



**COUN 6370 Family Therapy (Counseling) Applications
Spring 2018**

*COUN 6370 is a recommended course for the students in the M.A. in Counseling who plan to apply for licensure as a LMFT Associate, **and** who are enrolled in COUN 6376 or COUN 6386*

College of Education, Department of Counselor Education

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Class Format: Face-to-Face class with occasional on-line classes

Class day and time: Thursdays 6:00 – 8:50pm

Class location: Main Campus, Garrett Teacher Education Center, room 342

Catalog Description: This course is designed to promote the development of student proficiencies and to deepen understanding of the standards of the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) as they are applied in practice. Connections will be made between theory and practice in a clinical setting. ***Prerequisite: Concurrent enrollment in COUN 6376 or COUN 6386.*** Credit: Three semester hours.

Required Textbook for Private Practice Component:

Stout, C., & Grand, L. (2005). *Getting started in private practice: The complete guide to building your mental health practice*. Hoboken, NJ: Wiley & Sons.

Other Private Practice Books:

Grodzki, L. (2015). *Building your ideal private practice: How to love what you do and be highly profitable too!* (2nd ed.). New York, NY: Norton.

Recommended Textbooks for MFT National Exam Questions Component: Theories of MFT and Techniques of MFT texts are helpful for the assignment.

Bitter, J. (2009). *Theory and practice of family therapy and counseling*. Belmont, CA: Brooks/Cole.

*Gehart, D. (2016). *Theory and treatment planning in family therapy: A competency based approach*. Boston, MA: Cengage.

*Goldenberg, I., & Goldenberg, H. (2013). *Family therapy: An overview* (8th Ed.). Belmont, CA: Books/Cole.

Gurman, A., Lebow, J., & Snyder D. (Eds.) (2014). *Clinical handbook of couple therapy* (5th ed.). New York, NY: Guilford.

Gurman, A. (Ed.) (2010). *Clinical casebook of couple therapy*. New York, NY: Guilford.

Hemmings, A., & Field, R. (Eds.). (2007). *Counseling and psychotherapy in contemporary private practice*. New York, NY: Routledge.

* = Most helpful texts

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix: 2009 Standards for MCFC Specialization.

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment 2009 CACREP
MCFC 1) Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.	Articulate knowledge of LMFT rules related to application and clinical experience required for the license; Demonstrate knowledge of the format for the National MFT exam. Develop exam questions.	Faculty evaluation of class discussion. Contribute fair share to group MFT exam study guide.	MCFC A.4.;
MCFC 2) Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.	Paper and presentation of professional issues related to recognition of license, direct and 3rd party reimbursement, and right to practice.	Evaluate Agency and Reimbursement issues presentation.	MCFC C.4.;
MCFC 3) Uses systems theory to conceptualize issues in marriage, couple, and family counseling.	Create exam questions. Case presentations utilizing systems theory for conceptualization.	Faculty evaluation of presentation of cases and related systemic issues.	MCFC D.2.

MCFC 4) Understands the effect of local, state, and national policies, programs, and services on diverse family systems.	Paper and presentation addressing policies on delivery of services at local, state, and national levels.	Faculty evaluation of Agency and Reimbursement presentation.	MCFC E.5.
MCFC 5) Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling.	Orientation paper and presentation of program evaluation models.	Orientation paper and presentation of program evaluation models.	MCFC I.2.

Community Mental Health Counseling

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	CACREP 2009 Standards
CMHC 1. Understands the history, philosophy, and trends in clinical mental health counseling.	Orientation paper and class presentation	Evaluation of orientation paper. Evaluation of class presentation.	CACREP: CMHC A.1
CMHC 2. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Agency Presentation Project	Evaluate agency presentation to class	CACREP: CMHC A.3
CMHC 3. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Classroom discussions Visit Texas LPC Website Visit, ACA, NBCC, TCA, and AMHCA websites	Faculty evaluation of orientation paper and class presentation.	CACREP: CMHC A.4
CMHC 4. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	Agency paper and class presentation	Evaluation of agency class presentation.	CACREP: CMHC A.5
CMHC 5. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	Textbook readings and classroom discussions *Agency Presentation Project	Chapter quizzes Agency Presentation Range of services paper	CACREP: CMHC A.7
CMHC 6. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	Textbook readings and classroom discussions *Agency Presentation Project	Agency Presentation Program Development Paper and Presentation	CACREP: CMHC A.8
CMHC 7. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	Textbook readings and classroom discussions Orientation Project	Evaluate Orientation Paper and Presentation	CACREP: CMHC B.2
CMHC 8. Describes the principles of	Textbook readings and		CACREP: CMHC

mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	classroom discussions Orientation Project	Evaluate Orientation Paper and Presentation	C.1
CMHC 9. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	Textbook readings and classroom discussions	Evaluate orientation paper Program Development Paper and Presentation	CACREP: CMHC C.3
CMHC 10. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network/ private practice.	Readings and classroom discussions Range of Service Research	 Range of Service Paper and presentation	CACREP: CMHC C.5
CMHC 11. Understands professional issues relevant to the practice of clinical mental health counseling.	Textbook readings and classroom discussions Agency Presentation project	Evaluate Agency Presentation	CACREP: CMHC C.9
CMHC 12. Applies effective strategies to promote client understanding of and access to a variety of community resources.	Document referrals Project	Faculty evaluation of documentation of referrals and class presentation	CACREP: CMHC D.4
CMHC 13. Knows models of program evaluation for clinical mental health programs.	Textbook readings and classroom discussions Orientation Project	Evaluate Orientation Paper and Presentation	CACREP: CMHC I.2
CMHC 14. Applies relevant research findings to inform the practice of clinical mental health counseling.	Textbook readings and classroom discussions Orientation Project	Evaluate Orientation Paper and Presentation	CACREP: CMHC J.2

Web address for CACREP 2009 Standards:

<http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

For 2016 CACREP MCFC specialization standards, this course supports 5.1.e. Case conceptualization; 5.2.c. Assessments; 5.2.n. Professional organizations; and 5.3.d. Conceptualizing and implementing strategies.

MCFC Specialty area KPI:

The MCFC student has the ability to distinguish between the major models and theories of MCFC and can identify 5 common dynamics of distressed couples and families, which occur over the lifespan. The student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Additionally, the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques. The student has the ability to

implement treatment in a couple or family internship case of at least four sessions, using case management skills, identifies and addresses MCFC ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. The MCFC student knows MCFC professional organizations. The student can articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC.

Assessment Structure (for general reference):

Level 1 Assessment (after 6332, 6334, and 8 core classes)	Level 2 Assessment (Completed during COUN 6333 class)	Level 3 Assessment (Completed during COUN 6386 II)
30 multiple choice questions related to theories and dynamics	Apply MCFC knowledge and skills to a case study. During 6333 examinations.	Case presentation addressing all knowledge and skills
20 multiple choice questions related to MCFC profession and ethics		Essay addressing MCFC professionalism and licensure

Students in the second COUN 6386 Internship will make a case presentation and turn in an essay/paper addressing MCFC professional development and licensure.

Rubric: MCFC Assessment III completed during 6386 II

Ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, addressing ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. Capacity to conceptualize and create a treatment plan that integrates knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Vertical stressors include family histories and multi-generation stressors, etc.; and horizontal stressors include medical issues, addictions, abuse, and other special issues. Additionally, the MCFC can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques in each case study.

Evidence	Novice	Competent	Proficient
Create a hypothesis that is consistent with the systems theory or approach chosen. The hypothesis synthesizes the conceptualization of the case in one paragraph.			
Treatment plan is systemic and addresses impact of larger systems			
Treatment plan is systemic and addresses vertical stressors from family history and multi-generational issues			
Treatment plan is systemic and addresses horizontal stressors such as addictions and abuse			
Treatment plan is systemic and addresses horizontal stressors such as medical issues, accidents, and other unpredictable events			

Describe the approach-related formal and informal assessments.			
Describe the differential and DSM/ICD diagnostics			
Describe the approach-related intervention techniques			
Describes the use of three case management skills that follow the internship site protocols AND are systemic.			
Illustrates how two ethical dilemmas were identified, discussed, and resolved with the help of the supervisor.			
Articulates the application of a wellness focus through specific treatment plan statements and specific interventions.			

Rubric for essay/paper: MCFC Assessment III Completed during 6386 II

Articulates a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. (essay/paper)

Evidence	Novice	Competent	Proficient
Articulates a plan for employment, including the plans for implementation for each employment goal. Minimum three paragraphs.			
Writes about the plan for licensure and/or certification in a minimum of one paragraph.			
Describes the preferred model of ethical decision making, with reference(es). Minimum two paragraphs.			
Develops a one year, five year, and ten year plan for professional involvement as a MCFC. Minimum one paragraph.			

