li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1 - 14 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> </ul>	<p>2.F.3.a.</p> <p>2.F.3.f.</p> <p>2.F.4.b.</p> <p>2.F.5.a.</p> <p>2.F.5.b.</p> <p>5.C.1.b.</p>
7. Students will gain knowledge and skills in multicultural sensitivity in marriage, couple, and family therapy.	<ul style="list-style-type: none"> <li>• Chapter 1 – 14 Readings (Nichols &amp; Davis, 2016),</li> <li>• Discussion Board Reactions and Student Responses: Review and Demonstrate Knowledge of Family Therapy in the Twenty-First Century: Multiculturalism</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1 - 14 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> </ul>	<p>2.F.3.a.</p> <p>2.F.3.f.</p> <p>2.F.4.b.</p> <p>2.F.5.a.</p> <p>2.F.5.b.</p> <p>5.C.1.b.</p>
8. Students will gain knowledge and skills in ethical decision making and legal issues in marriage and family counseling.	<ul style="list-style-type: none"> <li>• Chapter 1 – 14 Readings (Nichols &amp; Davis, 2016), <ul style="list-style-type: none"> <li>• Discussion Board Reactions and Student Responses: Article Review and Reflection: <i>Contemporary and Emerging Ethical Issues in Family Therapy</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1 - 14 (See appendix A with grading rubric.)</li> <li>• Blackboard group responses (See appendix B with grading rubric.)</li> </ul>	<p>2.F.3.a.</p> <p>2.F.3.f.</p> <p>2.F.4.b.</p> <p>2.F.5.a.</p> <p>2.F.5.b.</p>

	<ul style="list-style-type: none"> <li>• Case Studies week 12.</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study Rubric (See appendix D with grading rubric.)</li> </ul>	5.C.1.b.
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## **TExES Competencies**

### **Competencies covered throughout this program:**

#### *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.

#### *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.

**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;

#### **EXPECTATIONS, PERFORMANCE EVIDENCE, AND COURSE REQUIREMENTS:**

Students are expected to attend all weekly class sessions, and complete all assignments as assigned to receive a passing grade for the course.

#### **METHODS OF COURSE INSTRUCTION**

- Online discussions/collaborations
- Readings from the textbook/PowerPoint Presentations
- Readings from professional journals
- Writing Assignments
- Quizzes/Examinations
- Online presentations
- Reflective and Guided Learning

#### **COURSE REQUIREMENTS**

- **Discussion Board 40%**
- **Case Scenarios 30%**
- **Reflection Papers 30%**

**Course Requirement Description plus CACREP, and TEA Standards:**

**1: Online Attendance/Discussion Board: (40%)** Online Discussion Board Topics will be posted on blackboard each week. Each student will provide a) a reaction to the topic by attaching a word document and b) a response to at least two other students' reactions. These reactions will be due by 11:59pm on each Sunday for the week we post. Your responses and reactions are due by 11:59pm on each Sunday following each of the weeks we post. For example: Then we repeat as I will post the next discussion board topic on Monday. The initial reaction and two responses to your classmates will be graded based on the rubric in this syllabus.

**CACREP Standards:** 5.C.1.B., 2.F.6.g., 2.F.6.d., 2.F.6.b., 2.F.5.b., 2.F.5.a., 2.F.4.b., 2.F.3.f., 2.F.3.d., 2.F.2.d.

**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: Case Scenarios: (30%)**

There will be case analyses in which you will be given a fictitious case study of a family and required to provide recommendations based on your understanding of marriage and family theories, techniques, and principles. You will be graded on your application of theory and research in M&F Counseling to a Case Study. Analyze the literature to support investigations of a topic and population. Apply M&F theory and research to a case study. How do you conceptualize the problem? Discuss a theory and apply it into practice. Include relevant literature to support your conceptualization and treatment strategies.

