ASHLAND THEOLOGICAL SEMINARY
CLC 7743—SPECIAL ISSUES IN FAMILY COUNSELING
Fall Semester 2015
Columbus Campus
Teresa Davis, MA, PCC-S
E-mail: tDavis3@ashland.edu
Friday 6-9:45; Saturday 8:30-4:00
September 11, 12
September 18, 19
September 25, 26
October 2, 3

COURSE DESCRIPTION

This course is designed to prepare the counselor with a background for counseling families. Attention will be given to history taking, problem assessment, and therapeutic interventions. Attention will also be given to a theoretical and practical understanding of family therapy.

STUDENT LEARNING OBJECTIVES

The student will be presented with opportunities to:

1. Be introduced to current thought and research in regard to the various theories, methods, techniques, and procedures within the major schools of family therapy.
2. Be introduced to the historic arms and phases of family therapy.
3. Begin to develop competencies in analyzing, contrasting, comparing, and integrating the inter-relatedness of the major approaches to marriage and family therapy.
4. Learn how to integrate individual, couples, and family therapy.
5. Learn how to think and communicate systemically based on a conceptualization of the family as an integrative process encompassing multiple systems, including individual personalities, family structure and process, cultural systems, and, ultimately, the family of God.
6. Learn how to deal effectively with clinical issues that present in marriage and family therapy.
7. Begin to develop an understanding and awareness of how one's own family-of-origin and current family experience impact one's life both personally and professionally.
KNOWLEDGE BASE

Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Ohio Administrative Code (OAC) requirement for 4757-13-01(A)(5)(d), Methods of intervention and prevention of mental and emotional disorders.

TEACHING STRATEGIES FOR STUDENT LEARNING

Teaching strategies used in this course will include lecture, discussion of reading assignments and handouts, demonstration, video, and group and individual reflection.

NOTE: Students are expected to have read all reading assignments, according to this syllabus and/or as additionally assigned by the instructor, prior to the designated class.

REQUIRED TEXTBOOK and READING ASSIGNMENTS

Required Textbooks:


Taibbi, R. (2007). *Doing Family Therapy* (2nd ed.). The Guilford Press. (The Taibbi text segments used in this class will be made available to students electronically via PDF file.)

Required Journal Article:


Additional Reading As Assigned.
COURSE REQUIREMENTS

A. Attendance, Professionalism and Positive Participation
   1  Attendance: According to the ATS Student Handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Regardless of the reason for absence, any student missing the equivalent of two classes will be required to do additional work, receive a lower grade or withdraw from the class (this is at the discretion of the professor). By “equivalent” is meant any time the student is not in class during its scheduled time (e.g., being absent, arriving late, leaving class for extended periods). It is the student’s responsibility to acquire missed lecture materials and/or handouts from other students.

   2  Professionalism and Positive Participation: Presence (which is more than simply “showing up”), promptness, positive participation, and professionalism (which includes appropriate use of all electronic equipment, as addressed in class) are expected of each student throughout this course. It has been said that the best predictor of future behavior is past behavior. Therefore, what the student demonstrates throughout the Clinical Mental Health Counseling (CMHC) program, including in the classroom, will generally be taken as predictive of that student’s future behavior with clients (and addressed accordingly).

   Each student will be assessed by the class professor and the graduate assistant(s) regarding his/her “Professionalism and Positive Participation” within this class. Students are encouraged and expected to engage in self-reflection throughout the Midwest program and work toward growth in all the areas assessed. Students are encouraged to solicit feedback from the class professors and/or graduate assistant at any time related to students’ professionalism and positive participation.

B. Assignments/Assessment of Student Learning

   Content Quiz #1  10%
   Content Quiz #2  10%
   Content Quiz #3  10%

   TOTAL QUIZ PERCENTAGE: 30%
   (Quizzes will cover reading, lecture, and handouts as assigned.)

   Marriage and Family Therapy Theory Comparison Chart  20%
   Assignment details will be provided.
   Assignment is Due Friday, October 2nd
**Genogram and Family Interview Data and Reflection Paper**

Assignment details (A & B) will be provided.

Assignment is Due Friday, October 16th

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**C. Calculation of Grade**

<table>
<thead>
<tr>
<th>Attendance and Positive Participation</th>
<th>Required</th>
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<tbody>
<tr>
<td>Content Quizzes (3)</td>
<td>30% of Final Grade</td>
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<tr>
<td>Family Therapy Theory Charts</td>
<td>20% of Final Grade</td>
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<tr>
<td>Genogram and Genogram Reflection Paper</td>
<td>50% of Final Grade</td>
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**TENTATIVE COURSE SCHEDULE**

(It is possible that some topics and dates may change during the semester.)