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends).

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course Content: *COUN 6370 Family Therapy Applications* uses a combination of face-to-face, on-line instruction, and case-based discussion formats to facilitate student learning. Students will apply the MFT and systems concepts learned in COUN 6332, COUN 6333, and COUN 6338 and apply to clinical practice with clients in COUN 6376 or COUN 6386. Case presentations are designed to facilitate student application of systemic theories and thinking to actual couple and family cases. This course should help students deepen their understanding of the MFT knowledge and practices assessed in the National MFT exam for the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) (www.amftrb.org). Students will study the knowledge, skills, and attitudes needed to develop a private practice. Students will learn how to apply for licensure as a LMFT Associate and LMFT. There will be a community counseling component as many MCFC graduates work in community mental health (with apologies to the CMHC students who have already taken COUN 5393).

COUN 6370 *Family Therapy Applications* will help students:

1. Investigate commonly studied relationship, marriage, and family systems (MFT) concepts, conduct therapeutic practice activities that incorporate systemic theory and perspectives, and describe examples of interaction sequences in therapy sessions, demonstrating MFT concepts.
2. Articulate knowledge of Texas LMFT licensure rules as related to the application process and required clinical experience.
3. Develop application exam questions for MFT systems concepts and specific techniques of MFT.
4. Explore the role and function of a LMFT in a community agency. Issues covered will include ethical and legal issues, use of clinical supervision, skills for serving and advocating for clients in various contexts, and management of organizational and occupational dynamics often encountered in community counseling agencies.
5. Articulate aspects of professional identity and issues of MFTs, including addressing forms of reimbursement, and program evaluation.
6. Develop an understanding of the personal attitudes needed to develop a successful private practice, study the resources needed to open a private practice, the impact of technology on a practice, and think about the balance of cost vs. benefits in building a business plan for either a part-time or full-time private practice.
7. Describe how to assist clients in making informed decisions relevant to treatment (including filing third party insurance claims, limits of confidentiality, use of technology, and HIPPA regulations).
8. Understand the practical and ethical implications of the use of technology by therapist and office staff.
9. Discuss the impact of technology on clients (e.g., internet therapy, social medial, etc).

Required Assignments and Grade Points:

1. **Complete training HIPPA/Texas House Bill 300:** Use an on-line training program. Here is an example: <https://www.hipaatraining.com/hipaa-training-with-texas-hb300-for-mental-health> Approximate cost is \$35-40. Turn in a copy of your certification of completed training to Blackboard. **(45 points)**
2. **Discussion Boards:** There will be four (4) different discussion boards where you will be required to create a thread, and comment on two other student's threads. Each discussion board assignment can earn a maximum of 10 points (5 points for your thread and 5 points for the comments on other students' threads). Some discussion boards will be for you to comment on readings assigned for the week. However, there will be other discussion board topics. (4x10 points=**40 Points**)
3. **Group Study Guide Project:** Each student will be assigned approximately 20 items on the National MFT exam list of "tasks and knowledge". Students will create a document which "links" the task or knowledge item to pages, a chapter, or a link from a MFT text, article, website, or video link. There should be at least one sentence of explanation about the task or knowledge item, along with the directions to help your colleagues access that information. ***Upload your document to Blackboard by Tuesday, Feb 13th 8:00 a.m. (two days before the Feb 15th class).*** The documents will be compiled into a collective study guide for the National MFT Exam for everyone's use! **(50 points)**

4. Case presentation to class:

Each student will give two 10-15 minute presentations of client case sequences that demonstrate MFT systems concepts studied in COUN 6332, 6333, 6338, and 6337 and discussed the first part of this course. Develop a presentation using the case consultation format/rubric covered in class. Be sure to have a copy for each member of the class, and the professor. Students may use Powerpoints, handouts, charts, etc., to clarify client-therapist interactions and MFT systems concepts. This meets CACREP standard MCFC D.2. (2 presentations x 50 points=**100 points**)

Rubric: Each section of rubric on page 4 is worth 5 points each.

