

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

COUN 601 MARRIAGE & FAMILY COUNSELING I

COURSE DESCRIPTION

A consideration of the dynamics of marriage and family relationships is given. The emphasis is on understanding the structure and function of marriage, the various aspects of the marital relationship, family systems, and ways the counselor may approach marriage and family counseling as a creative, preventative, and healing ministry.

RATIONALE

This course is designed to cover the numerous and varied marriage and family theories as well as the history of marriage and family therapy. The information in this class is designed to equip counselor trainees for practice and to successfully complete the licensure exam.

Counseling 601 is a required course in the 48 and 60-hour licensure programs and is intended to introduce students to the concept and philosophy of marriage and family therapy. Students will be required to understand the systems philosophy and six major theoretical frameworks within the marriage and family therapy field. Students will understand such core content areas as: marriage and family history, key theoretical figures, ethics and legal matters, counseling issues, some techniques, current trends, and future themes. This is the first marriage and family course, thus it is designed to teach foundational materials necessary to pass state licensure examinations. For a more in-depth and deeper level of understanding, demonstration and skill development, the COUN 602 class may be taken when offered.

I. PREREQUISITES

COUN 501, 502 and 504

II. REQUIRED RESOURCE PURCHASES

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

A. GenoPro Software

Students will need this software to complete their Family Genogram Project. A university license for free downloads has been purchased for our COUN 601 and COUN 504 students. Simply use the address below to download the software to your laptop or desktop computer:

<http://www.genopro.com/download/SiteLicense/InstallGenoPro.Liberty.exe>

GenoPro is a Windows platform software, yet students can run GenoPro on their Macintosh, however you need special software such as, Bootcamp, Parallels or VMwareFusion. If you have an old Mac, you can run GenoPro on Virtual PC. For complete directions on how to accomplish this, see the link below:

<http://www.genopro.com/faq/is-there-a-macintosh-version-of-genopro.aspx>

B. Instructional Flipchart for the GenoPro software.

This companion tool is designed for students and provides assistance in the construction of the Family Genogram Project. It will make the assignment much easier, and enjoyable. Directions to purchase the Flipchart are provided in the Syllabus & Assignment Instructions folder. The Flipchart is an optional purchase, but is highly recommended.

C. Computer with basic audio/video equipment

D. Internet access (broadband recommended)

E. Microsoft Word

(Microsoft Office is available at a special discount to Liberty University students.)

F. *The Holy Bible*

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- a. Examine and critique the historical development of Marriage and Family counseling,
- b. Attribute and demonstrate appropriate ethical and legal consideration related to marriage, couple, and/or family counseling,
- c. Articulate aspects of various professional organizations, standards of practice, credentialing and licensure in the field of marriage and family counseling,
- d. Differentiate and apply a variety of marriage and family models and theories related to the many counseling orientations,
- e. Discuss and integrate knowledge of family life cycles/stages, various family systems, contemporary families, family health and wellness, cultural variances in families, and family phenomenology,
- f. Critique and hypothesize how crises, trauma, abuse, divorce, and disasters affect the family system,
- g. Demonstrate the ability to apply and adhere to ethical and legal standards established by ACA, AACC, AAMFT, and the IAMFC codes of ethics,
- h. Integrate biblical principles and secular theories in a responsible, eclectic manner,
- i. Select and apply techniques from various counseling orientations/models to case studies and family situations,
- j. Design an interview with a family member and generate a family genogram

tracing multigenerational patterns of behavior, attitudes, and/or pathology, and

- k. Analyze and hypothesize various family dynamics that have shaped the family system over the life span using the genogram interview and data.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings

Weekly textbook readings are expected from each student. Since this course is a core course for most state licensure, emphasis will be placed on the textbook materials. Students will be required to respond to questions from the readings for discussion board activities and for exam purposes. This activity is essential for all students as they prepare a knowledge base necessary for state licensure exams. (Related to learning outcomes A, B, D, E & F)

B. Group Discussion Board forums (6)

The student will complete six Group Discussion Board forums throughout this course. Each forum consists of two parts: a thread and a reply. The thread is the student's 500–600 word response to the instructor's prompt and must be submitted no later than 11:59 p.m. (ET) Thursday evening of the module in which it is assigned. The 400–500 word reply is the student's response to another student's thread, and must be submitted no later than 11:59 p.m. (ET) Sunday evening of the module in which it is assigned. These discussion board activities are designed to allow students to discuss, articulate, analyze, and integrate the various aspects of marriage and family counseling as well as how faith can be integrated within the counseling. (Relates to the learning outcomes A through K).

Apart from topics from the primary text, Goldenberg & Goldenberg, brief counseling scenarios will be provided for ethical and legal consideration in two of the discussion board assignments. Each student will critique, analyze, and demonstrate ethical standards for practice for marriage and family counseling. The ACA, AACC, AAMFT and IAMFC will be examined and principles applied to the case. (Relates to learning outcomes B, E & G)

Two of the discussion boards will focus on Worthington's, Hope Focused Marriage Counseling text. Students will be able to process their readings with each other in a way that demonstrates critical thinking and methods of integrating spiritual elements into the marriage counseling process. (Relates to learning outcomes B, C, E & H)

C. Family Genogram Project

The student will use the GenoPro software and the McGoldrick text to prepare a family genogram of at least three generations of their family system for submission in Module/Week 6. The student will also write a 5-page, double-spaced, APA paper analyzing his/her genogram. Detailed instructions for this genogram project can be found in the Syllabus & Assignment Instructions folder (Relates to learning outcomes H, J & K).

