



**CF508 MARRIAGE AND FAMILY COUNSELING
FALL 2022**

INSTRUCTOR

John Trent, Ph.D.

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Office Hours: By Appointment via ZOOM

DESCRIPTION (FROM *STUDENT HANDBOOK*)

Study of the major models of family systems theory with an emphasis on assessing and intervening with couples and families; including relationship function, structure, communication, boundaries, development, and resilience.

[3 credit hours. Instructor: John Trent, Ph.D. Prerequisites: CF500 and CF509 or instructor's consent.] PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES IN THE SYLLABUS AND ORDER OF CLASS MATERIALS IF NEEDED.

Class engagement and In-Class Experts

This is an interactive, experience-oriented class. Not just a lecture-based class. From group interaction, to interaction with the teacher and a number of outside experts who ZOOM in or visit class, to working on in-class projects, to engaging in “mock” counseling experiences, students are expected to engage with others as well as learn from the material presented by the Professor or others.

While Dr. Trent will present much of the material, there will be a number of family counselors from across the country who will be speaking into our class time (mostly using ZOOM). These “in-class experts” are to be treated with the same respect as any onsite professor. “Class engagement” means as graduate students, you will be expected to ask questions (during the QA time with experts) as well take an active part in jumping into class discussions as part of your “class participation” grade. Again, if your expectation is a lecture only class, this would not be a good class for you to take.

COURSE OUTCOMES:

OBJECTIVES:

1. Students will become aware of the Ethical Standards of the American Association of Marriage & Family Therapy and will have an opportunity to apply such within the content & activity of this class. (CACREP II,F.1.i) (PSem: Understanding, Knowledge, Performance, & Action)
2. Students will be required to demonstrate understanding of key features of healthy and dysfunctional family dynamics and to identify/formulate a workable helping posture for such. (CAREP II,F.3.a) (PSem: Understanding, Knowledge, Performance, & Action)

3. Students will learn about key problems facing the family today, and particular challenges & opportunities for such within the context of the Christian Church will be discussed. (PSem: Understanding & Knowledge)
4. Students will be able to recognize and discuss essential concepts within family systems theory and to use such as a framework for digesting the course material. Students will also be able to articulate key characteristics of health and pathology within families and couples, and also discuss relevant theory & essential Biblical teaching related to family and marital functioning. (CACREP II,F.5.a) (PSem: Reflection, Critique, Judgment & Design)
5. Students will learn the ethical considerations and general intervention skills that apply broadly to various levels of helping within the context of professional counseling and Christian ministry. (CACREP II,F.5.h) (PSem: Understanding & Knowledge)
6. Students will be introduced to narrative and social media methodologies that can connect with clients and help form their own research topics and receive encouragement and instruction on creating their own book to help their counseling base and platform. (PSem: Performance and Action)
7. Students will be required to prepare a summary project that *specifically and purposefully* integrates what they have learned, and which can potentially be put into use within the context of their present ministry. (PSem: Performance and Action)

REQUIRED COURSE TEXT(S):

Patterson, J., Williams, C., Edwards, T., Chamow, C., & Grauf-Grounds, C. Essential Skills in Family Therapy: From the First Interview Through Termination, 3rd ed., New York, Guilford Press, ISBN: 419780830828548.

Trent, John, Smalley, Gary and Stageberg, Kari Trent, The Blessing: Giving the Gift of Unconditional Love and Acceptance, 2019 Edition, Nashville, TN, Thomas Nelson Publishers, ISBN: 978-0-7852-2905-6 - *****MAKE SURE YOU READ THIS UPDATED VERSION.**

Weeks, Gerald, R., Stephen T. Fife and Collen M. Paterson, Editors, Techniques for the couple therapist: Essential interventions from the experts, New York, Routledge Press, 2016, 978-1-138-81461-5

Yarhouse, M.A., and J. N. Sells, Family Therapies (2nd ed.), Downers Grove, IL, 2008 ISBN: 9780830828548

Required Assessment:

As a part of our look at assessment with couples and families, students need to take the Connect Assessment® by clicking on this link or typing (pasting) this link into your browser. The Connect Assessment costs \$20.00 to take. You need to take the assessment online and print off and bring to class the PDF you receive after taking the assessment. Each student needs to print off and bring a hard copy of the assessment to class on October 9th. There are several “Connect Assessments” so you **MUST** use this link, do not just go to “google” and type in Connect Assessment.

jt.connectassessment.com

(Instructions below)

(Just type jt.connectassessment.com into your browser – you do not need to type in “www” or “http” – just cut and paste the above url into your browser. It will require you to pray for and “register” and set up an account in order to email back your Connect Assessment.)

