



On-Campus Course Syllabus

CSL 535

Marriage and Family Counseling

Fall 2020

Class Information

Day and Time: Mondays 4:45 pm – 7:15 pm

Room Number: E207

Contact Information

Instructor Name: Crystal Brashear, MA, LPC

Instructor Email: cbrashear@criswell.edu

Instructor Phone: (469) 474-9857

Instructor Office Hours: By appointment

Course Description and Prerequisites

A survey of the theories, methods, and techniques applied to counseling couples and families. Emphasis is placed on the historical development, as well as the theoretical and empirical foundations, of attachment and systems theories, in order to develop conceptual skills for counseling.

Course Objectives

1. Introduce key counseling theories, techniques, and tools related to family systems theory.
2. Identify and understand key dimensions and aspects within families, including such topics as: family development, family of origin, communication, conflict, parenting, blended families, and counseling families from a multicultural perspective.
3. Demonstrate understanding of the therapeutic relationship, assessment, choice of therapeutic model, techniques, and treatment planning.
4. Establish a basic foundation and counselor identity for integrating family systems theory and faith.
5. Explore trends and changes in American families, including current statistics and current events.

Required Textbooks

Gehart, D. (2018). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Course Requirements and Assignments

Quizzes (25%) – Quizzes will be objective (e.g., multiple choice, true/false, matching) and will cover the textbook reading assignment. Quizzes will occur in Canvas. Any incomplete quizzes will be graded accordingly. The lowest two quiz grades will be dropped.

Experiential Activities (25%) – Activities conducted in class and online are designed to deepen and broaden students’ understanding, not to replicate textbook material. Please demonstrate respect to your fellow classmates through your pre-class preparation. Activities are graded utilizing a rubric that is provided in Canvas. The lowest two experiential activity grades will be dropped.

Digital Family Album (25%) – The student will construct a family album that includes experiential activity products and reflections upon them. More information on this personal growth assignment will be provided in class. Detailed instructions and a rubric will for this assignment are provided in Canvas.

Case Presentation (25%) – The student will select a theory that closely aligns with his/her own theoretical orientation, from the following: Systemic, Strategic, Structural, Satir Growth Model, Symbolic-Experiential, EFT, Intergenerational, Psychodynamic, Cognitive-Behavioral Family Counseling, Solution-Based, Collaborative, or Narrative family therapy. The professor will provide a case study for the class. Each student will use resources found in the textbook, in addition to seminal sources, to create and present a case conceptualization, clinical assessment profile, and treatment plan for the family in the case study. More information on this professional development assignment will be provided in class. Detailed instructions and a rubric are provided in Canvas.

Course/Classroom Policies and Information

This course employs a flipped classroom model. This means that time between classes is spent acquiring important knowledge, through reading the textbook and viewing videos and lectures provided online. Time during class is spent applying knowledge through discussion and activities. The flipped classroom model requires students to remain current with all reading in order to meaningfully participate.

This is a hybrid course, meaning that the majority of class meetings will occur live, while a minority of meetings will occur online. Assignments may be completed early, but any assignment turned in after the due date will be given a “0” grade. No extra credit assignments or make-up assignments will be provided for this course. For this reason, students are advised to work on assignments early each week, rather than waiting until the last minute to complete tasks.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour

