

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **HSMF 601**

#### **MARRIAGE AND FAMILY COUNSELING I**

#### **COURSE DESCRIPTION**

This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding family and other systems theories, the structure and function of marriage, various aspects of the marital relationship and family systems, and models of family and systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage and family systemic models.

#### **RATIONALE**

This course is designed to cover the numerous and varied marriage and family theories, as well as the history of marriage and family therapy. The information in this course is designed to equip counselor trainees for practice and to successfully complete the licensure exam.

HSMF 601 is intended to introduce the student to the concept and philosophy of marriage and family therapy. The student will be required to understand the systems philosophy and six major theoretical frameworks within the marriage and family therapy field. The student will understand such core content areas as: marriage and family history, key theoretical figures, ethics and legal matters, counseling issues, some techniques, current trends, and future themes. This is the first marriage and family course; thus, it is designed to teach foundational materials necessary to pass state licensure examinations.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

**III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office
- D. GenoPro Software

The student may use this software to complete his/her Family Genogram Project. A university license for free downloads has been purchased for the HSMF 601 student. The student will use the address below to download the software to his/her laptop or desktop computer: [GenoPro Software](#).

GenoPro is a Windows platform software, but the student can run GenoPro on his/her Macintosh. However, the student will need special software. The minimal software requirements are Windows for Mac and Parallels or VMware Fusion. If the student has an old Mac, he/she can run GenoPro on Virtual PC. For complete directions on how to accomplish this, see the link below: [GenoPro Software for Mac](#).

- E. The Holy Bible

**IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Examine and critique the historical development of marriage and family counseling.
- B. Attribute and demonstrate appropriate ethical and legal consideration related to marriage, couple, and/or family counseling.
- C. Articulate aspects of various professional organizations, standards of practice, credentialing, and licensure in the field of marriage and family counseling.
- D. Differentiate and apply a variety of marriage and family models and theories related to the many counseling orientations.
- E. Discuss and integrate knowledge of family life cycles/stages, various family systems, contemporary families, family health and wellness, cultural variances in families, and family phenomenology.
- F. Critique and hypothesize how crises, trauma, abuse, divorce, and disasters affect the family system.
- G. Demonstrate the ability to apply and adhere to ethical and legal standards established by ACA, AACC, AAMFT, and the IAMFC codes of ethics.
- H. Integrate biblical principles and secular theories in a responsible, eclectic manner.
- I. Select and apply techniques from various counseling orientations/models to case studies and family situations.
- J. Design an interview with a family member and generate a family genogram tracing multigenerational patterns of behavior, attitudes, and/or pathology.

- K. Analyze and hypothesize various family dynamics that have shaped the family system over the life span using the genogram interview and data.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student will participate in 4 Discussion Board Forums, each to be completed over the span of two modules/weeks. In the first week of the assigned forum, the student will create a thread in response to the provided prompt. Threads must be at least 300 words and demonstrate course-related knowledge. During the second week of the assigned forum, the student is required to reply to at least 2 classmate's threads. Each reply must be at least 150 words. These discussion board activities are designed to allow the student to discuss, articulate, analyze, and integrate the various aspects of marriage and family counseling, as well as to learn how faith can be integrated within counseling. (MLO: A, B, C, D, E, F, G, H, I, J, K)

- D. Family Genogram Project

The student will use the GenoPro software and the McGoldrick et al. textbook to prepare a family genogram of at least 3 generations of his/her family system. The student will also write a 5-page paper in current APA format analyzing his/her genogram. (MLO: H, J, K)

- E. Family Counseling Approach Research Paper

The student will write a research paper/formal literature review on 1 of the specific approaches to family counseling. The research portion of the paper must be at least 6 pages in current APA format and must use a minimum of 12 scholarly references. This assignment must also include a personal integration section in which the student will integrate his/her own faith and family counseling approach. The personal integration section must be at least 4 pages and must maintain the same formatting as the research section. (MLO: A, D, E, H)