**CACREP Standards:** 5.C.1.B., 2.F.6.g., 2.F.6.d., 2.F.6.b., 2.F.5.b., 2.F.5.a., 2.F.4.b., 2.F.3.f., 2.F.3.d., 2.F.2.d.

**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: Reflection Papers (2 total, 15% each (30% total).** Personal reflection papers are an opportunity for you to reflect on your thoughts and emotions about the readings and/or class (e.g., lecture, activities, speakers, etc.) and are an avenue for personal and professional growth. Effective family intervention requires that you must know yourself and what personal "issues" that might come up for you. They are not research papers and do not require a trip to the library or academic citations and references. Instead they are about you and your emotional reactions and thoughts as you look inside yourself. These are designed to identify and explore personal attitudes, values, and behaviors that can impede or enhance the counseling experience with your clients. They will be graded on both quality and quantity of self-reflection. Do not just cognitively discuss what we covered in class or what the author states. Papers should be 2 pages.

- Papers must be typed in Times New Roman 12 following APA 6<sup>th</sup> edition. (Please see the APA 6<sup>th</sup> Edition Guidelines handout I have included.)
- The body of the reflection paper should be at least 2 pages long, double spaced, not including the references or title page. Please cite your references according to APA style 6<sup>th</sup> edition.
- Writing should use formal language and correct spelling and punctuation
- Topics reflected upon may include any information covered in class or in the reading from the beginning until now
- Papers may take 1 or 2 topics and examine them deeply, or more topics examined in less detail
- When writing, please consider reflecting on the following:
  - What differences have you discovered between standard counseling skills and marriage & family counseling?
  - What new things have you learned about marriage & family counseling and interventions related to a special topic/family problem in the text?

- How has your learning affected preconceptions or misconceptions you brought with you into class?
- How does your learning affect your awareness of your counseling skills in relation to marriage & family counseling?
- Will what you have learned change your professional perspective and practice in the future?

Ultimately, writing these papers encourages you to find what is meaningful to you and thus it adds value to your learning. **Do not** simply outline or summarize the material we have covered. I want to know what the material means to you.

**CACREP Standards:** 5.C.1.B., 2.F.6.g., 2.F.6.d., 2.F.6.b., 2.F.5.b., 2.F.5.a., 2.F.4.b., 2.F.3.f., 2.F.3.d., 2.F.2.d.

**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

**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 TAMUK 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

Assignment & Activity	CACREP Outcomes Assessed	Measurement	Course Objectives	Texas Education Agency Standards Assessed	Percentage of Final Grade
Discussion Boards	5.C.1.B. 2.F.6.g. 2.F.6.d. 2.F.6.b. 2.F.5.b 2.F.5.a. 2.F.4.b. 2.F.3.f. 2.F.3.d. 2.F.2.d.	Self-directed reading assignments and quizzes	1, 2, 3, 4, 5, 6, 7, & 8	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)	30%
Marriage & Family Research paper	5.C.1.B. 2.F.6.g. 2.F.6.d. 2.F.6.b. 2.F.5.b 2.F.5.a. 2.F.4.b.	Research Paper Rubric	1, 2, 3, 4, 5, 6, 7, & 8	Learner Centered-Knowledge (2,5,6,8,9); Learner Centered Skills (4,5,9,10); Learner Centered Process (1,2,3,4,5); Learner	20%

	<p>2.F.3.f. 2.F.3.d. 2.F.2.d.</p>			<p>Centered Equity and Excellence for All Learners (1,2,3); Communication (3,4,5,8); Learner Centered Professional Development (2,3)</p>	
<p><b>Case Scenarios</b></p>	<p>5.C.1.B. 2.F.6.g. 2.F.6.d. 2.F.6.b. 2.F.5.b 2.F.5.a. 2.F.4.b. 2.F.3.f. 2.F.3.d. 2.F.2.d.</p>	<p><b>Experiential Modalities, Case Scenario Rubrics</b></p>	<p>2, 3, 4, &amp; 5</p>	<p>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)</p>	<p>10%</p>
<p><b>Reflection Papers</b></p>	<p>5.C.1.B. 2.F.6.g. 2.F.6.d. 2.F.6.b. 2.F.5.b 2.F.5.a. 2.F.4.b. 2.F.3.f. 2.F.3.d. 2.F.2.d.</p>	<p><b>Experiential Modalities, Reflection Paper Rubric</b></p>	<p>2, 3, 4, &amp; 5</p>	<p>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)</p>	<p>10%</p>
<p><b>Midterm Exam and Final Exam</b></p>	<p>5.C.1.B. 2.F.6.g. 2.F.6.d. 2.F.6.b. 2.F.5.b 2.F.5.a. 2.F.4.b. 2.F.3.f. 2.F.3.d. 2.F.2.d.</p>	<p><b>Multiple Choice and Short Answer Essay Exam</b></p>	<p>1, 2, 3, 4, 5, 6, 7, &amp; 8</p>	<p>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</p>	<p>30%</p>

