



**MAC 601 Marriage and Family Counseling**  
**Fall 2019**  
**Mondays 7:30-10:15pm**  
**September 9 – December 9 (no class October 21 or November 25)**  
**3 credit hours**

Professor: Nicole L. Hall LPCC-S (OH), CTT  
Office Hours: Mondays 11-2; Wednesdays 11-2; or by appointment  
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*Missio Seminary exists to produce Christian leaders- men and women who incarnate the story of Jesus with humility and authenticity and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture.*

### **GRADUATE SCHOOL OF COUNSELING MISSION**

The mission of the MAC program is to prepare Christian counselors for professional and pastoral ministry who love people in all their God-given diversity and who skillfully apply the grace & truth of the Gospel and the insights of science & culture first to their own lives and then to the lives of those whom they counsel.

### **COURSE DESCRIPTION**

This course will focus on the theories and practices of marriage and family counseling from a Christian perspective. Students will be encouraged to think through the major causes of marriage and family problems and how to skillfully address these issues in the counseling context.

### **PERSONAL NOTE FROM THE PROFESSOR**

I have personally found clinical work with families and couples to be both challenging and fulfilling! The element I like best about this work, as compared with individual treatment, is the dynamic and synergistic nature of what happens when we put two or more people from the same family in a room together! Just like when learning to drive a car there are many gauges to watch, so it is with family and couples treatment. It can be overwhelming at first! I hope this course will help you explore the various approaches to marriage and family counseling and give you some basic skills in working with these systems.

### **COURSE OBJECTIVES**

As a result of this course the student will be able to:

- 1) Understand the theories of family development across the lifespan (F.3.a.)
  - a. Assessed through two quizzes and discussion board posts

- b. Assessed through in-classroom discussions
- 2) Identify and reflect upon the systemic and environmental factors that affect human development, functioning, and behavior (F.3.f.)
  - a. Assessed through Couple Interview assignment and discussion board post
  - b. Assessed through in-classroom discussions
- 3) Understand and assess the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. (F. 3. g.)
  - a. Assessed through discussion board post
  - b. Assessed through in-classroom discussions
- 4) Understand and implement developmentally relevant counseling treatment or intervention plans. (F. 5. h.)
  - a. Assessed through 'Family Technique Presentation' assignment and discussion board posts
  - b. Assessed through in-classroom discussions

**Required Texts:**

- Yarhouse, M.A. & Sells, J.N. (2017) *Family therapies: A comprehensive Christian appraisal*. 2<sup>nd</sup> ed. InterVarsity Press, Downers Grove, IL.
- Gottman, J.S. & John M. Gottman. (2015). *10 Principles for doing effective couples therapy*. W.W. Norton & Company, New York, NY.

**Required Readings:**

- Blanton, P.G. (2004). Opening space for dialogue between postmodern therapists and evangelical couples. *The Family Journal: Counseling and Therapy for couples and families*. 12, 4. 375-382. DOI: 10.1177/1066480704267396
- Duba, J.D., Graham, M.A., Britzman, M., Minatrea, N. (2009). Introducing the "basic needs genogram" in reality therapy-based marriage and family counseling. *International Journal of Reality Therapy*, 28, 2. 15-19.
- Finchman, F.D., Stanley, S.M., Beach, S.R.H. (2007). Transformative Processes in Marriage: An Analysis of Emerging Trends. *Journal of Marriage and Family*, 69. 275–292.
- Johnson, S. M., Hunsley, J., Greenberg, L., Schindler, D. (2009). Emotionally Focused Couples Therapy: Status and Challenges. *American Psychological Association*, 12, 67-79.

**Recommended Readings:**

- Bonnell, K. (2017). *The co-parenting handbook: Raising well-adjusted and resilient kids from little ones to young adults through divorce and separation*. Sasquatch Books, Seattle, WA.
- Gottman, J. (2000). *The seven principles for making marriage work*. Three Rivers Press, New York, NY.
- Johnson, S.M. (2004). *The practice of emotionally focused couple therapy 2<sup>nd</sup> ed.* Taylor & Francis, New York, NY.
- Kallos-Lilly, V. & Fitzgerald, J. (2015). *An emotionally focused workbook for couples*. Routledge, New York, NY.