COURSE OVERVIEW:

WEEKEND ONE: OCTOBER 7TH AND 8TH – 5:30PM – 9:20PM (FRIDAY) 8:30AM – 4:50PM (SATURDAY)

DURING THIS WEEKEND, STUDENT WILL BE INTRODUCED TO MARRIAGE AND FAMILY COUNSELING, AS WELL AS LEARN A BIBLICAL MODEL FOR HEALTH AND BROKENNESS FOR RELATIONSHIPS. STUDENTS WILL BEGIN LEARNING ABOUT ASSESSMENT, INCLUDING LEARNING TO USE THE CONNECT ASSESSMENT AND THE USE OF THE GENOGRAM, AS WELL AS LEARN ABOUT FAMILY SYSTEMS CONCEPTS AND FOCUS ON A NUMBER OF HISTORIC AND FOUNDATIONAL MARRIAGE AND FAMILY CHAMPIONS AND SCHOOLS.

WEEKEND TWO: OCTOBER 14TH AND 15TH - 5:30PM – 9:20PM (FRIDAY) 8:30AM – 4:50PM (SATURDAY)

DURING THIS WEEKEND, STUDENTS WILL BUILD OFF OF WHAT THEY’VE LEARNED OF THE HISTORICAL MODELS AND THEORISTS. WITH THE FOCUS SHIFTING TO LOOK AT 4-5 MAJOR CONTEMPORARY SCHOOLS OF MARRIAGE AND FAMILY THERAPY.

WEEKEND THREE: OCTOBER 28TH AND 29TH 5:30PM – 9:20PM (FRIDAY) 8:30AM – 4:50PM (SATURDAY)

DURING THIS THIRD WEEKEND, STUDENTS WILL MOVE FROM THEORY AND ASSESSMENT TO APPLICATION, PLANNING AND INTERVENTION WITH COUPLES AND FAMILIES. THIS AROUND CONSIDERING A NUMBER OF DIFFERENT TYPICAL PRESENTING PROBLEMS THAT OFTEN SHOW UP IN A MF COUNSELOR’S OFFICE. THIS WILL ALSO BE OUR OPPORTUNITY TO ANSWER QUESTIONS AND GIVE RECOMMENDATIONS ON BOTH SELF-CARE FOR COUNSELORS AND TO LEARN TOOLS AND WAYS TO FURTHER THEIR OWN WRITING, SPEAKING AND PUBLISHING IN THIS MARRIAGE AND FAMILY AREA.

FINAL EVENING: NOVEMBER 11^H – 5:30 – 8:20PM

THIS FINAL EVENING, EACH STUDENTS WILL GIVE A 5-7 MINUTE ORAL PRESENTATION AS WELL AS HAND OUT A 2 PAGE COPY OF THEIR CREATIVE “INTERVENTION” (ENACTMENT) TO THE PROFESSOR AND TO EACH STUDENT IN CLASS. THIS IS TO BE THEIR OWN, CREATIVE “INTERVENTION” LIKE THOSE MODELED IN CLASS, AND MUST BE BASED ON OR ABLE TO BE CLEARLY LINKED WITH ONE OF THE HISTORICAL OR CURRENT MARRIAGE AND FAMILY MODELS PRESENTED IN CLASS. CLASS TIME WILL BE GIVEN TO WORK ON THIS PROJECT IN SMALL GROUPS, AS WELL AS INSTRUCTION WILL REPEATEDLY BE GIVEN IN REGARDS TO THIS MAJOR ASSIGNMENT.