				(1,2,3); Communication (3,4,5,8); Learner Centered Professional Development (2,3)	
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**GRADING:**

Your final grade for the course is assigned per the total points you receive for all activities and assignments. The grading scale for this class is:

180 total points to 200 total points A

179 total points to 160 total points B

159 total points to 140 total points C

139 total points to 120 total points D

119 total points to 0 total points F

**EVALUATION AND GRADING POLICY: (VERY IMPORTANT TO NOTE)**

The final grade for the course will be based on the course activities and the assignment evaluation (see above and the following chart).

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**No grade of an "I" (Incomplete) will be given in EDCG 5322 unless under the most extreme and unusual circumstances. However, even under these circumstances I's in EDCG 5322 are not allowed.**

If the grade of an "I" is necessary, it will be the student's responsibility to meet with the instructor (in person) and fill out the Contract for the grade of "I" form and submit that to the Department Chair's Office for signature. **No emailed contracts for the grade of an "I" will be accepted...you need to come to my office in person to do this and schedule a meeting with your faculty advisor to let them know what you are going to be doing.**

The Registrar's Office will post the grade of an "I" once the student collects all the appropriate signatures. Then, the student will forward the form to the registrar's office for grade processing. The student must provide a copy of your I contract form to all designated parties involved per the instructions on the form. Failure to follow this procedure correctly will result in the designated grade for the course that the student earns.

Incomplete grades, represented by "I" must be completed on the date the student places on the Grade of an I contract form. Failure to complete all assignments before the due date on the contract for the grade of I form will result in the grade of F for the class. Remember that the instructor will need time to look over the completed work and complete a change of grade form so students must get their work completed weeks before the date placed on the contract form.

Incompletes in this class are discouraged as assignments may be difficult to make-up. Should the need arise please contact the instructor. It is the **student's responsibility** to note drop dates and drop the class if the student feels they cannot complete all the required assignments on time.



**DO NOT EXPECT THE INSTRUCTOR TO DROP YOU FROM THE CLASS, THIS IS A DECISION YOU WILL NEED TO MAKE YOURSELF SINCE YOU ARE INCHARGE OF YOUR OWN LEARNING.**

**BE SURE THAT IF YOU ARE GOING TO RECEIVE A GRADE OF I THAT YOU CHECK WITH THE FINANCIAL AID OFFICE TO SEE HOW THIS WILL AFFECT YOUR FINANCIAL AID YOUR RECIEVING.**

**PLEASE NOTE THAT OBTAINING A GRADE OF AN I WILL MEAN THAT YOUR COURSE INSTRUCTOR WILL NEED TO PLACE YOUR LAST DATE OF ATTENDANCE AND IT NEEDS TO BE 60% OF THE SEMESTER (CHECK WITH THE FINANCIAL AID OFFICE FOR THE SPECIFIC DATE) SO THAT YOU ARE IN GOOD STANDING FOR FINANCIAL AID REASONS. IF YOUR ATTENDANCE IS NOT 60% THEN YOU WILL NEED TO FOLLOW UP WITH THE FINANCIAL AID OFFICE ON WHAT YOU WILL NEED TO DO.**

### **IMPORTANT TURN-IT-IN INFORMATION**

Students will be submitting all paper sections to Turn-It-In plagiarism program to properly complete EDCG 5322. All research project section percentages **together** must be below 10% of the similarity index.

