

**George Mason University**  
**College of Education and Human Development**  
**Counseling Program**

EDCD 658.001 – Couples and Family Counseling  
3 Credits, Fall 2020  
Thursdays, 4:30 – 7:10 PM  
Synchronous Online

**Faculty**

Name: Theodore A. Hoch, Ed.D, B.C.B.A.-D., L.B.A., L.P.C.  
Office Hours: By appointment (and available by phone or text most times)  
Office Location: Suite 100, Finely Building (Note: will not be in my office this semester)  
Krug Hall Suite, 202 (Counseling Office). Closed for Fall due to Covid-19 –  
Staff will be working remotely. For assistance, email your faculty advisor or  
dwest6@gmu.edu)  
  
Office Phone:  
Email Address:

**Prerequisites/Corequisites**

Admission to CNDV program; B or better in EDCD 603; EDCD 609 or concurrent

**University Catalog Course Description**

Introduces major approaches to counseling couples and families. Uses case studies and simulations to facilitate transition from theory to practice.

**Course Overview**

This course provides a broad overview of principles, theories and methods of family counseling/therapy. The focus of the course will be on developing an understanding of family functioning and processes across the life-cycle and models for intervention with families. The course will be both didactic and experiential consisting of lectures, consideration of case studies, viewing of video segments and experiential activities.

**Course Delivery Method**

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Saturday 22 August 2020.

**Under no circumstances may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need to use a headset microphone for use with the Blackboard Collaborate web conferencing tool if situated in an area with a lot of background noise.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- See the detailed Course Schedule for specific meeting and assignment due date information.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including suggested dates/times.
- **Netiquette:**  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**  
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

This course is designed to enable students to do the following:

- Gain an understanding of family structures, process and functioning across the life cycle,
- Gain an understanding of functional and dysfunctional family challenges, processes and behaviors,
- Become familiar with the historical legacy and rich history of the field of couple and family counseling/therapy, and
- Become familiar with the concepts, theories and methods reflective of the major systemically-linked approaches for intervention with couples and families.

### **Professional Standards**

#### ***Council for Accreditation of Counseling and Related Education Programs (CACREP)***

Upon completion of this course, students will have met the following professional standards:  
None

### **Required Texts**

- Nichols, M.P. (with Sean D. Davis), (2017). *Family Therapy: Concepts and Methods (11<sup>th</sup> Edition)*. Boston: Pearson.
- Napier, A.Y and Whitaker, C.A. (1978). *The Family Crucible*. New York: Harper and Row.

### **Encouraged Supplemental Readings/Resources:**

Bray, J.H. and Stanton, M. (2013). *Handbook of Family Psychology*. Malden, MA: Wiley-Blackwell.

Carr, A. (2016). The evolution of systems theory. *Handbook of Family Therapy*. New York: Routledge.

Stephen Cheung (2013). Solution Focused Family Therapy. *Handbook of Family Psychology*. Malden, MA: Wiley-Blackwell.

Datchi, C. & Saxton, T. (2016). Integrating research and practice through intervention science: New Developments in family therapy research. Handbook of Family Therapy. New York: Routledge.

Diverse Families (March/April 2014). Special Issue of the Journal of Family Therapy. Washington, DC: American Association for Marriage and Family Therapy.

Falicov, C. J. (2016). Multiculturalism and Diversity of Families. Handbook of Family Therapy. New York: Routledge.

Goldenberg, H & Goldenberg, I. (2013). The revolution and evolution of family therapy and family psychology. Handbook of Family Psychology. Malden, MA: Wiley-Blackwell.

Harris, R. (2009). ACT made easy. Oakland, CA: New Harbinger Publications.

Lebow, J. (2016) Integrative approaches to couple and family therapy. Handbook of Family Therapy. New York: Routledge.

McGoldrick, N., Gerson, R. and Petry, S.S. (2008). Genograms: Assessment and Intervention. New York: Norton.

McGoldrick, M. (2011). The Genogram Journey. New York: Norton.

Sexton, T.L. and Lebow, J. (2016). Handbook of Family Therapy. New York: Routledge.

Walsh, F. (2016). A Family Developmental Framework: Challenges and Resilience Across the Life Cycle. Handbook of Family Therapy. New York: Routledge.

Wanless, Janine and Scharf, David E. (2016). Psychodynamic Approaches to Couple and Family Therapy. Handbook of Family Therapy. New York: Routledge.

