

University of Northern Colorado
APCE
APCE 669 Advanced Methods: Couples and Family Therapy
Fall 2022

Instructor: Betty Cardona PhD., LPC
Email: Betty.Cardona@unco.edu
Course Credit: 3 semester hours
Prerequisites: APCE 612 or 702, or concurrently with 612 or 712

Course Description: Course expands on family therapy models presented in Family Systems APCE 665 or equivalent and includes significant models of family and couples therapy. Training activities include diagnosis, assessment, case presentations, enactments, video use and case analysis, use of evidence-based interventions.

Method of Instruction:

This course is a pre-practicum course in preparation for APCE 694 Practicum in Couple and Family Therapy or internship for the CFT licensure option; as such the course is experiential, interactive role-playing, video demonstration, and class demonstration. Students will be reviewing the models in depth by reading, viewing of cases, roleplaying, writing SOAP notes.

Class Schedule:

First Weekend: November 18th, 19th and 20th

Second Weekend: December 2nd, 3rd and 4th.

Course Content/Procedures:

1. In-depth study and practice of family systems and couple therapy models from the following:

- Structural
- Validation
- Gottman Method for Couples
- Emotionally Focused Couple Therapy
- CBT Family/Couples

- Solution-Focused Family/Couples
- Narrative Family/Couples

Including theory, conceptualization, goals, process/stages, techniques, and empirically supported interventions for the model.

2. Review evidence-based interventions related to models.
3. Case conceptualization/analysis of several family counseling situations.
4. Treatment planning using evidence-based interventions.
5. Observation and evaluation of several role-played and videotaped couple and family counseling sessions.
6. Exploration and demonstration of specific techniques, conceptualization, goals, and role of self of therapist in several models and in relation to common factors.
7. Become familiar with the application of ethical and legal guidelines in clinical systemic cases.
8. Raise awareness of cultural, religious, ethnic, gender, sexual orientation, bilingualism/multilingualism and family life cycle/developmental issues in case conceptualization and counseling.
9. Reflect clear understanding of couple's/family's problem and relational conceptualization.

Course KNOWLEDGE AND SKILL OUTCOMES (Objectives):

Upon successful completion of this course students will: **(Below demonstrates how each standard is covered and taught throughout the course).**

1. Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals (CACREP MCFC.A.3)
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays.
2. Recognize specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning (CACREP MCFC.C.2).
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays.
3. Use systems theory to conceptualize issues in marriage and family therapy (CACREP MCFC.D.2).
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays.
4. Understand how living in a multicultural society affects couples and families (CACREP MCFC.E.1).
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays.

5. Recognize societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples) (CACREP MCFC.E.2).
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays.
6. Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client (CACREP MCFC.E.4).
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays.
7. Understand the effect of local, state, and national policies, programs, and services on diverse family systems (CACREP MCFC.E.5).
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays.
8. Know principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psycho-educational and personality assessments (CACREP MCFC.G.1).
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays.
9. Understand marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society (CACREP MCFC.G.2).
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays.
10. Apply skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective (CACREP 3MCFC.H.1).
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays.
11. Know evidenced-based treatments and basic strategies for evaluating counseling outcomes in marriage and family therapy (CACREP MCFC.I.3).
 - a. Covered in class readings and discussions.
 - b. Assessed by written conceptualizations, theory presentations and role-plays).

Research required for assignments (theory presentation, case conceptualization, treatment plans and role-plays) throughout the semester. Students will utilize available resources to critical research that informs the content and experiences of this course and will integrate relevant research into class

discussions and presentations. In addition to utilizing available research and databases, students will utilize APA format.

Recommended Textbooks:

One textbook in APCE 665 Family Systems course or equivalent is required for this course, such as listed but not limited to:

Gladding, S. (2019). *Family Therapy, History, Theory, and Practice*. 7th Edition. New York: Pearson Education.

Gurman, A. S., Lebow, J. L., & Snyder, D. K. (Eds.). (2015). *Clinical handbook of couple therapy*. Guilford Publications. *Fifth Edition*

Carr, A. (2012). *Family therapy: Concepts, process and practice*. John Wiley & Sons. (*Available for free online through UNC library*)

Gehart, D. (2010). *Mastering competencies in family therapy: A practical approach to theories and clinical case documentation*. Belmont: Brooks/Cole.

Hughes, D., Golding, K., Hudson, J. (2019). *Healing Relational Trauma with Attachment-Focused Interventions. Dyadic Developmental Psychotherapy with Children and Families*. New York: W.W. Norton & Company.