### **CLASS POLICIES**

It is important for students to attend all class chat meetings. Please make every effort to attend the online chat session and to arrive on time. The class policies detailed in the *Texas A&M University-Kingsville 2008-2010 Catalog* will be followed. For class attendance, the Catalog states:

“A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.”

Course Policies:

1. Attendance: Students are expected to participate in all the scheduled Face-to-face class meetings and on-line chat discussions. Failure to participate in the scheduled discussions will be considered as an absence from class and will result in a deduction of points from the total points available for the on-line discussion/participation component of the course.
2. Excused Absences: Students must contact Dr. Garza through e-mail (Blackboard Email) prior to any absences in the face-to-face class or online chat session for the absence to be excused.

#### **Please Note:**

**The U.S. Department of Education requires institutions of higher education to identify students who have never attended or stopped attending class before census date or during the semester. This will be noted on the official class rosters for each term or semester.**

**CELL PHONES AND PAGERS:** Students should turn off their cell phones and pagers before face-to-face or online class begins or keep them on vibrate mode until the end of class.

**DISABILITY STATEMENT** (See pages 2 & 11 of the Student Handbook):

Students with disabilities, including learning disabilities who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator. Services for

Students with Disabilities (SSD) are available to support student-learning needs through the Life Services and Wellness office at the Student Health Center (593-3991).

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring class accommodations, please contact the Disability Resource Center (DRC) as early as possible in the term. The DRC is in the Life Service and Wellness building at 1210 Retama Drive, or call (361) 593-3024.

### **ACADEMIC MISCONDUCT**

(See page 23, section 100 of the Student Handbook):

Academic honesty is the foundation of the Texas A&M University-Kingsville University Community. Cheating, plagiarism, or other acts of academic dishonesty comprise the integrity of the academic process and the community. Students claiming another's work as their own, cheating on an examination, or other infringement will be subject to actions as stated in the *2010-2012 Texas A&M University-Kingsville Graduate Catalog*, any student's work submitted, which contains the work of another that is not acknowledged (in other words, copying someone else's work and claiming it as your own) will at the very least receive an F for that assignment. Do not copy another student's work. Each student is responsible for her/his own work, ideas, and words. You are to practice academic honesty in every aspect of this course and all other courses that you may be currently taking. Students engaging in academic misconduct are subject to university disciplinary procedures (**Refer to your Student Handbook for more information on this topic**).

#### **Forms of academic dishonesty:**

- 1) **Cheating:** deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- 2) **Academic misconduct:** tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- 3) **Fabrication:** use of invented or falsified research.
- 4) **Plagiarism:** unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. If academic misconduct is discovered it will be dealt with in the severest manner allowed by the university.
- 5) **Lying:** Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- 6) **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
- 7) **Threat:** An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.
- 8) **Turn-It-In Plagiarism Detection Service:** please be aware that the University subscribes to the Turn-It-In Plagiarism Detection Service. Your paper may be submitted to this service at the discretion of the instructor.

#### **Other Forms of Academic Misconduct:**

- 1) Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
- 2) Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
- 3) Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
- 4) Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
- 5) Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- 6) Nondisclosure or misrepresentation in filling out applications or other university records.
- 7) Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

## PLAGIARISM

*An informal compilation by Deepak Keshavamurthy for Dr. Larry Peel*

Plagiarism is defined as "a piece of writing that has been copied from someone else and is presented as being your own work" [1] and by the Honor Council as "the act of passing off as one's own ideas or writings of another." In the Appendix to the Honor Council called "Acknowledging the Work of Others," three simple conventions are presented for when you must provide a reference [2]:

1. If you use someone else's ideas, you should cite the source.
2. If the way in which you are using the source is unclear, make it clear.
3. If you received specific help from someone in writing the paper, acknowledge it.

The Laws of Plagiarism [3].

- A. Copyright Law
- B. Trademark and Unfair Competition Law
- C. Fraud
- D. Status about sale of term papers, etc.

