



**COUN 689:
Independent Study
(Marriage and Family Counseling: Instructional and Clinical Supervision Aspect)
Course Syllabus
Fall, 2024
August 26 – December 13
Web Based Class****

INSTRUCTOR INFORMATION

Instructor:	Zaidy MohdZain, PhD.,
Office Location:	Binnion 229
Office Hours:	by appointment
University Email Address:	zaidy.mohdzain@tamuc.edu
Preferred Method of Communication:	email
Communication Response Time:	48 hours

Graduate Co-Instructor (if available):
Graduate Co-Instructor University Email Address (if available):

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks

- AAsheim, L. (2011). *Practical Clinical Supervision for Counselors. An Experiential Guide*. New York: Springer Publishing. [ISBN 9780826107862]
- Austin, J. T., & Austin, J. A. (2020) *The Counselor Educator's Guide: Practical In-Class Strategies and Activities*. New York: Springer Publishing. [ISBN 9780826162212]
- Jordan, K. (Ed.) (2015). *Couple, Marriage, and Family Therapy Supervision*. New York. Springer Publishing. [ISBN 9780826126788]
- Kazemi, E., Rice, B., & Adzhyan, P. (2018). *Fieldwork and Supervision for behavioral analysts. A handbook*. New York: Springer Publishing [ISBN 9780826139122]
- O'Brien, E., & Hauser, M. A. (Eds.) (2015). *Supervision and Agency Management for Counselors*. New York; Springer Publishing [ISBN 9780826127990]

[semester/year]

Syllabus/Schedule are subject to change

Schwartz, R. C., & Sweezy, M. (2020). *Internal family systems therapy*. (2nd. Ed.). New York: The Guilford Press. [ISBN: 978-1-4625-4146-1]

Wiley White Paper on Instructors' Mental Health (2024). The instructor Mental Health Landscape: Burnout, exhaustion, and an increasing set of challenges post-pandemic.

Required reading of selected articles:

(the list is NOT exhaustive. There may be more articles required as the class progresses)

Brogan, J., Suarez, E., Rehfluss, M., & Shope, R. (dated?). Increasing student self-efficacy through counselor education teaching methods. http://counselingoutfitters.com/vistas/VISTAS_Home.htm. Or <http://www.counseling.org/knowledge-center/vistas> Article 39.

Brown, C. A. (2006). The application of complex adaptive systems theory to clinical practice in rehabilitation. *Disability and Rehabilitation*, 28:9, 587-593.

Brown, J. (2010). Psychotherapy integration: Systems theory and self-psychology. *Journal of Marital & Family Therapy*, 36(4), 472- 485.

Curtis, D. F., & McPherson, R. H. (2000). The clinical utility of systems theory in counseling practice. *Journal of Professional Counseling, Practice, Theory & Research*, Vol. 28, 50-62.

Falender, C. A., Shafranske, E. P., & Ofek, A. (2014). Competent clinical supervision: Emerging effective practices. *Counseling Psychology Quarterly*, 27(4), 393-408.

Hoff, C., & Diselberg, B. (2017). Developmental Pedagogy in Marriage and Family Therapy Education: Preparing students to work across epistemologies. *Journal of Family Theory & Review*, 9, 382-390.

Hunt, B., & Gilmore, G. W. (2011). Learning to teach: Teaching internships in counselor education and supervision. *The Professional Counselor*, 1(2), 143-151.

Hunt-Avilla, K. M., Barrio Minton, C. A., Dunbar, E. T. (2020). Exploring counselor educator dispositions related to teaching. *The Journal of Counselor Preparation and Supervision*, 13(2) <http://dx.doi.org/10.7729/42.1375>

Nelson, M. L., & Neufeldt, S. A. (1998). The pedagogy of counseling: A critical examination. *Counselor Education and Supervision*, 38(2), 70-88.

Norman, C. D. (2013). Teaching systems thinking and complexity theory in health sciences. *Journal of Evaluation in Clinical Practice*, 19, 1087-1089.

Waalkes, P. L., Benschhoff, J. M., Stickl, J., Swindle, P. J., & Umstead, L. K. (2017). Structure, impact, and deficiencies of beginning counselor educators' doctoral teaching preparation. *Counselor Education & Supervision*, 57, 66-80.

Supplemental Recommended Readings:

Madanes, C., (1981). *Strategic family therapy*. San Francisco, CA: Jossey-Bass Inc. [ISBN 10: 0875894879] [ISBN 13: 9780875894874]

Minuchin, S., & Fishman, H. C. (2009). *Family therapy techniques*. Boston, MA: Harvard University Press. [ISBN: 9780674283299, 0674283295]

McGoldrick, M., Gerson, R., and Petry, S. (2020). *Genograms: Assessment and Treatment*. New York: W.W. Norton. [ISBN-: 978-0-393-71404-3];

Recommended Textbook

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 689. Independent Study

Hours: 1-3

Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

General Course Information

Based on the foundational knowledge of the clinical practice of marriage and family counseling especially during post-master's degree but pre-doctoral program and in acquiring credentials as a Marriage and Family therapist, this course is designed for students already having a background in counseling and yet wanting specialized training in pedagogical and clinical aspects that focus on using systems theoretical approach. This includes research on the teaching and supervisory practices of marriage and family counseling courses in counselor preparation programs such as interviewing or surveying current active practitioners.