### **Streaming Video Resources (Many are on the Blackboard Site):**

Available through George Mason University's Fenwick Library  
Alexander Street Press  
Psychology/Counseling Series

A large collection of video may be streamed to your computer – search the Fenwick Library collection of videos by searching on “family therapy.” During the semester, specific videos may be assigned for viewing while others may be recommended.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

**(NOTE THAT LATE ASSIGNMENTS WILL NOT BE ACCEPTED)**

- **Class Participation (20% of Course Grade)**

- As this course is BOTH didactic AND experiential, it is essential and required that students attend AND participate actively in each class session – if you will need to miss a class session, please notify the instructor via email in advance of the class session
- Students are obligated, as part of the class participation requirement, to post AT LEAST ONE comment per week and participate actively in the class On-Line Dialog that will be hosted as part of the Blackboard Site for this course,
- **Readings**
  - There are two (2) required textbooks for this course – it is expected that students will read BOTH of these books as well as other assigned supplemental readings – class presentations and discussions will be supplemental to the assigned readings. In addition, other readings and video resources also will be available as supplemental resources for the course.
- **Personal Genogram (of your own family of origin) -- DUE on October 24 (15% of Course Grade)**
  - You are to complete a personal genogram of your own family of origin of at least three (3) generations. Include in your genogram pertinent data such as sex, age, ethnicity, place of birth and significant life-cycle events. In addition to the graphic depiction of your family of origin genogram, you also are to prepare a narrative of NO MORE THAN 5 PAGES that describes your family including: family roles, structures and processes (rules). In addition, provide an overview of how you (as a family counselor/therapist) would view the significant issues and challenges your family of origin faces together with a glimpse of your initial goals, objectives and intervention plan for working with your family.
- **Group Project – (15% of Final Grade)**
  - Students will be divided into small groups of (approximately) 3 - 4. Each group will be assigned a perspective, theory or model in the field of couple and family therapy. The group is asked to a prepare case study of the application of the model with a couple or family that includes a brief clinical demonstration that includes and an associated brief presentation of what they will be/have demonstrated and how their demonstration is representative of key elements of the approach. Each member of the group should equally participate in the preparation of and participation in the presentation.
- **Paper -- DUE ON NOVEMBER 21 (25% of Course Grade)**
  - Prepare a paper of NO MORE THAN 10 PAGES (12 FONT) IN LENGTH that provides a review of a central issue, theory or method in the family counseling/therapy field. You should review the relevant historical literature and recent research, provide a thorough discussion of the selected issue and suggest directions for future study and/or research. In addition, as part of your paper, describe a fictional “case study” of how the chosen model is applied within the context of a family-focused intervention.
- **Final Examination -- DISTRIBUTED ON NOVEMBER 21 AND DUE ON DECEMBER 5 (25% of Course Grade)**

There will be a take-home final examination for the course, which will be due NO LATER than the final class session on December 5.

## Other Requirements

### **COURSE EXPECTATIONS**

**APA Format**: Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers.

### **Electronic Devices**

**Turn off and put away all electronic communication devices during class.** Cell phones, pagers, and other communicative devices are not allowed in this class, unless specific class activities include internet-based activities. Please keep them stowed away and out of sight. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) is prohibited and will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

### **Attendance**

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

### **Course Requirements**

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard or TK20 as assigned.

### **Assignments**

Unless otherwise noted, the assignments for the course are to be **submitted in class on the due date**. Late assignments will not be accepted. Additional assignments and/or assessments may be added at the instructor's discretion.

### **Plagiarism**

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this

attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.”

### **TK20 REQUIREMENTS**

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, to TK20 (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TK20. Failure to submit the assessment to TK20 will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester.

The performance-based assessment for this course is the PAPER that is due on November 15.

### **Grading**

#### **Final Grade Matrix:**

<b>Assignment</b>	<b>Points</b>
Class Participation	20
Personal Family of Origin Genogram	15
Group Project	15
Paper	25
Final Exam	25
<b>TOTAL POINTS POSSIBLE</b>	<b>100</b>

#### **Grading Scale**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

#### **Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

#### **Professional Dispositions Assessment**

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- 4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- 3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- 2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- 1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.