D. Family Counseling Approach Research Paper

The student will write a research paper/formal literature review on one of the specific approaches to family counseling. The research portion of the paper must be at least 6 double-spaced pages, in APA format, and use a minimum of 12 scholarly references. This assignment should also include a personal integration section in which the student will integrate his/her own faith and family counseling approach. The personal integration section should be at least 4-pages in length and should maintain the same formatting as the research section. This assignment is due by the end of Module/Week 7. Detailed instructions for this paper can be found in the Syllabus & Assignment Instructions folder (Related to learning outcomes A, D, E & H)

E. Exams (4)

The student will take an open-book, open-note exam in Modules/Weeks 2, 4, 6, and 8. Each exam will consist of 50 multiple-choice questions and students will have a 90-minute time limit. These examinations will require students to synthesize, compare and contrast, and demonstrate graduate level integration of the materials covered in class and from the readings. (Related to learning outcomes A through I).

VI. COURSE GRADING AND POLICIES

A. Points

Group Discussion Board forums (6 at 50)	300
Family Genogram Project	150
Family Counseling Approach Research Paper	150
Exam 1 (Modules 1–2)	100
Exam 2 (Modules 3–4)	100
Exam 3 (Modules 5–6)	100
Exam 4 (Modules 7–8)	100
Total	1000

B. Scale

A = 940–1000 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 679 and below

C. Late Policy

Papers/projects:

1. 5% deduction per day.
2. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
3. Discussion Boards:

No Discussion Board posts accepted after DB has closed without prior permission of professor. Late posts will not be factored into DB grade.

If the professor grants students permission to submit posts after the DB has closed the following requirements apply:

- a. 5% deduction per day.
- b. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
- c. Professor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

Tests/Exams

- a. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.
- b. Students must take the exam during the assigned module. A 5 % deduction from the tests final grade will be assigned for each day the test is late.
- c. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

D. Dual Relationship & Limits of Confidentiality

The instructor is responsible to interact with counseling students in a supervisory capacity/role. As such, the instructor may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The instructor is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the instructor does not provide personal counseling addressing student personal problems. If a instructor perceives that a student is in need of personal or professional counseling then that instructor will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.

E. Correspondence

Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allow them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.

F. Disability Assistance

Students with a documented disability may contact the Liberty University Online Office of Disability Academic Support (ODAS) at luoodas@liberty.edu to make arrangements for academic accommodations.

VII. BIBLIOGRAPHY

Balswick, J. O., & Balswick, J. K. (2007) *The family: A Christian perspective on the contemporary home*. Grand Rapids, MI: Baker Book House. ISBN: 0801032490

Evans, J. & Evans, K. (2007). *Marriage on the rock*. Ventura, CA: Regal Books. ISBN: 0830742913

Kostenberger, A. J. (2004). *God, marriage, and family: Rebuilding the biblical foundation*. Wheaton, Ill: Crossway Books. ISBN: 1433503646

Napier, A., & Whitaker, A. (1978). *The family crucible: The intense experience of family therapy*. New York: Harper Perennial. ISBN: 0060914899

Papp, P. & Shirk, S.R. (1994). *The process of change*. New York: Guilford Press. ISBN: 9780898625011.

Worthington, E. (1993). *Marriage counseling: A Christian approach to counseling couples* (2nd ed.). Downers Grove, IL: Inter-Varsity Press. ISBN: 9780830817696.

Yarhouse, M. A. & Sells, J. N., (2008). *Family therapy: A comprehensive Christian appraisal*. Downers Grove, IL: Inter-Varsity Press. ISBN: 9780830828050

COURSE SCHEDULE

COUN 601

Textbooks: Goldenberg & Goldenberg, *Family Therapy* (2013).
McGoldrick et al., *Genograms* (2008).
Worthington, *Hope Focused Marriage Counseling* (2005).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Goldenberg & Goldenberg: chs. 1–2 Worthington: chs. 1–4 McGoldrick et al.: chs. 1–2 1 presentation	Course Requirements Checklist Class Introductions Group Discussion Board Forum 1	0 0 50
2	Goldenberg & Goldenberg: chs. 3–4 Worthington: chs. 5–8 McGoldrick et al.: chs 3–4 2 presentations 1 study guide	Group Discussion Board Forum 2 Exam 1	50 100
3	Goldenberg & Goldenberg: chs. 5, 7 Worthington: chs. 9–12 McGoldrick et al.: chs. 5–6 2 presentations	Group Discussion Board Forum 3	50
4	Goldenberg & Goldenberg: chs. 8–9 Worthington: chs. 13–16 McGoldrick et al.: chs. 7, 9 2 presentations 1 study guide	Group Discussion Board Forum 4 Exam 2	50 100
5	Goldenberg & Goldenberg: chs. 10–11 (pp. 302–321) 2 presentations	Group Discussion Board Forum 5	50
6	Goldenberg & Goldenberg: pp. 325– 334, ch. 12 1 study guide	Family Genogram Project Exam 3	150 100
7	Goldenberg & Goldenberg: chs. 13–14	Group Discussion Board Forum 6	50
8	Goldenberg & Goldenberg: chs. 6, 15 1 study guide	Family Counseling Approach Research Paper Exam 4	150 100
TOTAL			1000

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.