



Department of Psychology and Counseling

COUN 5313-060: Family Therapy (3 credits)

Fall 2023 Syllabus
Course Time: Asynchronous
Location: Online

Instructor: Diane Smedley PhD, LPC, LMFT

Office Location: HPR 239

In Person Office Hours: Tuesdays from 3pm to 4:30pm

Virtual Office Hours: Thursdays from 10am to 11:30am

<https://uttyler.zoom.us/j/4179375035?pwd=V2oxVHZxOWY0aytXbDk5Kzg5aGg4Zz09>

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Office Phone: 903-565-5677

COURSE CATALOG DESCRIPTION

Instruction in theoretical approaches and interventions in family therapy, grounded in human/family systems theory. Includes process and special aspects of family therapy.

COURSE CO/PREREQUISITES

Credit in COUN 5312, COUN 5328, & COUN 5391

COURSE LEARNING OBJECTIVES:

Course Objectives and Learning Outcomes	CACREP 2016 Standards	Learning Activities and Assessments
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i.	Lectures; Quizzes; Discussion Boards
A systems approach to conceptualizing clients	2.F.5.b.	Lectures; Quizzes; Discussion Boards
Cultural factors relevant to clinical mental health counseling	5.C.2.j	Lectures; Quizzes; Discussion Boards
Legal and ethical considerations specific to clinical mental health counseling	5.C.2.l.	Lectures; Quizzes; Discussion Boards

Upon completing this course, students should be able to do the following:

1. Articulate a fundamental understanding of systems theory as applied in family therapy.
2. Describe family therapy: assessment, planning, intervention, and outcome evaluation.
3. Describe and contrast varied approaches to family counseling.
4. Describe individual and family developmental processes as related to the family lifecycle.
5. Describe how problems develop, are maintained, and are resolved within a family system.

6. Describe family as a distinct social and cultural system, embedded within and influenced by other social systems.
*Learning outcomes are assessed through written assignments, quizzes, discussion group participation, and other activity, as assigned.

Required Textbooks:

Gladding, S. (2018). *Family therapy: History, Theory, and Practice* (7th ed.). Pearson

Supplemental Readings:

See Family Therapy Article Library in Canvas

Note: A student at UT-Tyler is not obligated to purchase a textbook from a university-affiliated bookstore. The text may be available from an independent retailer, including an online retailer.

TEACHING STRATEGIES

This is an online course. It is expected that you will spend an average of 6+ hours working on the modules for this course each week. The course materials will be housed on Canvas. This class will consist of a collaborative learning community in which all participants share responsibility for the learning process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student.

Lectures, videos, assigned readings, and online activities will provide a basis for discussion. Academic integrity is expected from each student and plagiarism from any source will not be tolerated.

COURSE POLICIES AND REQUIREMENTS

ATTENDANCE POLICY

Student attendance in this class is critical. It is expected that students will attend all classes. If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You may then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable. In case of missed class students will lose participation and professionalism points. After the first excused missed class, along with missing participation and professionalism points, for each missed class students will lose additional 10 points from their overall grade. All absences must be discussed with the instructor prior to the class missed. Missing more than one class may result in an "IP" or "NC" for the class unless otherwise determined by the instructor.

CLASS PUNCTUALITY

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

LATE POLICY

Assignments submitted after the established time due in the syllabus and/or Canvas will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted, and the student will receive a zero for the assignment.

ZOOM PROFESSIONAL BEHAVIORS

Students should attend online zoom synchronous classes in the same manner that they would attend in-person classes. Students should be professionally dressed and sitting in an appropriate position for learning. Students must keep their video cameras on for the entirety of class. Students are not permitted to be engaging in other

activities while attending class (e.g., driving a car, working a job, attending an appointment, etc.). Students will need to find a quiet and private location in which to attend class. It is also essential that students are able to secure a good internet connection.

USE OF TECHNOLOGY

Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and do not send or read text messages during class. Students who choose to use a laptop computer should only do so for taking notes. Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class. If the instructor becomes aware of a student using their laptop for any reason other than taking notes, they may ask that student to cease bringing their computer into the classroom.

Given the potential for discussion of sensitive content during class, recording of class is strictly prohibited except where accommodations are arranged through SAR. Additionally, students are strictly prohibited from going “live” on social media platforms such as TikTok during class. The ability to uphold confidentiality is a core tenet of professional counseling as supported by the ACA Code of Ethics. As a counselor-in-training, you are expected to demonstrate the ability to honor confidentiality.

