



On-Campus Course Syllabus

CSL 535

Marriage & Family Counseling

Fall 2021

Class Information

Day and Time: Mondays 7:30 PM – 10:00 PM

Room Number: E207

Contact Information

Instructor Name: Derrick Sledge, MS, MABS, LCDC, LPC-S

Instructor Email: dsledge@criswell.edu

Instructor Phone: (469) 855-1838

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 resources related to family therapy.
2. Identify and understand key dimensions and aspects within families such as family of origin (FOO), communication styles, conflict resolution response(s), parenting, blended family challenges and dynamics, and counseling individuals, couples, and families with *diversity* in mind.
3. Demonstrate understanding of *The Five Steps to Competent Therapy*: 1) Case conceptualization, 2) Assessment, 3) Treatment planning, 4) Evaluation and 5) Progress notes.
4. Establish a basic foundation and counselor identity for using family systems theory and Scripture.
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

Counseling Theory Paper (25%)

This paper will discuss the student's theoretical approach to marriage and family counseling in light of the text, class discussions, assignments, etc. It should reflect the student's knowledge and understanding of counseling

concepts and techniques from established theorists as well as pertinent principles and practices discussed in the Bible. The paper should be formatted in APA style and be 8 to 10 pages in length. (A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

<https://owl.english.purdue.edu/owl/resource/560/01/>. Additional information for the paper and the rubric are located in Canvas.

DISC Assessment & Interaction (15%)

Post your results from the DISC in Canvas. Respond to the following questions in your post:

- 1) Do you agree or disagree with your results from the survey? Why or Why not?
- 2) Were you surprised about anything the assessment indicated about you?
- 3) How might you use the DISC in working with a client(s)? Explain.

Interact with two other students' DISC posts for the completion of this assignment. Access the DISC Assessment in Canvas.

Journal & Interaction (25%)

Reading the course text thoroughly is required. Additionally, the student will submit a reflective essay in Canvas discussing the chapter(s) assigned for each week. The student will thoughtfully read and interact with the post of one or more of his/her classmates. The student's written interactions should reflect knowledge and comprehension of the chapter(s) read and rigor. For additional information regarding this assignment, see assignment titled, "Journal & Interactions" 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.

Class Participation (10%)

Students are expected to be fully engaged during class sessions. Participation in class discussions and course activities is critical to acquiring knowledge and comprehension of course material. We respectfully request that students **not** use their phones and/or other devices during class time unless directed by the instructor to do so. If you must make or take a call, please excuse yourself quietly. ***Make such occurrences brief, infrequent, and return to class quickly.***

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.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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

Session #	Dates	Learning Opportunities
1	8/16	Gehart, Chapter 1: Competency and Theory Discussion/Instruction: Introductions, syllabus review, canvas exploration Class activity
2	8/23	Gehart, Chapter 11: Case Conceptualization Discussion: EFT video response Class activity Assignments due: Meet & Greet, Journal and Interaction (JAI) Ch. 1
3	8/30	Gehart, Chapter 2: Research and Ethical Foundations & Chapter 3: Philosophical Foundations Discussion: Using a Systemic Lens Class activity Assignments due: DISC Assessment & Interaction (Canvas), JAI Ch. 11
	9/6	LABOR Day- NO CLASS! 😊
4	9/13	Gehart, Chapter 3: Philosophical Foundations of Family Therapy & Chapter 4: Systematic & Strategic Therapies Discussion Class activity Assignments due: JAI Ch. 2 & 3 (one interaction per chapter)
5	9/20	Gehart, Chapter 5: Structural Family Therapy Discussion: Video response Class activity Assignments due: JAI Ch. 4, Case Presentation
6	9/27	Gehart, Chapter 6: Experiential Family Therapies Discussion: Survival Stances video response, practice Class activity: Guest lecturer & interaction Assignments due: JAI Ch. 5, Case Presentation
7	10/4	Gehart, Chapter 7: Intergenerational & Psychoanalytic Family Therapies Discussion Class activity: Create a genogram (sketch) Assignments due: JAI Ch. 6, Case Presentation
8	10/11	Gehart, Chapter 8: CBT & Mindfulness-Based Family Therapies Discussion Class activity: Prep Enrich video Assignments due: JAI Ch. 7, Case Presentation
9	10/18	Gehart, Chapter 9: Solution-Based Therapies Discussion Class activity Assignments due: JAI Ch. 8, Case Presentation

10	10/25	Gehart, Chapter 10: Collaborative and Narrative Therapies Discussion: Narrative Therapy video response Class activity Assignments due: JAI Ch. 9, Case Presentation
11	11/1	Gehart, Chapter 12: Clinical Assessment Discussion of vignettes Class activity: Role Play Assignments due: JAI Ch. 11, Case Presentation
12	11/8	Gehart, Chapter 13: Treatment Planning Discussion of vignettes and role play CTD. Class activity Assignments due: JAI Ch. 12, Case Presentation
13	11/15	Gehart, Chapter 14: Evaluating Progress in Therapy Discussion Class activity Assignments due: JAI Ch. 13, Case Presentation
	11/22	WEEK OF THANKSGIVING HOLIDAY/NO CLASS 😊!
14		Gehart, Chapter 15: Document It: Progress Notes Discussion Class activity Assignments due: JAI Ch. 14
15	12/6	Guest Lecturer Discussion Assignments due: JAI Ch. 15 & Counseling Theory Paper

Selected Bibliography

- Balswick, J.O. & Balswick, J.K. (2006). *A Model for Marriage: Covenant, Grace, Empowerment and Intimacy*. Downers Grove, IL: IVP Academic.
- de Shazer, S. (1985). *Keys to Solution In Brief Therapy*. New York, NY: Norton.
- Deal, R.L. (2002). *The Smart Step-Family: Seven Steps to a Healthy Family*. Minneapolis: Bethany House.
- Gottman, J. M. (1999). *The Marriage Clinic: A Scientifically Based Marital Therapy*. New York, NY: Norton
- Harley, Willard. (2011). *His Needs, Her Needs*. Grand Rapids, MI. Revell/Baker Publishing Group.
- Keller, Timothy. (2011). *The Meaning of Marriage: Facing the Complexities of Commitment with the Wisdom of God*. New York, NY: Penguin Publishing.
- Satir, V., Banmen, J., Gerber, J., & Gomori, M. (1991). *The Satir Model: Family Therapy and Beyond*. Palo Alto, CA: Science and Behavior Books
- Seamands, David. (2105) *Healing for Damaged Emotions*. Colorado Springs, CO. David C. Cook Publishing.
- Stanley, S.M. (1998). *The Heart of Commitment*. Nashville, TN: Thomas Nelson Publishers.
- Stanley, S.M., Trathen, D., McCain, S., & Bryan, M. (2014). *A Lasting Promise: A Christian Guide to Fighting For Your Marriage*. San Francisco, CA: Jossey Bass, Inc.
- Sue, Derald Wing, Sue, David. (2019). *Counseling The Culturally Diverse: Theory and Practice, (8th ed)*. Hoboken, NJ. John Wiley & Sons, Inc.
- Thomas, Gary (2000). *Sacred Marriage*. Grand Rapids, MI: Zondervan.