CO 670 Marriage and Family Counseling

Virginia Todd Holeman


Course: CO670 W1 (SP 2009)
Title: Marriage and Family Counseling

Hours: 3.00
Published: Yes, on 10/07/2008

Prerequisites:

- CO601
- or -
- PC510

Department: Counseling
Faculty: Dr. Toddy Holeman

Email: toddy.holeman@asburyseminary.edu
Office: SH
SPO: 795

Meetings:

During 02/09/2009 to 05/22/2009 on Wednesday from 1:00p to 3:45p in SH408.

Maximum Registration: 30

Catalog Description: 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. Enrollment is limited to M.A. Counseling students. Others may be admitted by permission of the professor.

Objectives:

Course Handbook
Virginia Todd Holeman, Ph.D.  
Office: 412 Stanger Hall
Office: 859-858-2212
Enrollment: 35

C0 670 Marriage and Family Therapy
Wednesday-- 1:00-3:45 pm
Toddy_Holeman@asburyseminary.edu
Office hours: T, Th 2:30-4:00 pm, and by special appointment
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**


**REQUIRED ARTICLES**

**Affairs**


**Divorce**

children have to say. *Contemporary Family Therapy, 24*(4), 525-542. See Academic Search Premier.


**Stepfamilies**


**Recommended Reading**


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

**Course Requirements**

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 photocopy 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
2. Midterm & Final Exam [combined 50%]  Course goals: 1, 2, 3, 4

   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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-96</td>
</tr>
<tr>
<td>A-</td>
<td>95-91</td>
</tr>
<tr>
<td>B+</td>
<td>90-87</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-81</td>
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<tr>
<td>C+</td>
<td>80-77</td>
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<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-71</td>
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<tr>
<td>D+</td>
<td>70-67</td>
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<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-61</td>
</tr>
<tr>
<td>F</td>
<td>60 and below</td>
</tr>
</tbody>
</table>

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 for each day late.

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


