MA in Marriage and Family Studies

- COUN 520 - Counseling Theories & Techniques
- COUN 548 - Supervision I and II
- COUN 561 - Counseling Children and Adolescents
- COUN 598+599 - Thesis
- MAFT 511 - Introduction to Marriage and Family Studies
- MAFT 514 - Psychopathology
- MAFT 516 - Christian Perspectives in the Helping Professions
- MAFT 523 - Human Growth and Development
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- MAFT 533 - Human Sexuality
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- MAFT 543 - Personality Theory
- MAFT 547 - Cultural Contexts of Clinical Counseling
- MAFT 555 - Research Methods

COUN 520 - Counseling Theories & Techniques

Teacher	Dr. T. Gorbacheva		
Semester	Spring	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This module provides a practical introduction to the counseling aspects which will be used in many of the modules and in particulare the supervision modules.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation	**Evaluation**	**Hours**	**Weight**
	Phase 1	50	20%
	Readings & Theoretical Paper	50	20%
	Phase 2	40	50%
	Participation	30	10%
	Presentation	5	10%
	Exam	5	30%
	Phase 3	60	30%
	Research Paper	60	30%
	Total	**150**	**100%**
Content of the Module	Consideration in depth of major counseling theories and techniques, with particular emphasis on comparative analysis. This course is designed to help the student acquire a thorough understanding of selected counseling theories by studying the written works of prominent authorities associated with these respective theories. Models of helping will be compared and contrasted to explore the goals of counseling and the factors involved in assisting people to change.		

Learning Objectives	A. General Instructional Objectives This course seeks to: • Develop students' understanding of the major systems and theories of counseling and psychotherapy, including selected approaches developed by Christian theorists. • Help students assess the status of counseling relative to process and outcome research. • Teach skills in counseling interview techniques, including the establishment of rapport, problem identification, and the use of intervention techniques. • Explore the historical development of consultation. • Present major models of consultation, including the stages of consultation. • Assess counselor and consultant characteristics and behavior that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors, personal characteristics orientations, and skills. • Critique the major systems and theories of counseling and psychotherapy from a Christian perspective. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Demonstrate mastery of concepts, history, theory of personality, and the psychotherapeutic process of counseling theories covered in class. • Compare and contrast the essential features of the theories covered in class. • Discuss the current status and critique the strengths and weaknesses of each theoretical approach. • Develop a theoretical foundation for their approach to counseling. • Demonstrate proficiency and confidence in applying theoretical knowledge and integrating counseling skills. • Critique the major theories from a Christian perspective.
Outline	• A. The counselor: Person and Professional • B. Counselor and Consultant Characteristics • C. Psychoanalytic Therapy • D. Adlerian Therapy • E. Jungian Therapy • F. Person-Centered Counseling • G. Gestalt Therapy • H. Transactional Analysis • I. Behavior Therapy • J. Systems Theory • K. Rational Emotive Therapy • L. Reality Therapy • M. Cognitive-Behavior Therapy • N. Family Systems Therapy • O. Interview Skills • P. Establishing Rapport • Q. History of Consultation • R. Models of Consultation • S. Technological Strategies of Application • T. Integration and Application • U. Computer-Assisted Therapy
Examination	See Evaluation

Core Literature	**Textbook:** Wedding, D. & Corsini, R.J. (2014). Current Psychotherapies, (10th Ed.). Boston: Cengage Learning. **Reading List:** Brenner, C. (1973). An elementary textbook of psychoanalysis. Garden City, NY: Anchor/Doubleday. Cade, B., and O'Hanlon, W.H. (1993). A brief guide to brief therapy. New York: Norton. Capuzzi, D., and Gross, D. R. (1996). Counseling and psychotherapy. Englewood Cliffs, NJ: Merrill. Corsini, R. L., and Wedding, D. (Eds.). (1995). Current psychotherapies (5th ed.). Itasca, IL: Peacock. Dinkmeyer, D.; Pew, W.; and Dinkmeyer, D. (1979). Adlerian counseling and psychotherapy. Belmont, CA: Wadsworth. Dobson, K. (Ed.) (1988). Handbook of cognitive-behavioral therapies. New York: Guilford. Egan, G. (1986). The skilled helper (2nd ed.). Monterey, CA: Brooks/Cole. Ellis, A. (1962). Reason and emotion in psychotherapy. Secaucus: NJ: Lyle Stuart. Gay, P. (1989). The Freud reader. New York: W.W. Norton. George, R..L., and Cristiani, T. S. (1995). Counseling: theory and practice (4th ed.). Boston, MA: Allyn and Bacon. Glasser, W. (1961). Mental health or mental illness. New York: Harper & Row. Harris, T. (1969). I'm OK, you're OK. New York: Harper and Row. Koteskey, R. L. Psychology from a Christian perspective. Nashville: Abingdon Press, 1980. Meichenbaum, D. (1985). Stress inoculation training. New York: Pergamon. Tan, S. (1987). Cognitive-behavior therapy: A biblical approach and critique. Journal of Psychology and Theology, 15, 103-112. Vining, J. K., Ed. Pentecostal caregivers. anointed to heal. East Rockaway, NY: Cummings and Hathaway Publishers, 1995. Vining, J. K., and Decker, E. E. Jr., Eds. Soul care: A pentecostal-charismatic perspective. East Rockaway, NY: Cummings and Hathaway Publishers, 1996.
Other information	