Johnson, S. (2019). *Attachment Theory in Practice. Emotionally Focused Therapy (EFT) with Individuals, Couples, and Families*. New York: The Guilford Press.

Dattilio, A.E. & Jongma, A.E. (2014). *The Family Therapy Treatment Planner*. New York: Wiley.

Jongma, A. E, O'Leary, D., & Heyman, R.E. (2014). *The Couples Psychotherapy Treatment Planner*, 2nd edition. New York: Wiley.

Recommended Peer-Reviewed Journal Articles:

Cardona, B., Bedi, R. In press. Can a course on Sexuality Counseling Increase Empathy When Working with Sex and Gender Minoritized Individuals. **Journal of Counseling Sexology & Sexual Wellness: Research, Practice and Education.**

Cardona, B., Farago, R., Bedi, R. (2022). Teaching a Sexuality Course: Counselors-in-Training Experiences and Implications for Professional Counseling Programs. **American Journal of Sexuality Education.**
DOI: 10.1080/15546128.2022.2035292

- Cardona, B.,** Bedi, R., Crookston, B. (2019). Choosing Love over Tradition: Lived Experiences of Asian Indian Marriages. *The Family Journal*. Vol 27(3) 278-286. DOI: 10.1177/1066-480719852994.
- Killian, T., **Cardona, B.,** Hudspeth, E. (2017). Culturally Responsive Play Therapy with Somali Refugees. *International Journal of Play Therapy*, 26, 23-32. DOI: 10.1037/pla000040.
- Branson, A., **Cardona, B.** Ng, K., Killian, T. (2016). Internationalized Intersectional Experiential Learning Environments That Go Beyond U.S. Contexts: Malaysia as a Case Example. *The Family Journal*, 1-10. DOI: 10.1177/1066480716648675.
- Branson, A., **Cardona, B.,** Thomas, C. (2015). Supporting Couples, Marriage, and Family Therapy Trainees in Need of Performance Improvement: Implications for Counselor Educators and Supervisors. *The Family Journal*, 23(4) 309-319.
- Softas-Nall, B., **Cardona, B.,** Barritt, J. (2015). Challenges and Diversity Issues Working with Multilingual and Bilingual Couples and Families. *The Family Journal*, 23(1) 13-17.
- Cardona, B.,** Breseke, S., Nelson, N., Mack, J., & Johns, R, D. (2013). A Couple in Crisis: A Case Study With Implications for Counseling. *The Family Journal*, 21(2) 217-222.
- Cardona, B.,** Jain, S., & Canfield-Davis, K. (2012). Home-school Relationships: A Qualitative Study With Diverse Families. *The Qualitative Report*, 17(70), 1-20.
- Cardona, B.,** Softas-Nall, B. (2010). Family therapy with Latino Families: An Interview with Patricia Arredondo. *The Family Journal*, 18, 73-77.

Additional Readings will be assigned as deemed necessary.

Requirements:

Class attendance: Attend and actively participate in all course sessions. Absences should be in case of emergencies and need documentation.

- If a student is not present during a lecture by instructors or student's presentation, the student will need to demonstrate review of the information and provide a brief paper addressing the specific content missed in class due the following session.

- A student who misses more than four hours (consecutive or otherwise) including coming late to class or retuning to the classroom after a break, will automatically receive a full letter grade reduction on their final grade and/or may receive an incomplete for this course.
- Incomplete is given only in cases of illness, death in family, or other extreme circumstances. Proper documentation is required for an incomplete grade.
- You are expected to notify your instructor (not your peers) PRIOR TO CLASS via email, if you need to be absent from class. In case of emergency email your instructor as soon as possible.
- If an emergency occurs while in class, talk with instructor before leaving class.
- **University Regulations Absence Policy**

3-2-109(2) Absence Policy. Regular attendance in all classes is assumed. Each instructor determines the relationship between class attendance, the objectives of the class and the student's grade. The instructor is responsible for informing students of attendance policies and the effect of attendance on their grade. The student is responsible for knowing the policy of each course in which he or she enrolls. Only the instructor can approve a student request to be absent from class. The student is responsible for requesting such approval when absence is unavoidable. Students involved in University-sponsored activities, including intercollegiate athletics, may need to be excused from a class, lab, or studio meeting. In all instances it is the student's responsibility to present a written request for permission for the absence from the instructor. The student must also discuss how the absence will affect his/her ability to meet the course requirements. Students should do this as early in the semester as possible. While instructors should seek to the greatest extent possible, consistent with course requirements, to make reasonable accommodations for a student University of Northern Colorado Student Affairs 6 University Regulations involved in University-sponsored activities, students should recognize that not every course can accommodate absences and neither the absence (nor the notification of an absence) relieves them from meeting the course requirements. In recognition of the diversity of the student body, the University provides that a student may request an excused absence from class for participation in religious observances. In all such instances, it is the student's responsibility to request, in writing, that the instructor permit the absence. The student must also discuss how the absence will affect the student's ability to meet the course requirements. A student should make any such requests before the course drop deadline for the semester. Attendance during the first two class sessions is required. The instructor has the option to drop a student from class if he or she does not attend the first two hours during which the class meets, in order to allow other students to enroll.