COURSE REQUIREMENTS

<p>1. Required Reading 30% AND Class participation 10% <i>[Objectives 1 & 3]</i> BOTH ARE 40% of your grade</p>	<p>The student is expected to COMPLETE ALL REQUIRED READING. Allot sufficient time to read and digest the material accordingly. See required reading schedule.</p> <p>In addition, attendance is important, as well as <u>class participation</u>.</p>
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<p>2. Papers [40%] [Objectives 2, 3, & 4]</p>	<p>There are THREE papers that are due in this class. All papers should be typed, double-spaced, in 10-12 point font, and should consistently follow APA (American Psychological Association) or SBL (Society for Biblical Literature) format. All papers should be proof read for spelling and grammatical errors before being handed in. See due dates for papers below.</p> <p><i>Paper 1 – Genogram:</i> This paper has two parts: First Create a genogram of your family (one page). Either print or write out or a “picture” of your genogram is acceptable printed out. Then write a two to three page (NO MORE THAN 3) reflection of what you’ve learned in doing your genogram. Reflecting on both what you’ve learned that was helpful/insightful regarding your own past and current relationships – as well as what you have learned that you feel could be helpful in working with couples in counseling. 20 pts.</p> <p><i>Paper 2 – Summary paper on ONE historical school of MF or Champion.</i> This 2 page paper is based on material learned during the first weekend of class AS WELL AS YOU LOOKING MORE CLOSELY AT ONE historical leaders and/or model. You are to pick one person (or school) and highlight why you feel this model for MF counseling is one you feel you might use in your counseling and would want to dig deeper into how they approach and seek to help couples. 10 Pts.</p> <p><i>Paper 3 – Summary paper based on ONE current MF school or champion, based on what you learn from the second weekend in class FOCUSED ON ONE CURRENT LEADER/MODEL.</i> As above, you need to share in this 2 page paper why you picked this model, and what about it you feel you would want to dig deeper into learning about his method/school with those you counsel. 10 Pts.</p> <p>Papers are to be submitted according to the dates on the Guidelines for Course Papers (see http://www.ps.edu/library/resources/guidelines-for-course-papers/).</p>
<p>3. Creation of a student’s own “Intervention” - based on a SPECIFIC model presented in class – that they and others in the class may be able to use in a counseling context. [20%] [Objectives 1, 2, 3, & 4]</p>	<p>Each student will be given roughly 5-7 minutes to share and PRESENT their own, unique, creative “intervention” (or enactment) that they believe could be of help to a couple they are counseling with. This “intervention” MUST be based on and fit in with the tenants of one of the major historical OR current Marriage and Family therapy school address IN CLASS. Students will write a 2 page handout paper. (NO longer). With one page an explanation of what school they’re basing their intervention, instructions for us in using it, and then a second page spelling out their intervention. More instructions will be given in class.</p>

COURSE WORKLOAD GUIDELINES

The following is a breakdown of the number of hours the average student can expect to spend outside of class to complete the required assignments. These numbers may be higher or lower depending on your particular background and academic training.

Readings: 1575 @ 30 pg/hr	55 hours
Genogram research	2 hours
Read AMFT/Ethics Paper	1 hour
Paper 1. - Genogram and Past Connections	5 hours
Paper 2 – Historical School/Champion Focus	5 hours
Paper 3 – Current MF School Focus	5 hours
Paper 4 – Researching Interventions	5 hours
<u>Final Project creating/sharing Interventions</u>	<u>5 hours</u>
TOTAL:	83 hours

GRADING INFORMATION

Letter Grade	Percentage	Grade Points	Description
A+	100–97	4.0	
A	96–93	4.0	Excellent; superior achievement.
A-	92–90	3.7	
B+	89–87	3.3	
B	86–83	3.0	Good; commendable achievement.
B-	82–80	2.7	
C+	79–77	2.3	
C	76–73	2.0	Satisfactory; acceptable achievement.
C-	72–70	1.7	
D+	69–67	1.3	
D	66–63	1.0	Poor; marginal achievement.
D-	62–60	0.7	
F	59–0	0.0	Failure to advance in the course. No credit earned. Computed in GPA.

SEMINARY ACADEMIC POLICIES

All Seminary policies affecting student work, appeals, and grievances, as outlined in the Student Handbook and/or Seminary Catalog will apply, unless otherwise indicated in this syllabus. See the respective sections of the [Student Handbook](#).

Attendance Policy

One of the strengths of Phoenix Seminary is the classroom interaction between instructors and students. Attendance and participation are essential components of the training process. **An absence is defined as when a student does not attend a class period whether it be for an on campus or an online course. Watching a recorded lecture in lieu of attending class does not constitute attendance.** When a student is going to be absent, it is important that the student consult with the instructor in advance about work to be missed. In the case of extenuating circumstances, students may request an exception to this policy by submitting a petition to the Academic Petition Committee.

Excessive absences may result in grade reduction or course failure as indicated on the following chart:

COURSE FORMAT	REDUCED GRADE	COURSE FAILURE
Intensive	4 hours	8 hours

Courteous Use of Technology in the Classroom (phone, tablet, laptop)

Phoenix Seminary considers a student's character to be evidenced in part by their respect for their classmates, professors, and their valuable time in class. Please consider *how not to be rude* in the use of your technology by bearing in mind the following:

- Laptops and tablets are welcome in class to take notes and to access readings we're discussing. Using them for anything else (social networking, accessing non-course related websites, checking email) is discourteous and distracting to others.
- Phones must be silenced in class and stowed. That includes turning off the vibrate function. (We can hear it buzzing.) Is texting ok? No. If an emergency situation exists out of which you feel you must use your phone you should quietly step out of class to do so.

Assignment Policies

Statement of Learning and Therapy

Learning counseling skills and discussing counseling topics inevitably raises personal emotions, thoughts, beliefs, and memories. In order to maintain a healthy learning environment it is necessary that students be able to ask questions and voice their discomfort in a classroom that is an emotionally safe setting. Students are expected to demonstrate patience and respect toward colleagues who may struggle with the course material for personal reasons. As an academic course, however, the classroom is not intended to be group or individual therapy.

Students are expected to master the course content and skills despite personal reactions. The ability to focus on others regardless of whatever personal situations are occurring is a hallmark of counseling. Areas of personal growth and healing are often areas of our most effective ministry. Should a student experience acute or ongoing distress due to class material or exercises they are encouraged to speak individually with the instructor. Students may also contact the Dean of Students, their mentor, or obtain a referral to a professional counselor.

Class Assignment Dates:

By first day of class, October 7th

Order, take online and print off and bring to class YOUR Connect Assessment®

Come to class on Oct. 4 having finished reading The Blessing required text

October 14th – NOTE HOW ASSIGNMENTS ARE “FRONT-LOADED”

First Paper on Genogram and Family History due

Second Paper on Summary Paper on ONE historical champion or school in marriage and family due

Have read at least 100 pages (any 100 pages) from Yarhouse and Sells book

October 28th

Third Paper on ONE CURRENT school or champion in marriage and family

Have read Patterson’s book on Essential Skills

November 11th

Class presentation of your intervention and 2 – 3 page handout paper due as outlined in class, explaining WHICH M/F school your intervention links with and HOW to you think it would help a couple in counseling.

Have read Weeks book on “Interventions”

BIBLIOGRAPHY:

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Course Schedule:

October 7th and 8th – Weekend 1 - Take Connect Assessment® and finish reading The Blessing required reading

1. Introduction to course
2. Model for health/brokenness in marriage and family counseling
3. First Session model
4. Assessment tool: Connect Assessment
5. Family systems concepts (Including genogram)
6. History of marriage and family ministry and early champions

October 14th and 15th – Weekend 2 - First Paper due on Genogram and Family History due, Second Paper due on Summary Paper on ONE historical champion or school in marriage and family due – and read 100 pages (your choice of pages) in the required Yarnhouse and Sells book.

1. Review systems and history of marriage and family counseling
2. Focus on 4-5 (depending on time) contemporary marriage and family counseling models

October 28th and 29th - Weekend 3

**- THIRD Paper on ONE CURRENT school or
Champion in marriage and family counseling
due and finish Patterson's book on Essential
Skills**

1. Work on common challenges facing couples today
2. Learn skills in creating and getting your marriage and family book into print
3. Focus on "intervention" and enactments –
4. Lifemapping as a tool for additional insight and growth
5. Group time to work on your final interaction paper

November 11th – Final Class

**- Individual Presentation of your "Intervention"
And supporting paper to hand out**

1. Celebration dinner
2. Do your final oral presentation of your unique intervention/enactment
3. Final questions
4. Final encouragement