UTTyler COLLEGE OF EDUCATION & PSYCHOLOGY

COUN 5313-001: Family Therapy (3 credits)

Fall 2025 Syllabus
Course Time: Mondays 2pm to 4:45pm
Location: BEP 213

Instructor: Diane Smedley PhD, LPC-S, LMFT-S
Office Location: HPR 208
Office Hours: Tuesdays from 3:30 to 4:45, Wednesdays from noon to 2:00, or by appointment
Email: dsmedley@uttyler.edu (preferred method of contact)
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.

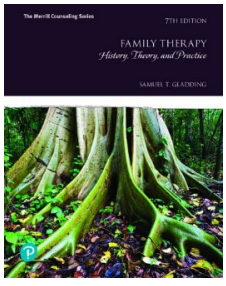
COURSE CO/PREREQUISITES

Credit in COUN 5312, COUN 5328, & COUN 5391

COURSE LEARNING OBJECTIVES:

Course Objectives and Learning Outcomes	CACREP 2024 Standards	Learning Activities and Assessments
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	3.A.10.	Lectures; Assignments
Theories of individual and family development across the lifespan	3.C.1.	Lectures; Assignments
Theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3.E.1.	Lectures; Assignments
Case conceptualization skills using a variety of models and approaches	3.E.3.	Lectures; Assignments
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.4.	Lectures; Assignments

Required Textbook:



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 a face-to face course and in this course, we will utilize lecture, discussion, reading and writing assignments, and experiential activities. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course.

Canvas (https://www.uttyler.edu/canvas/)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

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.

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

THEORETICAL INTERVENTION GROUP PRESENTATION – 80 POINTS – DUE DATES VARY

This assignment aims to help you apply family counseling theories by presenting a specific intervention that aligns with a family counseling theory to your peers. In groups, you will research and present an intervention tailored for use with a selected family counseling theory. You will form groups and choose a theory at the first class meeting. Your group will present your chosen intervention on the day that theory is taught. Therefore, due dates for this assignment will vary from group to group. Your specific due date will be **noon on the day the theory is taught**. Your group will have 60 minutes to present your intervention, explain (i.e., obtain consent) the intervention, conduct the intervention, process the experience with the entire class, and wrap up the intervention by providing the connection between the theoretical tenets and the intervention. See appendix A for grading rubric.

Components of the assignment:

- Slide Presentation:
    - State theory and intervention
    - Describe the intervention, how it will meet the goals of the theory, and the expected outcome of the intervention.
    - Discuss ethical considerations when using this intervention and how they should be handled
    - Discuss diversity considerations when using this intervention and how they should be handled
    - Obtain consent from peers to conduct intervention (e.g., explain risks and benefits, verbally ask peers for their participation in intervention, etc.)
    - Conduct intervention!

    - Process intervention!
    - Wrap up the presentation by providing a **brief** discussion of how the intervention aligns with the theory

- Intervention
    - This should be an active/doing intervention
    - Be creative! You can use art materials, physical movement, etc.!
    - Please make sure you consider that we are in a classroom setting and must keep the space professional and clean (i.e., appropriate depth of processing and minimal mess)
    - Prior to conducting the intervention, you should obtain consent from the class. This should include explaining the intervention and sharing the risks and benefits of the intervention with the class.
    - Conduct the intervention
    - Process the intervention after completion. Processing an intervention is equally, if not more, important than the intervention.
    - Include at least 4 scholarly references supporting the use of this intervention with the theory.

- Reminders
    - All group members must have a substantial speaking presence in the presentation
    - Each written summary must include an APA formatted reference list of **at least four 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.

What your group will turn in:

- Slide presentation with all group members' names on the first slide
- A reference page
- Only **ONE** group member needs to submit these items.
- They are due at noon (i.e., PRIOR TO CLASS STARTING) on the day your group presents.

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.

GENOGRAM AND WHEEL OF INFLUENCE ASSIGNMENT – 90 POINTS – Due 10/17/2025 at noon

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 (not including title page, references, etc.) 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 B for grading rubric.

