

ASHLAND THEOLOGICAL SEMINARY
CLC 7783—Marriage and Family Counseling
Fall Semester 2020 (Ashland Campus)
August 31-December 17

Class Meetings:

Saturdays, October 10,17, 24, 31; November 14, 21

S: 8:30 AM-12:00 PM

Teresa Davis, MA, LPCC-S; tdavis3@ashland.edu

I. 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 counseling.

II. STUDENT LEARNING OBJECTIVES: *This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.*

At the completion of this course, the student should be able to:

1. State the various theories, methods, techniques, and procedures within the major schools of marriage and family counseling theory (KO1, KO2);
2. Demonstrate the skill of systemic thinking in the integration of individual, marriage, and family counseling (PSO2);
3. Demonstrate awareness of how one's own family-of-origin and current family experience impact one's personal and professional life (PSO3, PAO1);
4. Evaluate the helping relationship in marriage and family counseling within a multicultural society, including spirituality and religious orientation (KO5, KO7, PSO4); and
5. Apply skills in interviewing, assessment, diagnosis, and case management in working with individuals, couples, and families. (PSO5)

III. KNOWLEDGE BASE

A. 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.

IV. TEACHING STRATEGIES FOR STUDENT LEARNING

Teaching strategies used in this course will include lecture, video and/or audio recordings, discussion, demonstration, group and individual reflection, and student oral and written presentation and assessment.

V. REQUIRED TEXTS (Additional readings as assigned)

Nichols, M.P., & David, Sean, (2016, Pearson Education, Inc.) *Family Therapy, Concepts and Methods* (11th ed.) ISBN-13: 978-0133826609; ISBN-10: 0133826600.

Napier, A.Y., & Whitaker, C. A. (1978, New York: Harper & Row). *The Family Crucible, The Intense Experience of Family Therapy*. ISBN-10: 0060914890.

Ripley, Jennifer S; Worthington, Everett L., Jr. (2014). *Couple Therapy, A New Hope-Focused Approach*. InterVarsity Press. ISBN-10: 0830828575; ISBN-13: 978-0830828579

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

NOTE: Additional readings will be assigned throughout the semester. It is expected that the additional readings, as assigned in class and/or listed in the content area on Blackboard for the week, along with the reading assignments included in each week's Class Schedule (below), will be read before the class meets.

VI. CLASS SCHEDULE (Subject to change)

Saturday Date	Lecture/Topic	Readings/Assignments
<p>Aug. 31-Oct. 9</p> <p>Week 1 Saturday Oct. 10</p>	<p>The nature of a 3 credit-hour semester weekend course is such that it is necessary for all reading and assignment work that can be done prior to the start of class on October 10, 2020, be accomplished. This will help to provide for you the best learning environment for meaningful and successful completion of the course.</p> <p>Introduction to Marriage and Family Counseling The Evolution of Family Therapy Basic Techniques of Family Therapy The Fundamental Concepts of Family Therapy Bowen Multigenerational Theory Attendance</p>	<p>Syllabus Review N CH 1-3</p> <p>N CH 4</p>
<p>Week 2 Saturday Oct. 17</p>	<p>Bowen Multigenerational Theory (Cont'd) Triangles and Secrets The Circumplex Model Strategic Theory Structural Theory</p>	<p>N CH 4 Guerin HO Circumplex Model HO N CH 5 N CH 6 Quiz #1</p>

<p>Week 3 Saturday Oct. 24</p>	<p>Experiential Therapy Emotionally-Focused Couples Counseling The Family Crucible</p> <p>The Basic Seven</p> <p>Attendance</p>	<p>N CH 7</p> <p>The Family Crucible Guided Discussion/ Nugget Paper Due The Basic Seven (Taibbi, <i>Doing Family Therapy</i>, 2nd ed. (2007) CH 4, text p. 26ff, PDF)</p>
<p>Week 4 Saturday Oct. 31</p>	<p>Cognitive-Behavioral Family Theory Solution-Focused Family Theory Narrative Family Theory Couple Therapy</p> <p>Part 1: Theory of Change Part 2: Beginning of Counseling Part 3: Case Studies in Tx Planning</p>	<p>N CH 9 N CH 11 N CH 12</p> <p>R&W CH 1-4 R&W CH 5-7 R&W CH 8-16 Quiz #2</p>
<p>Week 5 Saturday Nov. 14</p>	<p>Couple Therapy</p> <p>Part 4: Interventions Within Sessions Part 5: Conquering Difficulties Part 6: Concluding Treatment</p> <p>Integrative BSF Couple Therapy Genogram Reflection Discussion</p>	<p>R&W CH 17-22 R&W CH 23-27 R&W CH 28-30</p> <p>Genogram Due</p>
<p>Week 6 Saturday Nov. 21 Nov. 22 – Dec. 17</p>	<p>Chaos and Creativity in M & F Counseling Family Sculpt</p> <p>Completion of Take-Home Essay Final (Quiz #3) (Specific due date to be determined in class))</p>	<p>Chaos Handout Family Sculpt Handout</p> <p>Quiz #3</p>

VII. GRADING ELEMENTS: Student grades will be assigned based upon the following distribution of percentage points (please note that the Seminary’s grading scale will be used):

1. Professionalism and course engagement (10%): Throughout the student’s time at ATS thus far, the student has been developing as a counselor in a number of important ways. This class will provide the student with further opportunities for growth. Attendance and participation in class sessions is expected, however, being “present” (and professional) is much more than simply showing up. Since it is my belief that there are parallels between how one approaches academic training and one’s professional conduct in field, the following are expected of all students (failure to meet these guidelines will negatively impact your final grade).

