**CED 715 – Marriage and Family Counseling**   
Course Syllabus

Summer 2019  
Online/Hybrid/Face-to-Face  
Wednesday 5:30-9:00 – Ewing 309

# **Faculty Information**

Faculty full name and title: George R. Beals, Phd, LPC, NCC

gbeals@deltastate.edu– When possible, please use the Canvas message system to contact me.   
Campus office location: Ewing 345  
Campus office phone number: 662-846-4362

Class Location: 3093

Office hours: 3:00-6:00 Monday – Thursday; 3:00-5:00 Friday.

Communication plan: I will do my best to respond to emails within 24 hours of their arrival, except for those sent after 5:00 on Friday through Sunday at noon.

# **Course Materials**

Gerhart, D, R. (2018), *Mastering Competencies in Family Therapy: A Practical Approach, (3rd Ed).* Boston: Cengage Learning.

ISBN: 9781337591195   list $100 including the required Mindtap.

# **Course Description**

Examination of theoretical approaches, assessment of family functioning, and intervention techniques in working with couples and families. Prerequisites: CED 600, 601, 604, and 605. (3 hours)

# **Purpose**

This course provides an overview of the processes and theories involved with counseling couples and families. This course focuses on preparing students to think systemically and to learn about family concepts, dynamics, theories and techniques.

. They will demonstrate the ability to manage group dynamics within counseling venues.

**Program Learning Outcomes**

**Program Learning Objectives**

1. Counseling students will develop and demonstrate an understanding of the life-long need to pursue counseling knowledge and professional development. Students will articulate the value of engagement in professional organizations for the purposes of advocacy, certifications, and accreditations.

2. Counseling students will develop an ethical awareness that results in behaviors that reflect an understanding of roles, responsibilities, supervision, and limitations as they collaborate and consult with other behavioral health professionals, school professionals, and systems.

4. Counseling students will examine biological, environmental, and systemic factors that affect human behavior, development, and functioning. Counseling students will develop strategies for promoting optimum development, resilience, and wellness across the lifespan.

6. Counseling students will utilize critical thinking skills to evaluate the effects of power and privilege for clients. Counseling students will demonstrate decision making strategies to understand the impact of attitudes, beliefs, heritages, understandings, and acculturative experiences on the views of others.

7. Utilizing multicultural competencies and awareness, counseling students will adopt the counseling knowledge base and work-behavior areas to diverse client populations. This ability to make cultural adjustments will be shown specifically in the work-behavior areas of counselors including fundamental counseling issues, counseling processes, diagnostic and assessment services, professional practice, and professional development.

8. As they strengthen their commitment to grow deeper toward integrated practice, counseling students demonstrate foundational understanding of the intersection between counseling theory, counseling skills, and differentiated interventions.

9. Students are aware of their own worldview and its intersection with theories of counseling and development. From this perspective, students demonstrate a beginning verbalization of their own integrated theoretical approach.

**CACREP Standards specifically addressed in this class and assignments**

|  |  |
| --- | --- |
| **Professional Counseling Orientation and Ethical Practice:** |  |
| strategies for personal and professional self-evaluation and implications for practice | 2.F.1.k |
| self-care strategies appropriate to the counselor role | 2.F.1.l |
| the role of counseling supervision in the profession | 2.f.1.m |
| **Social and Cultural Diversity** |  |
| the effects of power and privilege for counselors and clients | 2.F.2.e |
| help-seeking behaviors of diverse clients | 2.F.2.f |
| the impact of spiritual beliefs on clients’ and counselors’ worldviews | 2.F.2.g |
| strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | 2.F.2.h |
| **Counseling and Helping Relationships** |  |
| ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships | 2.F.5.d |
| the impact of technology on the counseling process | 2.F.5.e |
| counselor characteristics and behaviors that influence the counseling process | 2.F.5.f |
| essential interviewing, counseling, and case conceptualization skills | 2.F.5.g |
| developmentally relevant counseling treatment or intervention plans | 2.F.5.h |
| processes for aiding students in developing a personal model of counseling | 2.F.5.n |
| **CACREP CMHC Standards:** |  |
| Foundations |  |
| history and development of clinical mental health counseling | 5.C.1.a |
| theories and models related to clinical mental health counseling | 5.C.1.b |
| principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning | 5.C.1c. |
| psychological tests and assessments specific to clinical mental health counseling | 5.C.1.e |
| **Contextual Dimensions** |  |
| professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling | 5.C.2.k |
| legal and ethical considerations specific to clinical mental health counseling | 5.C.2.l |
| record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling | 5.C.2.m |
| **Practice** |  |
| intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management | 5.C.3.a. |
| **CACREP School Counseling Standards** |  |
| **Contextual Dimensions** |  |
| school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies | 5.G.2.b |
| characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders | 5.G.2.g |
| signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs | 5.G.2.i |