Content Areas include, but are not limited to, the following:

1. Self-evaluation as a potential instructor and/or clinical supervisor of marriage and family counseling (at graduate-level)
2. Research literatures on the practices of classroom instructions and clinical supervision sessions (the conduct of instructors/supervisors)
3. Personal philosophy and methodology for marriage counseling that she/he can defend via sound rationale
4. Professionalism in marriage counseling (i.e., organizations, agencies, etc.).
5. Multiple aspects of relationship counseling (i.e., conjoint counseling, premarital counseling, divorce counseling, etc.)

[semester/year]

Syllabus/Schedule are subject to change



6. Family functions as a unique changing system and identify those points at which successful intervention seems most likely
7. Historical development of the MFT field and current issues
8. Key terms in the MFT and associate the terms with appropriate schools of thought
9. Compare and contrast the theories and approaches of leading schools of thought
10. Personal issues pertaining to one's family of origin and present functioning and how these issues may affect one's therapeutic relationships
11. Current literature in the MFT field through journals & periodicals

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately

*****Instructional Methods**

This an online course. Your physical presence is not required. Based on initial assessment of the overall quality of class participation and discussion in the first few weeks, you may be required to attend class Zoom sessions synchronously. The date and time of such synchronous class sessions will be given a week or two in advance. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L In addition to this, small lectures, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers.
2. Be open to feedback, as you will receive this throughout the program.
3. Prepare for classes. Complete any and all readings prior to class time.
4. Complete all assignments by the deadline.
5. Adhere to the university student code of conduct.
6. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
7. All writing assignments must be done according to APA the latest edition.
8. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material. Deadlines are the last possible moment something is due—not the first moment to start.

9. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth

Class Participation and Discussion:

You are expected to participate in class discussion with in-depth submissions of your thoughts and reactions. Each Discussion will begin on Monday of the week at 12:00 midnight and relevant submissions must be entered/uploaded by Friday at 11:59pm. It is expected that the meeting/session to occur once a week for a minimum of 3 hours per session. Professionalism and preparation for such meeting sessions is expected.

The purpose of this class discussion is to assess your understanding of the materials covered in your reading assignments and your ability to apply the concepts in real counseling sessions using system theory. When submitting your postings, your discussion needs to be referred to the concepts in the reading assignments such as your textbook by using the systemic terms. So, your Discussion postings need to be cited and referenced. By doing so, you will acquire a new professional language for such things as clinical supervision, referral to other providers, etc.,

Assessment: Discussion Rubric

	1 – Does Not Meet Expectation (0 – 6.9)	2 – Meets Expectation (7 – 8.9)	3 – Exceeds Expectation (9 – 10)
Each Discussion topic	Short, few words submissions such as “yes”, “agreed” without full sentences; sentence(s) unrelated to the topic of discussion or out of context. Little or no indication of well-thought out posting	Submission addresses basic content; Regurgitating content/materials from reading assignments with no indication of understanding nor ability to apply;	Submission reflects underlying understanding of the content and context; well-thought off; Posting(s) are of graduate-quality, professional in nature; Citations included.

Journal Article Critique: You will choose a journal article from an Appendix A journal, and critique it based on material learned from your text and from this class. In addition to journal articles, you may (optional, not required) include materials in textbooks “Goldenberg, I., Stanton, M., & Goldenberg, H (2017) Family Therapy: An Overview. (9th ed.). Boston, MA; Cengage.” and “Schwartz, R. C., & Sweezy, M. (2020). Internal Family Systems Therapy. (2nd ed.) New York: Guilford Press” as parts of your resource or materials to be cited and referenced for the purpose of this assignment. The goal of this article critique is to enhance your ability to identify, interpret, and evaluate research relevant to marriage and family counseling and your area of

focus, as well as apply research findings to practice. ***[CACREP Key Assessment data collection: Aggregate performance data on this assignment will be used as parts of curriculum crosswalk in the program for accreditation reporting purposes. NO individual identifiable data will be reported]

Included in this assignment is the materials and information from various state counseling licensing boards, the professional accreditation standards, the professional ethical codes, the AAUP Handbook (American Association of University Professors), University Faculty Handbook, etc.,

See Rubric below.

