



PSY 678; Internship B-Marriage and Family Therapy Marriage and Family Therapy • Spring 2026

Instructor: Jennifer Cornwell LMFT, CSAC, SAP
Contact Number: 808-490-2382
Email: jennifer.cornwell@chaminade.edu Office:
Office Hours: By appointment on Mondays

Location: Virtual
Day/Time: Wednesday 5:30 PM - 9 PM
By appointment

Textbooks & Readings:

Required:

Guise, R. W. (2015). *Study Guide for the Marriage and Family Therapy National Licensing Examination*. Jamaica Plain, MA: The Family Solutions Corporation.

AAMFT Code of Ethics (2015)

Recommended:

American Association for Marriage and Family Therapy, & Caldwell, B. E. (2015). *User's Guide to the 2015 AAMFT Code of Ethics*. American Association for Marriage and Family Therapy.

Wilcoxon, A., Remley Jr, T. P., & Gladding, S. T. (2013). *Ethical, legal, and professional issues in the practice of marriage and family therapy*. Pearson Higher Ed.

Catalog Course Description

Offers the student an opportunity to practice family systems approaches to counseling in a community counseling setting, under the supervision of a licensed Marriage and Family Therapist. In Internships A and B students will complete a total of 600 hours total (300 direct service hours, 300 administrative hours) of supervised service with individuals, couples, and/or families. *Prerequisite: PSY 646M*

MSCP Core Program Learning Outcomes (PLOs)

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage and Family Therapy or School) counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school applications, etc.

Class structure

This course will include consultative conversations, case presentations, mini-lectures and discussions, and mentorship around research.

Course Description

Students will complete 300 hours (150 direct service hours, 150 administrative hours) of supervised service with individuals, couples and/or families. This course continues the advanced training in marriage and family therapy skills, case management, using supervision, and developing self and other awareness crucial to clinical work in this field. Students will be encouraged to develop their own theoretical orientation and style and to explore the impact of their personal histories on their work with clients.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Course Learning Outcomes:

By the completion of this course, students will be able to:

1. Perform professional competencies & characteristics (including: assessment, diagnosis, therapeutic intervention, charting, case-conceptualization and logging) within the context of marriage and family therapy (PLO 3).
2. Assess ethical issues and cultural diversity contexts within the context of marriage and family therapy (PLO 2).
3. Implement appropriate use of supervision relative to the practice of marriage and family therapy (PLO 2 & 4).
4. Evaluate and incorporate evidence-based systematic literature into clinical work (PLO 4).

Internship Objectives:

Professional Development in Agency Setting: Interns will develop increased levels of professional conduct and demonstrate the ability to work within the field of mental health:

- (1) Demonstrate knowledge of agency policy and procedure,
- (2) Develop a good working relationship with site director, on-site supervisor, faculty supervisor and MFT Director,
- (3) Develop a cooperative relationship with supervision groups on-site and at the University,
- (4) Demonstrate an openness to direct observation and taping of counseling sessions,
- (5) Demonstrate a willingness to accept and use feedback related to professional conduct and counseling skills

Specific techniques and treatment programs to be learned: Interns will develop increased expertise in the following areas:

- (1) Develop a therapeutic relationship with clients,
- (2) Demonstrate systemic problem assessment,
- (3) Develop effective and appropriate treatment plans that lead to a therapeutic contract,
- (4) Select and utilize appropriate interventions that support the treatment plans,
- (5) Effectively evaluate client progress,
- (6) Demonstrate competence in case management issues (session participants, managing family secrets, missed appointments, crisis management, referrals, termination, etc.)
- (7) Evaluate client impact on the therapist involving issues related to transference and countertransference.
- (8) Evaluate client/therapist diversity and openly discuss in session when appropriate.

Writing Policy

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page.