1. ***Class Participation (50%):***

**Role plays:* Active participation on being a therapist, co-therapist, and couple or family member in role-play activities is required. Giving and receiving feedback is extremely important. Supervision in role-plays will consist of remaining consistent within the goals and process of chosen model, and common factors adherence. Role-

plays can become very real; it is your responsibility to discuss anything which felt uncomfortable as a “family member,” therapist and/or supervisee or if you need something different during feedback sessions. Professional demeanor is expected in role-play cases and all that involves role-play clients and situations. A signed agreement for participation on role-plays is required. Print and bring the agreement at the end of this syllabus.

Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions having completed assigned readings. All students will be involved in classroom role-plays* and experiential exercises and should be prepared to participate in class discussions and activities.

- a. Active participation is essential and will be evaluated in the following way:
 - b. Excellent (80-100) – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
 - c. Satisfactory (69-79) – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
 - d. Minimally Acceptable (48-68) – Passive participation: present, awake, alert, attentive, but not actively involved.
 - e. Unsatisfactory (47 or less) – Uninvolved: absent, present but not attentive, sleeping, answering email, surfing the web, texting, making irrelevant contributions that inhibit the progress of the discussion
2. **Case Conceptualization (30%):** This written assignment for the course will consist of a team paper (about 15 pages) drawing on material from class readings and discussion, as well as additional material from relevant couple/family research literature. As a team, you will select a specific issue for couples or families of which a couple/family might seek relationship therapy (affairs, substance abuse, online additions, sexual problems, depression, anxiety, dual-career conflicts) and develop that topic in the following manner:

Create and describe your case example, outlining the presenting problem; cite some relevant literature (course readings and from library search) concerning what is known about the incidence of this type of problem, cultural factors, risk factors, and how it influences or is influenced by the system.

Describe and provide a rationale of which approach (e.g. EFT, Gottman, or Solution Focused, etc.) for conceptualizing, assessing and treating the couple’s problem. Briefly identify core concepts of the model that are relevant to the presenting

problem; give specific examples of how you might assess and treat the case from this particular approach.

For demonstrating minimal competency skills in conceptualizing, understanding presenting problem, specificity of goals with family and/or couple, it is important to show initiative in finding information pertinent to cases: i.e., websites such as ACA's, APA's, AAMFT's and other sources which would be helpful readings to become more effective with your role play case. **Paper Due Dec. 5th.**

4. **SOAP notes of two cases (10%):** Students are expected to be a co-therapist in at least two role-plays. After two sessions, CIT's are expected to write SOAP notes as a co-therapy team. Case notes must be written in a systemic, thorough manner and integrated with the chosen model of treatment. **Due December 4th.**

5. **Professionalism: 10%:** Becoming a professional counselor and counseling psychologist means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, I expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This encompasses confidentiality and respect in your presentations, role-plays and management of clinical material; professional dress, respect for colleagues, clients, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, role-plays, assignments and activities (including clinical documentation). timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness and other appropriate activities. In addition, please note that feedback, both providing and receiving, are imperative to your professional development.

COURSE REQUIREMENTS:

1. Participation in role plays	50%
2. Case Conceptualization paper	30%
3. Systemic SOAP notes	10 %
4. Professionalism	10%
Total	100 %

Evaluation:

A	93% to 100%	C	73% to 76%
A-	90% to 92%	C-	70% to 72%
B+	87% to 89%	D+	67% to 69%
B	83% to 86%	D	63% to 66%
B-	80% to 82%	D-	60% to 62%
C+	77% to 79%	F	Below 60%
C+	77% to 79%		

Late Paper Policy: Students who turn in late papers will lose 10 points for every 24 hours the assignment is late (e.g. a paper that would have merited an “90” will received a “80”, if submitted within 24 hours after the due date). Any paper submitted after the due date and time (11:59pm of due date), will receive a ten-point deduction. Students may request an extension for a paper/assignment during the course of the semester, for emergencies only. An extension of a paper/assignment will only be granted at the discretion of Dr. Cardona.