COUN 548 - Supervision I and II

Teacher	Dr. M. Großklaus		
Semester	Spring & Fall	Duration	8 Weeks
Frequency	Every year		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive / Practical		
Applicability	This Module is a very practical application of counseling theories and techniques. Other Modules will also benefit from the practical awareness and experience gained by the students.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	50	30%
Readings & Preparation	10	10%
Participation in Counseling individuals and groups in marriage and family settings	40	20%
Phase 2	40	40%
Participation in Supervision Seminars	30	30%
Individual presentation	10	10%
Phase 3	60	30%
Participation in Counseling individuals and groups in marriage and family settings	60	30%
Total	**150**	**100%**

Content of the Module

An introduction to current and traditional theories of supervision and counseling, with attention given to the evolution of these frameworks, as well as recent theoretical developments and research pertaining to the study of this topic.

Learning Objectives

A. General Learning Objectives

- Engage the student in exploring philosophies of supervision and counseling.
- Introduce the student to traditional theories of counseling.
- Introduce the student to current theories of counseling.
- Provide an overview of supervision in a psychological and theological context.

B. Specific Objectives

- Explain systems concepts and theories that are foundational to the practice of counseling and supervision.
- Identify counselors´ strengths and resources.
- Demonstrate an ability to view issues and therapeutic processes systemically.
- Define counseling.
- Define supervision.

Outline

- What is counseling?
- What is supervision?
- The importance of personality
- The importance of communication
- Techniques of communication in a counseling context

Examination	This is a practicum module without a final exam but attendance and participation in the supervision seminar which includes focused discussions.
Core Literature	**Textbook:** McLeod, J. (2003). An Introduction to Counselling, Third Edition, Open University Press. **Reading List:** Axline, V. M. (1969). Play therapy. New York: Ballantine Books. Geldard, K. & Geldard, D. (2002). Counseling children: A practical introduction. London: Sage Publications. Golden, L. B. (2002). Case studies in child and adolescent counseling. Upper Saddle River, NJ: Pearson Education. Dobson, J. C. (2004). The New Strong-Willed Child. Carol Stream, IL: Tyndale House Publishers. Dobson, J. C. (2005). Bringing up Boys. Carol Stream, IL: Tyndale House Publishers. Dobson, J. C. (2010). Bringing up Girls. Carol Stream, IL: Tyndale House Publishers. Hazler, R. J. (2008). Helping in the Hallways. Thousand Oaks, CA: Corwin Press. Landreth, G. L. (1991). Play therapy: The art of the relationship. Briston, PA: Accelerated Development. Levy, R. & O'Hanlon, W. (2001). Try and Make Me! New York, NY: New American Library. Mordock, J. B. (1991). Counseling children: Basic principles for helping the troubled and defiant child. New York, NY: The Continuum Publishing Company. Oaklander, V. (1998). Windows to our children. (2nd Ed.). Highland, New York: Gestalt Journal Press. Schaefer, C. (1999). Innovative psychotherapy techniques in child and adolescent therapy (2nd Ed.). New York, NY: John Wiley &Sons. Taffel, R. (2001). Getting through to difficult kids and parents: Uncommon sense for child professionals. New York, NY: The Guilford Press.
Other information	

COUN 561 - Counseling Children and Adolescents

Teacher	Dr. J. Sargent		
Semester	Spring	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module builds on the practicum in counseling and uses theories and techniques to focus on the specific needs of children and adolescents.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	50	20%
Readings & Responses	50	20%
Phase 2	40	50%
Participation	30	10%
Presentation	10	40%
Phase 3	60	30%
Research Paper	60	30%
Total	**150**	**100%**

Content of the Module	An examination of the interpersonal dynamics of children and adolescents who come to counselors for help due to the severity of their spiritual, emotional, motivational, behavioral, and adjustment problems. Counseling procedures for normal developmental concerns and issues, as well as clinical procedures, treatment methods, and counseling approaches for the more resistant and recalcitrant youth, will be covered. This course is designed to introduce the student to various aspects of psychopathology in children and adolescents, using normal development as a yardstick with which to measure pathology. Special emphasis will be given to important concerns such as suicide, pregnancy, violence, and loss. These issues will be approached from a developmental frame of reference and counseling strategies that can interrupt the cycle of self-defeating behavior will be explored.
Learning Objectives	A. General Learning Objectives This course seeks to: • Develop the student's understanding of typical child development. • Develop the student's understanding of typical adolescent development. • Equip the students with an understanding of psychopathology. • Acquaint the students with various concerns of child and adolescent development. • Explore counseling techniques that are employed for children and adolescents. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Demonstrate self-awareness, sensitivity to others, and skills needed to relate to diverse individuals, groups, and classrooms. • Demonstrate sample counseling and classroom guidance skills. • Demonstrate the ability to use procedures for assessing and managing suicide risk. • Demonstrate the ability to recognize personal limitations and readiness to seek supervision. • Demonstrate multicultural competencies.
Outline	• Typical Child Development • Typical Adolescent Development • Common Psychological Problems and Issues for Children and Adolescents. • Counseling Tools and Techniques Suitable for Children and Adolescents. • Individual, Group, and Classroom interventions.
Examination	The final exam will be an essay exam that requires you to apply a combination of child counseling theory, understanding of children’s issues, intervention strategies, and research support to specific case studies. Your responses should be unique, and distinct, and reflect YOUR work and learning gleaned from the course lectures, presentations, and readings.