5. **Constructing application and analysis style multiple choice exam questions.** A minimum of 5 questions must be created and presented to the class. These application and analysis questions should be on tasks or knowledge you researched in the group study guide assignment. The questions will be uploaded **2 days prior** to class so the professor can compile them for class discussion. 2 questions due on **Feb 27th 8:00 a.m.** for class on March 1st, 2 questions due on **March 20th 8:00 a.m.** for class on March 22nd, and 1 question due on **April 3rd 8:00 a.m.** for class on April 5th. Go to this link to expand your understanding of “application” and “analysis” as part of Bloom’s taxonomy: <http://www.celt.iastate.edu/teaching/RevisedBlooms1.html> . (5 questions x 5 points=**25 points**)

6. **Visit Small Business Development Center (SBDC) in Huntsville.** The professor will arrange a 1 hour group visit with Mr. Bob Barrigan at the SBDC in Huntsville. He or a staff member will make a presentation and supply you with materials that will help you develop a business plan for your “private practice”. This group visit needs to be arranged during the business day and attendance is required. Therefore, we will discuss the best day as a class. Do not contact Mr. Barrigan on your own. (**40 points**)

7. **Orientation paper and presentation.** Paper length 3 pages minimum. Create a 10-minute presentation where you share the major points of your paper to your classmates. (**50 points**)
Rubric: 4 sections @ 8 points for each section, 15 points for presentation. Up to 3 points for APA errors in paper (.25 points for each error).

- MCFC Students will (1) describe what it means to be a couple and family therapists. Special attention should be given to those ways of thinking, and those professional and licensure organizations that help define the identity known as “MFT”. (2) Discuss the application of two different models of program evaluation for the practice of marriage, couple, and family counseling in both a clinic setting and a private practice setting (CACREP standard MCFC I.2.). (3) Research the professional organizations, preparation standards, and credentials as articulated by LMFT, AAMFT, TAMFT, TAMFC, and IAMFC (CACREP standard MCFC A.4). (4) Describe the effect of local, state, and national policies, programs, and services on diverse family systems. (CACREP standard MCFC E.5).
- CMHC students will write an orientation paper that addresses the students’ conceptualization, orientation, and identity as a Clinical Mental Health Counselor. Areas to be discussed in the paper include (1) CMHC A.1. history, philosophy, and trends in clinical mental health counseling; (2) CMHC A.4. professional organizations, preparation standards, and credentials including but not limited to LPC, AMHCA; (3) CMHC B.2. public mental health policy, financing, and regulatory processes to improve service delivery opportunities; (4) CMHC C.1. principles of mental health prevention, ...advocacy and ...promotion of mental health

8. **Agency and Reimbursement presentation.** Paper length 3 pages minimum. Upload your paper in Blackboard by the due date and create a 10-15 minute presentation where you share the major points of your paper to your classmates.

1. CMHC Students: Discuss 1) agency mission, organizational structure, services, methods of agency financing, administration and accountability, interdisciplinary treatment practices, 2) role of supervision, 3) theories and models of counseling used, 4) emergency management, and 5) clientele served. You may present the agency mission statement, a flow chart of organizational structure [indicating the student's placement(s) within the structure], and other related information regarding agency services (e.g., standardized assessments). Make sure you include the role and function of counselors, models and theories of CMHC, methods of supervision, access to and practice privileges within managed care systems, agency management issues, emergency management procedures, professional issues related to CMHC; (*CMHC A.3, 5, 7, 8; C.9*)

2. MCFC Students: Describe the professional issues related to the practice of MCFC including recognition, reimbursement, and right to practice. Address the issues related to MFT's qualifying for Medicare, Medicaid, or third-party reimbursement. Discuss 1) AAMFT efforts to gain recognition of MFTs to work with VA, and 2). gain recognition as providers for Medicare and Medicaid. 3). Study TAMFT's efforts to gain or sustain recognition and reimbursement for the right to practice related to the TMA lawsuit about the use of the DSM for evaluation and treatment. 4). Address theories, approaches, strategies, and techniques for working with specific populations receiving funding through these payers. 5) Last, address counseling agencies MCFC students may practice in once they graduate and are LMFT Associates. (CACREP standard MCFC C.4. and E.5.) **(50 points) Rubric: Paper is worth 25 points (4 points each section) with APA errors worth 5 of the 25 points (.25 points for each error), the presentation is worth 15 points.**

9. **Private Practice Paper and Presentation** Paper length – 3 pages minimum. Upload your paper in Blackboard by the due date. Create a 10-15 min presentation and share with the class. In your presentation, use a power-point to present the major concepts in your paper.