COMMUNICATION POLICY

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student’s Patriot account. In accordance with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is dsmedley@uttyler.edu. Do not send emails to any other email address, as I will not receive them.

ONLINE COMMUNICATION

Part of your preparation as a professional counselor is the ability to communicate with future colleagues and clients clearly and professionally. All written communication (e.g., emails, discussion board postings, etc.) that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional manner. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / , :-)) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (e.g., Dear Dr. Smedley:).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class.

DIVERSITY STATEMENT

Students are expected to be sensitive to individual and cultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender, race, ethnicity, ability, and sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

COURSE ASSIGNMENTS

DISCUSSION BOARDS – 6 POINTS EACH

To enhance students' learning and to build a sense of community within an asynchronous course, there will be **FIVE (5)** discussion boards throughout the semester to engage students with each other and with the instructor. Each discussion board will have its own unique set of expectations. Students should read and follow the instructions for each discussion board as they are written for that discussion board. For example, some discussion boards will require responses to peers and others will not. Some discussion boards will require reading and references, while others will not. Students should also review and note due dates for each discussion board as they will vary based on the expectations of that discussion board.

CHAPTER QUIZZES – 15 POINTS EACH

Throughout the semester, students will take quizzes to assess their knowledge of content learned in the course. The quizzes are open material and timed. You may **NOT** work with your peers to complete the quizzes. The quizzes are not cumulative and only cover the content within the chapters assigned to each quiz.

Quiz 1: Chps 1 – 6

Quiz 2: Chps 7 – 12

Quiz 3: Chps 13 - 18

GENOGRAM AND WHEEL OF INFLUENCE ASSIGNMENT – 90 POINTS

Generate a genogram going back three generations (e.g., yourself and siblings, your parents and their siblings, & your grandparents) of your family-of-origin and a wheel of influence for yourself. Then write a 5 to 7 page reflection in APA 7 format of what you learned about yourself and your family from the assignment. In your reflection, include cultural considerations, current events of each generation, and other external influences that impacted your family-of-origin. Discuss the influence of the above issues on your development as a therapist. Note potential countertransference issues that may arise for you as a family therapist. Make sure to discuss both your genogram **AND** wheel of influence in your reflection paper. See appendix A for rubric.

TREATMENT PLAN #1 – 25 POINTS

These treatment plans prepare the student to conceptualize clients from a systemic theory. Using the provided treatment plan, students will watch a brief clip, identify a theory from the options provided, and produce a treatment plan for the presenting family system. For this treatment plan, you may only use one of the following theories: Psychodynamic family therapy, Bowenian family therapy, or Experiential family therapy.

TREATMENT PLAN #2 – 25 POINTS

These treatment plans prepare the student to conceptualize clients from a systemic theory. Using the provided treatment plan, students will watch a brief clip, identify a theory from the options provided, and produce a treatment plan for the presenting family system. For this treatment plan, you may only use one of the following theories: Psychodynamic family therapy, Bowenian family therapy, Experiential family therapy, Structural family therapy, Strategic family therapy, Solution focused family therapy, or Narrative family therapy. Additionally, you may **NOT** use the same theory that you used in treatment plan #1.

THEORY GROUP PRESENTATION – 64 POINTS

The purpose of this assignment is to familiarize students with a current family therapy approach that is not typically found in textbooks. After forming groups, each group will submit via Canvas a group meeting report as their project proposal. See Appendix B for a list of family therapy approaches to pick from. Once the group's proposal is approved, the group will create and record a presentation that will be shared with their peers. The presentation must address the following topics within their chosen family therapy approach:

- General overview/introduction to the theory

- This should include but is not limited to who created/contributed to the theory, what are their credentials/background, what are foundational components, did the approach build from a previous theory, etc.
- Major Themes
 - What leads to dysfunction within the family/couple system?
 - What corrects the dysfunction?
 - Basic principles and terminology
 - Are there stages/phases to treatment?
 - What makes this approach systemic in nature?
 - How does assessment, goal setting, and treatment planning occur within this approach?
- Techniques/Interventions
 - Share at least 2 techniques/interventions
 - If the approach does not have specific techniques/interventions, then the group must pick two techniques/interventions from outside of the approach and justify how they align with this approach.
- Culture and Ethics
 - How does this approach apply to diverse clients? Be specific
 - What are the limitations of this approach with diverse clients?
 - What are the potential ethical concerns with this approach?
- Self/Role of the therapist
 - What is the family therapist's role within this approach?
 - Is there a certification process? If so, provide brief details.
 - What self work might be necessary for the therapy to be proficient within this approach?
- Current Issues
 - What research/empirical evidence exists to support this approach?
 - What research is missing and should occur next? (This may not be plainly stated in existing literature and instead comes from the group's consensus as experts on this approach)
- Summary/Conclusion
 - Future trends with this approach
 - Wrap up your presentation

