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## CO 670 Marriage and Family Counseling

Javier Sierra

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## Syllabus

**Course:** CO670 O1 (SP 2009)

**Title:** Marriage and Family Counseling

**Hours:** 3.00

**Published:** Yes, on 11/05/2008

**Prerequisites:**

CO601

- or -

PC510

**Department:** Counseling

**Faculty:** Dr. Javier Sierra



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Office: FC

SPO:

### **Meetings:**

During 02/09/2009 to 05/22/2009 on Tuesday from 6:15p to 9:00p in EXLEXL.

**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:**

At the end of this course, students should be able to:

1. conceptualize theological and biblical foundations for marriage and family life;
2. recognize fundamental family systems concepts and interventions;
3. identify and analyze marital and family dynamics;
4. learn how to apply intervention strategies to dysfunctional relationships

## **Required Texts:**

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. & Gerson, R., & Petry, S. (2008). *Genograms: Assessment and Intervention*. (3rd Ed.). New York: Norton.

Stanley, S., Trathen, D., McCain, S., & Bryan, M. (1998). *The Lasting Promise: A Christian guide to fighting for your marriage*. San Francisco: Jossey-Bass Publishers.

Required Articles:

For April 29, (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.**

For May 6, (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.**

For May 13, (Stepfamilies)

Adler-Baeder, F. & Higginbotham, B. (2004). Implications for remarriage and stepfamily formation for marriage education. *Family Relations*, 53, 448-458. **See PsychINFO.**

Pasley, I., Dollahite, D. C., & Ihinger-Tallman, M. (1993). Bridging the gap: Clinical implications of research findings on the spouse and stepparent roles in remarriage. *Family Relations*, 42, 315-322. **See PsychINFO.**

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

## Recommended Texts:

Instone-Brewer, D. (2002). *Divorce and remarriage in the Bible: The social and literary context*. Grand Rapids, MI: William B. Eerdmans.

House, W. H. (Ed.). (1990). *Divorce and Remarriage: Four Christian views*. 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

## Course Requirements:

### 1. Participation

You are expected to attend all classes and actively participate in all class related activities and discussions. If you miss 3 or more class sessions, you will not receive a passing grade. Poor participation will hurt your grade.

### 2. Individual Genogram Analysis. [25%] Due April 14

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.

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). 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] 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?

### 3. Best Practices Paper [35%]

"Best Practices Paper" is a collection of books, articles, or resources that represents a variety of ways to work with a particular issue. Topics: Affairs; Divorce; Stepfamily; Pre-marital counseling/Marriage enrichment; Parenting. Due dates for papers & in-class presentation:

April 28 --- affairs& premarital counseling/marital enrichment

May 5 --- divorce & parenting

May 12 --- stepfamilies

Sections of your paper include:

Treatment Overview: Develop a five-page summary of the salient treatment issues that are associated with your topic. This is similar to your classic research paper.

Book Reviews: 1 Secular: You will present a summary of the treatment protocol from 1 secular book that deals with your topic. This summary should be an outline of "how" to treat the problem. This may not be a photocopy from the book. 1

Christian: You will present a summary of treatment protocol from 1 book written from a Christian perspective. This summary should include a discussion of the Christian issues present in this problem and also include an outline of "how" to treat the problem. This may not be a photocopy from the book. (Textbooks for the class are not acceptable)

Web Resources: What websites contribute to helping counselors deal with this problem area? You will describe the content of 4 websites that you have reviewed that will help counselors or clients learn more about this problem area.

In-Class Presentation: On your due date, you will upload your Best Practices Paper to the Course Discussion Center. In addition, you will work collaboratively with the other students who researched the same topic as you studied to present to the class a 30-minute section that gives the "highlights of the best" from your collective work. As the groups will be comprised of 2-3 students, it is necessary for everyone to have a speaking part during the presentation.

### 4. Mid-Term and Final examination 40 % Combined

The mid-term exam will cover all material from the first week of class. The final exam will cover the second half of the material presented in class. Both exams may include multiple-choice, matching, short answer, and essay questions.

## Evaluation:

Attendance is required and essential for understanding and processing the material. Any absence or missed work due to an excused absence should be discussed with the instructor.

Each student is expected to complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assigned readings. Informed participation is expected and considered in your final grade.

Written Papers should follow the following guidelines:

All papers should have your name and your SPO number on them.

All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin.

As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted electronically by the due date. Although late papers will be accepted, they will not receive written comments and will receive lower grades.

Because of the nature of this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated as such.

Regarding incomplete work, a grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

**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 lan-guage for humanity. Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.

**Feedback on assignments will be timely and substantive:**

**Timely:** For assessments 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; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment "B" builds on assign-ment "A," assignment "A" should be returned before assignment "B" falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

**Substantive:** 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 per-formance in subsequent work.

Students are expected to follow college policy with regards to issues of academic dis-honesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any con-firmed incident of cheating is grounds for failure in this course. Cheating includes pass-ing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s).

Exchange of papers, questions and all other written information related to the course would be managed through the course's webpage in Moodle. The following informa-tion can help you find support for any technical questions you may have related to the use of that resource.

**Virtual Support Contact Information:**

For technical support, library research support, library loans, and Virtual media con-tact Information Commons:

Info\_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Virtual program, contact Dale Hale:

ExL\_Office@asburyseminary.edu Phone: (859) 858-2393

#### Accessing Information Commons Materials

##### 1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>

##### 2. Materials Requests:

a. To search the library catalog for available materials, click here:

<http://www.asburyseminary.edu/information/index.htm>

b. Virtual Students may request books, photocopies or emailed attachments of jour-nal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50-mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

##### 3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for re-search assistance including help determining the best sources to use for a paper, find-ing book reviews, or research questions about using the online databases or any other library materials.

##### 4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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##### Grading Rubrics:

If you review the rubric carefully before you begin your assignment then you will know the standards to evaluate your work. Rubrics will be uploaded into the Course Cen-ter.

##### Course grading:

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:

A	94+	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	below 60

## Class Schedule:

Date	Content	Readings
Feb. 10	Introduction; Theoretical Foundations	Friedman, Chapters 1-2
Feb. 17	Basics	Friedman, Chapters 3, 4, 7, & 9
Feb. 24	Triangles	Guerin, chapters 1 - 5; Friedman, pp. 35 - 39
March 3	Triangles	Guerin, chapter 6 - 10
March 10	Genograms	McGoldrick, chapters 1 - 8; Friedman, chapters 6, 11 & 12
March 17	Theology	Friedman, chapters 8, 10; Stanley, chapters 1, 14
March 24	Mid-Term Exam; Marriage Principles	Gottman, chapters 1 - 5
March 31	Reading Week	
April 7	Marriage Principles	Gottman, chapters 6 - 11
April 14	Marital Interventions	Stanley, chapters 2 - 5
April 21	More Marital Interventions	Stanley, chapters 6 - 10
April 28	Affairs	3 Articles
May 5	Divorce	2 Articles
May 12	Step Families	2 Articles
May 19	Final Exam	