B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to

respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort

to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Module	Dates	Learning Opportunities
1 In person	8/17	Gehart, Chapter 1: Competency and Theory Discussion/Instruction: Introductions, Syllabus Review, Canvas Exploration Activity: Family of Origin Self-Assessment
2 In person	8/24	Gehart, Chapter 2: Research and Ethical Foundations Gehart, Chapter 3: Philosophical Foundations Quizzes 1, 2, & 3 (in Canvas) Discussion: Using a Systemic Lens; Activity: Family Mapping worksheet
3 Online	8/31	Gehart, Chapter 4: Systemic and Strategic Therapies Quiz 4 (in Canvas) Activity (in Canvas): Systemic Reframe
	9/7	LABOR DAY HOLIDAY
4 In person	9/14	Gehart, Chapter 5: Structural Family Therapy Quiz 5 (in Canvas) Discussion: Video response; Activity: Family Structure Map
5 In person	9/21	Gehart, Chapter 6: Experiential Family Therapies Quiz 6 (in Canvas) Discussion: Survival Stances video response, practice; Activity: Family Sculpt
6 Online	9/28	Gehart, Chapter 7: Intergenerational & Psychoanalytic Family Therapies Quiz 7 (in Canvas) Activity (in Canvas): Genogram
7 In person	10/5	Gehart, Chapter 8: CBT & Mindfulness-Based Family Therapies Quiz 8 (in Canvas) Discussion: Gottman video response; Activity: Love Map
8 Online	10/12	Gehart, Chapter 9: Solution-Based Therapies Quiz 9 (in Canvas) Activity (in Canvas): Family Strengths Celebration
9 In person	10/19	Gehart, Chapter 10: Collaborative and Narrative Therapies Quiz 10 (in Canvas) Discussion: Narrative Therapy video response; Activity: Externalizing a Family Problem
10 In person	10/26	Gehart, Chapter 11: Case Conceptualization Discussion: EFT video response; Activity: IFS Part Depiction
11 Online	11/2	Gehart, Chapter 12: Clinical Assessment Activity: Attachment History (in Canvas)
12 In person	11/9	Gehart, Chapter 13: Treatment Planning Activity: Case Practice
13	11/16	Gehart, Chapter 14: Evaluating Progress in Therapy

Online		Activity: Case Practice continued (in Canvas)
14 In person	11/30	Gehart, Chapter 15: Document It: Progress Notes Activity: Case Presentations
15 Online	12/7	Digital Family Album due!

Selected Bibliography

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On-Campus Course Syllabus ADDENDUM FOR FA-20

CSL 535

Marriage and Family Counseling

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

Course Requirements and Assignments

Quizzes (25%) – Quizzes will be objective (e.g., multiple choice, true/false, matching) and will cover the textbook reading assignment. Quizzes will occur in Canvas. Any incomplete quizzes will be graded accordingly. The lowest two quiz grades will be dropped.

Experiential Activities (25%) – Activities conducted in class and online are designed to deepen and broaden students' understanding, not to replicate textbook material. Please demonstrate respect to your fellow classmates through your pre-class preparation. Activities are graded utilizing a rubric that is provided in Canvas. The lowest two experiential activity grades will be dropped. *In the case that the remainder of the semester must move completely online, the modules that were created to be conducted in person will be transformed into experiential activities to be conducted in an asynchronous or synchronous (using an application such as Zoom or Webex) manner.*

Digital Family Album (25%) – The student will construct a family album that includes experiential activity products and reflections upon them. More information on this personal growth assignment will be provided in class. Detailed instructions and a rubric will for this assignment are provided in Canvas.

Case Presentation (25%) – The student will select a theory that closely aligns with his/her own theoretical orientation, from the following: Systemic, Strategic, Structural, Satir Growth Model, Symbolic-Experiential, EFT, Intergenerational, Psychodynamic, Cognitive-Behavioral Family Counseling, Solution-Based, Collaborative, or Narrative family therapy. The professor will provide a case study for the class. Each student will use resources found in the textbook, in addition to seminal sources, to create and present a case conceptualization, clinical assessment profile, and treatment plan for the family in the case study. More information on this professional

development assignment will be provided in class. Detailed instructions and a rubric are provided in Canvas. *In the case that the remainder of the semester must move completely online, this final activity will be conducted using an application such as Zoom or Webex.*

Class Attendance

This is a hybrid course, meaning that the majority of class meetings will occur live, while a minority of meetings will occur online. Assignments may be completed early, but any assignment turned in after the due date will be given a “0” grade. No extra credit assignments or make-up assignments will be provided for this course. For this reason, students are advised to work on assignments early each week, rather than waiting until the last minute to complete tasks. *In the case that the course moves to a completely online platform, class may will be conducted synchronously on Mondays using an application such as Zoom or Webex. The professor will send students a link to these virtual meetings.*

Remote Class Sessions: Identity and Participation Verification

In the case that the course moves to a completely online platform, class may be conducted synchronously on select Mondays using an application such as Zoom or Webex. The professor will send students a link to these virtual meetings. Students will continue to self-assess their levels of participation using the simple rubric described above in the Experiential Activities section.