Assessment	Description	Points	Applicable CLO
<p>Weekly Binder Log / Video Reflection</p>	<p>1. Weekly Binder Tab Submission</p> <p>Students must submit one completed binder tab each week.</p> <p>Requirements:</p> <ul style="list-style-type: none"> ● Typewritten only (no handwritten submissions) ● Must demonstrate clinical-level understanding ● Must align with rubric expectations <p>2. Weekly Video Reflection</p> <p>Students must complete a brief reflection based on the assigned weekly video.</p> <p>Requirements:</p> <ul style="list-style-type: none"> ● Identify key concept, intervention, or theory demonstrated ● Apply the concept to a clinical scenario ● Reflect on how it aligns with your developing MFT approach <p>Deadline: Tuesday at 11:59 PM Late Policy: No late submissions accepted</p> <p>This assignment is designed to build a comprehensive clinical reference tool and strengthen the integration of theory into clinical practice in preparation for licensure and workforce readiness.</p>	20 pts	3
<p>Log Your clinical hours log must be kept with all hours entered and categorized with <u>150 hours of Administrative and 150 hours if Direct Services.</u> <i>{by the end of Internship B}</i>.</p>	<p>It is absolutely essential that this completed and fully signed document be submitted on a weekly basis, without exception. The strict deadline for submission is Tuesday at 11:59 PM (23:59).</p> <p>Please note the following critical policy regarding timely submission:</p> <ul style="list-style-type: none"> ● Punctual Submission: If the Time Log is submitted by the designated weekly deadline, it will be reviewed, signed by the Practicum Instructor (confirming the final grade for the week), and the full allocated points for that week will be awarded. ● Late Submission Policy: If the Practicum Time Log is submitted after the Tuesday 11:59 PM deadline, it is considered late. While the document will still be signed by the Practicum Instructor to officially acknowledge the hours recorded for that period, no point credit will be given for the week due to the late submission. 	10 pts	1

	This policy is strictly enforced to encourage professional responsibility and adherence to deadlines.		
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Case conceptualization presentation

This assignment must reflect mastery-level clinical thinking, integrating systemic theory, diagnosis, and treatment planning. This is not a summary—it is a professional clinical document.

D1 Case Conceptualization – Summary of Requirements

You will complete a **comprehensive clinical case conceptualization** that demonstrates your ability to understand the client from an **individual, systemic, and theoretical (MFT) perspective**. You will need to showcase a theory you have not presented before.

1. Basic Client Information

- Client code, age, system type (individual, couple, family, or group)
- Intake date and number of sessions

2. Reason for Referral & Presenting Problem

- Who referred the client and why
- History of the problem (**frequency, intensity, duration, and impact**)
- Identify the **identified patient (IP)**
- Describe family dynamics using **MFT concepts** (boundaries, hierarchy, triangulation, etc.)
- Include a **genogram (required)**
- Explain how each member views the problem

4. Biopsychosocial & Ecological History

Provide a **holistic view of the client**, including:

- Identity factors (race, gender, SES, etc.)
- Childhood, relationships, education, work
- Trauma or significant life events
- Support systems
- Cultural and societal influences (social justice lens)

5. Medical & Mental Health History

- Past and current medical/mental health concerns
- Previous therapy or hospitalizations

6. Behavioral Observations & Mental Status Exam (MSE)

- Appearance, behavior, mood, thought process
- Orientation, insight, judgment, and risk factors

7. Diagnosis

- **DSM-5-TR diagnosis with clear justification**
- Include **differential diagnoses**

30 pts

1, 2, 3
&4

- Provide a **systemic (MFT-based) conceptualization** of the presenting problem

8. Treatment Plan (MFT-Focused)

- Develop clear, measurable goals and objectives
- Goals must be organized into:
 - Early Phase
 - Middle Phase
 - Late Phase
- All goals must be written from an MFT/systemic perspective
- Include evidence-based interventions aligned with your chosen theory
- Describe how progress will be measured and evaluated
- Include referrals made to appropriate providers/resources
- Include ethical considerations, referencing relevant code of ethics (e.g., AAMFT)
- Do not prescribe medication—recommend referral when appropriate

9. Professional Requirements

- Include student name, printed name, and signature
- Ensure work is typewritten, organized, and professional
- Writing quality will be graded (grammar, clarity, and organization)
- Paper must be written at a professional, clinician-level standard

