



WINEBRENNER  
THEOLOGICAL SEMINARY

*“Winebrenner equips leaders for service in God’s Kingdom.”*

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**Term:**

**Course:** CC 6500; Family Counseling and Relations

**Instructor:**

**Phone:**

**Email:**

**Office/Contact Hours:**

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MACC Syllabus

## COURSE DESCRIPTION

This course introduces students to systems theory, the dynamics of human relationships, and theories and techniques of marital and family counseling. Professional and legal issues in marital and family therapy will be addressed. Students will acquire skills taking family histories and integrating them in problem assessment and therapeutic interventions. *(3 credit hours)*

## COURSE OUTCOMES AND OBJECTIVES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling programs. At the conclusion of this course, the successful student will be able to:

1. Identify ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas. **(3.A.10)**
  - Assessment occurs through class discussion, theory and treatment planning paper, quizzes, student presentations and case study activity.
2. Recognize and critically analyze theories of individual and family development across the lifespan. **(3.C.1)**
  - Assessment occurs through discussion, theory and treatment planning paper, quizzes, student presentations and case study activity.

3. Understand structures for affective relationships, bonds, couples, marriages, and families. **(3.C.6)**
  - Assessment occurs through movie review, article analysis, class discussion posts, family genogram and written analysis, and personal reflections.
4. Understand various models of resilience, optimal development, and wellness in individuals and families across the lifespan. **(3.C.7)**
  - Assessment occurs through class discussion, theory and treatment planning paper, quizzes, student presentations and case study activity.
5. Understand the role of sexual development and sexuality related to overall wellness. **(3.C.9)**
  - Assessment occurs through class discussion, presentation, and role play.
6. Understand systemic (i.e., family systems), cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness. **(3.C.11)**
  - Assessment occurs through class discussions, assigned readings, and family genogram and written analysis.
7. Recognize the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan. **(3.C.12)**
  - Assessment occurs through class discussions, role plays, assigned readings, family genogram and written analysis.
8. Utilize case conceptualization skills using a variety of models and approaches. **(3.E.3)**
  - Assessment occurs through case studies, class discussions, and role-plays.
9. Identify counseling strategies and techniques used to facilitate the client change process. **(3.E.10)**
  - Assessment occurs through class discussion, theory and treatment planning paper, quizzes, student presentations and case study activity.
10. Identify strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences. **(3.E.11)**
  - Assessment occurs through class discussion, theory and treatment planning paper, quizzes, student presentations and case study activity.
11. Understand the utilization of goal consensus and collaborative decision-making in the counseling process. **(3.E.12)**
  - Assessment occurs through class discussions, case studies, and exercises.
12. Understand a variety of family systems techniques and interventions for prevention and treatment of a broad range of mental health issues. **(5.C.5)**
  - Assessment occurs through class discussion, theory and treatment planning paper, quizzes, student presentations and case study activity

## REQUIRED TEXTBOOKS

Gehart, D. (2016). *Theory and treatment planning in family therapy*. Brooks/Cole.

Langberg, D. (2013) *In our lives first: Meditations for counselors*. Createspace.

### **For MACC students—the official writing style is APA format:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

### **For MAPT, MDIV, and ICS students—the official writing style is Turabian format:**

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago Guides to Writing, Editing, and Publishing. Chicago, IL: The University of Chicago Press, 2018.

## METHODOLOGY

The course will utilize didactic and experiential learning activities, reading assignments, class handouts, in-class discussions, small group discussions, chats, quizzes, multimedia, written assignments, in-class and out of class assignments, development of critical thinking skills, demonstration of desired skills, and purposeful experiences.

Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading and from personal experiences, etc. Learning is synergistic; it deals with abstract or theoretical ideas that have not yet been fully understood or internalized, and constructing learning and mastering concepts requires the community of learners sharing together. It's not a repetition of facts; if that's all we were interested in we could just do a quiz on the reading and be done. Our class sessions are where we all can ask questions, make assertions, share concerns or doubts, express opinions, navigate new ideas, and encounter new ways of thinking. Everyone's input is vital to the learning environment.