- promptness (in arriving to class and meeting class requirements when due),
- preparedness (e.g., active reading/processing of assigned materials for each class session; you may be asked to verify this in class),

- presence (e.g., your in-class verbal and non-verbal communication [e.g. eye contact]),
- positive participation (during class), and
- professionalism (e.g., manner, conduct, submitted work, and CCEC areas).

It is the student’s responsibility to acquire missed lecture materials and/or handouts from other students. The student is encouraged to monitor his/her class-related professionalism and to seek feedback from others (e.g., me, other students) as deemed prudent.

The student’s final grade for this course element will be based upon 1.) in-class engagement; 2.) completion and timely satisfaction of, along with professionalism in, all submitted material; 3.) the instructor’s assessment of the student’s in-class participation and professionalism, and 4.) the student’s verification of keeping up with assigned readings.

2. *The Family Crucible* Guided Group Discussion and Nugget Paper (20%):

- Students will participate in a guided, in-class group discussion of the book *The Family Crucible*, by Napier and Whitaker.
- Students will then submit a 5-page (approximate), bulleted and/or numbered, single-spaced (double-spaced between items), 12 pt. font, typewritten paper of nuggets from at least 10 of the 21 chapters of the book, *The Family Crucible*. A nugget is defined in *Webster’s College Dictionary* (1991, Random House) as “anything small but of great value or significance.” The nuggets may consist of **quoted material, summarized concepts, and/or clinically practical “take-aways”** from the chapter material. **Each nugget is to be followed by a 3–5 sentence paragraph explaining the personal and/or practical and/or professional significance which the nugget offers to the student. Your nuggets are to be representative of all 21 chapters and are to clearly reflect your thorough understanding of the content of the book in its entirety.**
- Students are to have read the book and be prepared for group discussion in class on Saturday, October 24th (Week 3). The Nugget Paper is also due on Saturday, October 26th.
Note: A LATE PAPER WILL NOT BE ACCEPTED.

3. Genogram and Family Interview Data and Reflection Paper (40%): Students will complete a Genogram and Family Interview paper. Guidelines for the completion of this assignment will be given and discussed during our first class. The assignment will be due at the beginning of class Week 5, Saturday, November 14th, and will be worth 40% of your final grade.

Note: A LATE PAPER WILL NOT BE ACCEPTED.

4. Quizzes (30%): Three quizzes will be given throughout the course, and will include material from the textbooks and from class lectures. Quiz style will be discussed in class. The three quizzes will be worth 30% of the final grade (10% for each quiz).

VIII. CALCULATION OF GRADE AND CONNECTION WITH LEARNING OUTCOMES

Grading element	Associated Student Learning Outcomes	Percent of Final Grade
-----------------	--------------------------------------	------------------------

Professionalism and Course Engagement	2, 3	10 %
Nugget Paper and Group Discussion	1, 2, 3, 4, 5	20 %
Genogram and Reflection Paper	2, 3, 4, 5	40 %
Quiz #1, #2, #3	1, 2, 4	30 %

IX. ATS GRADING SCALE

Grade	Quality	Percent	Description
A	4.0	97-100	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.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	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.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

X. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged to continue learning about addictions and addiction counseling issues through intentional efforts, throughout their careers, to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about cultural and societal shifts and trends regarding addiction and its treatment.

XI. 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.

XII. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

XIII. ACCESSIBILITY RESOURCES AND ACCOMMODATIONS

Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

XIV. ATTENDANCE STATEMENT

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

XV. RECOMMENDED RESOURCES (Additional bibliography and bibliotherapy resources will be provided in class.)

Excellent resources are provided in the required textbooks for this course. In addition, the following resources contain information relevant to a Christian emphasis in couple and family counseling theory and practice:

Richardson, Ronald W. (2010). *Couples in Conflict, a Family Systems Approach to Marriage Counseling*. Fortress Press.

Balswick, Jack O. and Balswick, Judith K. (2006). *A Model for Marriage, Covenant, Grace, Empowerment and Intimacy*. InterVarsity Press.

Campbell, Ken M., ed., (2003). *Marriage and Family in the Biblical World*. InterVarsity Press.

Yarhouse, Mark A. and Sells, James N. (2008). *Family Therapies, A Comprehensive Christian Appraisal*. InterVarsity Press.