



COUN 611 01W 21014:
Introduction to Marriage and Family Counseling/Therapy
Course Syllabus
Spring, 2025
January 13 – May 9
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 Textbook

Goldenberg, H., Stanton, M & Goldenberg I, (2017). *Family therapy: an overview*. (9th edition). Cengage Learning. [ISBN 978-1-305-09296-9]

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

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];

[semester/year]

Syllabus/Schedule are subject to change

Recommended Textbook

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

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 611. Introduction to Marriage and Family

This course surveys the historical development and principal conceptualizations of marital and family therapy. Goals include an introductory examination and comparison of various theories currently employed in the field. Subject areas to be covered include the various schools of family therapy, along with current trends and issues in marriage and family therapy. Case studies and videotapes will be utilized to facilitate students' understanding of theory and skills. In addition to reading the required text, additional outside reading is strongly encouraged to supplement student development in marriage and family therapy.

General Course Information

This is an introductory course to develop marriage and family counseling skills, which is required for doing internship and acquiring credentials as a Marriage & Family therapist. It is designed for students already having a background in counseling yet wanting specialized skill training. It will include assignments in which each student begins exploring her/his personal family of origin, an important component of training for professional counselors. COUN 611 requires considerable effort and motivation to successfully complete. If you are currently unable to dedicate adequate time and effort toward this course, please consider taking this at another time.

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

1. Self-evaluation as a potential marriage counselor
2. Personal philosophy and methodology for marriage counseling that she/he can defend via sound rationale
3. Professionalism in marriage counseling (i.e., organizations, agencies, etc.).
4. Multiple aspects of relationship counseling (i.e., conjoint counseling, premarital counseling, divorce counseling, etc.)
5. Family functions as a unique changing system and identify those points at which successful intervention seems most likely
6. Historical development of the MFT field and current issues
7. Key terms in the MFT and associate the terms with appropriate schools of thought
8. Compare and contrast the theories and approaches of leading schools of thought
9. Personal issues pertaining to one's family of origin and present functioning and how these issues may affect one's therapeutic relationships
10. Current literature in the MFT field through journals & periodicals



TEXES Competencies Related to this Course (*TEXES is the state examination required for school counselor certification.*)

Competency 004 (Program Management)

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

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 (100 points total):

You are expected to participate in class discussion with in-depth submissions of your thoughts and reactions. Each Discussion (total of 10) will begin on Monday of the week at 12:00 midnight and relevant submissions must be entered/uploaded by Friday at 11:59pm. No late submission will be graded or receive points.

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** (please note the emphasis as indicated by bold and underlined lettering here). 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.

Quizzes (200 total maximum points). There will be a total of 4 multiple choice and true/false quizzes with each worth a maximum of 50 points. The goal of the quiz is to test your knowledge on various theories of Family Therapy covered in this course, as well as application of knowledge to practice. The purpose of quiz is to assess students’ knowledge and understanding of reading assignments.

Assessment: Quizzes Rubric

	1 – Does Not Meet Expectation (0-39 points)	2 – Meets Expectation (40 - 44points)	3 – Exceeds Expectation (45-50 points)
Grade Percentage on Exam	Less than 80% correct on all test items	Between 80% and 89% correct on all test items	Greater than 89% correct on all test items

Journal Article Critique (100 points): 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]

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.

Application Exam (100 points)

The objectives of the mid-term examination are for students to demonstrate their understanding of class materials and for them to demonstrate their ability to apply those concepts and materials to the case as depicted in the selected movie. The emphasis is demonstration of ability to apply various concepts in systems theory (various concepts as described in reading assignments especially in chapters 1, 2, 3, and 4 of Goldenburg, Stanton, and Goldenburg (2017) in describing each characters in the family).

Students are expected to place themselves as clinician and the family is their client bringing the case as depicted in the movie for family counseling services. Among other things, students are expected to address family rules, roles, boundaries, system and subsystems, how each member of the family, not just the IP, plays a role in enabling the homeostasis and how to disrupt such dynamics in the intervention phase. Include in your narrative such things as the techniques used (for example, if you choose reframing, how would you reframe a scenario or behavioral sequence during counseling sessions). The narrative should be clinical in nature.