Structural Components of the Theory Group Presentation:

The group will create a 30 minute (+/- 2 minutes) presentation that covers the information listed above. One group member will turn in the recording and slideshow presentation. See appendix C for rubric. Please note, the recordings and slideshows will be posted and shared with peers. In addition to covering the information above, other expectations of the presentation include:

- All group members must have a substantial speaking presence in the recording
- Each presentation must include an APA formatted reference list of **at least five scholarly articles** used for the presentation. Scholarly articles are defined as peer reviewed journal articles and books that are relevant to the fields of counseling and psychology.
- Multimedia must be used within the presentation (e.g., PowerPoint, Canva, video, etc.). Please note that any video or audio clips utilized cannot be longer than 2 minutes.

****Note:** For group assignments, it is understood that each student whose name is included on the final product has contributed to that product in an appropriate manner, and each member of the group is responsible for the final product as a whole, regardless of their individual contributions.**

FINAL PROJECT: CASE CONCEPTUALIZATION – 100 POINTS

The purpose of this project is to assess and advance your ability to conceptualize and design treatment approaches using family therapy interventions. Using **one** of the provided cases, you are to choose a specific approach and write a 6 to 8 page APA style 7th ed. paper that includes the conceptualization of the case from your chosen systemic

theory including assessment, goals, and treatment plan. You may only utilize the following theories: psychodynamic, Bowenian, experiential, structural, strategic, solution-focused, or narrative. See appendix D for detailed instructions and grading rubric.

PARTICIPATION & PROFESSIONALISM – 21 POINTS

Learning/teaching is a dynamic/social process. In this class, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins, so that they can **actively engage** with course content online. Students are expected to regularly participate in class.

Students are expected to attend classes on time. In an online, asynchronous class attendance includes regularly engage with Canvas and any other learning management tools utilized by faculty. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected.

Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during in person and online interactions with their peers and the instructor. You are expected to be fully engaged in the topic of assessment, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Actively taking part in class activities
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking knowledge and skills
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

REQUIREMENTS/GRADING

Discussion Boards (5 total)	30
Chapter Quizzes (3 total)	45
Genogram & Wheel of Influence Assignment	90
Treatment Plan #1	25
Treatment Plan #2	25
Theory Group Presentation	64
Final Project: Case Conceptualization	100
Participation & Professionalism	<u>21</u>
Total Possible Points	400

Letter grades are awarded according to the following scale: A-100%-90%, B-89%-80%; C-79%-70%; D-69%-60%.

PROFESSIONAL DISPOSITIONS

Professional disposition is an integral component of the course. The **systematic assessment** of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below. The Professional Dispositions component **is not calculated in the final grade**; however, the assessment is (1) part of the CMHC Committee's systematic student review and (2) will be included in the student's academic file.

1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

PROFESSIONALISM STATEMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

TENTATIVE COURSE SCHEDULE

**Instructor reserves the right to make changes as needed.*

Week	Scheduled Topics	Assignments	2016 CACREP Standards	2024 CACREP Standards
1 (1/16)	Introductions and Syllabus	READ: Syllabus WATCH: Syllabus Intro Video ACTIVITY: Introduction discussion Board due		
2 (1/23)	History and Foundational Context of Family Therapy	READ: Gladding Chps. 1 & 2 WATCH: Recorded lecture for chps 1 & 2 ACTIVITY: Discussion board posting due	2.F.5.b.	3.E.3
3 (1/30)	Variation in Family Structure	READ: Gladding Chps. 3 & 4 WATCH: Recorded lecture for chps 3 & 4 variation ACTIVITY: Discussion board posting due	5.C.2.j.	
4 (2/6)	Diversity and Ethics in Family Therapy	READ: Gladding Chps. 5 & 6 WATCH: Recorded lecture for chps 5 & 6 ACTIVITY: Quiz 1 due	2.F.i.i.; 5.C.2.j.; 5.C.2.l.	3.A.10