- F. Quizzes (8)

Each quiz will cover the Reading & Study material for the assigned modules/weeks. These quizzes will require the student to synthesize, compare and contrast, and demonstrate graduate-level integration of the materials covered in the course. Each quiz will be open-book/open-notes, consist of 10 essay style questions, and have a 1-hour time limit. (MLO: A, B, C, D, E, F, G, H, I)

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 75 pts ea)	300
Family Genogram Project	150
Family Counseling Approach Research Paper	150
Quizzes (8 at 50 pts ea)	400
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

D. Limits of Confidentiality

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

E. Disability Assistance

Students with a documented disability may contact the Liberty University Online Office of Disability Academic Support (ODAS) at [luoodas@liberty.edu](mailto:luoodas@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

**VII. BIBLIOGRAPHY**

Balswick, J. O., & Balswick, J. K. (2007) *The family: A Christian perspective on the contemporary home* (3rd ed.). Grand Rapids, MI: Baker Academic. ISBN: 9780801032493.

- Evans, J., & Evans, K. (2007). *Marriage on the rock: God's design for your dream marriage*. Ventura, CA: Regal Books. ISBN: 9780830742912.
- Kostenberger, A. J., & Jones, D. W. (2004). *God, marriage, and family: Rebuilding the biblical foundation*. Wheaton, IL: Crossway Books. ISBN: 9781581345803.
- Napier, A., & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. New York, NY: Harper Perennial. ISBN: 9780060145682.
- Papp, P. (1994). *The process of change*. New York, NY: Guilford Press. ISBN: 9780898625011.
- Worthington, E. (1993). *Marriage counseling: A Christian approach to counseling couples* (2nd ed.). Downers Grove, IL: InterVarsity Press. ISBN: 9780830817696.
- Yarhouse, M. A. & Sells, J. N., (2008). *Family therapy: A comprehensive Christian appraisal*. Downers Grove, IL: InterVarsity Press. ISBN: 9780830828050.

## ***COURSE SCHEDULE***

### **HSMF 601**

Textbooks: Goldenberg et al., *Family Therapy: An Overview* (2017).

McGoldrick et al., *Genograms: Assessment and Intervention* (2008).

Ripley & Worthington, *Couple Therapy: A New Hope-Focused Approach*. (2014).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Goldenberg et al.: chs. 1–2 McGoldrick et al.: chs. 1–2 Ripley & Worthington: chs. 1–4 2 presentations	Course Requirements Checklist Class Introductions DB Forum 1 Thread Quiz 1	10 0 75 50
<b>2</b>	Goldenberg et al.: chs. 3–4 McGoldrick et al.: chs 3–4 Ripley & Worthington: chs. 5–7 1 presentation	DB Forum 1 Replies Quiz 2	- 50
<b>3</b>	Goldenberg et al.: chs. 5, 7 McGoldrick et al.: chs. 5–6 Ripley & Worthington: chs. 8–16 2 presentations 4 websites	DB Forum 2 Thread Quiz 3	75 50
<b>4</b>	Goldenberg et al.: chs. 8–9 McGoldrick et al.: chs. 7, 9 Ripley & Worthington: chs. 17–22 2 presentations	DB Forum 2 Replies Quiz 4	- 50
<b>5</b>	Goldenberg et al.: chs. 10–11 Ripley & Worthington: chs. 23–27 1 presentation 4 websites	DB Forum 3 Thread Quiz 5	75 50
<b>6</b>	Goldenberg et al.: ch. 12 Ripley & Worthington: chs. 28–30 1 presentation	DB Forum 3 Replies Family Genogram Project Quiz 6	- 150 50
<b>7</b>	Goldenberg et al.: chs. 13–14 1 presentation	DB Forum 4 Thread Quiz 7	75 50
<b>8</b>	Goldenberg et al.: chs. 6, 15 1 presentation	DB Forum 4 Replies Family Counseling Approach Research Paper Quiz 8	- 150 50
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.