Core Literature	**Textbook:** Henderson, D. & Thompson, C.L. (2007). Counseling children (8th Ed.). Belmont, CA: Thomson/Brooks/Cole. **Reading List:** Axline, V. M. (1969). Play therapy. New York: Ballantine Books. Geldard, K. & Geldard, D. (2002). Counseling children: A practical introduction. London: Sage Publications. Golden, L. B. (2002). Case studies in child and adolescent counseling. Upper Saddle River, NJ: Pearson Education. Dobson, J. C. (2004). The New Strong-Willed Child. Carol Stream, IL: Tyndale House Publishers. Dobson, J. C. (2005). Bringing up Boys. Carol Stream, IL: Tyndale House Publishers. Dobson, J. C. (2010). Bringing up Girls. Carol Stream, IL: Tyndale House Publishers. Hazler, R. J. (2008). Helping in the Hallways. Thousand Oaks, CA: Corwin Press. Landreth, G. L. (1991). Play therapy: The art of the relationship. Briston, PA: Accelerated Development. Levy, R. & O'Hanlon, W. (2001). Try and Make Me! New York, NY: New American Library. Mordock, J. B. (1991). Counseling children: Basic principles for helping the troubled and defiant child. New York, NY: The Continuum Publishing Company. Oaklander, V. (1998). Windows to our children. (2nd Ed.). Highland, New York: Gestalt Journal Press. Schaefer, C. (1999). Innovative psychotherapy techniques in child and adolescent therapy (2nd Ed.). New York, NY: John Wiley &Sons. Taffel, R. (2001). Getting through to difficult kids and parents: Uncommon sense for child professionals. New York, NY: The Guilford Press.
Other information	

COUN 598+599 - Thesis

Teacher	Dr. J. Sargent		
Semester	Spring	Duration	36 Weeks
Frequency	Every year		
Credits	20 ECTS (5+15)	Workload	600 Hours
Module format	Guided Study, Thesis seminar 5 ECTS + Thesis writing 15 ECTS		
Applicability	These Modules are required and form the culmination of Master studies; they will enable the student to incorporate material learned in all previous modules. It also provides the possibility of further study to the doctoral level.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	560 Hours
Participation requirement	Approval by Director See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1 - Thesis Seminar	150	30%
Participation on Moodle	40	10%
Preparatory Reading	60	10%
Proposal	30	5%
Bibliography	20	5%
Phase 2 - Thesis writing	400	60%
Development of Interventions	230	45%
1st Rough Draft	170	15%
Phase 3 - Submission	50	10%
Final Submission - corrections or rewriting	50	10%
Total	**600**	**100%**

Content of the Module

This course will provide the structure, format, support, and encouragement for the candidate to complete the graduate research/literature review exercise and present it to colleagues.
The graduate research/literature review exercise is the application step of the master's degree. In developing this paper, candidates will be encouraged to employ their skills as researchers and active practitioners to complete an exercise that will contribute to the field. This seminar will provide the opportunity to think through their ideas with faculty guidance and present their work in an open public forum for feedback and evaluation.

1. The core of the thesis is a full description of three related interventions addressing marriage and family needs within a church, a community organization, or a non-profit/NGO. The interventions should be empirically supported by substantial research, but customized for the specific community, culture, and population that you wish to serve. As part of each intervention, you must include a clear and comprehensive description of outcome measures that will be used to evaluate the success of the interventions. This section will be a minimum of 40 pages with at least 30 references from the professional literature.
2. A feasibility/sustainability chapter that will discuss the costs of the interventions, sources of initial funding, and sources of ongoing funding.
3. An integration chapter describing your approach to integrating faith and science

Learning Objectives	A. General Learning Objectives This course seeks to: • Discuss stress theories in relation to counseling in both school and community settings. • Examine advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. • Present family systems approach to conceptualizing problems. • Develop models of consultation that can be used in interventions. • Analyze how social justice operates in the provision of services to the underserved. • Effectively apply research methods that have been acquired during the course of the study. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Know which models, modalities, and/or techniques are most effective for presenting problems. • Identify clients' strengths, resilience, and resources • Demonstrate through the interventions how various psychological approaches can be applied in school and community settings. • Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors. • Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches. • Deliver interventions in a way that is sensitive to the special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, and larger systems issues of the client). • Demonstrate an awareness of his/her present involvement in various systems.