TREATMENT PLAN #1 – 30 POINTS – Due 10/24/2025 at noon

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 – 30 POINTS – Due 11/21/2025 at noon

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.

FINAL EXAM: CASE CONCEPTUALIZATION – 100 POINTS – Due 12/10/2025 at noon

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 (not including title page, references, etc.) 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 C for detailed instructions and grading rubric.

PARTICIPATION & PROFESSIONALISM – 70 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. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected. Your willingness to engage with your peers during their theoretical intervention presentation will have a significant impact on your participation grade in this course.

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

Theoretical Intervention Group Presentation	80
Genogram & Wheel of Influence Assignment	90
Treatment Plan #1	30
Treatment Plan #2	30
Final Exam: Case Conceptualization	100
Participation & Professionalism	70
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

The syllabus only provides topics for each lecture and the corresponding textbook chapters. There may be additional materials (e.g., video, articles, etc.) that students should consume prior to attending the lecture. ***It is the responsibility of student*** to check Canvas in advance of the lecture for all class materials.

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

Week	Lecture Topics	Assignments	2024 CACREP Standards
1 (8/25)	Introductions; Syllabus; & Group Sign up	**READ:** Syllabus; Gladding Chp 1 **ACTIVITY:** Intros & Group Sign Up	3.C.1.; 3.E.1.; 3.E.3.
2 (9/1)	**Labor Day Holiday – University closed/no classes**		
3 (9/8)	Context of Family Therapy; Variation in Family Structure and Development	**READ:** Gladding Chps. 2 & 3 **ACTIVITY:** Class discussion	3.C.1.; 3.E.1.; 3.E.3.

4 (9/15)	Ethical, Legal, and Professional Issues in Family Therapy	**READ:** Gladding Chp. 6 **ACTIVITY:** In class discussion	3.A.10.
5 (9/22)	Bowen Family Systems Theory & Conceptualization	**READ:** Gladding Chp. 10 **ACTIVITY:** Genogram Intervention; Class discussion; review how to complete Genogram & WoI assignment	3.E.1.; 3.E.3.
6 (9/29)	Psychodynamic Family Therapies & Conceptualization	**READ:** Gladding Chps. 9 **ACTIVITY:** Class discussion **DUE:** Intervention Presentation - PSYCHODYNAMIC	3.E.1.; 3.E.3.
7 (10/6)	Experiential Family Therapy & Conceptualization	**READ:** Gladding Chp. 12 **ACTIVITY:** Class discussion **DUE:** Intervention Presentation - EXPERIENTIAL	3.E.1.; 3.E.3.
8 (10/13)	The Process of Family Therapy; Treatment Planning in Family Therapy	**READ:** Gladding Chp. 7 **ACTIVITY:** Class discussion **DUE:** Genogram & Wheel of Influence due 10/17/2025 at noon	3.E.1.
9 (10/20)	Working with Diverse Families	**READ:** Gladding Chp. 5 **ACTIVITY:** Class discussion; Role plays **DUE:** Treatment Plan #1 due 10/24/2025 at noon	5.C.4.
10 (10/27)	Structural Family Therapy & Conceptualization	**READ:** Gladding Chp. 13 **ACTIVITY:** Class discussion; FAST Intervention	3.E.1.; 3.E.3.
11 (11/3)	Strategic Family Therapy & Conceptualization	**READ:** Gladding Chp. 14 **ACTIVITY:** Class discussion **DUE:** Intervention Presentation - STRATEGIC	3.E.1.; 3.E.3.
12 (11/10)	Solution-Focused Brief Therapy & Conceptualization	**READ:** Gladding Chp. 15 **ACTIVITY:** Class discussion **DUE:** Intervention Presentation – SOLUTION-FOCUSED	3.E.1.; 3.E.3.
13 (11/17)	Narrative Family Therapy & Conceptualization	**READ:** Gladding Chp. 16 **ACTIVITY:** Class discussion **DUE:** Intervention Presentation – NARRATIVE Treatment plan #2 due 11/21/2025 at noon	3.E.1.; 3.E.3.
14 (11/24)	**Thanksgiving Holiday – University closed/no classes**		

15 (12/1)	Relational Cultural Theory & Conceptualization	**READ:** See articles in Canvas Module **ACTIVITY:** Class discussion; Mask Intervention	3.E.1.; 3.E.3.
16 (12/8)	Finals Week - ****NO CLASS MEETING***	**DUE:** Final Exam: Case Conceptualization due 12/10/2025 at noon	

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.