- Based on the text, existing literature, and class discussions, develop a systematic plan for a future private practice from one of three different perspectives (i.e., full-time practice, other stable income and part time practice; half stable income and half private practice). Each student will include information from an *interview with at least one individual or group in private practice related to the practice of MFT*. Topics will include but are not limited to 1. budget, 2. business plan, 3. personal strengths to market. **(50 points) Rubric: 10 points for each topic included in the paper/presentation plan (budget, business plan, personal strengths), 10 points for interview, and 10 points for presentation.**

10. **Online final: 1 page reflection of what you have learned in class.**

This must be completed to earn the grade you have earned from the number of points acquired in this class. If you do not complete this final exam reflection, your overall grade will drop one letter grade. **(Incomplete/Complete)**

11. **Professionalism and Class Participation** - All students are expected to participate in the class discussions and provide feedback to their peers during case presentations. Tardiness, lack of involvement, and failure to complete assignments or other required paperwork will negatively affect the professionalism and class participation grade. **(50 points)**

Grades: The grading for this course has been set up on a point system.

Total points = 500

A = 450 – 500

B = 400 - 449

C = 350 - 399

F = 349 and below

Schedule and Assignments (subject to revision)

<u>Week</u>	<u>Topic/Reading assignment for class</u>	<u>What is Due this Week</u>
		<p><i>Discussion Boards are due Wednesday 11:59pm on the week it is listed.</i></p> <p><i>MFT study guide and questions are due Tuesdays 8:00am on the weeks they are listed.</i></p> <p><i>All other assignments unless otherwise stated are due prior to class (6:00pm) on the week they are listed.</i></p>
Week 1 Jan 18	Online Class Read Syllabus (respond to “test”) Online HIPPA/HB300 training Welcome Discussion Board	Due at the End of Week 1: Wednesday Jan. 24th. 11:59pm 1. Syllabus Test/Statement 2. Welcome Discussion Board 1 Due 3. HIPPA/HB 300 training
Week 2 Jan 25	Overview of Assignments Stout & Grand Chapters 1 & 2 <i>Discover Your Private Practice</i> <i>Finance Your Start Up</i> Personal Strengths to build your practice Overview of National MFT Exam Assign National MFT Exam List	
Week 3 Feb 1	S & G Chapters 3 & 4 <i>Create a Business Plan</i> <i>Set Your Fees</i> LMFT and LPC rules (subchapter D)	

Week 4 Feb 8	<p>S & G Chapter 5. <i>Set Up Shop/Measure Results</i></p> <p>Writing analysis and application multiple choice questions for MFT systems questions.</p> <p>Group work identifying MFT systems concepts and techniques, sharing knowledge in collaborative learning groups.</p>	<p>MFT Study guide due this week (2 days before week 5 class) Tuesday, Feb. 13th 8:00am</p>
Week 5 Feb 15	<p>S & G Chapter 6. <i>Minimize Risk</i></p> <p>LMFT and LPC rules (subchapter C)</p>	
Week 6 Feb 22	<p>TAMFT – Online Discussion Board 2: Discuss how SubChapters A-F shape the definition and practice of LMFT in Texas.</p>	<p>Discussion Board 2 Due Wednesday Feb 28st 11:59 pm</p> <p>2 multiple choice questions due Tuesday Feb 27th 8:00am</p>
Week 7 Mar 1	<p>S & G Chapter 7 <i>Manage Managed Care</i></p> <p>LMFT and LPC rules (subchapter I – J) Watch videos in Blackboard on managed care, ICD, etc. prior to class</p>	
Week 8 Mar 8	<p>S & G Chapter 8 <i>Market Your Practice</i></p> <p>Student presentations (20 minutes each) of a clinical case with a couple/family, connecting the therapeutic activities with MFT systems concepts and techniques grounded in one approach/theory of MFT</p>	<p>1st Case Presentation Due before class 6:00pm (upload your powerpoint and accompanying documents in blackboard)</p>
Week 9 Mar 12-18	Spring break	
Week 10 Mar 22	<p>S&G Chapters 9 & 10 <i>Discover and Market Your Niche</i> <i>Generate Referrals</i></p> <p>LMFT and LPC rules (subchapter M - O) Student presentations (Orientation)</p>	<p>Orientation Paper and Presentation Due before class 6:00pm</p> <p>2 multiple choice questions due this week by Tuesday, March 27th 8:00am</p>