Outline	• January: Sign up for the thesis course. A one-page proposal listing your three related empirically supported interventions that you plan on customizing to the appropriate context will be due by January 31st. Also, include a brief description of the community/population that you intend to serve with these interventions. Include one core reference for each intervention that you propose. Engage in the online thesis seminar which will be conducted through January and February covering the topics below: A. Significance of research in improving higher education B. Implementing research in institutional settings C. Communication of research findings D. Evaluating research projects • February: An annotated bibliography is due by February 28th. This annotated bibliography will list each of your references, along with a paragraph of relevant material that you are taking from that source. The paragraph is NOT an overview or an abstract of the source, but specifically the useful parts of the source that you need for your paper. Write each paragraph in such a way that it can easily be modified and incorporated into your thesis. • March: A rough draft is due by March 31st of your three related interventions. • April: By April 31st, you should turn in your corrections to the interventions section along with your initial chapters for integration and feasibility/sustainability. • May: A final version of your complete thesis must be submitted to the tutor by May 31st. A second faculty reader will also grade the thesis. • June: By June 30th, two bound copies of your thesis must be submitted to ETS, with an electronic copy sent to Lee.
Examination	Each student will be assigned to an individual tutor who will be the first reader. The thesis will be read and evaluated by two readers to produce the final grade.
Core Literature	American Psychological Association. (2009). Publication manual of the American Psychological Association. 6th edition. American Psychological Association: Washington, D.C. Cone, J.D. & Foster, S.L. (1993). Dissertations and theses from start to finish. Washington, DC: American Psychological Association. Creswell (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (2nd ed). Thousand Oaks: Sage. Creswell (2009) Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches (3rd Ed). Thousand Oaks: Sage Decety, J., & Ickes, W. (Eds.). (2009). The social neuroscience of empathy. Cambridge, MA: MIT Press. Evans, N. J., Forney, D. S., & Guido, F. M. (1998). Student development in college: Theory, research, and practice. Jossey-Bass. Manning, J., & Kunkel, A. (2014). Researching interpersonal relationships: Qualitative methods, studies, and analysis. Thousand Oaks, CA: SAGE Publications.
Other information	

MAFT 511 - Introduction to Marriage and Family Studies

Teacher	Dr. Tamara Milanovic		
Semester	Fall	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module is the basis for all other modules in this course of study. Ideally, it should be studied first before all others as the terminology and methodology are established.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	50	20%
Readings & Journal	50	20%
Phase 2	40	40%
Participation	30	10%
Exam	10	30%
Phase 3	60	40%
Research Paper	60	40%
Total	**150**	**100%**

Content of the Module	An introduction to current and traditional theories of the family, with attention given to the evolution of these frameworks, as well as recent theoretical developments and research pertaining to the study of the family. Applications of these frameworks to family studies will focus on the diversity among families due to various contextual factors (e.g. race, ethnicity, culture, gender, sexual orientation, socioeconomic status, family structure, history, and sociopolitical context). This course is intended to examine major theoretical frameworks which explain variation in family life, including the exchange, symbolic interaction, family life course development, systems, conflict, feminist, and ecological theoretical frameworks. Students will consider how theory relates to very real aspects of family life, compare and contrast theories, explore various typologies for analyzing and comparing the seven frameworks, and give attention to future theory development.
Learning Objectives	A. General Learning Objectives This course seeks to: • Engage the student in exploring philosophies of science and functions of theory. • Introduce the student to traditional theories of the family. • Introduce the student to current theories of the family. • Provide an overview of postmodernism as related to family studies. • Examine the state of family theory and its future. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Explain systems concepts and theories that are foundational to the practice of marriage and family therapy. • Recognize contextual and systemic dynamics (e.g. gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, and social context). • Identify clients' strengths, resilience, and resources. • Demonstrate an ability to view issues and therapeutic processes systemically. • Demonstrate an understanding of the system's framework, including concepts, propositions, and implications for intervention. • Demonstrate an understanding of the feminist framework, including concepts, propositions, and implications for intervention. • Demonstrate an understanding of the ecological framework, including concepts, propositions, and implications for intervention. • Demonstrate an understanding of current research as related to applications and issues in family life such as balance, resources, cooperation, rituals, work, stress, abuse, sexuality and reproduction, divorce, and alternative family forms.

Outline	• History and development of family therapy • What is a Theory? • Philosophies of Science • Functions of a Theory • Theories about Families • A history of theory in family therapy • Traditional Theories • Current Theories • The Functionalist Framework • The Symbolic Interaction Framework • The Systems Framework • The Conflict Framework • The Feminist Framework • The Ecological Framework • The State of Family Theory and Its Future • Applications and Issues
Examination	See Evaluation
Core Literature	**Textbook:** Balswick, J. O., & Balswick, J. K. (2014). The family: A Christian perspective on the contemporary home (4th ed.). Grand Rapids, MI: Baker Academic. **Reading List:** Cassidy, J., & Shaver, P. (Eds.). Handbook of attachment: Theory, research, and clinical applications. NY: Guilford. Castonguay, L. G., & Oltmanns, T. F. (2013). Psychopathology: From science to clinical practice. NY: Guilford. Cozolino, L. (2006). The neuroscience of human relationships: Attachment and the developing social brain. NY: Norton. Hecker, L. L., & Wetchler, J. L. (Eds.). (2003). An introduction to marriage and family therapy. Routledge. Holeman, V. T. (2012). Theology for better counseling: Trinitarian reflections for healing and formation. Downers Grove, IL: IVP Academic. Sanders, R. (Ed.). (2013). Christian counseling ethics: A handbook for psychologists, therapists and pastors. Downers Grove, IL: IVP Academic. Shults, F. L., & Sandage, S. J. (2006). Transforming Spirituality: Integrating theology and psychology. Grand Rapids, MI: Baker Academic. Solomon, M., & Tatkin, S. (2011). Love and war in intimate relationships: Connection, disconnection, and mutual regulation in couple therapy. NY: Norton. Walker, M., & Rosen, W. (Eds.). (2004). How connections heal: Stories from Relational-Cultural Therapy. NY: Guilford. Walsh, F. (Ed.). (2009). Spiritual resources in family therapy (2nd ed.). NY: Guilford. Wilkinson, M. (2010). Changing minds in therapy: Emotion, attachment, trauma & neurobiology. NY: Norton.
Other information	