5 (2/13)	The Process and Different Formats of Family Therapy	READ: Gladding Chps. 7 & 8 WATCH: Recorded lecture for chps 7 & 8 ACTIVITY: Group meeting for Theory Presentation; Theory presentation proposal due	2.F.5.b.	3.E.3
6 (2/20)	Bowen Family Systems Theory & Conceptualization	READ: Gladding Chp. 10 WATCH: Recorded lecture for chp. 10 ACTIVITY: Begin work on Genogram & Wheel of Influence assignment	2.F.5.b.	3.E.3
7 (2/27)	Psychodynamic & Behavioral and Cognitive-Behavioral Family Therapies & Conceptualization	READ: Gladding Chps. 9 & 11 WATCH: Recorded lecture for chps. 9 & 11 ACTIVITY: Continue working on Genogram & Wheel of Influence assignment	2.F.5.b.	3.E.3
8 (3/5)	Experiential Family Therapy & Conceptualization	READ: Gladding Chp. 12 WATCH: Recorded lecture for chp. 12 ACTIVITY: Quiz 2 due	2.F.5.b.	3.E.3
9 (3/12)	No Class – Spring Break Genogram & Wheel of Influence assignment due March 18th at noon			
10 (3/19)	Structural Family Therapy & Conceptualization	READ: Gladding Chp. 13 WATCH: Recorded lecture for chp. 13 ACTIVITY: Treatment plan #1 due	2.F.5.b.	3.E.3
11 (3/26)	Strategic Family Therapies & Conceptualization	READ: Gladding Chp. 14 WATCH: Recorded lecture for chp. 14 ACTIVITY: Discussion board posting due	2.F.5.b.	3.E.3
12 (4/2)	Solution-Focused Brief Therapy & Conceptualization	READ: Gladding Chp. 15 WATCH: Recorded lecture for chp. 15 ACTIVITY: Discussion board posting due	2.F.5.b.	3.E.3
13 (4/9)	Narrative Family Therapy & Conceptualization	READ: Gladding Chp. 16 WATCH: Recorded lecture for chp. 16; Final Case Study explanation video ACTIVITY: Treatment plan #2 due	2.F.5.b.	3.E.3
14 (4/16)	Major Assignment Week	ACTIVITY: Finalize theory group presentation; begin final case study assignment Theory Group Presentation Due		

15 (4/23)	Research and Assessment & Working with Various Populations in Family Therapy	READ: Gladding Chps. 17 & 18 WATCH: Recorded lecture for chps. 17 & 18 ACTIVITY: Quiz 3 due	2.F.5.b.	3.E.3
16 (4/30) Finals Week	Final Project: Case Conceptualization Due			

Program and Departmental Policies

COVID-19

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature should stay at home and notify their faculty. Students are also encouraged to use the UT Tyler COVID-19 Information and Procedures website. This website also provides information about our Vaccination Mobile Clinic. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Clinical Mental Health Counseling Program Mission Statement:

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:

<https://www.uttyler.edu/psychology/policies.php>

UT Tyler Clinical Mental Health Counseling Student Handbook:

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational

environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disability-services>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the 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.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center \(903.565.5995\), writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center \(903.565.5964\), tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center \(903.566.7254\)](tel:903.566.7254)