### Types of Plagiarism:

- Complete Plagiarism: This is the most obvious case: A work written by someone else.
- Near-Complete Plagiarism: A student may also take portions of another text and use them in his or her own work.
- Patchwork Plagiarism: In many cases, a student will lift ideas, phrases, sentences, and paragraphs from a variety of sources and "stitch" them together into an essay.
- Lazy Plagiarism: Inadvertent use of another's language, usually when the student fails to distinguish between direct quotes and general observations when taking notes.
- Self-Plagiarism: The use of an essay written for one course to satisfy the requirements of another course is plagiarism. Students should not use, adapt, or update an essay written for another purpose [4].

### Avoiding Plagiarism:

To avoid plagiarism, all students must document sources properly using Footnotes, Endnotes, or Parenthetical References, and must write a Bibliography, References, or Works Cited page and place it at the end of the research paper to list the sources used. Of the three ways to document sources (Footnotes, Endnotes, or Parenthetical References), the simplest is using Parenthetical References, sometimes referred to as Parenthetical Documentation or Parenthetical Citations [5].

### **NONACADEMIC MISCONDUCT**

(See page 23, section 100 of the Student Handbook):

See page 23 of Student Handbook for the policies that protect the rights of teachers to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Dean of Students under nonacademic procedures will adjudicate such incidents of student behavior.

### **SEXUAL MISCONDUCT**

(See page 23, section 202 of the Student Handbook):

Sexual harassment of students and employees at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

### **SIX-DROP POLICY**

The following provision (new in Fall 2007) does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas legislature has enacted a limit to the number of course drops allowed to a student without penalty. After a student, has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. If you need additional information on Senate Bill 1231 and how it affects you, please contact the Registrar's Office in College Hall, Room 105.

### **TITLE 9/DISCRIMINATION AND HARASSMENT**

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual misconduct harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Any pregnant students, or students planning to become pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to begin when it can be most effective and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do

provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal, Director of Compliance at (361) 593-4758 or [karen.royal@tamuk.edu](mailto:karen.royal@tamuk.edu).

### Tentative Course Topics, Calendar of Activities, Assignments

Week of:	Topics and Assigned readings (Posted by Monday)	Assignment Due Dates	DB-Discussion Board <b>All DB posts and papers need to be submitted to blackboard on the due dates by 11:59.</b>
8/24-8/30	Review course syllabus Chapters 1: The Evolution of Family Therapy	Sunday 8/30/2020	Review the syllabus DB 1 reaction DB 1 response
8/31-9/6	Chapter 2: Basic Techniques of Family Therapy: From Symptom to System	Sunday 9/6/2020	DB 2 reaction DB 2 response
9/7-9/13	Chapter 3: The Fundamental Concepts of Family Therapy	Sunday 9/13/2020	DB 3 reaction DB 3 response
9/14-9/20	Chapters 4: Bowen Family Systems Therapy	Sunday 9/20/2020	Case Study Due DB 4 reaction DB 4 response
9/21-9/27	Chapter 5: Strategic Family Therapy	Sunday 9/27/2020	DB 5 reaction DB 5 response
9/29-10/4	Chapter 6: Structural Family Therapy	Sunday 10/4/2020	DB 6 reaction DB 6 response
10/5-10/11	Chapters 7: Experiential Family Therapy	Sunday 10/11/2020	Reflection Paper 1 Due Case Study Due  DB 7 reaction DB 7 response
10/12- 10/18	Chapter 8: Psychoanalytic Family Therapy	Sunday 10/18/2020	Midterm Examination: Online DB 8 reaction DB 8 response
10/19- 10/25	Chapter 9: Cognitive-Behavioral Family Therapy	Sunday 10/25/2020	DB 9 reaction DB 9 response
10/26-11/1	Chapters 10: Family Therapy in the Twenty-First Century	Sunday 10/26/2020	DB 10 reaction DB 10 response
11/2-11/8	Chapter 11: Solution-Focused Therapy	Sunday	DB 11 reaction