MAFT 514 - Psychopathology

Teacher	Dr. Tamara Milanovic		
Semester	Spring	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module informs the other modules by creating an awareness of the specific problems related to psychopathology.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	60	30%
Readings & Preparation	30	15%
DSM-5 Reading & Preparation of Presentation	30	15%
Phase 2	40	60%
Participation	30	10%
Diagnosis Exam	5	20%
Exam	5	30%
Phase 3	50	10%
Case Studies	50	10%
Total	**150**	**100%**

Content of the Module

An in-depth approach to the study of psychopathology. The course uses case presentations to expose the student to a variety of psychiatric disabilities.
This course is designed to provide an analysis and study of the history, theories, classification, diagnostic techniques, and treatment approaches of mental disorders. The course will include a presentation of the biophysical, psychoanalytical, behavioral, relational, humanistic, and sociocultural approaches to abnormal behavior and personality. The course will emphasize relational and contextual approaches that are foundational within the field of marriage and family therapy.

Learning Objectives	A. General Learning Objectives This course seeks to: • To present the predominant types of personality and behavior disorders and their etiology. • To explore the therapeutic techniques and delivery of service systems used to address these disorders. • To familiarize the student with the techniques and results of recent research in abnormal psychology. • To develop an empathetic attitude toward those who struggle with these disorders. • To explore these difficulties from a relational, contextual, and systemic approach. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Understand principles of human development; human sexuality; gender development; psychopathology; couple processes; family development and processes (e.g., family dynamics, relational dynamics, systemic dynamics); co-morbidities related to health and illness; substance use disorders and treatment; diversity; and power, privilege, and oppression (AAMFT 2.1.1). • Understand the major mental health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis (AAMFT 2.1.2). • Understand the clinical needs and implications of persons who suffer from co-occurring disorders (e.g., substance abuse and mental health) (AAMFT 2.1.3). • Comprehend individual, couple, and family assessment instruments appropriate to presenting problem and practice setting (AAMFT 2.1.4). • Understand the current models for assessment and diagnosis of mental health and substance use disorders (AAMFT 2.1.5). • Understand the current models for assessment and diagnosis of relational functioning (AAMFT 2.1.6). • Understand the limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups (AAMFT 2.1.7). • Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision-making (AAMFT 2.1.8).
Outline	• Historical Perspectives • Ethics and Legal Issues • Assessment • Relational / Systemic Perspectives • Contextual Perspectives • Faith Integration • Psychopharmacology • Biological Issues • Disorder Categories
Examination	See Evaluation

Core Literature	**Textbooks:** American Psychiatric Association. (2013). Desk reference to the Diagnostic Criteria from DSM-5™. Arlington, VA: American Psychiatric Publishing. Yarhouse, M., Butman, R., McRay, B. (2005). Modern psychopathologies: A comprehensive Christian appraisal. Downers Grove, IL: IVP Academic. **Reading List:** American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing. Beach, S. R., Wamboldt, M. Z., Kaslow, N. J., Heyman, R. E., First, M. B., Underwood, L. G., & Reiss, D. (Eds.). (2006). Relational processes and DSM-V: Neuroscience, assessment, prevention, and treatment. Arlington, VA: American Psychiatric Publishing. Cassidy, J., & Shaver, P. (Eds.). Handbook of attachment: Theory, research, and clinical applications. NY: Guilford. Castonguay, L. G., & Oltmanns, T. F. (2013). Psychopathology: From science to clinical practice. NY: Guilford. Ingram, R. E. (Ed). (2010). Vulnerability to psychopathology: Risk across the lifespan (2nd ed.). NY: Guilford. Jones, S. & Butman, R. (2011). Modern psychotherapies : a comprehensive Christian appraisal. Downers Grove, IL: IVP Academic. Kring, A. M., & Sloan, D. M. (Eds.). (2009). Emotion regulation and psychopathology: A transdiagnostic approach to etiology and treatment. NY: Guilford. L'Abate, L, Cusinato, M., Maino, E., Colesso, W., & Scilletta, C. (2010). Relational competence theory: Research and mental health applications. NY: Springer. Maddux, J. E., & Winstead, B. A. (Eds.). (2012). Psychopathology: Foundations for a contemporary understanding (3rd ed.). NY: Routledge. Rogers, C., Kirschenbaum, H. & Henderson, V. (1989). The Carl Rogers reader. Boston: Houghton Mifflin. Rottenberg, J., & Johnson, S. L. (Eds.). (2007). Emotion and psychopathology: Bridging affective and clinical science. DC: American Psychological Association.
Other information	

MAFT 516 - Christian Perspectives in the Helping Professions

Teacher	Dr. D. Quagliana		
Semester	Spring	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module alerts the students to specifically Christian approaches within the helping professions. In other modules, the elements of faith may be overlooked but this seeks to introduce another aspect.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation	**Evaluation**	**Hours**	**Weight**
	Phase 1	50	20%
	Reading & Reflection paper	50	20%
	Phase 2	60	40%
	Participation & Daily Assignments	40	20%
	Presentation	10	10%
	Position Paper	10	10%
	Phase 3	40	40%
	Research Paper	40	40%
	Total	**150**	**100%**
Content of the Module	A survey of Christian approaches to counseling. Emphasis on the development of Christian approaches as they relate to theoretical and clinical advances in the field of counseling. Focus on the theological underpinnings of each approach. This course prepares students to integrate faith issues into their work in the helping professions. This includes areas such as the personal faith development of the student, self-care of the service provider, ethics in the delivery of services, social justice in the provision of services to the underserved, working with people with diverse faith backgrounds, integrating care with faith communities, and faith/spiritual interventions in the context of services.		