King, P. K. (2017). Tools for effective therapy with children and families: A solution-focused approach. Routledge, New York, NY.

Lowenstein, L. (2010). Creative Family Therapy Techniques. Champion Press, Toronto, Canada.

**Course Schedule:**

<b>Week</b>	<b>Class Content</b>	<b>Due</b>	<b>Week's Work</b>
Week 1 Sept. 9-14	Introduction to course; review of syllabus; discussion groups; historical foundations of family therapy		Read: Y&S chap. 1-4
Week 2 Sept. 16-21	Models of Family Therapy (Bowenian, Strategic)	Discussion Board Post due Sept. 20	Read: Y & S chap. 5, 9 & 10
Week 3 Sept. 23-28	Discussion Groups Models of Family Therapy (Structural, Solution- Focused, CBT)		Read: Y & S chap. 8, 11 & 12
Week 4 Sept.30-Oct. 5	Models of Family Therapy (Experiential, Narrative & Integrative Christian Family Therapy)		Read: Y & S chap. 13 &15
Week 5 Oct. 7-12	Critical Issues in Family Therapy (crisis, trauma, divorce)	Discussion Board Post due Oct. 11	Read: Y & S chap. 17, 18 & 20
Week 6 Oct. 14-19	Discussion Groups; Critical Issues in Family Therapy (addictions, SES, gender, culture)	Family Therapy Technique Presentations	
Week 7 Oct. 21-26	<b>NO CLASS</b>		Read: Gottman Chap 1-2
Week 8 Oct. 28-Nov. 2	Models of Couple Therapy (Gottman, Narrative)	Quiz 1 (Family Therapies)	Read: Johnson article
Week 9 Nov. 4-9	Models of Couple Therapy (EFT, Imago)	Discussion Board Post due Nov. 8	Read: Duba et al. article
Week 10 Nov. 11-16	Discussion Groups; Trauma upon and before relationship; Spiritual integration in couples counseling		Read: Blanton article Read: Gottman Chap. 9
Week 11 Nov. 18-23	Treating Affairs in Couples Counseling		Read: Gottman Chap 8&10
Week 12 Nov. 25-30	<b>NO CLASS</b>		
Week 13 Dec. 2-7	Creating Intimacy in couples	Quiz 2 (Couple Therapies)	Read: Finchman et al. article
Week 14 Dec. 9-14	Healthy Sexuality	Interview with Couple	

## Assignments:

### 1) Attendance and Participation (5%/5points)

Missio Seminary recognizes the importance of class attendance in student's learning. While attendance alone does not guarantee learning, regular engagement with class materials and classmates benefit both the individual and the class. Graduate students are preparing to enter the professional counseling field where professionalism and client care is critical. Remember to present your contributions to class with professionalism and organization. You will be responsible to attend all classes (see attendance policy section). Please send instructor an email should need to miss class. **Any student that misses more than 1 class, will lose all points in this assignment. If a student misses more than 2 classes, they may be asked to retake the course.**

### 2) Discussion Board Posts (15%; 5pts/post)

There will be three discussion board prompts on E-campus throughout the semester, the topics for the discussion boards link to CACREP standards. Students are to read the corresponding articles and then write an articulate response indicative of graduate level work. Each post should be **250-300 words**. Students may cite the required articles or textbooks; **students must cite at least 1 additional outside source**. Students are to read and generate at least one question per member of their triadic Discussion Board Group. The following class, each group will have 20 minutes to discuss the Discussion Board. The grade rubric for Discussion Board is found in Appendix A.

### 3) Quiz 1 (Family Therapies) (20%; 20 pts.)

Students will take a quiz on the material covered (in class and in readings) regarding family therapy theories.