## Class Schedule

DATE	TOPIC	READING & ASSIGNMENT(S) DUE
27 Aug	Course Introduction Course Expectations Family Development Across the Life Cycle Family Structures and Processes	Acquire Textbooks and Begin Reading
3 Sep	Historical Roots and Legacy of Family Counseling/Therapy Systems Theories and Concepts Development and Use of the Genogram	Nichols Chapter 1, 3 & 14 Milhausen, R & Neustifter, R. Diversity in Today's Families, (March/April 2014), <u>Diverse Families</u> . Special Issue of the Journal of Family Therapy. Washington, DC: American Association for Marriage and Family Therapy. (on Bb site) Falicov, C.J. Multiculturalism and Diversity of Families. In Sexton, T.L. and Lebow, J. (2016). <u>Handbook of Family Therapy</u> . New York: Routledge. (Fenwick Library E-Reserves on Bb Site)
10 Sept	Family of Origin Family Assessment Beginning Phase of Family Intervention & Treatment Genograms and Their Role in Family Counseling/Therapy	Nichols Chapters 2 Review Dyadic Adjustment Scale Resources (on Bb Site) Bray, J. H. Couple and Family Assessment. In Bray, H. & Santon, M. Handbook of Family Psychology. (2013) Malden, MA: Wiley-Blackwell. (Fenwick Library E- Reserves on Bb Site) Walsh, F. A Family Developmental Framework: Challenges and Resilience Across the Life Cycle. In Sexton, T.L. and Lebow, J. (2016). <u>Handbook of Family Therapy</u> . New York: Routledge. (Fenwick Library E-Reserves on Bb Site)
17 Sept	Structural Models of Family Counseling/Therapy	Nichols Chapter 6 Calapinto, J. Structural Family Therapy. In Sexton, T.L. and Lebow, J. (2016). <u>Handbook of Family Therapy</u> . New York: Routledge. (On Reserve in the Fenwick Library) Watch Salvador Minuchin Video (on Bb Site) A Terrific Additional Video, in which Dr Minuchin engages in an interview about his theory and life, can be found in the Alexander Street Collection in the Fenwick Library and at the following link: <a href="http://search.alexanderstreet.com/view/work/2542823">http://search.alexanderstreet.com/view/work/2542823</a>

24 Sept	Strategic Models of Family Counseling/Therapy	Nichols Chapter 5 Watch Maurizio Andolfi Video (on Bb Site)  Group 1 Project
1 Oct	Experiential Models of Family Counseling/Therapy Clinical Practice In-Class Laboratory	Nichols Chapter 7 Napier and Whitaker, <i>The Family Crucible</i> Watch Carl Whitaker Video (on Bb Site)  Group 2 Project
8 Oct	Bowenian and Psychodynamic Models of Family Counseling/Therapy Genogram Project DUE	Nichols Chapters 4 & 8 Magnavita, J.J. Psychodynamic Family Psychotherapy: Toward Unified Relational Systematics. Pages 240-257. In Bray, H. & Santon, M. Handbook of Family Psychology. (2013). Malden, MA: Wiley-Blackwell. (Fenwick Library E-Reserves on Bb Site) Wanlass, J & Scharf, D.E. Psychodynamic Approaches to Couple and Family Therapy. In Sexton, T.L. and Lebow, J. (2016). <u>Handbook of Family Therapy</u> . New York: Routledge. (On Reserve in the Fenwick Library) Watch Scharf Video (on Bb Site)
15 Oct	Solution Focused and Brief Therapy Models of Family Counseling/Therapy	Nichols Chapter 11 Cheung, S: Solution-Focused Brief Therapy. In Bray, H. & Santon, M. Handbook of Family Psychology. (2013). Malden, MA: Wiley-Blackwell. (Fenwick Library E-Reserves on Bb Site) Watch Insoo Berg and Steve DeShazer Video (on Bb Site)  Group 3 Project
22 Oct	Behavioral and Educational Models of Family Counseling/Therapy	Nichols Chapter 9 Epstein, N.B., Dattilo, F.M. & Baucom, D.H. Cognitive Behavioral Couple Therapy. In Sexton, T.L. and Lebow, J. (2016). <u>Handbook of Family Therapy</u> . New York: Routledge. (On Reserve in the Fenwick Library)  Group 4 Project
29 Oct	Contemporary and Emerging Models of Family Counseling/Therapy	Nichols Chapters 12 & 13 Ruddy, N. and McDaniel, S. Medical Family Therapy. In Sexton, T.L. and Lebow, J. (2016). <u>Handbook of Family Therapy</u> . New York: Routledge. (On Reserve in the Fenwick Library)  Group 5 Project
5 Nov	Integrative Models of Family Counseling/Therapy Convergence of the Field PAPER DUE	Nichols Chapters 10 & 13 Lebow, J. Integrative Approaches to Couple and Family Therapy. In Sexton, T.L. and Lebow, J. (2016). <u>Handbook of Family Therapy</u> . New York: Routledge. (Fenwick Library E-Reserves on Bb Site)