# **Course Student Learning Outcomes**

At the completion of the course students will:

1. Understanding Families and Family Dynamics
   1. Defining what constitutes a family
   2. Family life cycles
   3. Healthy verses dysfunctional families
2. Therapeutic Approaches to Working with Families
   1. Rationale and history of family therapy
   2. Process of family therapy
   3. Couple and marriage enrichment
   4. Psychodynamic and Bowen Family Therapies
   5. Experiential Therapy
   6. Behavioral and Cognitive-Behavioral Therapies
   7. Structural Family Therapy
   8. Strategic and Systemic Family Therapies
   9. Solution-Focused and Narrative Family Therapies
3. Special Populations in Family Therapy
   1. Single parent families
   2. Remarried families
   3. Culturally diverse families
   4. Substance- related disorders, domestic violence, child abuse, and infidelity
4. Professional Issues and Research in Family Therapy
   1. Ethical, legal, and professional issues
   2. Issues specific to Distance Counseling and Technology

**Specific Course Objectives**

At the completion of the course students will:

• Identify the basic concepts, assumptions, perspectives and research regarding family systems theory.

• Demonstrate knowledge of family development and transitions across life span to identify normative issues expressed by families as they progress through the family life cycle.

• Develop basic interviewing, assessment, and counseling skills for client’s presenting issues from a family systems perspective.

• Understand the structure, functions, roles and goals of families as influenced by culture, race, ethnicity, gender, age, socioeconomic status, religion, sexual orientation.

• Understand multi-cultural and pluralistic trends including characteristics and concerns of diverse groups as applicable to family counseling.

• Identify preventive strategies for working with couples and families such as pre-marital counseling, parent education and relationship enhancement. • Apply ethical standards to family counseling situations.

• Analyze family-of-origin system’s structure & function and its impact on individual member’s behavioral patterns.

# **Major Course Activities**

**PRESENTATION METHODS**

* Textbook
* Lecture/Powerpoints
* Classroom Activities
* Discussion Boards
* Journal Articles

Attend and participate fully in all class sessions/discussion boards. Participation includes reading assigned materials due on each class and taking part in group discussion/case studies. University policy regarding class attendance will be strictly enforced.