### 4) Quiz 2 (Couple Therapies) (20%; 20 pts.)

Students will take a quiz on the material covered (in class and in readings) regarding couples therapy theories.

### 5) Interview with a married couple (20%; 20 pts.)

Students will complete an assessment on a married couple of their choice. This couple can be known to the student but they should not be close friends. The interview should last no longer than two hours (ideally 1 hour with couple and 30 min. with each individual). After the interview the student will write up a report which will contain the following information: background of the couple, characteristics of the couple's emotional dance (including strengths and weaknesses, risks, opportunities. Finally the student will include a few recommendations if the student would to actually take the couple as clients. It will be important to read chapter 2 in the Gottman textbook before meeting with the couple and an overview of a genogram. Additionally, the professor will provide a sample couple assessment for possible use. The report should be 3-5 pages in length, APA style.

### 6) Family therapy technique presentation and paper (20%; 20 pts.)

Students will identify one family therapy technique and present it to the class along with a paper linking the technique to a theory. Throughout the semester theories will be highlighted and specific interventions discussed, this assignment allows students to identify practical and helpful interventions and teach them to the class as a way to ‘build up tool kits’ in work with families. Students are encouraged to research on their own and offer the class a creative approach. The presentation should be about 10-15 minutes. The paper should be 2-3 pages, APA style.

**GRADING SCALE**

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing

“A” work is characterized by exceptional graduate level writing skills, good organization of ideas, and thoughtful consideration of reading and accurate integration of concepts discussed in class. Group participation is frequent and highly keen towards the topic at hand. Leadership qualities are demonstrated. The student’s work is exemplary.

“B” work is characterized by good general writing and organization skills, ability to address concepts from text and class discussion. Group participation is positive and informative. The student’s work is acceptable at the graduate level.

“C” work is characterized by meeting minimal requirements in writing and organization of paper. The student does not fulfill obligations to group. Student’s work is below the performance usually expected at the graduate level.

**ATTENDANCE/PARTICIPATION POLICY:**

GSOC students are training to be professional helpers responsible for the welfare of clients in need. Attendance in counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Attendance and participation constitute a portion of your final grade. Attendance means arrive for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and periodically entering into class discussion.

A student who misses more than 1 class in a semester will lose all participation points. A student who misses more than 2 classes will be subject to possible action by the instructor which may include a recommendation to withdraw from the class.

## APPENDIX A

### Discussion Board Assignments

Purpose: The discussion board posts are an opportunity for client's to further extend their knowledge base, link with theory and form a solid foundation in marriage and family therapy. Discussion board posts are an opportunity for students to demonstrate knowledge and understanding of the assigned readings and materials, as well as to apply learning knowledge immediately.

Due Dates: Each post is due by Friday 11:59 pm EST and based off that week's discussion and the assigned readings. It is the expectation that each student will at least read the other posts of students in the DB group and generate a couple discussion questions for the next class.

Required Content: The discussion board posts should be between 250-300 words each, created in MS Word and then cut and pasted into the discussion. Posts should include (respectful) critical analysis of the Discussion Prompts, seeking additional clarifications, generate further discussion, or provide additional perspectives for consideration. Posts also must include proper spacing, punctuation, spelling, grammar. Posts will be evaluated for both content and format. Discussion posts must include appropriate APA style citations of research to support opinions, ideas, etc. therein, rather than moral posturing, preaching or oratory. Specifically, students are expected to support their posts with citations of readings and research, critical thinking skills, logic, and historical/psychological references, including the Bible. **Citations of course textbook, required and suggested readings can be used along with the required minimum of one outside source.**

Rubric: (out of 5 points)

	2.5	1.5	1	0
<b>Style and Timeliness</b> Writing skills include proper APA style, correct spelling, grammar, syntax, clarity of writing, appropriate references, adherence to word limits;				
<b>Quality of Content</b> Appropriate development of the breadth and depth of ideas, clarity of ideas, responsiveness to directions/prompts, demonstrates Master's level critical thinking				