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>September 11</td>
<td>Family Counseling Introduction</td>
<td>N Chapter 1</td>
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<td>(Friday)</td>
<td>Evolution of Family Therapy</td>
<td>MGP Chapter 1</td>
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<td>Genograms: Mapping Family Systems</td>
<td>Syllabus</td>
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<td>Syllabus Review</td>
<td><strong>Family Sculpt HO</strong></td>
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<td>Assignment Detail HOs</td>
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<td>Healthy Family Principles</td>
<td><strong>Family Principles HOs</strong></td>
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<td>Basic Techniques of Family Therapy</td>
<td>N Chapter 2</td>
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<td>Creating Genograms</td>
<td>MGP Chapter 2</td>
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<td>September 12</td>
<td>The Fundamental Concepts of Family Therapy</td>
<td>N Chapter 3</td>
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<td>(Saturday)</td>
<td>The Genogram Interview</td>
<td>MGP Chapter 3</td>
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<td>The Basic Seven</td>
<td>Taibbi, R., Doing Family Therapy, 2nd ed. (2007), Ch. 4, p. 26ff, PDF</td>
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<td><strong>Family Counseling Video</strong></td>
<td>Family Counseling Video HO</td>
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<td>Week 2</td>
<td>September 18</td>
<td><strong>Content Quiz #1 (N 1-3; MGP 1-3, Basic 7)</strong></td>
<td>N Chapter 4</td>
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<td>(Friday)</td>
<td>Bowen Family Systems/</td>
<td>MGP Chapter 4</td>
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<td>Multigenerational Therapy</td>
<td>MGP Chapter 5</td>
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<td>Tracking Family Patterns</td>
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<td>Interpreting Family Structure</td>
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<td><strong>Interpretation of Family Structure</strong></td>
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<td>September 19</td>
<td>Bowen Family Systems/</td>
<td>N Chapter 4 (Cont’d)</td>
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<td>(Saturday)</td>
<td>Multigenerational Therapy</td>
<td>N Chapter 5</td>
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<td>Strategic Family Therapy</td>
<td>MGP Chapter 6</td>
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<td>Assessing Family Patterns and Functioning</td>
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| Week 3 | September 25 (Friday) | **Content Quiz #2 (N 4,5; MGP 4-6)**  
Structural Family Therapy  
Experiential Family Therapy  
**Satir/McClendon Video**  
Relational Patterns and Triangles  
Tracking Individuals and Families/Life Cycle | N Chapter 6  
N Chapter 7  
MGP Chapter 7  
MGP Chapter 8 |
|---|---|---|---|
| September 26 (Saturday) | Experiential Family Therapy (Cont’d)  
Clinical Uses of the Genogram  
Family Play Genograms  
**Family Sculpt** | N Chapter 7 (Cont’d)  
MPG Chapter 9  
MPG Chapter 10  
**Family Sculpt HO** |
| Week 4 | October 2 (Friday) | Family Therapy in the Twenty-First Century  
Using Genograms for Family Research  
Violence in Families  
Conflict, Power, and Violence in Families (Anderson, 2010)  
Couple and Family Map | N Chapter 10  
MPG Chapter 11  
Violence Handouts  
**JMF Article**  
**C & F Map HO**  
**Theory Chart Due** |
| October 3 (Saturday) | **Content Quiz #3 (N 6,7,10; MGP 7-11; JMF Violence, Couple and Family Map)**  
Postmodernism (Introduction)  
• Brief Solution-Focused Family Therapy  
• Family Cognitive-Behavioral Therapy  
• Narrative Family Therapy  
• Internal Family Systems  
• Chaos Theory  
Family Therapy Theory Application  
Class Wrap-Up | **Genogram Assignment Due:**  
**Friday, October 16th** |

**SEMINARY GRADING SCALE**

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<tr>
<td>A</td>
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<td>A-</td>
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<td>B+</td>
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<td>F</td>
<td>below 65</td>
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The following description of grades is taken from the ATS catalogue (p. 65) and will be adhered to for this course:

**A:** Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
(includes grades of A and A-)

**B:** Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
(includes grades of B+, B, and B-)

**C:** Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
(includes grades of C+, C, and C-)

**D:** Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
(includes grades of D+, D, and D-)

**F:** Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

**RELATIONSHIP TO THE CURRICULUM MODEL**

This course will include the study of research and skills which are foundational to the practice of couples and family therapy. A realization of the impact of our own core identity in Christ upon our family line is foundational to the person called by God to minister through counseling to individuals and families. The formation of the counselor in his or her role as a person and participant in human systems—his or her own family system as well as client systems—will be addressed. The students will advance in their ability to integrate knowledge of various theories of individual and family therapy into their own style of assessment, treatment planning, counseling, and living.

**ACADEMIC INTEGRITY POLICY**

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.
WRITING ASSISTANCE

If you need assistance with writing projects for your coursework, contact the ATS Writing Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic writing. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Writing Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

STUDENTS WITH DISABILITIES

Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

SUGGESTED READINGS (NOT required but intended to be of current and future help.)