<p>Video case presentation</p>	<p>This assignment evaluates your ability to demonstrate live clinical competence, not just theoretical understanding. Students are expected to show:</p> <ul style="list-style-type: none"> ● Intentional use of interventions ● Clinical presence and pacing ● Ability to respond to client dynamics in real-time <p>Recorded Session Presentation Requirements</p> <p>You are required to record one 50-minute counseling session with a client system after obtaining written informed consent. You will present a 50-minute segment of this session in class, along with a Case Conceptualization Summary.</p> <p>Note: The presentation must directly align with your written case conceptualization (D1). The client, presenting concerns, treatment goals, and theoretical approach should be consistent across both assignments.</p> <p>Presentation Components</p> <p>i) Client Introduction</p> <ul style="list-style-type: none"> ● Introduce the client system, including relevant demographic and contextual information ● Identify all key individuals involved in the presenting problem ● This introduction should match your written case conceptualization (D1) <p>ii) Presenting Concerns & Treatment Goals</p> <ul style="list-style-type: none"> ● Provide a concise summary of the client's presenting concerns ● Clearly outline the treatment goals ● Must be consistent with your D1 write-up <p>iii) Clip Introduction</p> <ul style="list-style-type: none"> ● Introduce the selected video/audio segment ● Specify areas where you are seeking feedback from peers and instructor <p>iv) Session Presentation</p> <ul style="list-style-type: none"> ● Present a 50-minute segment of your recorded session ● Be prepared to pause the recording if requested for clarification or discussion <p>v) Class Discussion</p> <ul style="list-style-type: none"> ● Engage in a discussion following the clip 	<p>30 pts</p>	<p>1, 2 & 3</p>
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	<ul style="list-style-type: none">● Respond to questions and receive clinical feedback and recommendations <p>vi) Transcription & Reflection</p> <ul style="list-style-type: none">● Transcribe a 5–10 minute segment of the session● Identify the timestamp of this segment (e.g., 1:35 mark)● Explain why this portion represents your strongest clinical work <p>vii) Session Structure</p> <ul style="list-style-type: none">● Session must follow the 50-minute clinical session format provided in Canvas <p>viii) Reflection Assignment</p> <ul style="list-style-type: none">● Complete and submit the Video Reflection Form <p><u>Additional Requirements</u></p> <ul style="list-style-type: none">● Written informed consent is required prior to recording● Must adhere to professional, ethical, and HIPAA standards● Instructor may pause the recording at any time for clarification or teaching purposes● Presentation must demonstrate clinical-level professionalism and preparedness● No late submissions will be accepted		
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<p>MFT Binder</p>	<p style="text-align: center;">Clinical MFT Binder Requirements</p> <p>You are required to complete a Clinical MFT Binder throughout the term. This binder is designed to support your preparation for the comprehensive exam and serve as a long-term professional resource for licensure and clinical practice.</p> <p>You will showcase your completed binder during Week 9.</p> <p>The outer design may reflect your personal style, while the internal structure must follow the required format provided in Canvas.</p> <p style="text-align: center;">Required Binder Tabs</p> <p>Your binder must include the following sections:</p> <ul style="list-style-type: none"> ● DSM-5-TR ● Life Span Development Theories, including: <ul style="list-style-type: none"> ○ Psychosexual Theory ○ Psychosocial Theory ○ Classical Conditioning ○ Operant Conditioning ○ Social Cognitive Theory (Social Learning Theory) ○ Piaget’s Theory of Cognitive Development ○ Information Processing ○ Attachment Theory ● Relevant Assessments ● Research Criteria ● AAMFT Code of Ethics <p style="text-align: center;">MFT Theories Section</p> <p>You must include a tab for each MFT theory covered during the term. Only include theories that were completed during the course.</p> <p>Theories include:</p> <ul style="list-style-type: none"> ● Strategic ● MRI Brief ● Milan Systemic ● Structural Family Therapy ● Intergenerational Family Therapy ● Narrative Family Therapy ● Experiential (Satir’s Communication Approach) ● Symbolic Experiential ● Emotionally Focused Therapy ● Feminist Theory ● Contextual ● Adlerian Family Therapy ● Medical Family Therapy ● Second-Order Cybernetics 	<p>10 pts</p>	<p>1, 2 ,3 &4</p>
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	<ul style="list-style-type: none"> ● Cognitive Behavioral Family Therapy ● Internal Family Systems Therapy ● Solution-Focused Therapy ● Collaborative Language Theory ● Object Relations / Psychodynamic Family Therapy ● Neuro-Linguistic Programming ● Integrative Models ● Network Model <p>Required Content for Each Theory</p> <p>Each theory must be organized using the following headers:</p> <ul style="list-style-type: none"> ● History of Influence ● View of the Family ● Theory of Dysfunction ● Theory of Change ● Therapist Role ● Primary Goals ● Key Concepts ● Assessments ● Structure of Therapy ● Techniques & Interventions ● Comparisons to Other Theories <p>Treatment Plan Requirement: Each theory section must include:</p> <ul style="list-style-type: none"> ● An example treatment plan based on that theory ● Clearly defined: <ul style="list-style-type: none"> ○ Early Phase ○ Middle Phase ○ Late Phase of therapy <p>All treatment planning must reflect an MFT/systemic perspective.</p> <p>Key Expectations</p> <ul style="list-style-type: none"> ● Binder must be organized, complete, and professional ● Content should reflect clinical-level understanding ● This binder should be usable as a future study and clinical reference tool 		
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<p>Site Supervisors Evaluation</p>	<p>You must submit this by <u>Week 9</u>. This will factor strongly into your grade. If you do not pass this you will not pass Practicum. PLEASE NOTE: If you do not get a passing grade from your onsite Clinical Supervisor, you will not pass the course (MSCP policies and procedures handbook and MF Internship Handbook).</p>	<p>Pass/ Fail</p>	<p>1, 2, 3 & 4</p>
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Grading	90-100 (90%↑) = A
Weekly Binder Log / Reflection Form	80-89 (80%↑) = B
20	
Clinical Hours Log	
10	
Case Conceptualization Presentation	
30	
Video Case Presentation	
30	
MFT Binder	
10	
<u>Site Supervisor Evaluation pass/fail</u>	
Total Points 100	

