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CO 670 Marriage and Family Therapy

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 Enrollment: 35

CO 670 Marriage and Family Therapy
 Wednesday – 1:00-3:45 pm
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 Office hours: T, 8:30-9:30am; W, 10:30-Noon,
 and by special appointment

CO 670: Marriage and Family Therapy
 Final Version – 01/28/08

Family systems theory provides a course framework for exploring marital and familial issues. Special emphasis is given to the role of the counselor. Procedures and techniques for both preventative and remedial interventions are investigated.

This course will introduce the basic concepts in marriage and family therapy to you, and equip you with basic systemic counseling skills. We will give special emphasis to theological and biblical foundations for marriage and family processes. To quote Clark Pinnock: “Theologians and scientists both exegete God’s world, which we have been given to study and appreciate.” (Flame of Love, p. 65) The particular part of God’s world that we want to exegete is the world of family relationships. To that end, we will be focusing on the relational truths of Scripture and the relational reality of marriages and families. Family systems theory, or systemic thinking, will give us valuable tools for this “exegesis.”

COURSE GOALS

By the end of this course you will be able to...

1. . . . conceptualize theological and biblical foundations for marriage and family life.
2. . . . identify key family systems concepts.
3. . . . analyze marital and family dynamics.
4. . . . apply intervention strategies to dysfunctional relationships.
5. . . . evaluate the meaning of family systems concepts for your own setting.

REQUIRED TEXTS

Friedman, E. (1985). *Generation to Generation*. New York: Guilford Press.

Gottman, J. M. & Silver, N. (1999) *The Seven Principles for Making Marriage Work*. New York: Three Rivers Press.

Guerin, P.J., Jr., Forgarty, T. F., Fay, L.F., Kautto, J. G. (1996). *Working with Relationship Triangles*. New York: Guilford Press.

McGoldrick, M. et al. (1999). *Genograms in Family Assessment* (3rd Ed.). New York: Norton.

Stanley, S., et al. (1998). *The Lasting Promise*. Jossey-Bass. ISBN: 0-7879-3983-8

REQUIRED ARTICLES

Affairs

Gordon, K. C., Baucom, D. H., & Snyder, D. K. (2005). Treating couples recovering from infidelity: An integrative approach. *Journal of Clinical Psychology, 61*, 1393-1405. **See Academic Search Premier.**

Pittman, F. S., & Wagers, T. P. (2005). Teaching fidelity. *Journal of Clinical Psychology, 61*, 1407-1419. **See Academic Search Premier.**

Snyder, D. K. & Doss, B. D. (2005). Treating infidelity: Clinical and ethical directions. *Journal of Clinical Psychology, 61*, 1453-1465. **See Academic Search Premier.**

Divorce

Westberg, H., Nelson, T. S., & Piercy, K. W. (2002). Disclosure of divorce plans to children: What the children have to say. *Contemporary Family Therapy, 24*(4), 525-542. **See Academic Search Premier.**

Baum, N. (2004). On helping divorced men to mourn their losses. *American Journal of Psychotherapy, 58*(2), 174-185. **See Academic Search Premier.**

Stepfamilies

Bray, J. H. & Harvey, D. M. (1995). Adolescents in stepfamilies: Developmental family interventions. *Psychotherapy, 32*(1), 122-130.

Deal, R. (2007, Oct.). Redeeming the remarried. *Christianity Today, 51*(10), 30-33.

Visher, E. B. (1994). Lessons from remarried families. *American Journal of Family Therapy, 22*(4), 327-336. **See Academic Search Premier.**

Visher, J. (1994). Stepfamilies: A work in progress. *The American Journal of Family Therapy, 22*(4), 337-344. **See Academic Search Premier**

Recommended Reading

Instone-Brewer, D. (2003). *Divorce and remarriage in the Church: Biblical solutions for pastoral realities*. Downers Grove, IL: InterVarsity Press.

Pinnock, C. (1996). *Flame of love*. Downers Grove, IL: InterVarsity Press.

Schnarch, D. (1997). *Passionate marriage*. New York: Norton.

Thompson, D. T. (1996). Women, men, slaves, and the Bible: Hermeneutical inquiries. *Christian Scholars Review, 25*(3), 326-349.

All handouts and powerpoint presentations will be uploaded week by week to MOODLE. Print out the materials that you find here prior to class each week.

Course Requirements
See course calendar for due dates.

1. Individual Genogram Analysis. [25%]

Goals: 1, 2, 3, 4, 5

The Individual Genogram Analysis provides you with an opportunity to demonstrate your ability to analyze a three-generational family along several dimensions significant to family life.

- a. **Construct your family's basic three-generation genogram.** [Ex. M, G, & S, pg. 23-26, 192]. If married or engaged, you do not need to do your partner's genogram. However, if you have children, you should expand your genogram to four generations (your children, you, your parents, your grandparents).
- b. **Create your family's pattern of functioning.** You may want to photo copy the basic genogram and then add the symbols [Ex. M, G, & S, pg. 26-32, 192]
- c. **Written analysis:**

Your written analysis should address the following areas:

- Differentiation of self: Thoroughly define the concept of "differentiation of self." Discuss differentiation of self in relationship to one member of your family.
- Triangles: Select a triangle in your family. Choose **one** of the laws of triangles that Friedman discusses (p. 36-39). Thoroughly define the law in your own words and clearly describe how your family triangle exemplifies this law. **Then** clearly analyze this triangle in terms of structure, movement, process and function (Guerin, et al.). You must clearly label the description that deals with each of these four variables.
- Select **one** law of family life (Friedman, Chapter 2). Identify and describe the application of these two laws in your family. Be sure you not only name the law but also summarize what it means in a sentence or two. Then provide an adequate narration of how your family exemplifies this law.
- Insights: What new insights about yourself and your family have emerged as you worked on this assignment?