Learning Objectives	A. General Learning Objectives This course seeks to cover: • Ongoing personal faith development and faith struggles of the helper. • Self-care of the helper. • The interaction between faith and ethical issues in the delivery of services. • Social justice in the provision of services to the underserved. • Working with people with diverse faith backgrounds. • Integrating care with faith communities. • Faith/Spiritual interventions in the context of offered services. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student will: • Describe their own faith journey and possible interactions of this history and the way they help others. • Articulate a plan of self-care incorporating their own faith practices. • Navigate through ethical scenarios that describe conflicts between faith and professional ethical issues. • Plan a sustainable approach to providing services to underserved populations motivated by their religious world view. • Plan active ways of ongoing education around the faith perspectives of populations that they serve. • Give examples of ways they can use existing faith communities as part of the treatment planning for their clients. • Create custom faith-based interventions for populations they choose to serve.
Outline	• Personal faith development of the student • Self-care of the service provider • Ethics in the delivery of services • Social justice in the provision of services to the underserved • Working with people with diverse faith backgrounds • Integrating care with faith communities • Faith/spiritual interventions
Examination	See Evaluation

Core Literature	**Textbooks:** Holeman, V. T. (2012). Theology for better counseling: Trinitarian reflections for healing and formation. Downers Grove, IL: Intervarsity Academic. Shults, F. L., & Sandage, S. J. (2006). Transforming Spirituality: Integrating theology and psychology. Grand Rapids, MI: Baker Academic. **Reading List:** Anderson, R. S. (1990). Christians who counsel: The vocation of wholistic therapy. Grand Rapids, MI: Zondervan. Buber, M. (1970). I and Thou. New York: Touchstone. Dueck, A., & Lee C. (Eds.). (2005). Why psychology needs theology. Grand Rapids, MI: Eerdmans. McMinn, L. G. (2007). Growing strong daughters: Encouraging girls to become all they're meant to be (revised edition). Grand Rapids, MI: Baker Books. McMinn, M. R., & Phillips, T. R. (Eds.). (2001). Care for the soul: Exploring the intersection of psychology and theology. Downers Grove, IL: IVP Press. Miles, C. A. (2006). The redemption of love: Rescuing marriage and sexuality from the economics of a fallen world. Grand Rapids, MI: Brazos Press. Mogel, W. (2001). The blessing of a skinned knee. New York: Penguin Compass, Sanders, R. (Ed.). (2013). Christian counseling ethics: A handbook for psychologists, therapists and pastors (2nd ed.). Downers Grove, IL: IVP Academic. Walsh, F. (Ed.). (2009). Spiritual resources in family therapy (2nd ed.). NY: Guilford.
Other information	

MAFT 523 - Human Growth and Development

Teacher	Dr. T. Gorbacheva		
Semester	Spring	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This is a fundamental module to understanding the development of human beings. It is essential to counseling, marriage, family, and in particular children and adolescents.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	50	30%
Readings & Project	50	30
Phase 2	40	35%
Participation	30	10%
Exam	10	25%
Phase 3	60	35%
Research Paper	60	35%
Total	**150**	**100%**

Content of the Module	Current research and theories in development related to the preschool child, elementary school child, adolescent, and adult. Emphasis on social, cognitive, and affective development including implications for counseling strategies over the lifespan. The purpose of this course is to provide an in-depth understanding of human development throughout the entire life cycle. Students are assisted in understanding how various developmental issues create problems in living.
Learning Objectives	A. General Instructional Objectives This course seeks to: • Make students aware of the complex interaction of heredity and environment in shaping human lives. • Acquaint the students with the uses of theory in human development and the purpose served by theory. • Help students understand social, personality, interpersonal, cognitive, and physical changes that occur during their lifespan. • Explore major theories of human development. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Explain human development as described by major theories of development, including Learning Theory, Cognitive Theory, Psychoanalytic Theory, and Humanistic Theory. • Outline physical and motor development in infancy and childhood. • Describe the process of language development in humans and contrast this development to that of animals. • Describe the development of gender-role behaviors and discuss psychological gender differences in children. • Identify the physical changes that occur in adolescence. • Outline social, personality, interpersonal and cognitive development in childhood. • Outline social, personality, interpersonal and cognitive development in adolescence. • Outline social, personality, interpersonal and cognitive development in early adulthood. • Outline the physical changes that occur in late adulthood. • Outline social, personality, interpersonal and cognitive development in later adulthood. • Describe the major theories of the aging process. • Describe the various understandings of death that pertain to various ages and cognitive abilities. • Demonstrate an understanding of theories of individual and family development and transitions related to the development changes. • Articulate ethical and legal considerations as related to individuals at various stages in the life cycle. • Describe various developmental crises and their effect on optimal human development.

