

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

PCPM 657 MFT I: Theories and Foundations

Fall 2006

Time: Fridays 1:00 – 10:00 p.m. and Saturdays 8:00 a.m. – 5:00 p.m.
September 15 & 16, October 13 & 14, and November 10 & 11.

Room: 229

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Course Description: Marriage and Family Therapy I: Theories and Foundations will provide students with an overview and introduction to the primary theories and approaches to therapy and counseling with couples and families. The history of these approaches and their development are examined. In addition the class explores current concepts and principles of healthy marriage and family functioning with attention paid to the diverse forms marriage and family can take in contemporary society. Students are challenged to integrate their Biblical knowledge and faith with various perspectives and approaches to marriage and family.

Text:

Nichols, M. P. & Schwartz, R. C. (2004) *Family Therapy: Concepts and Methods*, 6th Edition. Pearson: Boston.

Smalley, G. (2004) *The DNA of Relationships*. Tyndale: Wheaton.

Learning Objectives: Upon completion of this course students will:

- Appreciate and understand the historical context of marriage and family therapy and counseling.
- Be able to recognize and identify theoretical perspectives and methods of major influential approaches to marriage and family therapy and counseling.
- Develop their own values, principles, and expectations regarding healthy marriage and family functioning.
- Interact with Biblical teachings and their interpretation for the purpose of formulating an understanding of what defines a “Christian marriage and family.”

Methodology:

Didactic Instruction: Lecture presentation and class discussion of lecture content will be utilized to introduce and explore information in this course.

Student Presentation: Students will be expected to enrich the class by sharing their own learning with fellow students in the form of class and small group presentations.

Mock Marriage and Family Therapy Role Plays: The best way to appreciate marriage and family therapy is to view it in action. While logistics and ethics make it difficult to have actual couples and families to observe in class, many aspects of marriage and family therapy can be approximated through role play. Students will assume family roles and therapist counselor roles to experience more vividly the dynamics of marriage and family therapy/counseling.

Student Assignments and Evaluation Criteria:

Exams: Mid-Term and Final. 100 points each.

There will be two exams, each will be open book/note exams. Students will have exactly one hour to complete the exam in class. The exams will be a mixture of multiple choice, short answer and essay questions. The exams are designed to reward the student who is most prepared. Preparation does not necessarily require memorization but with access to text and notes students are expected to provide specific and complete answers to the short answer and essay questions. Because the exam is open book/note strict evaluation of answers will be applied.

Bible Study Oral Presentation: 50 points. Each student will prepare a brief, 10-15 minute Bible study presentation to be shared with a small group of students on some passage of scripture or Biblical theme related to marriage and family. Students will be graded by their fellow students on 3 points:

- Summary of the Biblical theme
- A critical challenge to applying the Biblical message
- Suggestions for practical application of the message

Grade for the presentation will be according to the numerical average of scores from students evaluation of each of the 3 points. For example, John presented to a group of four students his Bible Study. The scores were as follows:

Student #1: Summary = A(4), Challenge= B(3), Suggestions= C(2)

Student #2: Summary = A(4), Challenge= A(4), Suggestions= A(4)

Student #3: Summary = C(2), Challenge= B(3), Suggestions= C(2)

Student #4: Summary = B(4), Challenge= B(3), Suggestions= A(4)

Average Score for John= $39/12 = 3.25 = B$

Written Work: All written work involving references is expected to follow the latest guidelines of the American Psychological Association (APA) for publication style. Papers should be double spaced with a 12 point font. A cover page is required with each submitted paper that includes title, student name, course name, and date.

Family of Origin Process Paper- 50 points. Each student will prepare a family genogram. This genogram may be of their own family or a family they are acquainted with. Students are not obligated to describe their own family. Additional important outline sections of the paper will be presented in class. Length- 4-6 pages.

Status of Marriage in _____ (Local Community)- 50 points. Each student will prepare a report of the status of marriage and family by summarizing available demographic data on a local community they are familiar with. The community must be smaller than a state or province. Appropriate references should be noted. The report should follow the outline below.

- 1) Location and population of the area or community.
- 2) Median income and racial/ethnic make up of the community.
- 3) Rate of divorces to marriages annually.
- 4) Other important data indicative of marriage and family status in the community.
- 5) Summary of the data and the implications for addressing needs of families in the community.

Length- 6-10 pages.

Family or Marital Therapy Theory Paper- 100 points. Students will prepare an in depth study of a particular school, theory, or approach to marriage and family therapy/counseling. A minimum of 5 references are required. The Nichols & Schwartz text may be used but does not count as one of the five. Internet websites may be counted as references on a 4:1 ratio, i.e. four websites = one reference. Full text articles reproduced from journals and available on the internet can be counted as a single reference. The paper should follow the outline below:

- 1) Summary of the distinguishing characteristics of the approach.
- 2) Description of a few of the primary proponents of the approach and their contribution.
- 3) Summary of the critical advantages of the approach.
- 4) Summary of some limitations of the approach.
- 5) Student critique of the approach as viable method for helping marriages and families in clinical and counseling settings.

Length- 10-12 pages.

Integration Paper- 100 points. Students will identify a controversial issue related to defining "Christian" marriage or family structure and/or functioning. This paper is intended to challenge students to integrate their biblical and faith knowledge with psychology as it pertains to defining what is preferable in family structure and function. Topics should be approved by the instructor before students proceed with their paper. A minimum of 5 references are required. The Nichols & Schwartz text may be used but does not count as one of the five. Students are expected to use the Bible as a reference but it does not count as one of the five. Internet websites may be counted as references on a 4:1 ratio, i.e. four websites = one reference. Full text articles reproduced from journals and available on the Internet can be counted as a single reference. The following outline should be observed:

- 1) Summary of the controversy
- 2) Summary of Biblical information on the issue.
- 3) Summary of psychological research and perspective on the issue.
- 4) Proposal for an integrative position on the controversy.

Length- 8-10 pages.

Late Paper Policy: All written work is due at the beginning of class on the date noted in this syllabus. No papers beyond the following class period will be accepted. Any departure from this policy is only at the instructor's discretion and an extremely conservative perspective is applied.

Course Point Potentials:

Mid-Term Exam	60
Final	60
Bible Study Oral	50
Family of Origin Paper	50
Status of Marriage Paper	50
Theory Paper	100
Integration Paper	<u>100</u>

Total Possible Points 470

Grading Scale Based on Points:

A = 470 - 420
B = 419 - 370
C = 369 - 320

Class Participation: Students are expected to participate in class discussions and activities. Students also retain the right to pass on a classroom activity that is not part of the outlined requirements of the course. When a student is consistently assuming a passive unengaged posture during the course he/she will be notified by the instructor and asked to provide a written explanation of their uninvolved behavior in the class. Class participation will be observed for change and adjustment for the remainder of the course. Unsatisfactory explanations and/or continued un-involvement in class activities and discussions will result in one letter grade deduction from final grade.

Class Schedule and Due Dates:

<u>Date</u>	<u>Topic</u>	<u>Assignments Due</u>
9-15-06		
1-3:00 pm	Syllabus and Introductions	
3-5:00	Getting Acquainted, Genogram	
6-8:00	Status of Marriage and Family Today	
8-10:00	Foundations of Family Therapy	Ch 1 Nichols & Schwartz (N&S)
9-16		
8-10:00 am	The Evolution of Family Therapy	Ch 2 (N&S)
10-12:00 pm	Marital Therapy Role Play Fundamental Concepts of Family Therapy	Ch 4 (N&S)
1-3:00	Marital and Family Assessment	Ch 3 (N&S)
3-5:00	Strategic Family Therapy Structural Family Therapy	Ch 6 (N&S) Ch 7 (N&S)
10-13-06		
1-3:00 pm	Mid Term Exam	
3-5:00	Status of Marriage Paper Discussion Marriage Amendment	Status of Marriage Paper
6-8:00	Understanding the Importance of Family Of Origin, Discussion of Papers	Family of Origin Paper
8-10:00	Solution Focused Therapy Narrative Therapy	Ch 12 (N&S) Ch 13 (N&S)
10-14		
8-10:00 am	Experiential Family Therapy	Ch 8 (N&S)
10-12:00 pm	Student Marital Therapy Role Plays Church Marriage and Family Vitalization Programs	
1-3:00	Diverse Families and Their Needs	
3-5:00 pm	Principles of Parenting and STEP	

<u>Date</u>	<u>Topic</u>	<u>Assignments Due</u>
11-10-06		
1-3:00 pm	Final Exam	Integration Paper
3-5:00	National Institute of Marriage Relationship Model Overview	Smalley, (DNA)
6-8:00	Fear Dance	
8-10:00	Safety and Trust	
11-11		
8-10:00 am	Care of Self	
10-12:00 pm	Personal Responsibility	
1-3:00	Communication and Validation	
3-5:00 pm	Unity and the No Losers Policy	