



15800 Calvary Rd.
Kansas City, MO 64147

Syllabus

Course: CO347E&NE Counseling the Non-Traditional Family
Credit: 3 credit hours
Semester: Spring 2021 (March 9th-April 27th)
Time: Tuesday 6:00pm-9pm
Rome: E ED 105
Instructor: **Michael Vaughn, LPC**
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I. DESCRIPTION

This course will study the non-traditional family units created by death, divorce and re-marriage as well as the mature single adult. The childless couple's dilemma will be considered. Skills necessary for effectively counseling non-traditional families will be examined. (Prerequisite: CO244 Introduction to Biblical Counseling)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Demonstrate an increased awareness of the issues faced by non-traditional family units (PLO 3, 4).
2. Formulate a counseling plan to assist non-traditional family units with shame, forgiveness, healing, and restoration (PLO 2, 3, 4, 5).
3. Employ Bible passages that provide hope and encouragement for non-traditional family units (PLO 3, 4, 5).

B. Specific competencies to be achieved. The student will:

1. Identify areas of possible conflict during and after divorce and coping methods for these conflicts (PLO 3, 4, 5, 6).
2. Express a clear set of guidelines for couples who are blending two family units (PLO 3, 4, 5, 6).
3. Articulate elements of the grieving process and formulate a plan for healthy grieving after the loss of a spouse (PLO 3, 4, 5, 6).
4. State clearly the legal and ethical problems posed by new reproductive techniques (PLO 3, 4, 5, 6).

5. Identify positive aspects of singleness from a biblical worldview (PLO 3, 4, 5, 6).

III. METHODS

A. Teaching

1. Lectures by the instructor
2. Large group discussion
3. Small group discussion
4. Research and writing

B. Grading

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| • Journal summaries of reading 10 pts each | 70pts |
| • Mid-term Exam | 100pts |
| • MFT Model Presentation | 100pts |
| • Literature Review | 25pts |
| • Genogram | 50pts |
| • Case Study Presentation | 100pts |
| • Final Exam | 100pts |

C. Letter/Numerical Grade Scale

Grading Scale
Grade Value Grade Point Value
Per Semester Hour

A	100-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3
D	66-63	1.0
D-	62-60	0.7
F	59-0	0.0

IV. COURSE SUPPLEMENTAL INFORMATION

Students are expected to maintain classroom decorum that includes respect for other students and the professor, prompt and excellent attendance, and an attitude that seeks to take full advantage of the educational opportunity. Students are to refrain from using cell phones and handheld devices during class. Playing games, browsing the internet, using email, instant messaging, or text messaging, etc. are considered unacceptable when class is in session. In addition, the student will be expected to contribute to class discussions in

a positive manner which shows respect for the views of others. Failure to maintain this standard may result in a **full letter grade deduction from their overall grade.**

V. MATERIALS

A. Bible

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Required Textbooks

Adams, Jay E. 1986. *Marriage, Divorce and Remarriage in the Bible*, Grand Rapids, MI: Zondervan. ISBN: 9780310511113 \$10.99 Kindle version is not available.

Parrott, Dr. Less & Dr. Leslie Parrott. 2001. *Saving Your Second Marriage Before It Starts: Nine Questions to Ask Before (and After) You Remarry*. Zondervan. ISBN: 9780310207481 \$17.99 Kindle version available.

Welch, Ed. 2012. *Shame Interrupted: How God Lifts the Pain of Worthlessness & Rejection*. Greensboro, NC: New Growth Press. ISBN: 9781935273981 \$17.99 Kindle version available.

Zonnebett-Smeenges, Susan J. and Robert C. DeVries. 2006. *Traveling through Grief: Learning to Live Again After the Death of a Loved One*. Grand Rapids, MI: Baker. ISBN: 9780801066764 \$12.99 Kindle version available.

C. Recommended Books or Other Resources

See Supplementary Bibliography provided by instructor.

VI. Requirements

A. Reading Assignments

Reading Journals: (3 pages each) the student will give the main points of the chapters read and write a reaction/reflection on the reading. The student will also provide his/her

own thoughts or opinions about the subject of the material. The student will also share how this information might be used in their own life (or not), and why. The personal reflection section may be written in the first person. **There will be a total of 7 journals.** Each journal will be worth 10 points.

B. Written Assignments

Literature Review (25 pts)

Find one literature article from a peer-reviewed professional journal (Only from one of these two unless otherwise approved: the Journal of Marital and Family Therapy or Marriage and family: A Christian Journal, regarding one of these classic schools of Family Therapy that addresses a specific issue within a family therapy process (i.e, a special population, a specific presenting issue, etc. An example would be an article treating infidelity, family therapy addressing addictions within the family). I can get you copies of most any article from JMFT and the university's library should be able to get you a copy of Marriage and Family: A Christian Journal. They may have to order it through interlibrary loan so PLEASE do not wait until the last minute to start this.

- This will be a brief one page review of the article, to
 - Summarize findings,
 - Identify key clinical variables being examined,
 - Provide me with your overall impression of the article's topic and the application of the theory to that particular topic.