Outline	• Assumptions, definitions, and limitations of developmental theories • Factors of influence over the lifespan • Infancy • Childhood • Adolescence • Young adulthood • Middle age • Aging and lifespan education • Death and dying • Ethics and legal considerations • Strategies for optimal development over the lifespan
Examination	See Evaluation
Core Literature	**Textbooks:** Santrock, J. (2006). Lifespan Development. New York: McGraw-Hill. Miller, P. (2002). Theories of Development Psychology. New York: W.H. Freeman. **Reading List:** Ainsworth, M.D.S. (1979). „Infant-Mother Attachment.“ American Psychologist. 324, 932-937. Baltes, P.B. (1987). „Theoretical Propositions of Lifespan Developmental Psychology: On the Dynamics Between Growth and Decline.“ Developmental Psychology. 23, 611-626. Bane, M.J. (1976). Here To Stay. New York: Basic Books. Erikson, E.H. (1968). Identity: Youth and Crisis. New York: W.W. Norton. Hetherington, E.M., M.S. Hagan and E.R. Anderson. (1989). „Family Transitions: A Child‘s Perspective.“ American Psychologist. 44, 303-312. Kubler-Ross, E. (1969). On Death and Dying. New York: Macmillan. LeShan, E. (1973). The Wonderful Crisis of Middleage. New York. ____. (1986). Oh, To Be 50 Again. New York: Simon & Schuster. Lynn, D. (1974). The Father: His Role in Child Development. Belmont, CA: Wadsworth. Mandler, J.M. (1990). „A New Perspective on Cognitive Development.“ Americal Scientist. 78, 236-243. Otten, J., and F. Shelly (1976). When Your Parents Grow Old. New York: Funk and Wagnalls. Safilos-Rothschild, C. (1977). Love, Sex, and Sex Roles. Englewood Cliffs, NJ: Prentice-Hall.
Other information	

MAFT 531 - System Theory

Teacher	Dr. T. Gorbacheva		
Semester	Spring	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module is subject-specific, but the systems approach is applicable to marriage and family studies, psychological disorders, and cultural aspects.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	50	20%
Readings & Preparation	50	20%
Phase 2	40	50%
Participation	30	10%
Focused Presentations and Discussions	10	40%
Phase 3	60	30%
Research Paper	60	30%
Total	**150**	**100%**

Content of the Module	This is an introduction to general systems theory. Special attention is given to the history of marriage and family therapy and the basic theories of and models of family interaction. Implications for interactional patterns, functional and dysfunctional systems, life cycle issues, and ethnicity are discussed. This course is designed to assist the student in gaining an understanding of the basics of marriage and family systems approaches. It will consist of an introduction to basic concepts and ideas and an exploration of family of origin issues. Special attention will be given to the application of this material to educational settings and marital and family therapy.
Learning Objectives	A. General Learning Objectives (Course Goals): This course seeks to: • Develop the student's understanding of family system approaches. • Present family systems approach to conceptualizing problems. • Assist students in the exploration of the effects of their own family on their personality development. • Explore counseling techniques that are employed from various systems perspectives. • Explore the strengths and limitations of systems theory in working with diverse populations. B. Specific Behavioral Objectives (Learning Outcomes): As a result of the activities and study in this course, the student should be able to: • Demonstrate an understanding of family system approaches. • Discuss how various systems approaches conceptualize problems. • Describe how his/her personality development has been affected by experiences within his/her family of origin. • Explain the use and purpose of counseling techniques from various systems perspectives. • Discuss the historical development of general systems theory. • Outline the contributions of major personalities within the field (both historical and current). • Discuss family and individual life cycle issues from a systems perspective. • Demonstrate an awareness of his/her present involvement in various systems. • Discuss psychopathology from a systems perspective. • Discuss the strengths and limitations of systems theory in working with diverse populations.
Outline	• Introduction to the Course • Introduction to Marriage and Family Systems • History of Systems Theory and MFT • Bowen and Systems • Structural and Systems • CBT and Systems • Experiential and Systems • Contextual and Systems • Strategic and Systems • MRI/Milan and Systems • Systems and Faith
Examination	See Evaluation

Core Literature	Bergman, J. (1985). Fishing for barracuda: Pragmatics of brief systemic therapy. New York: Norton. Bowen, M. (1978). Family therapy in clinical practice. New York: Jason Aronson. George, R..L., and Cristiani, T. S. (1995). Counseling: Theory and Practice (4th ed.). Boston, MA: Allyn and Bacon. Madanes, C. (1990). Sex, love, and violence: strategies for transformation. New York: Norton. McMahan, O. (1995). Scriptural Counseling: A God-Centered Method. Cleveland, TN: Pathway. Meier, P.D, F.B. Minirth, F.B. Wichern and D.E. Ratcliff. (1991). Introduction to Psychology Patterson, C. H., & Watkins, C.E. (1996). Theories of Psychotherapy. (5th ed.). New York: Harper Collins. Trent, J. (1994). Lifemapping. Colorado Springs: Focus on the Family.
Other information	

MAFT 533 - Human Sexuality

Teacher	Dr. H. Quagliana		
Semester	Fall	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module is basic to developing an understanding of how important human sexuality is to the range of modules on marriage and family. It is particularly helpful in the areas of practical counseling.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	60	25%
Readings & Presentation	60	25%
Phase 2	40	35%
Participation	30	5%
Case Studies	10	30%
Phase 3	50	40%
Exam, Preparation and Writing	50	40%
Total	**150**	**100%**

