

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 AND FAMILY COUNSELING I

COURSE DESCRIPTION

This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding family and other systems theories, the structure and function of marriage, various aspects of the marital relationship and family systems, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage and family systemic models.

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 course is designed to equip counselor trainees for practice and to successfully complete the licensure exam.

COUN 601 is a required course in the 48- and 60-hour licensure programs and is intended to introduce the student to the concept and philosophy of marriage and family therapy. The student will be required to understand the systems philosophy and six major theoretical frameworks within the marriage and family therapy field. The student 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 course may be taken when offered.

Mission and Vision of the Center for Counseling & Family Studies

Liberty University seeks to change the world by graduating students of competence, character, and wisdom, who model a grace-filled community and engage the larger culture. As a community of scholars and professionals who embrace a broad Christian worldview we in the Center for Counseling and Family Studies are committed to developing therapists who are competent clinicians and professionals, able to evaluate and apply personal and professional values to the practice of psychotherapy, and respectful of individuals and families and the cultural contexts that shape them.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

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. Computer with basic audio/video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
- D. GenoPro Software

The student will need this software to complete his/her Family Genogram Project. A university license for free downloads has been purchased for the COUN 601 and COUN 504 student. The student will use the address below to download the software to his/her laptop or desktop computer:

[GenoPro Software](#)

Do not download the tree trial form the home page entrance to GenoPro, but use the .exe link found behind this blue hyperlink. This is a school license that has been purchased for all students taking this course.

GenoPro is a Windows platform software, but the student can run GenoPro on his/her Macintosh. However, the student will need special software. The minimal software requirements are Windows for Mac and Parallels or VMware Fusion. If the student has an old Mac, he/she can run GenoPro on Virtual PC. For complete directions on how to accomplish this, see the link below:

[GenoPro Software for Mac](#)

- E. The Holy Bible

IV. MEASURABLE LEARNING OUTCOMES

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

	MEASUREABLE LEARNING OUTCOME & CACREP STANDARD	Course/Experience – Evidence
A	Identify and describe the concepts, assumptions, philosophy, etiology, and research regarding marriage and family from a systems perspective. [II.G.5.e]	<ul style="list-style-type: none"> ● Reading (A) ● Exams (F) ● Discussion Boards (C) ● Paper (E)
B	Identify, describe, and differentiate marital, couple, and family theories including leading figures and historical developments	<ul style="list-style-type: none"> ● Attend/Participate (C) ● Reading (A)

	with consideration of biblical principles. [A5; MFT A.1., D5; II.G.5.e.]	<ul style="list-style-type: none"> ● Exams (F) ● Paper (E)
C	Describe and discuss knowledge of family development and transitions to identify normative characteristics and issues expressed by families as they progress through the family life cycle and integrate it with a biblical worldview. [A5; CACREP II.G.c., G.e., G.3.a]	<ul style="list-style-type: none"> ● Attend/Participate (C) ● Reading (A) ● Exams (F) ● Genogram (E) ● Discussion Boards (C)
D	Identify, evaluate, and analyze how family issues that impede optimal functioning of children, adolescents, and adults including crises/disasters, stressors, family violence, addictions, mental disorders, and divorce affect the family system with considerations of biblical principles. [E5; II.G.c., G.e., G.3.d]	<ul style="list-style-type: none"> ● Reading (A) ● Exams (F) ● Genogram (E) ● Discussion Boards (C) ● Paper (E)
E	Identify and describe socio-cultural (e.g., gender, religion, sexuality) factors and historical contexts as they relate to couples and family counseling practice. [A5, D5, II.G.c., G.5.e]	<ul style="list-style-type: none"> ● Attend/Participate (C) ● Reading (A) ● Exams (F) ● Genogram (D) ● Discussion Boards (C) ● Paper (E)
F	Demonstrate the ability to conceptualize and apply therapeutic strategies that are grounded in family theories and models to case studies and family situations. [C8; II.G.3.d., G.5.e]	<ul style="list-style-type: none"> ● Reading (A) ● Exams (F) ● Genogram (D) ● Discussion Boards (C)
G	Integrate family theories and models into a responsible and clinically sound theoretical orientation with consideration of biblical principles that can lead to couple and family advocacy. [A5, C8, D5; G.2.d., G.5.e.]	<ul style="list-style-type: none"> ● Discussion Boards (C) ● Genogram (D) ● Paper (E)
H	Identify preventive strategies for working with couples and families such as pre-marital counseling, parent education and relationship enhancement and understand the role of community resources in prevention and treatment. [C.1.; D5; .G.5.e.]	<ul style="list-style-type: none"> ● Reading (A) ● Discussion Boards (C) ● Exams (F)
I	Design an interview with a family member and generate a family genogram tracing multigenerational patterns of behavior, attitudes, and/or pathology. [G.4.d.]	<ul style="list-style-type: none"> ● Genogram (D)
J	Analyze and hypothesize family dynamics that have shaped the student and his/her family system using a genogram. [E.2.; G.4.d.]	<ul style="list-style-type: none"> ● Genogram (D)

K	Attribute and demonstrate the ability to apply appropriate ethical and legal standards related to marriage, couple, and/or family counseling as established in the ethical codes of ACA, AACC, AAMFT, and IAMFC. [A.2.; K.3.e.]	<ul style="list-style-type: none"> ● Reading (A) ● Exams (F) ● Discussion Boards (C)
L	Articulate aspects of various professional organizations, standards of practice, credentialing, licensure, and settings in the field of marriage and family counseling. [A.3., A.4.]	<ul style="list-style-type: none"> ● Exams (F) ● Discussion Boards (C)

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations (MLO: A, B, C, D, E, F, H, K) See Appendix A.