# **Course Schedule/Content Outline**

**Tentative Schedule of Class Activities and Due Dates**

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| --- | --- | --- | --- |
| Dates | Topic | Assignment due | PLO/ CACREP Standards |
| Week 1  Jan 7 | Review of syllabus and course requirements.  Orientation to vocabulary and ideas of marriage family & counseling. | Introductory Modules |  |
| Week 2  Jan 14 | Competency, Research, & Ethics  Philosophical Foundations | Chapter 1  Chapter 2  Chapter 3 | 1, 2, 4/ 2.1.k, 2.1.m, 2.5.d, 2.5.f, 2.5.2.k, 5.2.l, 5.2.b, 5.G.2.b |
| Week 3  Jan 22 | MLK Day Please Celebrate Dr. King and his legacy | Quizzes for those modules due this week  CASE – Stage 1 |  |
| Week 4  Jan 28 | Systemic and Strategic Strategies | Chapter 4  Quiz | 4, 8, 9/ 1.5.d, 5.C..1.b, 5.C.3.a, |
| Week 5  Feb 4 | Structural Family Therapies  Experiential Family Therapies | Chapter 5  Quiz  Case Stage 2 | 4, 8, 9/ 1.5.d, 5.C..1.b, 5.C.3.a, |
| Week 6  Feb 11 | Experiential Family Therapies | Chapter 6  Quiz  Case Stage 3 | 4, 8, 9/ 1.5.d, 5.C..1.b, 5.C.3.a, |
| Week 7  Feb 18 | Intergenerational and Psychoanalytic Family Therapies | Chapter 7  Journal Article 1 | 4, 8, 9/ 1.5.d, 5.C..1.b, 5.C.3.a, |
| Week 8  Feb 25 | Midterm Exam  Cognitive-Behavioral and Mindfulness-Based couple and families therapies | Chapter 8  Quiz  Midterm Exam Chapters 1-7  Genogram Assignment due | 4, 8, 9/ 1.5.d, 5.C..1.b, 5.C.3.a, |
| Week 9  Mar 4 | Solution Based Therapies | Chapter 9  Quiz 9 | 4, 8, 9/ 1.5.d, 5.C..1.b, 5.C.3.a, |
| Week  Mar 11 | Spring Break |  |  |
| Week 10  Mar 18 | Narrative and Collaborative Therapies | Chapter 10  Journal Article 2 | 4, 8, 9/ 1.5.d, 5.C..1.b, 5.C.3.a, |
| Week 11  Mar 25 | Case Conceptualization  Clinical Assessment  Presentation on Distance Counseling | Chapter 11  Chapter 12  Stage 4 | 2, 8 / 1.1.m, 1.5.e, 1.5.n, 5.C.1.c, 5.C.1.c  5.C.3.a, 5.G.2.b |
| Week 12  Apr 1 | Treatment Planning  Evaluating Progress Documenting It | Chapter 13  Chapter 14  Chapter 15  Journal Article 3 | 2,4,8,9 / 1.1.m, 1.5.e, 1.5.n, 5.C.1.c, 5.C.1.c,  5.C.1.b, 5.C.3.a, 5.C.3.a, 5.G.2.b |
| Week 13  Apr 8 | Ethical Issues and Case Conceptualization Movie/TV Family Presentations | Case Stage 5 Presentation due  Case | 2,4, 8, 9 / 1.1.m, 1.5.e, 1.5.n, 5.C.1.c, 5.C.1.c  5.C.3.a, 5.G.2.b, 1.5.d, 5.C..1.b, 5.C.3.a, |
| Week 14  Apr 15 | Movie/TV Family Presentations |  | 2,4, 8, 9 / 1.1.m, 1.5.e, 1.5.n, 5.C.1.c, 5.C.1.c  5.C.3.a, 5.G.2.b, 1.5.d, 5.C..1.b, 5.C.3.a, |
| Week 15  Apr 22 | Theory Presentations | Theory Paper due | 4, 8, 9 / 1.1.m, 1.5.e, 1.5.n, 5.C.1.c, 5.C.1.c  5.C.3.a, 5.G.2.b, 1.5.d, 5.C..1.b, 5.C.3.a, |
| Week 16  Apr 29 | Final Exam and Class Termination. | Final Exam |  |
|  |  |  |  |
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# COURSE ASSIGNMENTS

## Attendance/ Class participation (Group Discussions/Case Studies)

Attendance is required and attendance is taken and recorded in CANVAS

## Chapter Quizzes

10-question multiple choice quizzes **administered online** through Canvas. There will be NO make-ups of quizzes. They are online, and you have a week to complete the quiz. Please do not wait until the last minute, as *technical difficulties are not an excuse*.

**Case Conceptualization and Ethics - TV/Movie Family Exercise**

This assignment will be done in several stages that will culminate in summative paper and presentation toward the end of the semester. Across this assignment feel free to add to the story or make up some potential scenarios; however, if you do be clear in your writing about what you are creating.

Stage 1. Identify a Family in media, for example TV or Movies, that may be helped with family counseling. The family may need counseling because one family member has an impairment or special needs (identified client) or it may be that a family wants to have overall better communication. For the purpose of this assignment, the identified family unit must have at least 4 main individuals and no more than 6 individuals identifiable as the core family.

Stage 2. Write a summary of the problems in this family be clear about specific therapeutic needs of this family or the individual in question. One or two paragraphs.

For each family member write an ample paragraph describing the family member’s role in the family, their strengths and weaknesses, and how his/her interactions in the family add to the solution or exacerbation the family situation.

Stage 3. Make a list of the ethical challenges this family presents. Be sure to include all the common ethical issues in family therapy, but you must also identify ethical issues that that would be unique or more specific to this family. How will deal with them?

Stage 4. Identify at least one journal article that specifically relates to the ethical issues or the major problems this family would be addressing in therapy. Submit the reference.