		11/8/2020	DB 11 response
11/9-11/15	Chapter 12: Narrative Therapy	Sunday 11/15/2020	Reflection Paper 2 Due DB 12 reaction DB 12 response
11/16-11/22	Chapters 13: Comparative Analysis	Sunday 11/22/2020	DB 13 reaction DB 13 response
11/23-11/29	Thanksgiving Week		No assignment
11/30-12/6	Chapter 14: Research on Family Intervention	Sunday 12/6/2020	DB 14 course reflection
12/7/2020	Final Examination	Monday 12/7/2020	Final Examination: Online

### DB Reaction Rubric – Appendix A

#### Superior (90-100% of the assigned points): 27-30 points (a minimum of 10 sentences)

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

#### Sufficient (80-89% of the assigned points): 24-26 points (a minimum of 10 sentences)

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

#### Minimal (70-79% of the assigned points): 21-23 points (a minimum of 10 sentences)

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

**Inadequate (60-69% of the assigned points): 18-20 points****No credit will be awarded if some or all of the following conditions apply:**

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; and/or APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

**DB Response Rubric – Appendix B****Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

**Sufficient (8 points) (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

**Minimal (7 points) (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

**Inadequate (6 Points)**

**No credit will be awarded if some or all of the following conditions apply:**

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

**Marriage & Family Counseling Case Study Rubric – Appendix D**

	<b>Exemplary (100%)</b>	<b>Proficient (80%)</b>	<b>Progressing (60%)</b>	<b>Emerging (40%)</b>	<b>Unsatisfactory (20%)</b>	<b>Not Submitted</b>
<b>1. Assignment Expectations: Application of Theory and Research in M&amp;F Counseling to a Case Study (Evidence-Based Practice) The extent to which work includes the required components and integration of learning resources</b>	Points: 8 (25%) <i>Thoroughly</i> addressed <i>all</i> required components of the assignment with a well-developed submission that exceeds expectations and includes reference to and integration of the learning resources.	Points: 6.4 (20%) Addressed <i>all</i> required components of the assignment, including reference to and integration of the learning resources.	Points: 4.8 (15%) Addressed <i>most</i> of the required components of the assignment, including reference to and integration of the learning resources <b>OR</b> addressed <i>all</i> components of the assignment but did not include reference to and integration of the learning resources.	Points: 3.2 (10%) <i>Addressed</i> some of the required components of the assignment but did not include reference to and integration of the learning resources.	Points: 1.6 (5%) Addressed <i>few</i> required components of the assignment and did not include reference to and integration of the learning resources.	Points: 0 (0%) Did not submit
<b>2. Learning Objective: Analyze the literature to support investigations of a topic and population. Apply M&amp;F theory and research to a case study. The extent to which mastery of knowledge is demonstrated relative to the learning objective</b>	Points: 16 (50%) Demonstrated understanding and integration of course content to the extent that the learning objective was <i>mastered</i> .	Points: 12.8 (40%) Demonstrated understanding and integration of course content to the extent the learning objective was <i>met</i> .	Points: 9.6 (30%) Demonstrated some understanding and integration of course content to the extent the learning objective was <i>partially met</i> .	Points: 6.4 (20%) Demonstrated marginal understanding and integration of course content to the extent the learning objective was <i>minimally met</i> .	Points: 3.2 (10%) Demonstrated minimal understanding and integration of course content to the extent that the learning objective was <i>not met</i> .	Points: 0 (0%) Did not submit



<b>3. Submission Quality</b> <b>The extent to which the submission demonstrated writing quality</b>	Points: 8 (25%) Assignment was extremely organized, concise, well-written, had properly formatted APA citations, and included an APA cover page.	Points: 6.4 (20%) Assignment was mostly organized, concise, well-written, demonstrated effort to utilize APA formatted citations, and included an APA cover page.	Points: 4.8 (15%) Assignment was somewhat organized, concise, and well-written, but had some writing errors. Included persistent errors with APA cover page and/or citations.	Points: 3.2 (10%) Assignment was marginally organized, concise, well-written, demonstrating significant writing errors, improperly formatted APA citations, OR did not include an APA cover page.	Points: 1.6 (5%) Assignment lacked clarity, organization, articulation, and did not include an APA cover page or properly formatted APA citations.	Points: 0 (0%) Did not submit
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