## EVALUATION AND GRADE SCALE

### Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

*A course grade of F will not meet the requirements for degree credit.*

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

### Calculation of grade will be based on the following:

Participation and devotional	100 pts.
Devotional	50 pts.
Quizzes	200 pts.
Genogram and Written Analysis	200 pts.
Family Therapy Presentation	350 pts.
Final Exam	100 pts.
<b>TOTAL</b>	<b>1000 pts.</b>

Participation grades are limited to 10% of the course grade and may include, but is not limited to, classroom engagement, attendance, on time arrivals, timely responses to instructor emails, completion of required readings, engagement in synchronous sessions (online), and discussion board posts that meet the instructor's standards for quality and quantity (online). Consult the participation section of the syllabus for more details.

## COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 1000 for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the proper writing style for your degree.

- 1. Participation** – A portion of your grade will depend upon your level of participation during class each week. Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared. Spontaneous assessments may be given as a means to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.
- 2. Devotionals** – Student dyads will present a short devotional (5-10 min.) and summary of the chapter assigned to them from the book *In our lives first: Meditations for counselors*.
- 3. Quizzes** – 10 quizzes based on weekly readings from textbook.
- 4. Family Genogram/Written Analysis (KPI 3)** – Create a genogram of your family history (at least 3 generations). Student will interview family members for this assignment as a way to gather historical family information that can be included on the genogram. Consider family rituals, background, cultural heritage, careers, sickness, or health issues and other elements you consider important. In a written analysis of the genogram, discuss the presence of any triangle that you notice, patterns of relationships, changes in triangle and how those changes occurred, etc. Assignment instructions and scoring rubric provided in Populi.
- 5. Presentation** – Students will choose a special topic related to marriage and families. Each student will present to the class on the date assigned by your instructor. Each presentation should be 35-40 minutes in length. The presentations should provide an overview of the topic and a case review. See separate handout on Populi with instructions and grading rubric.
- 6. Final Examination** – The Final exam will be on Populi. It will be an objective (multiple-choice) examination based on quizzes.

CLASS SCHEDULE *All class meetings will be online via Teams meetings.*

<b>Week</b>	<b>Topic</b>	<b>Readings/Assignments</b>
1	Course Overview/Theory of Family Therapy	Ch. 1
2	Research and Ethical Foundations of Family Therapy The Christian Family	Ch. 2 <b>Quiz #1</b>
3	Case Conceptualization and Treatment Planning/Foundations of Family Therapy Theories	Ch. 3&4 <b>Quiz #2</b>
4	Systemic Therapies	Ch. 5 <b>Quiz #3</b>
5	Strategic Therapies and Structural Family Therapy	Ch. 6 & 7 <b>Quiz #4</b>
6	Experiential Family Therapy Theories and Symbolic Internal Family Systems	Ch. 8 & 9 <b>Quiz #5</b>
7	Intergenerational and Psychoanalytic Family Therapy <b>Presentations</b>	Ch. 10 <b>Quiz #6</b>
8	Cognitive-Behavioral and Solution Focused Family Therapy <b>Presentations</b>	Ch. 11 & 12 <b>Quiz #7</b>
9	Narrative Family Therapy Emotionally Focused Therapy <b>Presentations</b>	Ch. 13-15 <b>Quiz #8</b>
10	Evidence-Based Couple and Functional Family Therapy <b>Presentations</b>	Ch. 13-15 <b>Quiz #9</b> <b>Genograms Due</b>
11	Creativity and with Families <b>Presentations</b>	<b>Quiz #10</b>
12	Christian Integration <b>Presentations</b>	<b>Final Exam on Populi</b>

## WEBSITES

American Association of Christian Counselors (AACC)

<https://aacc.net/>

American Counseling Association (ACA)

<http://www.counseling.org/>

Council for Accreditation of Counseling and Related Education Programs (CACREP):

<http://www.cacrep.org>

Ohio Counseling Association (OCA)

<http://www.ohiocounseling.org/>

Purdue Owl APA Writing Assistance

<https://owl.english.purdue.edu>

State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board

<https://www.cswmft.ohio.gov/>

## PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

## DIGITAL DELIVERY GUIDELINES

*(Since all of this course is digitally delivered, the following guidelines will be followed.)*

### *Teams Online Meeting Etiquette*

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

### *Secure Environment*

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

### *Video Submissions*

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner’s Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.

- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

## THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

### *Late Work During the Term*

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

## DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

## ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

**A growing concern** in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

## GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

## INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take

appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Liames if you have any questions or concerns about the Informed Consent Statement.

*All students are subject to policies outlined in the Winebrenner Graduate Catalog.*

Syllabus revised: 01/01/2026