Appendix A

Rubric for Genogram & Wheel of Influence Assignment

Criteria	Excellent (15)	Good (11)	Satisfactory (8)	Needs Improvement (4)	Unacceptable (0)
Genogram	3 generations are accurately represented with detailed information on relationships, births, deaths, and key life events. There is a clear legend describing all relationships on the genogram.	Most generations are accurately represented with some details on relationships, births, deaths, and key life events. There is a mostly clear legend describing most relationships on the genogram.	Some generations are represented with minimal details on relationships, births, deaths, and key life events. There is a vague legend and/or most relationships are not described on the genogram.	Incomplete representation of generations with limited details on relationships, births, deaths, and key life events. While a legend is present, it does not add any information to the genogram.	Genogram not submitted or extremely incomplete.
Wheel of Influence	Comprehensive identification and analysis of personal influences from various domains relationships with insightful connections made to personal and professional development.	Clear identification and analysis of personal influences with good connections to personal and professional development.	Adequate identification and analysis of personal influences with some connections to personal and professional development.	Limited identification and analysis of personal influences with weak connections to personal and professional development.	Wheel of Influence not submitted or extremely incomplete.
APA 7 Format	Adheres to APA 7 formatting guidelines, including title page, abstract, proper citations, and reference page. No major errors in grammar or spelling.	Mostly adheres to APA 7 formatting guidelines, with minor errors in citation or formatting. Few grammar or spelling errors.	Some adherence to APA 7 formatting guidelines, with noticeable errors in citation or formatting. Several grammar or spelling errors.	Limited adherence to APA 7 formatting guidelines, with frequent errors in citation or formatting. Numerous grammar or spelling errors.	Does not adhere to APA 7 formatting guidelines.
Content and Reflection Depth	Comprehensive and insightful reflection (5 to 7 pages) on personal and family experiences, including cultural considerations, current events, and external influences. Demonstrates a deep understanding of the	Good reflection (5 to 7 pages) on personal and family experiences, including some consideration of cultural aspects, current events, and external influences. Demonstrates a solid understanding of the	Adequate reflection (5 to 7 pages) on personal and family experiences, with limited consideration of cultural aspects, current events, and external influences. Demonstrates a basic understanding of the	Superficial reflection (less than 5 pages) on personal and family experiences, lacking consideration of cultural aspects, current events, and external influences. Limited understanding of the impact on	Little to no reflection on personal and family experiences.

Criteria	Excellent (15)	Good (11)	Satisfactory (8)	Needs Improvement (4)	Unacceptable (0)
	impact on personal development as a therapist.	impact on personal development as a therapist.	impact on personal development as a therapist.	personal development as a therapist.	
Countertransference Awareness	Insightful discussion of potential countertransference issues that may arise for the student as a family therapist, with a clear understanding of how personal experiences may impact professional practice.	Good discussion of potential countertransference issues, with some understanding of how personal experiences may impact professional practice.	Adequate discussion of potential countertransference issues, with limited understanding of how personal experiences may impact professional practice.	Superficial discussion of potential countertransference issues, with minimal understanding of how personal experiences may impact professional practice.	No discussion of potential countertransference issues.
Overall Presentation and Organization	Well-organized, logical, and engaging presentation that effectively communicates the intended message.	Generally well-organized and logically presented, with a few minor disruptions in flow.	Adequate organization, but the presentation may lack clarity or cohesion in some sections.	Disorganized presentation with significant disruptions in flow and coherence.	Extremely disorganized or incoherent presentation.

Appendix B

Family Therapy Approaches

- **Emotional Focused Therapy** – Emotionally Focused Therapy (EFT) is a humanistic, evidence-based approach to psychotherapy, drawing primarily from attachment theory to facilitate the creation of secure, vibrant connection with self and others. Rooted in the science of emotions and attachment, EFT helps clients identify and transform the negative processing and interaction patterns that create distress. It's effective in treating individuals (EFIT), couples (EFCT), and families (EFFT), addressing a wide range of issues from marital distress to individual anxiety and trauma. Learn more here: <https://iceeft.com/>
- **Imago** – There is frequently a connection between frustrations in adult relationships and early childhood experiences. Childhood feelings of abandonment, suppression or neglect will often arise in a marriage or committed relationship. When such “core issues” repeatedly come up with a partner, they can overshadow all that is good in a relationship and leave one to wonder whether he or she has chosen the right mate. Through Imago Relationship Therapy, couples can understand each other's feelings and “childhood wounds” more empathically, allowing them to heal themselves and their relationships and move toward a more “Conscious Relationship.” As illustrated in Dr. Hendrix's New York Times bestselling book, *Getting the Love You Want: A Guide for Couples*, learning and teaching the “Imago Dialogue” allows couples to move from blame and reactivity, to understanding and empathy, so they can create a deeper and loving connection with each other. Learn more here: <https://imagorelationships.org>
- **Relational Cultural Therapy** – Relational-Cultural Theory (RCT) celebrates the centrality of interdependence. Flying in the face of the so-called self-made person, RCT posits that we grow not through separation, but rather in and toward connection. We need connection just as we need air and water. Our bodies are exquisitely designed to manage stress by turning to trusted others when we are anxious or scared, but the chronic stimulation of fear without the availability of comfort and love moves us into helplessness and hopelessness. In contrast, when certain parts of the brain are activated, we feel a sense of calm even in the worst of times; the reduction in stress that comes from a healthy relationship and a sense of belonging is more powerful than that which can be stimulated by simply deep breathing or individual meditation. Thus, it becomes clear that growth-fostering relationships provide the resilience that enables us to persevere even in the most difficult times. Learn more here: <https://growthinconnection.org/>
- **Internal Family Systems** – IFS® is a transformative tool that conceives every human being as a system of protective and wounded inner parts lead by a core Self. We believe the mind is naturally multiple and that is a good thing. Just like members of a family, inner parts are forced from their valuable states into extreme roles within us. Self is in everyone. It can't be damaged. It knows how to heal. IFS® is frequently used as an evidence-based psychotherapy, helping people heal by accessing and healing their protective and wounded inner parts. IFS® creates inner and outer connectedness by helping people first access their Self and, from that core, come to understand and heal their parts. Learn more here: <https://ifs-institute.com/>
- **Gottman Method** – For therapists, life coaches, counselors, educators, clergy, trainers, and other mental health and well-being professionals, the Gottman Method is an approach to couples therapy that includes a thorough assessment of the couple's relationship, and integrates research-based interventions based on the Sound Relationship House Theory. The goals of Gottman Method Couples Therapy are to disarm conflicting verbal communication; increase intimacy, respect, and affection; remove barriers that create a feeling of stagnancy; and create a heightened sense of empathy and understanding within the context of the relationship. Learn more here: <https://www.gottman.com/>