Ethical and Legal Standards: All students are required to know and adhere to the American Counseling Association and the American Psychological Association’s ethics code (ACA, 2004; 2014; APA, 2002; 2010, 2017). Ethical violations may result in failure of the course and possibly dismissal from the program. As students training to be professional counselors and counseling psychologists in health service psychology, they are expected to demonstrate competence in the following areas:

- Be knowledgeable of and act in accordance with each of the following:
 - o the current version of the ACA and APA Ethical Principles of Psychologists and Code of Conduct
 - o relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - o relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.
- Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in an ethical manner.

Communication and Interpersonal Skills: Communication and interpersonal skills are foundational to education, training, and practice in the counseling profession. These skills are essential for any service delivery/activity/interaction, and it is expected that these skills are evident from you throughout your time in the program, which include the following:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- Applies knowledge, sensitivity, and understanding regarding individual cultural and diversity issues in all communication and interpersonal interactions.

Academic Integrity: Students are expected to maintain academic integrity at all times. Academic dishonesty in any form, such as plagiarism, will NOT be tolerated and may result in failure of the course and possibly dismissal from the program. Students should refer to the “Student Conduct Code” for additional information such as ways to prevent academic dishonesty and/or plagiarism. http://www.unco.edu/dos/handbook/student_conduct_code.html Students should also review the Counseling Psychology Student Handbook for additional information.

Clinical Procedures: All students are required to follow the APCE Clinic Manual 2021/2022 and/or organizational procedures.

Recording Devices: Using recording devices or recording software/apps in the classroom of any type will not be permitted (e.g., audio, video). Students audio or video recording classroom lectures must be provided prior approval from this instructor or an accommodation letter from Disability Support Services must be provided by the student prior to recording information. Violations may result in failure of the course and possibly dismissal from the program.

Social Media: There should be no information related to this course posted or shared on any social media platform or the internet in any way. Violations may result in failure of the course and possibly dismissal from the program.

Electronic Devices: Using electronic devices (e.g., computers, iPads, phones) in the classroom for any reason not related to the course (e.g., social media or online use, messaging, texting) will not be permitted without prior approval. Violations may result in reduction in final grade or failure of the course.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students’ inclusion or to accurate assessments of students’ achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: advocacy@unco.edu

UNC Counseling Center

Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm
Web: [unco.edu/counseling-center](https://www.unco.edu/counseling-center)

Psychological Services

Office Located: McKee Hall Room 247
Office Phone: 970-351-1645
Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment
Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)

924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St
Greeley, CO 80639

(970) 351-2424
ChavezCenter@unco.edu

Center for Womens and Gender Equity (Resource Center) & Stryker Institute for Leadership

Development
1915 10th Ave
Greeley, CO 80639
970-351-1492
cwge@unco.edu

Center for Gender and Sexuality (Resource Center)

2215 10th Ave., Campus Box 42
Greeley, CO 80631
970-353-0191
gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)

928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

Native American Services (Cultural Center)

924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)

1815 8th Ave
Greeley, CO 80631
970-351-1403
timothy.nellett@unco.edu

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

Food Insecurity and Basic Needs Statement: Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Course Schedule: Subject to change.

Date	Topic	Reading/Assignments DUE
November 18th	Introductions, team conformation. Common Mistakes in Family Therapy.	Review of Family Systems Theories. (APCE 665 Textbook).
	Co-Therapy Theory	Journal articles available on Canvas
	Couples and Affairs	
November 19th	Instructor will demonstrate models and techniques, practice Role Plays	Journal Articles available on Canvas
November 20 th	Videos of sessions on CANVAS Adoptive Families	
	Couples and Divorce	
	Family systems (Use of Genogram)	

December 2nd	Videos of different models. CANVAS	Journal Articles, uploaded on Canvas
December 3 rd . December 4 th .	Role Plays	Journal Articles, uploaded on Canvas
	Role-Plays continue	Journal Articles, Wrap-up.
	Videos of different models CANVAS	

PLEASE SUBMIT THIS AGREEMENT ON CANVAS by Nov. 18th

APCE 669 Spring 2020 Role-Play Agreement and Professional Conduct Dr. Cardona

1. Treat role-play as real cases, role-play CIT's need to remain respectful and realistic of client's experience.
2. Preparation of therapists and role-play CIT's to be conducted in room assigned for APCE 669 not in other classrooms or the hallway or resource room.
3. No processing of role -lays in hallways or any other place apart from the classroom.
4. Impact of role-plays can be emotionally challenging; it is the student's responsibility to discuss impact and de-role after.
5. It is expected that Dr. Cardona at times may join the role-play to demonstrate a technique or intervention. Midsession or end of session consultations are also to be expected.

I have read and understood this agreement.

CIT's Name

Date