Students will watch a movie (to be selected and freely available through YouTube) and based on various scenes and interactions between various characters, select one character to be an identified patient (IP) and the student being in a role of a professional counselor, providing family or couple counseling services, NOT individual counseling services. Develop presenting problems brought by the identified patient based on the movie. Using the characters as depict in the movie, write about how each character would present themselves during counseling sessions and how the professional counselor would handle them and facilitate interventions. For example, if one individual member of the family as depicted in the movie as controlling and exerting power over others, students are to address how as a clinician, would such individual behave during counseling sessions toward the clinician and also towards every other members in the family and how would a clinician handle him/her, what techniques and methods as described in textbooks regarding system theory would the clinician use, what kind of interventions would he/she apply to the case, what dynamics exhibited by the family would he/she consider as reaching the goal of therapy/counseling, i.e., when termination/referral is determined, etc.,

This mid-term is less about the movie per se but use the movie, the characters in it and their interactions with each other, etc., as if they are appearing in front of you, as a clinician, for

counseling services. Before starting, please review the grading matrix below as it will guide you in writing your answer.

Genogram is an expected part of the paper.

Application Exam Rubric

	1 – Does Not Meet Expectation (0-6.9 points)	2 – Meets Expectation (7.0- 8.9 points)	3 – Exceeds Expectations (9 -10 points)
Presenting issues 10 Points	Presenting issue is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work	Presenting issue presents most elements of the question OR all elements discussed in a brief manner. Evident of graduate level work with some grammatical/APA errors	Presenting issue presents all elements of the question(s) discussed thoroughly and clearly and the narrative is within acceptable systemic theory. Evident of graduate level work with few to no grammatical/APA errors.
Description of the family unit 40 points	0 – Does Not Meet Expectations (0 – 19.9 Points)	2- Meets Expectations (20 – 34 Points)	3 – Exceeds Expectations (35 – 40 Points)
	Description is not complete, not written in a clear manner. Mainly a summary of the movie without connecting to any system theory concepts outlined in reading assignments. No genogram.	Description presents some elements and discussion is brief with details unconvincingly outlined. Genogram is minimally acceptable but not professionally done.	Description presents all elements and discussed thoroughly and clearly. Utilize concepts in main textbooks and demonstrate ability to apply those concepts to the case in the movie. Genogram is detailed with relationships illustrated. Overall narrative is graduate-level work and demonstrative of ability to apply system theory concepts.
Interventions 50 Points	0 – Does Not Meet Expectations (0 – 39.9 Points)	2 – Meets Expectations (40 - 44.9 Points)	3 – Exceeds Expectations (45 – 50 Points)
	Description is not complete, not written in a clear manner. No description of what occur within the counseling sessions. Narrative is heavily focused on the movie and its characters with no or little referral and/or connection to the system theory concepts as outlined in reading assignments.	Description and narrative are minimally acceptable with details left out. Brief (insufficient) description on what transpire within the counseling sessions. Insufficient/inadequate application of systems theory concepts OR intervention is heavily focused from the perspective of individual counseling intervention.	Description includes the difference in conducting individual versus family counseling based on theoretical concepts learned. Able to cite and use concepts within the textbooks on system theory in the narrative. Describe how counseling takes place within each session in detail and the overall progression towards resolutions of presenting problem in each session until termination. Narrative is congruent with systemic theory. Include techniques and methods which will be used by the counselor during counseling

			sessions. Genogram demonstrating the nature of relationship between all individuals within the system is accurate. Graduate-level quality work with citations and references as per APA styles.
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Prerequisite: COUN 510 or instructor consent.

GRADING

Final grades in this course will be based on the following scale:

90%-100%	A	Total Points: 540 or above
80%-89%	B	Total Points: 480 - 539
70%-79%	C	Total Points: 420 - 479
60%-69%	D	Total Points: 360 - 419
< 59%	F	Total Points: 359 or below

Assignment/Assessment	Point Value
Class Participation and Discussion	100
Quizzes	200
Article critique	100
Application Exam	100
Final Exam	100

Assignments are due on the day noted in the syllabus.