Stage 5. Beginning with a case summary of about 2 pages, identify a theory and intervention that would be good to use with this family. Write about a fantasy therapy session where you are applying the theory and the results you expect to have. 4 to 6 pages.

Stage 6. Present your intervention and case study to the class. 5 to 10 minutes.

## 3 Journal Articles

Students are to summarize three journal articles, providing a summary and reflection (what can you take away from the article). Summaries must be a minimum of 500 words. Journal Articles must be from peer-reviewed counseling journals. At least 2 articles must be reports of research efforts. **Submissions will be electronic through Canvas.**

## The Family Genogram and Family Autobiography

Students are to develop an autobiography for their own personal family of origin and interpret their family within the context of one particular model/theory, explaining also why they choose that particular model. The goals of the assignment are: 1) to teach students to think in terms of the multiple levels of systems organization; (2) to help students think in terms of family development throughout the life cycle; (3) to help students adopt a systemic (circular causality) view of their own families; and (4) to help students understand and apply a specific model of family therapy.

Instructions for “Family Autobiography”:

The task is to write a family autobiography covering at least 3 generations in your family. The outline of your paper should be as follows:

Genogram covering three or more generations in your family with you as the identified client.

Minimum requirements include: births, pregnancies, birth order, siblings, deaths, relationships (e.g. couples, marriages, separations, divorces), occupations, any physical or mental illness, alcohol/drug abuse, and communication/interaction patterns (See Grading Rubric).

Be sure to include notation major family events (e.g. births, deaths, marriages, divorces, major illnesses, work success or failures, job/occupation changes, graduations, etc.) (See Grading Rubric).

An interactional description of your family of origin over time (**4 page min. – 5 page max. double spaced: s**ee Grading Rubric). This section should be organized as much as possible according to family life cycle stages. Emphasis should be placed on the first 20 years of your life. Address each of the following stages in your family of origin: (a) Your parents relationship in their families of origin, (b) Your parents courtship, engagement (if applies), and early years of marriage (if applies), (c) Pregnancy, birth and infancy, (d) Early childhood, (e) Middle childhood, (f) Adolescence and (g) Death of parents (if applies).

Give ideas about how in the present you are maintaining the rules of your family of origin and your role in it with members of your original family and with your new family and/or significant others (e.g. your spouse, partner, or children) (**1 page min/max double spaced**). (See Grading Rubric in the Canvas Module)

If you spent part or all of your growing years outside of a family context, describe the other systems (e.g. orphanage) in which you were raised. Please note that your paper should not be simply a recitation of external events but should describe the interactional patterns, conflicts, and “atmosphere” within the family over time, with a special emphasis on how you were personally affected.

Your family autobiography should be developed from the perspective that you are reporting on your own family as if you were conducting an analysis as a family counselor. You are encouraged to write the autobiography in “first person” narrative.

APA format with standard cover page, body, and references is required. This is NOT a research paper. **Submission will be electronic through Canvas.**

## Case Study Interview Paper

Each student will arrange to meet with a married couple of 15 or more years. The student will schedule an interview, and will conduct an interview with the married couple. The student will PREPARE in advance a list of AT LEAST 10 questions they want to ask the couple regarding the topic of marriage.

The student will write up the interview, including the questions they asked of the couple, in a paper. The paper will include: 1) their assumptions regarding the marriage, 2) the questions and responses, 3) what, if anything, changed in their thinking regarding marriage, 4) thoughts toward counseling couples, and 5) the key elements that make a marriage successful.

This assignment is to be in APA formatting. References are not required (although you are to reference in APA format your interview responses). This assignment should be a maximum of 6 pages. **Submission will be electronic through Canvas.**

## Marriage and Family Theory Paper

Please choose one or a combination of therapeutic theories of the following Marriage and Family theories to research for your theory paper.

Psychodynamic Family Therapy

Bowen Family Therapy

Experiential Family Therapy

Behavioral Family Therapy

Cognitive-Behavioral Family Therapy

Structural Family Therapy

Strategic Family Therapy

Solution-Focused Family Therapy

Narrative Family Therapy

Please note that the purpose of this paper is to look closely at a Marriage and Family theory; therefore, make sure that you research and write about the theory as it applies specifically to Marriage and Family therapy instead of individual therapy.