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Group Discussion Board Forums (6)

For this collaborative discussion board, the instructor will place the student into a group at the beginning of the course. Each group will be assigned based on alphabetically listed last names. The student will complete 6 Group Discussion Board Forums throughout this course. The student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 500 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 1 classmate's thread. Each reply must be at least 400 words. Each reply must cite at least 1 source. These discussion board activities are designed to allow the student to discuss, articulate, analyze, and integrate the various aspects of marriage and family counseling as well as learn how faith can be integrated within counseling (MLO: A, C, D, F, G, H, K, L). See Appendix B.

D. Family Genogram Project

The student will use the GenoPro software and the McGoldrick et al. textbook to prepare a family genogram of at least 3 generations of his/her family system. The student will also write a 5-page paper in current APA format analyzing his/her genogram (MLO: C, D, E, F, G, I, L). See Appendix C.

E. Family Counseling Approach Research Paper

The student will write a research paper/formal literature review on 1 of the specific approaches to family counseling. The research portion of the paper must be at least 6 pages in current APA format and must use a minimum of 12 scholarly references. This assignment must also include a personal integration section in which the student will integrate his/her own faith and family counseling approach. The personal integration section must be at least 4 pages and must

maintain the same formatting as the research section (MLO: A, B, D, E, G). See Appendix D.

F. Exams (4)

Each exam will cover the Reading & Study material for the assigned modules/weeks. These exams will require the student to synthesize, compare and contrast, and demonstrate graduate-level integration of the materials covered in the course. Each exam will be open-book/open-notes, consist of 50 multiple-choice questions, and have a 1-hour and 30-minute time limit (MLO: A, B, C, D, E, F, H, K, L). See Appendix E.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Group Discussion Board Forums (6 at 50 pts ea)	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	1010

B. Scale

A = 940–1010 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 = 0–679

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Tests/Exams

1. 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 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

E. Dual Relationship

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

F. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of 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 online dean. The incident and action taken will become part of the student's permanent record.

G. Notice of Non-Discrimination

Liberty University does not engage in unlawful discrimination or harassment because of race, color, ancestry, religion, age, sex, national origin, pregnancy or childbirth, disability or military veteran status in its educational programs and activities. Liberty University maintains its Christian character and reserves its right to discriminate on the basis of religion to the extent that applicable law respects its right to act in furtherance of its religious objectives. The following persons have been designated to coordinate Liberty University's compliance with certain anti-discrimination laws: Coordinator of LU Online Disability Academic Support at (434) 592-5417 or luoodas@liberty.edu; Director of Disability Academic Support (Residential) at (434) 582-2159 or odas@liberty.edu; Title IX Coordinator at (434) 582-8948 or TitleIX@liberty.edu.

H. 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. Further information can be found at www.liberty.edu/disabilitysupport.

VII. BIBLIOGRAPHY

- Balswick, J. O., & Balswick, J. K. (2007) *The family: A Christian perspective on the contemporary home* (3rd ed.). Grand Rapids, MI: Baker Academic. ISBN: 9780801032493.
- Evans, J., & Evans, K. (2007). *Marriage on the rock: God's design for your dream marriage*. Ventura, CA: Regal Books. ISBN: 9780830742912.
- Kostenberger, A. J., & Jones, D. W. (2004). *God, marriage, and family: Rebuilding the biblical foundation*. Wheaton, IL: Crossway Books. ISBN: 9781581345803.
- Napier, A., & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. New York, NY: Harper Perennial. ISBN: 9780060145682.
- Papp, P. (1994). *The process of change*. New York, NY: Guilford Press. ISBN: 9780898625011.
- Worthington, E. (1993). *Marriage counseling: A Christian approach to counseling couples* (2nd ed.). Downers Grove, IL: InterVarsity Press. ISBN: 9780830817696.
- Yarhouse, M. A. & Sells, J. N., (2008). *Family therapy: A comprehensive Christian appraisal*. Downers Grove, IL: InterVarsity Press. ISBN: 9780830828050.

COURSE SCHEDULE

COUN 601

Textbooks: Goldenberg et al., *Family Therapy: An Overview* (2016).

McGoldrick et al., *Genograms: Assessment and Intervention* (2008).

Ripley & Worthington, *Couple Therapy: A New Hope-focused Approach* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Goldenberg et al.: chs. 1–2 McGoldrick et al.: chs. 1–2 Ripley & Worthington: chs. 1–4 2 presentations	Course Requirements Checklist Class Introductions Group DB Forum 1	10 0 50
2	Goldenberg et al.: chs. 3–4 McGoldrick et al.: chs. 3–4 Ripley & Worthington: chs. 5–7 1 presentation 1 study guide	Group DB Forum 2 Exam 1	50 100
3	Goldenberg et al.: chs. 5, 7 McGoldrick et al.: chs. 5–6 Ripley & Worthington: chs. 8–16 2 presentations 4 websites	Group DB Forum 3	50
4	Goldenberg et al.: chs. 8–9 McGoldrick et al.: chs. 7, 9 Ripley & Worthington: chs. 17–22 2 presentations 1 study guide	Group DB Forum 4 Exam 2	50 100
5	Goldenberg et al.: chs. 10–11 (pp. 283–301) Ripley & Worthington: chs. 23–27 1 presentation	Family Genogram Project	150
6	Goldenberg et al.: pp. 305–313, ch. 12 Ripley & Worthington: chs. 28–30 1 presentation 1 study guide 4 websites	Group DB Forum 5 Exam 3	50 100

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
7	Goldenberg et al.: chs. 13–14 1 presentation	Family Counseling Approach Research Paper	150
8	Goldenberg et al.: chs. 6, 15 1 presentation 1 study guide	Group DB Forum 6 Exam 4	50 100
TOTAL			1010

Group DB = Group Discussion Board

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