Journal Article Critique Rubric

	1 – Does Not Meet Expectation (0-3.4 points)	2 – Meets Expectation (3.5-4.6 points)	3 – Exceeds Expectation (4.5-5 points)
Summary of basic article information (5 points)	Demonstrates a lack of knowledge on how to appropriately summarize key findings. Basic information missing: name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Not representative of graduate level work	Demonstrates knowledge on how to appropriately summarize a journal article but omits one or two key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of graduate level work	Demonstrates exceptional knowledge on how to appropriately summarize a journal article with no missing key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of graduate level work
Critique of research (10 points)	Critique demonstrates little to no evidence of key ideas and findings. Did not include a critique of the research. Not representative of graduate level work	Critique demonstrates good evidence of key ideas and findings but omits one or two key points. Student's critique is fairly developed and has well-identified supporting points but may omit one or two key points. Representative of graduate level work	Demonstrates exceptional knowledge of key ideas and findings. Student's critique is clear, thorough, and has well-identified supporting points. Representative of graduate level work
Application to practice (30 points)	Application to practice was not addressed or insufficiently addressed; application was not relevant to SC or CMHC counseling; Not representative of graduate level work	Application to practice was addressed but missing one or two key points; application was relevant to SC or CMHC counseling; representative of graduate level work	Application to practice was thoroughly addressed without any missing information; application was relevant to SC or CMHC counseling; representative of graduate level work
APA Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work.	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

GRADING

Final grades in this course will be based on the final submitted manuscript/paper. Each meeting sessions will address the findings and work-in-progress and current tentative grade will be given:

90%-100%	A	Excellent quality of manuscript suitable for journal publication or dissertation work or conference presentation proposal
80%-89%	B	Good acceptable quality of manuscript with minor revision for an A above
70%-79%	C	Major revision of the manuscript needed
60%-69%	D	Not of advanced/doctoral quality manuscript
< 59%	F	Poor quality manuscript

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s))	Maintenance Browser Version(s))

Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the



availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support Need Help? Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.



University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that



provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus

[semester/year]

Syllabus/Schedule are subject to change

Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



COURSE OUTLINE / CALENDAR

Tentative

[subject to change]

Date	Topic	Readings	Assignments
Week 1	Introduction Syllabus	Syllabus	Schwartz & Sweezy (2020) Chapters 1, 2, 14
Week 2	Evidence-based practices	Chapters 2 and 3; Schwartz & Sweezy (2020) Chapters 3, 4, 5 & 6	Discussion # 2
Week 3	Professional Practice Standards of Practices	Texas LPC Texas LMFT ACA 2014 Ethical Codes Schwartz & Sweezy (2020) Chapters 2,6 &14	Discussion # 3
Week 4	Teaching & Classroom Management	Austin & Austin (2020) Wiley White Paper (2024)	Discussion # 4
Week 5	Teaching	Austin & Austin (2020) Wiley White Paper (2024)	Discussion # 5



Week 6	Clinical Supervision Practices	AAsheim (2011) Jordan (2015) O'Brien & Hauser (2015)	Discussion # 6
Week 7	Clinical Supervision Practices	AAsheim (2011) Jordan (2015) O'Brien & Hauser (2015)	Discussion # 7
Week 8	Professorate in Counselor Education	Journal Articles assigned readings	Discussion # 8
Week 9	Professorate in Counselor Education	Journal Articles assigned readings	Discussion # 9
Week 10	Advocacy	Schwartz & Sweezy (2020) Chapters 6, 7, 8, 9, 10, 11,12 and 13	Discussion # 10 Tentative draft of manuscript DUE
Week 11	Literature Review	Schwartz & Sweezy (2020) Chapters 14, 15, 16, 17 and 18	Discussion # 11
Week 12	Assessment Literature Review	Kazemi, Rice & Adzhyan (2018) Journal Articles assigned readings	Discussion # 12
Week 13	Assessment Literature Review	Kazemi, Rice & Adzhyan (2018) Journal Articles assigned readings	Discussion # 13
Week 14	Review	Wiley White paper (2024) Journal articles assigned readings	Discussion # 14
Week 15		Final Exam Week	Final manuscript DUE

Appendix A

LIST OF JOURNAL SUGGESTIONS FOR ARTICLE

American Journal of Family Therapy
Annual Review of Psychology (see marriage articles in 1991, 1998, 1999 volumes)

[semester/year]

Syllabus/Schedule are subject to change



TEXAS A&M UNIVERSITY
COMMERCE

Behavioral Assessment
Behavioral Science Research
Behavior Therapy
Clinical Psychology Review
Counselor Education and Supervision (ACES Journal)
The Family Journal: Counseling and Therapy for Couples and Families
Family Coordinator
Family Process,
The Journal of Family Psychology
Family Relations,
Journal of Abnormal Psychology
Journal of Consulting and Clinical Psychology
Journal of Counseling and Development (ACA JDC Journal)
Journal of Family Violence
Journal of Interpersonal Violence
Journal of Marital and Family Therapy
Journal of Marriage and Family Counseling
Journal of Marriage and the Family
Journal of Personality and Social Psychology
Journal of Sex and Marital Therapy
Journal of Studies on Alcohol
Psychological Bulletin
Violence and Victims

Dated: August 29, 2024