Week 11 Mar 29	<p>S&G Chapters 11 & 12 <i>Attract media attention</i> <i>Advertise Your Practice</i></p> <p>Watch the videos on confidentiality in blackboard prior to class Review multiple choice questions</p>	Last multiple choice question due Tuesday, April 3rd 8:00am
Week 12 April 5	<p>S&G Chapter 13. <i>Presentations, Speakers, & Workshops</i></p> <p>Student presentations (10-15 min each) sharing the major points of your papers. Review last multiple choice question</p>	Agency and Reimbursement Paper and Presentation Due prior to class 6:00pm
Week 13 April 12	<p>Online Class Discussion Board 3: Subchapters K & L for both LMFT and LPC Rules. Technology and the impact/implications for private practice.</p>	Discussion Board 3 Due Wednesday April 18th at 11:59pm
Week 14 April 19	<p>S&G Chapters 14 & 15 <i>Customer Service Skills for Therapists</i> <i>Self-Care for Therapists</i></p> <p>Student presentations (20 minutes each) of a clinical case with a couple/family, connecting the therapeutic activities with MFT systems concepts and techniques grounded in one approach/theory of MFT.</p>	2nd Case Presentation Due (upload your powerpoint and accompanying documents in blackboard)
Week 15 April 26	<p>Online Class Discussion Board 4: Reflect on the LMFT and LPC rules (subchapter E – H). Discuss thoughts about these rules. Be sure to include subchapter G regarding applying university hours toward to the LMFT Associate and subchapter F for LPC Intern experience requirements.</p>	Discussion Board 4 Due Wednesday, May 2nd 11:59pm
Week 16 May 3	<p>Presentation of Business Plans</p> <p>Exam Taking Skills</p>	Private Practice Paper and Presentation Due
Final Exam Week May 10th	ONLINE: One page reflection on what you learned in class This must be completed to earn the grade you have earned from the number of points acquired in this class. If you do not complete this final exam reflection, your	Due May 10th by 9:00pm – end of class

	overall grade will drop one letter grade.	
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Course Requirements: (university policy) http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

- Late Assignment Policy: All assignments must be turned in “complete.” Assignments are due as indicated on Blackboard. If a deadline passes for the assignment, the grade will be zero points. On-line attendance and face-to-face attendance will be combined to determine compliance with the Department of Counselor Education attendance policy.
- Time Requirement: Regular and punctual class attendance/participation by each student is expected. Face-to-face class meetings and on-line participation will be divided into 3 hour blocks. The following represents the attendance policy for all courses in the Counseling Program:
 - Students are permitted to miss one class (3 hours) with no penalty, but a call (or e-mail) to the professor is expected.
 - With a second absence (3 hours), a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for **BOTH** absences, with doctor’s excuse or other documentation attached. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
 - An automatic drop of a letter grade will occur for each subsequent absence.
- Discussion Boards: For purposes of this on-line class, failure to participate in a weekly discussion board will constitute an absence and will result in the loss of discussion board points for that week. Participation requires that students make all three required posts. Failure to participate for two different weeks will result in the loss of a letter grade. Late participation in a discussion, after the due date, will constitute an absence. Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work are solicited and will be expected.
- Professionalism policy: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect.
- **Technology policy:** *Students are to turn off all cell phones while in the classroom.* Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may audio record lectures provided they do not disturb other students in the process, however, all lectures are the intellectual property of the instructor and may not be used for any purpose other than study for the course unless specific permission is obtained from the instructor.
 - **Technology in emergencies:** If you have a pending or family emergency, or are on-call for your job, you may have your electronics on (silent mode), otherwise, leave the electronics off.
- Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The

University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. See [Procedures in Cases of Academic Dishonesty #810213](#) - SHSU Academic Policy Manual for more information on university policy. The following is the policy for COUN 6370:

- Students violating the APA 6th Edition Style Manual guidelines for plagiarism will, on the first occasion, earn a 0 and will be given an opportunity to resubmit the assignment after corrective feedback. The resubmitted assignment may not earn more than 90% (a 10% deduction). On the second occurrence, a grade of zero will be applied to the affected assignment with no opportunity to correct the assignment. A grade of F for the class will be applied to a third offense.
- [Disabled Student Policy #811006](#) <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>
- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students #900823](#)
- **Visitors in the Classroom-** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.