



# On-Campus Course Syllabus

## CSL 535

### Marriage & Family Counseling

### Spring 2023

#### Class Information

**Day and Time:** Thursdays 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

Marriage & Family Counseling surveys established theories, methods, and techniques used in counseling couples and families. This course also provides a review of the historical development of the theories surveyed as well as a discussion of their philosophical and empirical foundations in order to equip the student with conceptual skills for effective counseling. There are no prerequisites for this course.

#### Course Objectives

1. Introduce key counseling theories, techniques, and resources related to family therapy.
2. Identify and understand key dimensions and patterns within families such as communication styles, conflict resolution response, parenting, blended family challenges and dynamics, etc.
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; develop an awareness and sensitivity for counseling individuals, couples, and families from diverse backgrounds in light of these trends and changes.

#### Required Textbooks

Gehart, D. (2023). Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

## Course Requirements and Assignments

### Counseling Theory Research Paper (25%)

This paper is a research paper in which the student will discuss and demonstrate their knowledge and comprehension of a chosen theoretical approach to marriage and family counseling. Student will read one book (a primary source) published by his/her theorist of choice and consult with a minimum of two additional reputable sources (excepting the Bible). The paper should reflect a depth of knowledge and comprehension of counseling concepts and techniques associated with the student's chosen theory as well as pertinent principles discussed in Scripture. The paper should be formatted in APA style and be 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 available in Canvas.

### Interview w/Client (10%)

Interview an individual who has been in counseling for 2 or more 45-60 minute sessions about their experience. Prior to meeting with the individual, create a brief questionnaire consisting of 5-7 *substantive questions/prompts* and then schedule an interview. The interview may be done in-person, over the phone, or via video conference. In three pages, discuss the person's experience and provide specific examples of how he/she described their experience as a client. Also, discuss and explain what you might have said or done different from the therapist and why. Format your paper in APA style (include interview questions/prompts and client's responses on the first page).

### Interview w/Therapist (10%)

Meet with a *licensed* marriage and family therapist (LMFT), OR a licensed professional counselor (LPC), OR a licensed social worker (LSW) for an interview. Prior to meeting with the individual, create a brief questionnaire consisting of 5-7 *substantive questions/prompts* and then schedule an interview. During the interview, dialogue with the therapist, etc. regarding their therapeutic approach. Make the interview fit *your* needs for desired professional growth as a mental health professional. The interview may be done in person, over the phone, or via video conference. *Identify and discuss* the three points that resonated with you the most as the result of your interview. Discuss them in a three-page paper formatted in APA style (include interview questions/prompts and client's responses on the first page).

### Reflective Essays & 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 essential points of the chapter read. For additional information regarding this assignment, see assignment titled, "Reflective Essays & Interactions" in Canvas.

### Case Conceptualization Project (CCP) (20%)

The student will select a family counseling theory from any of the counseling theories discussed in the textbook. Each student will use the textbook, in addition to seminal sources, to create a case conceptualization which includes a clinical assessment, treatment plan and progress note 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 infrequent, brief 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**

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

### Course Outline/Calendar

Session #	Dates	<i>Learning Opportunities</i>
1	1/19	Introductions, syllabus review, Canvas <b>Gehart, Chapter 1: “Competency and Theory”</b> Discussion
2	1/26	<b>Gehart, Chapter 2: “Research and Ethical Foundations”</b> Discussion <i>Assignments due: Meet &amp; Greet, Essay and Interaction (E &amp; I) Ch. 1</i>
3 Zoom	2/2	<b>Gehart, Chapter 3: “Philosophical Foundations of Family Therapy”</b> Discussion <i>Assignments due: E &amp; I Ch. 2</i>
4	2/9	<b>Chapter 4: “Systematic &amp; Strategic Therapies”</b> Class activity: View and discuss, <i>Scene from The Color Purple (w/Mister &amp; Celie)</i> Discussion <i>Assignments due: E &amp; I Chs. 3 &amp; 4 (Interact w/only ONE classmate since you will be discussing two chapters).</i>
5	2/16	<b>Gehart, Chapter 5: “Structural Family Therapy”</b> Class activity: View and discuss, <i>The Jacksons- An American Dream</i> Discussion <i>Assignments due: E &amp; I Ch. 5; Interview w/Client</i>
6	2/23	<b>Gehart, Chapter 6: “Experiential Family Therapies”</b> Discussion Guest Speaker: <b>Dr. Bernice Riley (EFT)</b> <i>Assignments due: E &amp; I Ch. 6</i>
7	3/2	<b>Chapter 7: “Intergenerational &amp; Psychoanalytic Family Therapies”</b> Class presentation on chapter <i>Assignments due: E &amp; I Ch. 7</i>
8	3/9	<b>Gehart, Chapter 8: “CBT &amp; Mindfulness-Based Family Therapies”</b> Discussion <i>Assignments due: E &amp; I Ch. 8</i>
<b>NA</b>	<b>3/13-17</b>	<b>SPRING BREAK</b>

<b>9</b>	3/23	<b>Gehart, Chapter 9: “Solution Focused Based Therapies”</b> Discussion Guest Speaker: <a href="#"><u>Dr. Heather Quast, PhD, Coordinator of Counseling Services, Denton ISD</u></a> Class activity: SFT Practice <i>Assignments due: E &amp; I Ch. 9, Interview with LMFT, LPC, LSW</i>
<b>10</b>	3/30	<b>Gehart, Chapter 10: “Narrative and Collaborative Therapies” (Part One)</b> Discussion Class activity: Narrative Therapy video
<b>11</b>	4/6	<b>Gehart, Chapter 10: “Narrative and Collaborative Therapies” (Part Two)</b> Discussion Class activity: Collaborative Therapy video <i>Assignments due: E &amp; I Ch. 10</i>
<b>12</b>	4/13	<b>Gehart, Chapter 11: “Case Conceptualization”</b> Discussion <i>Assignments due: E &amp; I Ch. 11</i>
<b>13</b>	4/20	<b>Gehart, Chapters 12 &amp; 13: “Clinical Assessment” &amp; “Treatment Planning”</b> Discussion <i>Assignments due: E &amp; I Chs. 12, 13, Counselling Theory Paper</i>
<b>14</b>	4/27	<b>Gehart, Chapters 14 &amp; 15: “Evaluating Client Progress in Therapy”, &amp; “Document It: Progress Notes”</b> Discussion <i>Assignments due: E &amp; I Chs. 14 &amp; 15</i>
<b>15 Zoom</b>	5/4	<b>Gehart, “Closing Thoughts- Where to Go from Here”</b> Discussion <i>Assignments due: (CCP) Case Conceptualization Project</i>

**Note:** Please submit **all** assignments via Canvas unless otherwise specified by your instructor.

## 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.