- **Discernment Counseling** – If one spouse is not sure they want to stay married AND doubts that couples therapy can help, then Discernment Counseling is exactly where the couple belongs. The leaning-out partner is supported where they are emotionally, and the leaning-in spouse is equally supported in their own emotional state. Discernment Counseling avoids starting half-hearted couples therapy with these mixed-agenda couples. It accepts ambivalence rather than trying to work around it or overcome it. Learn more here: <https://discernmentcounseling.com/>
- **Psychobiological Approach to Couple Therapy** – Developed by Dr. Stan Tatkin, PACT is a fusion of attachment theory, developmental neuroscience, and arousal regulation. PACT has a reputation for effectively treating the most challenging couples. Learn more here: <https://www.thepactinstitute.com/>

Appendix C

Rubric for Theory Group Presentation

Criteria	Excellent (8)	Good (6)	Satisfactory (4)	Needs Improvement (2)	Unacceptable (0)
Theory Overview	Comprehensive overview, including key contributors, credentials, foundational components, and historical context.	Clear overview, covering key contributors, credentials, foundational components, and some historical context.	Adequate overview with some gaps in coverage or clarity.	Limited overview with significant gaps or lack of clarity.	No overview or significant misinformation.
Major Themes	Thoroughly addresses dysfunction, correction strategies, basic principles, systemic nature, and treatment phases.	Addresses dysfunction, correction strategies, basic principles, systemic nature, and treatment phases with some depth.	Addresses some aspects of dysfunction, correction strategies, basic principles, systemic nature, and treatment phases.	Superficial coverage of dysfunction, correction strategies, basic principles, systemic nature, and treatment phases.	No coverage or significant misinformation.
Techniques or Interventions	Clearly presents at least two techniques/interventions specific to the chosen approach.	Presents two techniques/interventions with reasonable alignment to the chosen approach.	Presents two techniques/interventions, but alignment to the chosen approach is unclear or weak.	Presents less than two techniques/interventions with weak alignment.	No techniques presented or significant misinformation.
Culture and Ethics	Provides specific and detailed information on how the approach applies to diverse clients, limitations, and potential ethical concerns.	Provides clear information on how the approach applies to diverse clients, limitations, and potential ethical concerns.	Provides some information on how the approach applies to diverse clients, limitations, and potential ethical concerns.	Provides limited information on how the approach applies to diverse clients, limitations, and potential ethical concerns.	No information or significant misinformation.
Self & Role of the Therapist	Clearly outlines the family therapist's role, certification process (if applicable), and necessary self-work.	Outlines the family therapist's role, certification process (if applicable), and some aspects of necessary self-work.	Provides some information on the family therapist's role, certification process (if applicable), and necessary self-work.	Provides limited information on the family therapist's role, certification process (if applicable), and necessary self-work.	No information or significant misinformation.
Current Issues	Presents well-researched empirical evidence supporting the approach, identifies missing research,	Presents empirical evidence supporting the approach, identifies some missing research, and	Presents limited empirical evidence supporting the approach, identifies some missing research, and	Presents minimal empirical evidence supporting the approach, lacks	No empirical evidence, missing research identification, or