College of Education and Psychology

Core Purpose of College of Education and Psychology:

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respective disciplines.

Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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

Artificial Intelligence in this Course

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, you can use AI programs (ChatGPT, Copilot, etc.). These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. Students are strictly forbidden to pass off work generated by AI as their own. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.

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

- UT Tyler Tutoring Center (903.565.5964), 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)

Appendix A

Rubric for Theoretical Intervention Group Presentation

Criteria	Excellent (8)	Good (6)	Satisfactory (4)	Needs Improvement (2)	Unacceptable (0)
Slide Presentation of Intervention	Clearly and concisely presents and thoroughly describes the intervention with a clear connection to the theory and goals.	Adequately presents the the intervention with a general connection to the theory and goals.	Somewhat unclear; missing key details or overly lengthy and/or vague description of the intervention; unclear connection to the theory.	Unclear or missing key components of the intervention; lacks clarity, accuracy and/or incomplete or unclear; lacks connection to theory and goals.	No intervention and/or theory described
Ethical Considerations	Thoughtful, detailed discussion of ethical considerations with clear strategies for handling them.	Discusses ethical considerations with some strategies for handling them.	Mentions ethical considerations with minimal discussion or strategies.	Ethical considerations are unclear.	Ethical considerations not discussed.
Diversity Considerations	Comprehensive discussion of diversity considerations with clear strategies for handling them.	Discusses diversity considerations with some strategies for handling them	Mentions diversity considerations with minimal discussion or strategies.	Diversity considerations are unclear.	Diversity considerations not discussed.
Intervention Creativity and Engagement	Intervention is highly creative, engaging, and appropriate for the setting.	Intervention is creative and engaging, with minor limitations	Intervention shows some creativity but may lack full engagement or appropriateness.	Lacks creativity and/or engagement; borderline inappropriate for the setting	Intervention has no elements of creativity, class is not engaged, and/or inappropriate for the setting
Intervention Consent Process	Consent is thoroughly explained, with clear articulation of risks and benefits.	Consent process is explained with most risks and benefits covered.	Consent process is somewhat unclear or missing key information.	Consent process is unclear and/or incomplete.	Consent process did not occur.
Intervention Execution	Intervention is conducted smoothly, effectively, and professionally.	Intervention is conducted well, with minor disruptions or challenges.	Intervention has notable disruptions or challenges; lacks smooth execution.	Intervention is poorly conducted, unprofessional, or ineffective.	Intervention was not executed.
Processing the Intervention	Thorough and insightful processing of the intervention, fostering deep reflection.	Adequate processing of the intervention with some reflection.	Limited processing with minimal reflection or engagement.	Insufficient processing; lacks reflection or engagement.	Processing of the intervention did not occur.

Criteria	Excellent (8)	Good (6)	Satisfactory (4)	Needs Improvement (2)	Unacceptable (0)
Use of Scholarly References	Includes at least 4 scholarly references that are highly relevant and well-integrated.	Includes at least 4 scholarly references that are mostly relevant.	Includes 2 to 3 references and/or references are marginally relevant.	Includes less than two references and/or references are not relevant.	No scholarly and/or relevant references were used.
APA Style and Formatting	Perfect or near-perfect APA style; no significant errors.	Minor APA errors that do not detract from readability.	Several APA errors that somewhat detract from readability.	Major APA errors that detract from readability or professionalism.	APA style was not used.
Equitable Group Participation	All group members contribute equally and substantively to the presentation.	Most group members contribute equitably; minor imbalances.	Noticeable imbalance in contributions; some members contribute significantly less.	Major imbalance in contributions	One or more members do not participate meaningfully.

Appendix B

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 is does 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, 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 C

Final Exam: Case Conceptualization

The purpose of this exam 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 Exam: 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. Or theory chosen was not from list within the assignment
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, 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.