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CO 670 Marriage and Family Therapy

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 Enrollment: 35

CO 670 Marriage and Family Therapy
 Wednesday – 2:30-5:15 pm
 Toddy_Holeman@asburyseminary.edu
 Office hours: Tues, 2:30-3:30 p.m.;
 Wed, 1:15-2:15 p.m.; Thurs, 10-11 a.m.

CO 670: Marriage and Family Therapy
Final draft August 3, 2005

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 [that's systemic not systematic]. 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

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

Holeman, V. T. (2004). Reconcilable differences: Hope and healing for troubled marriages. Downers Grove, IL: InterVarsity Press.

McGoldrick, M. & Gerson, R., & Shellenberger, S. (1999). Genograms in Family Assessment (2nd Ed.). New York: Norton.

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

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

Worthington, E. L. (1999). Hope-focused Marriage Counseling: A Guide to Brief Therapy. Downers Grove, IL: InterVarsity Press.

Required Reading -- Electronic

You will need to have your ATS First Class Client account (ATS e-mail platform) up and running. Open First Class Client. On your Desktop, you will find a folder entitled "CO670." Open this folder. Next open the icon labeled "Course Center." Finally, open the folder, "Supplemental Readings." The documents are usually listed by title.

Thompson, D. T. (1996). Women, Men, Slaves, and the Bible: Hermeneutical Inquiries. Christian Scholars Review, 25(3), 326-349.

Recommended [but not required] Reading

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

Use of Course Icon on Your Desktop

You will need your Asbury Seminary First Class Client e-mail account for this course. If you do not have an account, please open one immediately through the Information Commons in the BL Fisher Library.

Open your First Class Client account at the **beginning of the semester**. On the first day of the Fall semester, you will locate the icon labeled **CO670(Fa05)** on your Desktop. Double click on the icon. Now you will notice a series of folders. Double click on the icon labeled "**Course Center**". All handouts and powerpoint presentations will be uploaded week by week to the course center. Print out the materials that you find here prior to class each week.

Course Requirements

1. Mid-term Examination [30%] Oct. 19, 2005

Goals 1, 2, 3

On Oct. 19, 2005 an in-class, objective and short-answer examination will be administered. Material from Sept. 7 through Oct. 6 will be covered on the exam.

2. Individual Genogram Analysis. [30%] Due Nov. 16, 2005

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. See the Genogram Grading Rubric in your course packet for details about this assignment.

- 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, 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:

- Theology: Discuss your theology of marriage. Compare and contrast your current thinking with the class presentations and readings. Describe the implicit messages from your family [of origin or marital family] that would be indicative of how your family embodied its theology of marriage.
- Differentiation of self: Define differentiation of self. Discuss two examples of differentiation from your family. One example should be with a lower level of differentiation and the other with a higher level of differentiation.
- Triangles: Select a triangle in your family. Choose **one** of the law of triangles that we discussed in class. triangle exemplifies each law. **Then** clearly analyze this triangle in terms of structure, movement, process and function (Guerin, et al.).
- Select **one** law of family life (Friedman). Clearly define each law in your own words **and** provide an adequate narration of how your family exemplifies this law.
- Significant life events. Identify at least one life event that shaped your family. How did this event influence your family's enactment of triangles and differentiation of self.
- Insights: What new insights about yourself and your family have emerged as you worked on this assignment?

3. Counseling practice and reflection paper. [10%]

Reflection paper due on Dec. 7, 2005

Course goals: 4, 5

During the second half of the semester you will practice specific couples counseling techniques that I have noted on the weekly schedule. You will need to recruit a practice couple. This may not be class members. Your three sample sessions should not last longer than 30-45 minutes per session. You will practice teaching the Speaker-Listener Technique, the Problem-Solving Technique and Couples Forgiveness Exercise. Conduct the techniques in the order noted above and do not combine any two techniques in any one session.

On Dec. 7, you will bring a 3 page reflection paper to class. Your paper should answer one question: How does the text material from our course help you to better understand the interactions of your couple? Your paper should NOT be a rehearsal of what happened during each session. Submit a copy of the feedback form **for each technique** that your clients' completed with your reflection paper.

4. Case Study [30%] Due on Dec. 14 by NOON.

A final case study will be open-book essay exam. All case studies must be typed, double spaced. Case studies may be submitted to the Office of Counseling and Pastoral Care no later than 12 Noon on Dec. 14, or may be submitted electronically to the Course Icon Office no later than 12 Noon on Dec. 14.

Grading Practices & Policies

I will adhere to the grading criteria on page 29 of the 2004-2006 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
95-90	=	A-
90-87	=	B+
86-84	=	B
83-81	=	B-
80-77	=	C+
76-74	=	C
73-71	=	C-
70-67	=	D+
66-64	=	D
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

A grading rubric will accompany every assignment that I grade. 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. Rubrics will be uploaded into the Course Center.

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 for each week late. No late counseling reflection papers or final examinations will be accepted.

Incomplete Policy

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 Dean of the School of Theology. See the Asbury Seminary Catalog 2004-2006, page 29, for further clarification.

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.). Papers that fail to use gender-inclusive language will incur a 1/3 grade reduction.

Tentative Weekly Schedule

WEEK DATE	TOPIC	Required READING	Counsel Practice	Assignment
1 Sept 7	Introduction to Systemic Thinking	Schnarch Ch 1, 2, 4, 5,		
2 Sept 14	Intro con't & Family of Origin Influences	Holeman, 5 Schnarch 6, 11-14 Guerin 10		What's Eating Gilbert Grape
3 Sept 21	Biblical and Theological Foundations	Thomson, Holeman, 2, Stanley 1, 14		
4 Sept 28	Working with Triangles	Guerin 1 through 5, 13 Schnarch (pp. 170-174)		
5 Oct 5	Working with Triangles, II	Guerin 6 through 12		Only the Lonely
6 Oct 12	Intro to Marriage Counseling	Worthington 1 through 4 Stanley 2 & 5		Prep Video #1
7 Oct 19	Mid-Term Exam			
8 Oct 26	Genograms	McGoldrick et al. text	Genograms	
9 Nov 2	Communication	Worthington, 10 Holeman 8; Stanley, 3	Speaker-Listener Technique	
10 Nov 9	Conflict Resolution	Worthington, 11 Stanley, 4	Problem-Solving Technique	
11 Nov 16	Confession & Forgiveness	Worthington, 9; Holeman, 6, 7 Stanley, 8-10	Couples Forgiveness Technique	Genograms Due today
12 Nov 23	Reading Week			
13 Nov 30	Values & Vision in Marriage	Worthington, 5-8; Stanley 6, 7 Holeman 3, 4	Worthington Ch. 7	
14 Dec 7	Changing Cognitions & Cementing Commitment	Worthington 12, 14, 15; Stanley 11-13 Holeman 9		Counseling Reflection Papers Due today
15 Dec 14	Final Exam: Dec. 14			

Bibliography

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- Collins, G. (1995). Family Shock: Keeping Families Strong in the Midst of Earthshaking Change. Wheaton, IL: Tyndale House.
- Dinkmeyer, D., McKay, G., & McKay, J. New Beginnings: Skills for Single Parents & Stepfamily Parents. Champaign, IL: Research Press. ISBN: 0-87822-286-3
- Gottman, J. (1994). Why Marriages Succeed or Fail. New York: Simon & Schuster.
- Gottman, J. & Silver, N. (1999). The Seven Principles for Making Marriage Work. New York: Random House. ISBN: 0-609-80579-7
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- 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.
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