Criteria	Excellent (8)	Good (6)	Satisfactory (4)	Needs Improvement (2)	Unacceptable (0)
	and offers insightful suggestions for future studies.	suggests reasonable future studies.	suggests basic future studies.	identification of missing research, and suggests weak future studies.	significant misinformation.
Summary	Provides a comprehensive summary, insightful conclusions, and forward-looking trends with the chosen approach.	Provides a clear summary, reasonable conclusions, and forward-looking trends with the chosen approach.	Provides a basic summary, conclusions, and some forward-looking trends with the chosen approach.	Provides a limited summary, weak conclusions, and minimal forward-looking trends with the chosen approach.	No summary, conclusions, or forward-looking trends.
Structural Components	Presentation is well-organized, engaging, and adheres to the time limit. All group members have a substantial speaking presence. Multimedia is effectively and appropriately integrated. Includes an APA-formatted reference list with at least five scholarly articles.	Presentation is organized, mostly engaging, and within the time limit. All group members have a speaking presence. Multimedia is adequately and appropriately integrated. Includes an APA-formatted reference list with five scholarly articles.	Presentation is somewhat organized, lacks engagement at times, and may slightly exceed or fall short of the time limit. Most group members have a speaking presence. Multimedia use is acceptable but somewhat longer than allowed. Includes an APA-formatted reference list with some scholarly articles.	Presentation is disorganized, lacks engagement, and significantly exceeds or falls short of the time limit. Limited speaking presence from group members. Multimedia use is poor and distracting. Reference list is incomplete or lacks APA formatting.	Presentation is chaotic, lacks engagement, and disregards the time limit. Little to no speaking presence from group members. Multimedia is absent or poorly executed and excessive. No reference list or significant misinformation.

Appendix D

Final Project: Case Conceptualization

The purpose of this project is to assess and advance your ability to conceptualize and design treatment approaches using family therapy interventions. Using one of the provided cases, you are to choose a specific approach and write a 6 to 8 page APA style 7th ed. paper. The paper should conceptualization the case from your chosen systemic theory including assessment, goals, and treatment plan. **You may only utilize the following theories: psychodynamic, Bowenian, experiential, structural, strategic, solution-focused, or narrative.** Please see rubric below for grading expectations. There are two core components to this assignment:

- ★ **Assessment:** Describe the core theory and concepts of the specific family therapy approach you would use with this family. You may reference your textbook but **MUST** reference at least three other scholarly/peer-reviewed resource in your case conceptualization. Use the theoretical core ideas to explain the family's primary presenting problem, with an emphasis on the interpersonal pattern(s) of interaction within which the problem is nested. In addition to your explanation of the family's presenting difficulty, use an assessment tool as defined by your chosen theory to identify the family's interactive patterns.
- ★ **Goals and Treatment Plan:** Describe what will be different with this family when the therapy you are using is successful (goals). Provide examples of specific interventions from the approach you choose and how you will use them to achieve the desired outcome. Consider the sequencing and timing of interventions.

You will turn in:

- A. A 6 to 8 page manuscript that includes but is not limited to everything under I, II, and III of guiding structure/questions with a reference page that includes three scholarly sources that are **NOT** your textbook.
- B. A treatment plan for this family utilizing the treatment plan we have used in this course for previous assignments.

Guiding Structure/Questions:

- I) Introduce the Clients/Keys Concepts of Your Selected Therapy
- II) Assessment
 - a. What was the presenting problem? How did each partner/family member differ in their statement of the presenting problem?
 - b. How do you, the counselor, view the presenting problem reflective of creating second order change?
 - c. Briefly summarize the history of the problem as presented (i.e., who, what, when, where and how).
 - d. What impact does family life span development have on the family's circumstances?
 - e. What were the family's attempted solutions? What (desirable and undesirable) outcomes resulted?
 - f. What did each partner/family member want to happen/presenting solution/goal?
 - g. Were there any exceptions to the problem mentioned in the case study?
 - h. How do you think they will know when the problem is resolved?
- III) Goals and Treatment Plan
 - a. What are the goals of therapy? How will we know when the problem is resolved?
 - b. What therapeutic strategies/specific interventions would be used?
 - c. What should be the results of your intervention? What would change/stay the same?
 - d. What are other options if your first intervention doesn't work as planned?
 - e. What problems do you anticipate?