Genogram: You will construct a genogram of your own family of origin, tracing your background and family patterns at least three generations if you do not have children, four if you have children. Interview family members with whom you feel comfortable about the details of your family's developmental history and functioning (information such as education and occupations, illnesses, any recurrent patterns, triangles, patterns of emotional intensity (fusion/distance), etc.). See course readings on genograms for further direction. You may also want to include ethnicities using color codes or cultural/religious trends. You will include the genogram and responses to the following questions at the end of the semester. (50 points total).

- a. With whom did you communicate for this assignment?
- b. What were your reactions to your conversations with these individuals?
- c. What themes stand out for you in examining this genogram?
- d. What surprises you the most? How does this change your view of your family?
- e. What do you think is most valuable about using a genogram with a family that you see in therapy?
- f. What do you think some of the limitations of using a genogram might be?
- g. If you were working with a family from an ethnic background different from your own, or working with a same sex couple, how might you approach the use of a genogram?

Rubric for Genogram:

- Drawing of Genogram (5 pts.)

- Drawing is clear and follows expected standards and conventions for genograms (correct format and symbols of family dynamics). Key is included.
- Genogram traces family patterns of interaction for at least three generations if you do not have children, four if you have children.
- Reflecting on your Genogram (10 pts.)
 - Themes are identified.
 - Discussion of what you have learned about yourself is provided.
- Evaluating the Use of Genograms (15 pts.)
 - Identification of the strengths and limitations of the use of genograms.

MFT Model Presentation: Everyone will be assigned an MFT model. Students will create a PowerPoint summarizing the model they are presenting (including key figures, theoretical assumptions, view of family and individuals, view on change [how issues in functioning develop and goals of therapy], the role of the therapist, assessment, and key techniques/interventions), a quiz covering the key concepts of their model based on the readings (10 questions plus 1 extra credit question), and lead the class in a role-play demonstrating several key concepts from their assigned model. (100 points total)

Rubric for Presentations:

1. **Model Quiz = 25 pts.**
 - a. Ten multiple choice or T/F questions clearly written on the main points of the model (refer to points to be included in the Powerpoint). (20 pts.)
 - b. 1 Extra Credit question that is more difficult than the other ten questions. (1pt.)
 - c. At least two of the non-E.C. questions are applied (a scenario is given as the prompt). (4pts.)
2. **Powerpoint Presentation = 40 pts.**
 - a. Main points on key figures, how issues in family functioning develop, theoretical assumptions, view of the family/client, how change occurs, role of the therapist, techniques/interventions are included. (20 pts.)
 - b. Slides are well organized and easy to read. (10 pts.)
 - c. Presenters engaged the class. (5 pts.)
 - d. Slides or an outline were brought as handouts to class. (5 pts.)
3. **Roleplay = 25 pts.**
 - a. The role play script was organized and fully conceptualized (5 pts.)
 - b. A minimum of five concepts or techniques were demonstrated (10 pts.)
 - c. Presenters led class in discussion of the concepts demonstrated. (10 pts.)

VI. CLASS POLICIES

Campus/Livestream Students: Students are expected to attend all scheduled meetings of courses for which they are registered (as this also counts for class participation). If a student begins a course and is unable to attend a class, he/she will not receive the points allotted for

this course. There are eight (8) class sessions, which correspond to the eight week cycle.
Each class participation session is worth 25 points.

Online Students: The online student is to watch the recording and answer the questions provided by his/her professor (as this counts for class participation). They are to be completed and uploaded on Canvas before the next class session. If a student fails to complete this assignment within the due date he/she will not receive the points allotted for this course. There are eight (8) class sessions, which correspond to the eight week cycle.
Each class participation session is worth 25 points

Academic Dishonesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

Writing Style

All class papers must follow the APA style according to *the Publication Manual of the American Psychological Association 7th edition*.

Late Work

Papers, projects, etc. are due at the class period assigned. Unless under extreme circumstances, which will be determined at the discretion of the instructor, **no late work will be accepted.**

Disabilities Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Learning Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Class Schedule

Date	Assignments Due	Class Topics
March 9, 2021	Reading Journal 1 Due <i>Saving Your Second Marriage Before It Starts</i> Question 1	Review Syllabus Course Overview What Is Marriage? Best Practice Procedures
March 16, 2021	Reading Journal 2 Due <i>Saving Your Second Marriage Before It Starts</i> Question 2	Marriage and Family Models Case Study Role Play Pre-marital Counseling
March 23, 2021	Spring Break No Class	
March 30, 2021	Reading Journal 3 Due <i>Saving Your Second Marriage Before It Starts</i> Question 3 Mid-term	Case Study Role Play Family Development Counseling Children
April 6, 2021	Reading Journal 4 Due <i>Saving Your Second Marriage Before It Starts</i> Question4	Single Parenting, Parenting, and Grandparenting Blended Families
April 13, 2021	Reading Journal 5 Due <i>Saving Your Second Marriage Before It Starts</i> Question 5	Case Study Role Play Same Sex Couples Custody Conflicts
April 20, 2021	Reading Journal 6 Due <i>Saving Your Second Marriage Before It Starts</i> Question 6	MFT Model Presentation Family Loss Counseling
April 27, 2021	Reading Journal 7 Due <i>Saving Your Second Marriage Before It Starts</i> Question 7	MFT Model Presentation <i>Marriage, Divorce, and Remarriage</i>
May 5, 2020	Final Exam	