Assignments

Weekly supervision form and weekly logs will be accepted until the last day of class but no points will be awarded if turned in late. Case conceptualization and video assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due). Late assignments will not be accepted.

Attendance

Since a part of the class will include practical applications of your knowledge from your internship sites, which will include required off-site supervision of direct clinical experiences, you are responsible to inform me prior to the start of class should an emergency prevent you from attending. Please note that regardless of reason, more than one (1) missed class will result in a failing grade. If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students’ rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me

can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior. The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events. Research Design And Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations. Research Method In Social Relations

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*,
Published in 1999 by Chaminade University of Honolulu, St. Mary’s University
and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

Week/Date	Topic/Reading	In-Class Activity / Assessments
Week 1 : 4/15/2026	Course Overview and Expectations	Check in / clinical log Syllabus review Schedule video presentations Core Video -Exit Video
Week 2: 04/22/2026	Clinical Errors & Skill Application (Video-Based)	Identifying ineffective therapy, correcting responses, applied skills practice
Week 3: 04/29/2026	Ethics & Clinical Decision-Making	AAMFT application, ethical dilemmas, documentation
Week 4: 05/06/2026	Systemic Thinking & Case Development (Video-Based)	Family dynamics, assessment, systemic formulation
Week 5: 05/13//2026	Student Presentations – Group 1	Case conceptualization + video analysis, clinical feedback

Week 6: 05/20/2026	Student Presentations – Group 2	Case conceptualization + video analysis, clinical feedback
Week 7: 05/27/2026	Student Presentations – Group 3	Case conceptualization + video analysis, clinical feedback

Week 8: 06/03/2026	Student Presentations – Group 4	Case conceptualization + video analysis, clinical feedback
Week 9: 06/10/2026	Clinical Integration & Binder Presentation	MFT binder presentation, professional identity
Week 10: 06/17/2026	Reflection & Transition	Workforce readiness, final logs, course reflection

**Readings will be provided by the instructor and posted on Canvas.*

***Syllabus is subject to change by instructor according to class needs.*

Additional Readings on Canvas: