

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**PCP 657—Marriage & Family Therapy I: Theories and Foundations**

*Thursdays 1:30 – 4:15 p.m.*

Jared Pingleton, Psy.D.  
Clinical Psychologist

Fall 2009  
[drjared@trilakesrelationalcenter.com](mailto:drjared@trilakesrelationalcenter.com)  
(417) 339-4041

**COURSE SYLLABUS**

**COURSE DESCRIPTION**

The primary focus of this course is the exploration, understanding, and application of the major theoretical approaches used in the practice of marriage and family therapy. Special emphasis is placed on identifying the similarities, distinctives, and major assumptions of each classical theory. The historical foundations of marriage and family therapy and their development are also investigated. This course provides a foundation of essential theoretical and historical information relevant to the professional practice of marriage and family therapy.

**COURSE OBJECTIVES**

By the end of the course students will be able to:

1. Describe the historical development of marriage and family therapy including the streams of thought that contributed to its makeup and early concepts used during the formative years of marriage and family therapy.
2. Examine the family life cycle and understand its usefulness.
3. Compare how selected theories of marriage and family therapy interact and contradict one another.
4. Develop a genogram depicting at least three generations of the student's family system.
5. Explain the biblical perspective on marriage and the family.
6. Define the basic tenets of family systems theory.
7. Assess the impact of gender on marriage and family issues.
8. Compare and contrast how family development and individual development intersect and at times conflict.
9. Define normal family development and functioning.
10. Identify the components of family dysfunction.
11. Examine the role of the therapist and/or pastor including professional and ethical issues in the practice of marriage and family therapy.
12. Demonstrate an understanding of when to make appropriate referrals to other professionals.
13. Summarize and explain an established approach to marriage and family therapy.

## **REQUIRED TEXTS:**

Nichols, M. & Schwartz, R. (2007). *Family therapy: Concepts and methods*. 8<sup>th</sup> Ed. Boston: Allyn and Bacon.

Worthington, E. (2005). *Hope-focused marital counseling: A guide to brief therapy*. Downers Grove: Intervarsity Press.

## **RECOMMENDED BOOKS:**

American Psychological Association (2005). *Concise rules of APA style: The official pocket style guide from the American Psychological Association*.

McGoldrick, M. & Gerson, R. (1999). *Genograms : Assessment and Intervention*. 2<sup>nd</sup> Ed. New York: Norton.

## **METHODOLOGY**

The course will consist of didactic lectures, videos, discussion of the assigned texts and supplemental readings, small group participation, and class demonstrations that may involve role-playing.

## **COURSE REQUIREMENTS**

1. Completion of all assigned readings. Students are expected to have read the assigned readings prior to class discussion (*You are strongly advised not to fall behind on the readings of the texts*).
2. Attendance, punctuality, and meaningful participation in class activities. More than one unexcused class absence will reduce one's grade. Three tardies count as one absence.
3. Each week at the beginning of class there will be a 10 or 20 point quiz over the assigned readings from the text. The instructor will drop the lowest quiz score, for a total of 150 cumulative points possible. Students are not allowed to make up missed quizzes.
4. Each student will create a genogram consisting of at least three generations of their family on 8 ½ x 11 inch paper. This is to be ready for presentation or discussion on Thursday, September 17.
5. Students are to submit one major research paper on one of the classic schools of Marriage & Family Therapy. Adherence to APA style is mandatory. This will be reflected in your grade. Assigned grades will be given on the basis of overall presentation of material and adherence to the following guidelines, which demonstrate an ability to write at the graduate level:

- a. The body of the paper is to be 12 – 15 pages, typed, double-spaced, and *carefully* referenced according to APA.
  - b. Research must concentrate primarily on professional press/scholarly resources with a minimum of 12 references (*these do not include the textbooks*).
  - c. Include a Title Page, Contents/Outline, Introduction, Subject headings, Conclusion, and References list.
  - d. Balanced resources between journal articles, books, on-line resources, and those found in hard print is suggested.
  - e. Follow the latest APA style manual for referencing using parenthetical references.
6. Take two (2) written examinations covering material in the assigned texts and lectures. The exams are likely to include both objective and essay questions.

### **GRADING PROCEDURES**

The final course grade will be determined based on combined scores of all quizzes, exams, projects, and research paper. Grades will be calculated by dividing the total number of points accumulated by the total possible points. Attendance and class participation will be considered in cases of borderline grades.

<b>ASSIGNMENT</b>	<b>POINTS</b>
Genogram	50
Research Paper	100
Midterm Exam	100
Final Exam	100
Quizzes	150
<b>Total Points Possible</b>	<b>500</b>

It is expected that all work will be completed as scheduled. Papers are due at the beginning of class: **1:30 PM** on the due date. Except in cases of *extreme* emergency, late work will be downgraded one letter grade per day. Final grades will be compiled from the accumulated work. Quality and timeliness of finished work will be considered in the compilation of the final grade. Due dates are outlined below.

### **BASIC OUTLINE**

The following is an outline of the sequence of topics to be covered during the term. Students are expected to read the chapters before class so all may participate in discussion of that day's assigned readings. This is a tentative schedule and the instructor reserves the right to revise it as needed:

<b>WEEK</b>	<b>DATE</b>	<b>ASSIGNMENT</b>
1	8/27	Ch. 1-2 <i>Introduction, Syllabus</i>

2	9/3	Ch. 3-4	<i>Quiz 1--20pts. (Ch. 1-4)</i>
3	9/10	Ch. 5	<i>Quiz 2--10pts. (Ch. 5)</i>
4	9/17	Ch. 6	<i>Genogram Due, Quiz 3--10pts. (Ch. 6)</i>
5	9/24	Ch. 7	<i>Quiz 4--10pts. (Ch. 7) Chapel (2:00-3:15)</i>
6	10/1	Ch. 8	<i>Quiz 5--10pts. (Ch. 8)</i>
7	10/8	Ch. 9	<i>Quiz 6--10pts. (Ch. 9)</i>
8	10/15	-----	<i>Midterm Examination</i>
9	10/22	-----	<i>Fall Break</i>
10	10/29	Ch. 10-11	<i>Quiz 7--20pts. (Ch. 10-11)</i>
11	11/5	Ch. 12-13	<i>Quiz 8--20pts. (Ch. 12-13)</i>
12	11/12	Ch. 14-16	<i>Quiz 9--20pts. (Ch. 14-16)</i>
13	11/19	W Ch. 1-4	<i>Quiz 10--20pts. (Ch. 1-4)</i>
14	11/26		<i>Thanksgiving break</i>
15	12/5	W Ch. 5-9	<i>Quiz 11--20pts. (Ch. 5-9), research paper due</i>
16	12/12	-----	<i>Final Examination</i>

**Professional and Ethical Conduct:** Students are expected to conduct themselves as professionals demonstrated by preparing projects as directed and in a timely manner. Assignments and examinations are to be completed in an ethical manner. Plagiarism, the presentation of another's work as your own, will be considered a serious violation of the Code of Ethics and may result in failure for the course. Research is to be developed in consideration of ethical standards for researchers.

**Disability Accommodation:** Any student who because of a disability may need special arrangements or accommodation to meet the requirements of this course is encouraged to see the instructor as soon as possible to discuss accommodations. This document is intended to provide a general orientation to the course. The instructor reserves the right to make modifications to the schedule and specific assignments during the semester.

### **SPECIFIC DATA**

Prepared by: Jared Pingleton, Psy.D., July, 2009.