The paper should be no less than 8 pages in length and include at least 6 references, not including your textbook. Of the 6 references four (4) should be peer reviewed journal articles. At least 2 of the 4 journal articles should be articles that report research. Thus said, you may need to use interlibrary loan to get copies of primary sources so please plan ahead. In the case of this paper, it is permissible to use early research sources that you believe clearly support the theory that you are using.

The paper should be written in APA 6 style and format. A clear thesis statement should appear near the beginning of the paper. Your paper must also consist of an introduction, body paragraphs, and a conclusion. Make sure to also include correct citations within your text.

Your paper will be graded on the thoroughness of your discussion and clarity of the your theoretical plan and ideas. Remember of all necessary components will be assessed including: writing style, organization, grammar, and spelling. Your paper will be worth 20% of your overall average and is due on the last night of class by class time. **Submission will be electronic through Canvas.**

Within your paper please explore and discuss. Cover the following topics in your paper using the section headers in **bold:**

###  Introduction

###  Major theorist/s

* **An overview of chosen theory or theories**: This is an introduction to the topic including what it is and why it is of interest to you.
* **Major components of the theory or theories**. Include the major components and Basic concepts important to understanding the theory. Be sure to include treatment techniques unique to the theory.
* **Research and current practices:** This is also areview of related literature: how this counseling area is currently being addressed in the field, what the best-practices are, and what research is saying. This is NOT personal opinion, this is research.
* **Counselor’s role integrating the theory**: The strengths and challenges of working with couples from this theoretical perspective knowing what you know about yourself and counseling, written from a first person perspective.
* **Conclusion:** Include the therapeutic goals or outcomes of the theory

###  References

# **Evaluation and Grading**

Mindtap activities (mostly quizzes 15%

Journal Articles 10%

Movie/TV Family Case Conceptualization & Ethics & Presentation 10%

Genogram/Eco-map 10%

Couples Interview 10%

Family Theory Paper & Presentation 25%

Midterm exam 10%

Comprehensive Final Exam 10%

# **Attendance**

Attendance at each class is required.

[DSU Policy on Class Attendance](http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/)   
<http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>

Students are expected to participate and submit daily/weekly assignments. Submission of daily/weekly assignments underlines attendance in this course. Because attendance is so important, failure to adhere to the assigned due dates will affect your overall course average.

# **Academic Honesty Policy/Grievance Policy/FERPA**

[DSU Policy on Academic Honesty](http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/): <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>

Academic Grievance Policy-Undergraduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-undergraduate/>

Academic Grievance Policy-Graduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student’s performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website:<http://www.deltastate.edu/academic-affairs/registrars-office/forms-and-policies>

Add and Drop deadlines are listed in the Academic Calendar: <http://www.deltastate.edu/academic-affairs/calendar/>

Other important information may be found in the Course Catalog: <http://www.deltastate.edu/academic-affairs/catalog/>

# **Participation**

Students are expected to participate and submit daily/weekly assignments. Submission of daily/weekly assignments underlines attendance in this course. Because attendance is so important, failure to adhere to the assigned due dates will affect your overall course average.

# **Etiquette and Civility Online/Netiquette**

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

Below is a source with some basic netiquette tips that you may find useful:   
<https://elearningindustry.com/10-netiquette-tips-online-discussions>

# **Additional Course-Specific Rules, Policies, Expectations**

**Assignments**

All written assignments must reflect graduate level presentation, including APA format, correct spelling and appropriate punctuation and grammar. On writing assignments, 25% percent of the grade will be scored according the writing rubric.

It is the students’ responsibility to check assignment submissions to ensure that assignments have been properly submitted in Word format. Improper formatting of submission or ‘forgetting’ to submit are not acceptable excuses for a late paper, and late penalties will apply. If life happens and you have trouble with a deadline, it is best that communicate before the deadline and not after the deadline.

**Quoting, Plagiarism, Paraphrasing, and Citations**

Plagiarism: As per the American Psychological Association (APA) Publication Manual,

“Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism)” (p. 15).

No more than 10% of any paper or assignment may be quoted material. Beyond 10% will result in an equivalent grade deduction.

Quotes require a citation, including a page or paragraph number. As well, as per the APA Publication Manual, “quotation marks should be used to indicate the exact words of another” (p. 15).

Paraphrasing means putting someone else’s ideas, thoughts, or research into your own words, and giving them credit with a proper citation.