	TAKE HOME FINAL DISTRIBUTED	
12 Nov	Acceptance and Commitment Therapy	Harris, R. (2009). <i>ACT Made Easy</i> . Oakland, CA: New Harbinger Publications. Introduction – Ch 2.
19 Nov	Clinical Practice Session Course Conclusion/Finale	
3 Dec	TAKE HOME FINAL DUE	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **Group Project Topical Assignments**

Group 1 – Strategic

Group 2 – Structural

Group 3 – Experiential

Group 4 – Bowenian

Group 5 – Behavioral

### **Counseling Program Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/polices/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

*Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

**Assessment Rubric(s):**

**ASSESSMENT RUBRIC FOR THE PAPER (Due on November 15):**

Criteria					TOTAL POINTS
<b>Review of Literature &amp; Research</b>	Poor Review of the Research Literature – Incomplete and Not Current.  2 Points	Marginal Review of the Research Literature – Provides a Review that is missing important elements and/or is not fully current.  5 Points	Good Review of the Research Literature – Provides a Review that is Comprehensive and Complete, yet is missing one or more key and critical elements and perspectives. 8 Points	Excellent and Comprehensive Review of the Research Literature that is both comprehensive and current.  10 Points	<b>10 Points Maximum</b>

<b>Discussion of Topic</b>	Discussion is superficial and without depth. It is not linked sufficiently to the research literature or provides useful, relevant applied examples. 0 Points	Discussion is of interest and reasonable depth yet lacks either sufficient connection to the research literature or relevant applied examples. 2 Points	Discussion is of sufficient depth, is linked to the research literature and cites applied examples – at least 1 key element is missing from the discussion. 4 Points	Discussion is an excellent synopsis of the issue with links to the research literature and uses multiple applied examples. 5 Points	<b>5 Points Maximum</b>
<b>Identification of Directions for Future Study</b>	Paper lacks discussion of directions for future study.  0 Points	Paper Includes limited discussion of directions for future study that are NOT consistent with the research literature and/or not highly relevant.  2 Points	Paper includes a good discussion of directions for future study that are linked sufficiently to the research literature yet lacks clarity and is incomplete or does not use sufficient logic. 4 Points	Paper includes an excellent and comprehensive discussion of directions for future study that are linked fully to the research literature and are clear and complete in its logic. 5 points	<b>5 Points Maximum</b>
<b>Fictional Case Study</b>	Poorly conceived case Study.  (If Case Study is Not Included in the Paper, 0 Points for this Section)  2 Points	Acceptable, yet marginal, case study with some limited applied samples of the application of Couples and Family Counseling theories and methods. Case study is not fully relevant to the topic AND not sufficiently comprehensive to be fully applicable, illustrative or relevant to Couple and Family Counseling topic and method. 5 Points	Good case study with modest applied examples of the application of Couples and Family Counseling theories and methods. Case study is relevant to the topic yet not sufficiently comprehensive to be fully applicable, illustrative or relevant to Couple and Family Counseling topic and method. 8 Points	Excellent case study with clear and well-formulated applied examples of the application of relevant Couples and Family Counseling theories and methods.  10Points	<b>10 Points Maximum</b>

## SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

### Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

**All students are required to take Safe Return to Campus Training prior to visiting campus:** it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

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**Students are required to follow the university's public health and safety precautions and procedures** outlined on the university [Safe Return to Campus webpage](#).

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**All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily**, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
  - You may only come to class if you receive a Green email response to the Mason COVID Health Check.
  - If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
  - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
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**Disability Services:** Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

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**Campus Closure:** If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

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**Participation and Make-up Work:** CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs ([cehdsaa@gmu.edu](mailto:cehdsaa@gmu.edu)).

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#### Technology Requirements:

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
  - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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#### Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
  - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
  - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
  - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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## SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

### Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take **Safe Return to Campus Training** prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

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Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

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All students in face to face and hybrid courses must also complete the **Mason COVID Health Check daily**, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
  - You may only come to class if you receive a Green email response to the Mason COVID Health Check.
  - If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
  - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
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**Disability Services:** Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

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**Campus Closure:** If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

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**Participation and Make-up Work:** CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs ([cehdsaa@gmu.edu](mailto:cehdsaa@gmu.edu)).

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