Final Project: Case Conceptualization Rubric

Criteria	Excellent (20)	Good (15)	Satisfactory (10)	Needs Improvement (5)	Unacceptable (0)
Presentation of Case	Case was clearly presented. Student demonstrated strong ability to explain case with a thorough yet succinct manner. Student clearly provided an overview of the identified system members, their presenting concern, and the theory to be utilized with this case.	Case was well presented. Student mostly explained the case and/or was too lengthy with explanation. Student adequately provided an overview of the identified system members, their presenting concern, and the theory to be utilized with this case.	Case was adequately presented. Student somewhat explained the case and/or was too lengthy with explanation. Student somewhat provided an overview of the identified system members, their presenting concern, and the theory to be utilized with this case.	Case presentation was missing large pieces (i.e., identified system members, presenting concern, or identification of theory) of information and/or presentation of case of distractingly long.	Case presentation was missing.
Understanding of the Theory	Student demonstrated strong understanding of the theory. Student provided basic background information. Student was clear in the key concepts of the theory including terminology, explanation of dysfunction, path to correction of dysfunction, etc.	Student demonstrated above average understanding of the theory. Student provided basic background information. Student mostly covered key concepts of the theory including terminology, explanation of dysfunction, path to correction of dysfunction, etc.	Student demonstrated adequate understanding of the theory. Student provided basic background information. Student somewhat covered key concepts of the theory including terminology, explanation of dysfunction, path to correction of dysfunction, etc.	Student demonstrated minimal understanding of the theory. Student lacked basic background information of theory. Major key concepts were missing including terminology, explanation of dysfunction, path to correction of dysfunction, etc.	No theoretical information was provided.
Assessment of the Family	Assessment of the family was thorough and clear. Student demonstrated strong systemic assessment skills. Student was clear in explaining presenting problem, second order changes needed, impact of family lifespan, etc.	Assessment of the family was well done. Student demonstrated above average systemic assessment skills. Student explained presenting problem, second order changes needed, impact of family lifespan, etc. well.	Assessment of the family was adequate. Student somewhat utilized systemic assessment skills. Student somewhat explained presenting problem, second order changes needed, impact of family lifespan, etc.	Assessment of the family was unclear and inadequate. Student lacks systemic assessment skills. Explanations of major components (e.g., presenting problem, second order changes needed, impact of family lifespan, etc.) were missing.	No assessment of the family was provided.

Criteria	Excellent (20)	Good (15)	Satisfactory (10)	Needs Improvement (5)	Unacceptable (0)
Goals and Treatment Plan	Student generated strong and relevant counseling goals. Goals clearly followed SMART formula. Treatment plan was fully and thoroughly completed, language of theory was clear, and interventions were appropriate to goals.	Student generated above average counseling goals. Goals mostly followed SMART formula. Treatment plan was well done, language of theory was mostly clear, and interventions were mostly appropriate to goals.	Student generated adequate counseling goals. Goals somewhat followed SMART formula. Treatment plan was somewhat completed, language of theory was vague, and interventions were somewhat appropriate to goals.	Student generated unclear or inadequate counseling goals. Goals did not follow SMART formula. Treatment plan was inadequately completed, language of theory was missing or unclear, and interventions were inappropriate to goals.	There were no goals or treatment plan. Goals and/or treatment plan had significant deficient rendering it irrelevant.
Structural Components and Organization of Manuscript	Meets page requirement. Adheres to APA 7 formatting guidelines, including title page, abstract, proper citations, and reference page. Manuscript was clearly organized and no major errors in grammar or spelling.	Meets page requirement. Mostly adheres to APA 7 formatting guidelines, with minor errors in citation or formatting. Manuscript was mostly organized with few grammar or spelling errors.	Mostly meets page requirement. Somewhat adheres to APA 7 formatting guidelines, with noticeable errors in citation or formatting. Manuscript had organization concerns and several grammar or spelling errors.	Mostly meets page requirements. Limited adherence to APA 7 formatting guidelines, with frequent errors in citation or formatting. Manuscript was unorganized and contained numerous grammar or spelling errors.	Does not adhere to APA 7 formatting guidelines. Poor organization makes the manuscript unreadable. Severely under/over page requirement.