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.
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- 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/>

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 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 January 13	Introduction Syllabus Adopting a Family Relationship	Syllabus	Schwartz & Sweezy (2020) Chapters 1, 2, 14 Goldenberg, Stanton & Goldenberg (2017) Chapter 1 & 4 Discussion #1 (due 1/17/2025 at 11:59pm). Late submission will NOT be graded and will be considered as absent from class for the week)
Week 2 January 20	Family Development;	Goldenberg, Stanton & Goldenberg (2017)	Discussion # 2 (due 1/24/2025 at 11:59pm). Late submission

[semester/year]

Syllabus/Schedule are subject to change



	Gender, Culture and Ethnicity factor in Family Therapy;	Chapters 2 and 3; Schwartz & Sweezy (2020) Chapters 3, 4, 5 & 6	will NOT be graded and will be considered as absent from class for the week)
Week 3 January 27	Origin and Growth of Family Therapy; Professional Issues	Goldenberg, Stanton & Goldenberg (2017) Chapters 5 and 6; Texas LPC Texas LMFT ACA 2014 Ethical Codes Schwartz & Sweezy (2020) Chapters 2,6 &14	Quiz 1 (D2L) (due 1/31/2025 at 11:59pm. No late submission will be accepted nor graded.
Week 4 February 3	Psychodynamic Model of Family	Goldenberg, Stanton & Goldenberg (2017) Chapter 7;	Discussion # 3 (due 2/7/2025 at 11:59pm). Late submission will NOT be graded and will be considered as absent from class for the week)
Week 5 February 10	Transgenerational Model	Goldenberg, Stanton & Goldenberg (2017) Chapter 8;	Discussion # 4 (due 2/14/2025 at 11:59pm. Late submission will NOT be graded and will be considered as absent from class for the week) Quiz 2 (D2L). Due 2/14/2025 at 11:59pm. No late submission will be accepted nor graded.
Week 6 February 17	Experiential Models of Family Therapy	Goldenberg, Stanton & Goldenberg (2017) Chapter 9	Discussion # 5 (due 2/21/2025 at 11:59pm). No late submission will be accepted nor graded.
Week 7 February 24	The Structural Model of Family Therapy Strategic Model of Family Therapy	Goldenberg, Stanton & Goldenberg (2017) Chapters 10 and 11	Discussion # 6 (due 2/28/2025 at 11:59pm). Late submission will NOT be graded and will be considered as absent from class for the week)
Week 8 March 3	The Structural Model of Family Therapy Strategic Model of Family Therapy	Goldenberg, Stanton & Goldenberg (2017) Chapters 10 and 11	
Week 9	SPRING 2025 SEMESTER – SPRING BREAK		



March 10			
Week 10 March 17	The Behavioral and Cognitive Model of Family Therapy	Goldenberg, Stanton & Goldenberg (2017) Chapter 12	Discussion # 7 (due 3/21/2025 at 11:59pm). Late submission will NOT be graded and will be considered as absent from class for the week)
Week 11 March 24	Social Construction Models 1	Goldenberg, Stanton & Goldenberg (2017) Chapters 13 and 14 Schwartz & Sweezy (2020) Chapters 6, 7, 8, 9, 10, 11,12 and 13	Article Critique due (2DL) (due 3/28/2025 at 11:59pm) Discussion # 8 (due 3/28/2025 at 11:59pm). Late submission will NOT be graded and will be considered as absent from class for the week)
Week 12 March 31	Social Construction Models 2	Goldenberg, Stanton & Goldenberg (2017) Chapters 13 and 14 Schwartz & Sweezy (2020) Chapters 14, 15, 16, 17 and 18	Quiz 3 (D2L) (due 4/4/2025 at 11:59pm). No late submission will be accepted or graded. Discussion # 9 (due 4/4/2025 at 11:59pm). Late submission will NOT be graded and will be considered as absent from class for the week)
Week 13 April 7	Population-based Family Treatment	Goldenberg, Stanton & Goldenberg (2017) Chapter 15	Discussion # 10 (due 4/11/2025 at 11:59pm). Late submission will NOT be graded and will be considered as absent from class for the week)
Week 14 April 14	Evidence-based Family Therapy	Goldenberg, Stanton & Goldenberg (2017) Chapter 16	Quiz 4 (D2L) (due 4/18/2025 at 11:59pm). Late submission will NOT be graded and will be considered as absent from class for the week)
Week 15 April 21	Comparative View of Family Theories and Therapies	Goldenberg, Stanton & Goldenberg (2017) Chapter 17	Application Exam due (D2L) (due 4/25/2025 at 11:59pm). No late submission will be accepted nor graded.
Week 16 April 28	Revision and Catching up with assignments		
Week 17 May 5		Final Exam	Timed Final Exam (D2L) (due 5/9/2025 at 11:59pm). Late submission will NOT be graded and will be considered as absent from class for the week)



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)
Behavioral Assessment
Behavioral Science Research
Behavior Therapy
Clinical Psychology Review
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 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: December 5, 2024