Instances of plagiarism may result in a grade of 0 and academic repercussions.

Self-Plagiarism: According to the APA Publication Manual, self-plagiarism, or ‘double-dipping,’ is when an individual presents work they have previously submitted for publication or for a grade as if it is new scholarship (ie. newly completed). Examples of self-plagiarism might include submitting the same assignment (or portions of the same assignment) in a class which is being taken for the second time or in a different class. Keep in mind that ‘recycling’ even ONE paragraph is considered Self-Plagiarism/Double-Dipping.

An instance of Self-Plagiarism/Double-Dipping is a serious offense. You have created no ‘new’ academic work (ie. you received a grade the first time you submitted the work), and therefore, you will receive a grade of 0 and the face academic repercussions of plagiarism.

Assignments within this course are excluded from the double dipping concept. That is, you may use work from one course assignment in another assignment. For instance, you may use the work from your journal article reviews in your theory paper. Please be aware that this is MY policy and might not be the policy of other professors in other classes.

**TURN-IT-IN will be used, and you will have access. Please see Canvas.**

**Assignment Formatting**

• ALL assignments must be in APA format, unless otherwise specifically stated.

• ALL assignments are expected to uphold appropriate academic integrity.

• ALL assignments and interactions (including online) must be in academic language (ie. no texting language, abbreviations such as ‘u’ for ‘you,’ etc.).

• All assignments are required to have resources cited in appropriate APA formatting, unless explicitly stated.

• Electronic assignments must be in Word format and uploaded as an attachment (ie. not ‘pasted’ into the message). Other formats will NOT be accepted. It is up to each student to ensure their work is in the appropriate format and is submitted correctly.

• Individual electronic assignments are to be saved as

FirstnameLastnameAssignmentName (Example: GeorgeBealsGenogram.doc)

**APA Formatting is required on ALL assignments. We will use the 6th Edition of the APA Manual.**

**Late Policy**

Written work will be considered late if not turned in at the beginning of the assigned class period. Late work will result in a reduction of points received (10% per day past the due date).

**Cheating/ Plagiarism**

Students are strongly recommended to read the Delta State University’s Graduate Bulletin especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the Graduate Bulletin will be strictly enforced.

**Diversity**

Case studies and other examples inherent in this course will approach counseling from a diverse cultural perspective. Sensitivity to gender/race/ethnicity/disability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

# **Technology**

For assistance using Canvas, you can click the help icon in your course, or refer to the [Canvas Student Guide](https://guides.instructure.com/m/4212). If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at [helpdesk@deltastate.edu](mailto:helpdesk@deltastate.edu) or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

[Link to Canvas](https://deltastate.instructure.com): <https://deltastate.instructure.com>

[Canvas Technical Requirements](https://community.canvaslms.com/docs/DOC-10720): <https://community.canvaslms.com/docs/DOC-10720>

[Canvas Privacy Policy](https://www.canvaslms.com/policies/privacy): <https://www.canvaslms.com/policies/privacy>

[Canvas Accessibility Statement](https://www.canvaslms.com/accessibility): <https://www.canvaslms.com/accessibility>

Research may be conducted electronically and cited as such using APA format. Assignment submissions, unless otherwise noted, will be electronic in Canvas. This course is being taught as web-enhanced and will require students to use the accompanying Canvas site. Students will need to log into Canvas to familiarize themselves with the content of the course. Further instruction and assistance regarding the use of the web-enhanced component of the course will be provided in class and via the Canvas system. You will enter the system using your DSU 900# and the password that you have set for DSU online services. For assistance with the Canvas technology, the Help Desk is available 24 hours a day at 1.866.264.1465.

# **Student Support Services**

## Student Success Center

The Student Success Center provides educational learning services and assistance for all students. Additional information can be found at: <http://www.deltastate.edu/student-success-center/>.

## Roberts-LaForge Library

The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: <http://www.deltastate.edu/library/>.

[Writing Resources for Students](http://www.deltastate.edu/library/student-writing-resources/)

* Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
* <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
* Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>
* Writing Center: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>

Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

# **ADA Statement and Disability Services**

Information about [Disability Services](http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/) can be found on the DSU website. <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

For assistance with and to make arrangements for accommodation for disabilities, please contact [Disability Services](http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/), at the O.W. Reilly Student Health Building, 662-846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

# **Disclaimer**

This syllabus is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events.