2. Midterm & Final Exam [combined 40%] Course goals: 1, 2, 3, 4

3. Research Paper [35%]

Course goals: 2, 3, 4

Suggested Topics: Affairs; Divorce; Stepfamily; Pre-marital counseling/Marriage enrichment; Parenting. Clear any other topics with me before you begin your research.

Grading Practices & Policies

I adhere to the grading criteria found in the current copy of the seminary catalog. Asbury Seminary defines grades using the following criteria:

- A= Exceptional work: outstanding or surpassing achievement of course objectives
- B= Good work: strong, significant achievement of course objectives
- C= Acceptable work: essential achievement of course objectives

D= Marginal work: minimal or inadequate achievement of course objectives

F= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (–) indicates positions between categories (for example, B+ = very good; C– = slightly below acceptable, etc.).

When all is said and done and all the grades are averaged together, here is the final scale of measurement:

100-96 = A	90-87 = B+	80-77 = C+	70-67 = D+
95-91 = A-	86-84 = B	76-74 = C	66-64 = D
	83-81 = B-	73-71 = C-	63-61 = D-
			60 and below = F

Grading Process

The Asbury Seminary School of Theology faculty has adopted the following standards for faculty grading of papers:

- ◆ Timely feedback: For assessment of student work during the course of the academic term, the expectation of “timely” feedback is met when students have their work marked, graded, and returned within one week of its submission for classes of 35 or less...Moreover, when assignment “B” builds on assignment “A,” assignment “A” should be returned before assignment “B” falls due. Longer assignments are often due at the end of the term, and are not subject to this definition.
- ◆ Substantive feedback: For assessments of student work during the course of the academic term, the expectation of “substantive” feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Grading Rubrics

If you review the rubric carefully before you begin your assignment then you will know the standards that I am setting to evaluate your work.

Late Assignments and Papers

A paper or assignment that is late *without prior permission from the instructor* receives a grade but no written comments. Late papers automatically receive a 1/3 grade reduction.

Incomplete Policy

All course work must be submitted by the close of the semester. A grade of "I" denotes course work has not been completed due to an **unavoidable emergency**, which does **not** include failure to turn in course work or attending to church work or other employment. A request for an incomplete requires not only my approval, but also the approval of the Registrar. See the current Asbury Seminary Catalog for additional information.

Gender Inclusive Language

Gender inclusive language is required for all papers when referring to humanity (i.e, humanity sinned, not just man; Jesus died for humankind, not just mankind.). Refer to the 5th edition of the APA Publication Manual for guidance on gender inclusive language for humanity. **Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.**

ONLINE SECTION DESCRIPTIONS AND COMMUNICATION GUIDELINES

Class communication is accomplished with the open-source Moodle platform, accessed using a web browser (Firefox is preferred). Log into <http://virtual.asburyseminary.edu> and you will see this course listed to the left. The following are functions with which you should familiarize yourself:

1. The Course Information Center, in the center of your screen, contains many features to be used throughout the semester, including:
 - a) Course News and Announcements, where I will post items important for the entire class;
 - b) Syllabus, where a copy of the syllabus is provided;
 - c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately;
 - d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
 - e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
 - f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.
2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.
3. Resources, a section located on the left side, provides links to items you will want to use often in the semester.

Bibliography

- Brown, J. H. & Brown, C. S. (2001). *Marital therapy: Concepts and skills for effective practice*. Pacific Coast, CA: Brooks/Cole.
- Dinkmeyer, D., McKay, G., & McKay, J. *New beginnings: Skills for single parents and stepfamily Parents*. Champaign, IL: Research Press. ISBN: 0-87822-286-3
- Gottman, J. (1994). *Why marriages succeed or fail*. New York: Simon & Schuster.
- Hargrave, T. D. (2000). *The essential humility of marriage*. Phoenix, AZ: Zeig, Tucker, & Theisen, Inc. ISBN: 1-891944-36-3
- Jacobson, N. & Gottman, J. (1998). *When men batter women: New Insights into ending abusive relationships*. New York: Simon & Schuster.
- Kroeger, C. C., & Beck, J. R. (1996). *Women, abuse, and the Bible: How scripture can be used to hurt or heal*. Grand Rapids, MI: Baker Books.
- Papernow, P. L. (1993). *Becoming a stepfamily: Patterns of development in remarried families*. Jossey Bass.
- Stanley, S. (1998). *The heart of commitment*. Nashville, TN: Thomas Nelson.
- Visher, E.B. & Visher, J. S. (1996). *Therapy with stepfamilies*. New York: Brunner/Mazel.
- Weeks, G. R., & Odell, M. (2005). *If only I had known: Avoiding common mistakes in couples therapy*. New York: Norton.
- Worthington, E. L. (1989). *Marriage Counseling*. Downers Grove, IL: InterVarsity Press.