Content of the Module	The study of contemporary theory, research, and practice of marriage and family therapy as it relates to the study and understanding of the biological, cognitive, socioemotional, cultural, and spiritual dimensions of human sexuality. This course is intended to familiarize students with the contemporary theory, research, and practice of marriage and family therapy related to the study and understanding of human sexuality.
Learning Objectives	A. General Learning Objectives This course seeks to: • Provide an overview of the psychosocial aspects of male and female sexuality and sexual functioning. • Review the cognitive, social, emotional, biological, and spiritual characteristics of the development of sexual attitudes and behaviors. • Introduce students to the various concepts and terminology used in research and practice in the field of human sexuality. • Define the dimensions of human sexuality and their influences on individuals, couples, and families. • Describe the ways in which societal, parental, peer and individual attitudes and values affect sexual development and sexual awareness. • Survey historical and contemporary issues and developmental milestones that impact sexuality throughout the life cycle. • Explain the ways in which men and women, both adolescent and adult, experience relationships dealing with love, intimacy, and sexuality. • Introduce the students to the skills required to work with a variety of aspects related to human sexuality. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context) (AAMFT 1.2.1). • Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services) (AAMFT 1.2.2) • Evaluate the case for appropriateness for treatment within professional scope of practice and competence (AAMFT 1.4.1) • Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics) (AAMFT 2.1.1) • Diagnose and assess client behavioral and relational health problems systemically and contextually (AAMFT 2.3.1) • Know which models, modalities, and/or techniques are most effective for presenting problems (AAMFT 3.3.1) • Work collaboratively with other stakeholders, including family members, other significant persons, and professionals, not present (AAMFT 3.3.7) • Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case) (AAMFT 4.5.1)

Outline	• Perspectives on Sexuality, Cultural and Historical • Psychological aspects of Sexuality • Sexuality throughout the Lifespan • Gender Issues • Love & Attraction • Sexual Orientation • Sexual Behavior • Sexual Abuse and Assault • Sexual Dysfunctions & Sex Therapy • Sexual Disorders & Sexual Health • Theology of Sexuality • Infidelity
Examination	See Evaluation
Core Literature	**Textbook:** Balswick, J.K., & Balswick, J.O. (2008). Authentic Human Sexuality: An Integrated Christian Approach. InterVarsity Academic. Yarhouse, M. A. & Tan, E. S. N. (2014). Sexuality and Sex Therapy: A Comprehensive Christian Appraisal. InterVarsity Academic. **Reading List:** Anderson, K. (2000). Marriage, family, & sexuality: Probing the headlines that impact your family. Grand Rapids, MI: Kregel Publications. Buehler, S. (2011). Sex, love and mental illness. A couples guide to staying connected. Santa Barbara, CA: Praeger. Cox, F. D. (2000). The aids booklet, 6th ed. Boston: McGraw-Hill. Crooks, R., & Baur, K. (2002). Our Sexuality, 8th edition. Pacific Grove, CA: Brooks/Cole Publishing. Leiblum, S. R, Rosen, R. C. (2000). Principles and practices of sex therapy, 3rd ed. New York, NY: Guildford Press. Shibley-Hyde, J., & DeLamater, J.D. (2000). Understanding human sexuality, 7th edition. Boston: McGraw-Hill. York, M. W., & Cooper, G. D. (2001). A unifying approach to the theories and practice of psychotherapy and counseling. Boston: Allyn & Bacon.
Other information	

MAFT 541 - Family Stress and Resilience

Teacher	Dr. T. Gorbacheva		
Semester	Fall	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module will be useful in counseling and conflict resolution in the family setting. All practical and counseling modules will benefit from this teaching.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation	**Evaluation**	**Hours**	**Weight**
	Phase 1	50	20%
	Readings & Journal	30	10%
	Reading & Reflection paper	20	10%
	Phase 2	40	50%
	Participation	30	10%
	Interview	5	10%
	Exam	5	30%
	Phase 3	60	30%
	Research Paper	60	30%
	Total	**150**	**100%**
Content of the Module	This course is designed to introduce students to the traditional and current clinical thinking with regard to family stress and resilience. Students will develop their understanding of specific systemic contexts that contribute to increased stress in family and couple relationships. Traumatic events with emphasis on infidelity will be explored. Students will also develop their understanding of the factors that protect family, couple relationships, and promote resilience.		

Learning Objectives	A. General Learning Objectives This course seeks to: • Acquire specific techniques for dealing with stress in family and couple therapy. • Demonstrate case conceptualization of the context of family stress and resilience. • Demonstrate effective treatment planning regarding family stress and crisis management. • Discuss strengths and limitations of past and current stress theories and interventions for diverse families. • Explore how society and culture impact family stress and resilience. • Review etiological considerations of infidelity. • Demonstrate effective treatment planning regarding infidelity. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Diagnose and assess client behavioral and relational health problems systemically and contextually (AAMFT 2.3.1.) • Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others (AAMFT 2.3.5) • Elicit a relevant and accurate biopsychosocial history to understand the context of the clients' problems (AAMFT 2.3.7) • Identify clients' strengths, resilience, and resources (AAMFT 2.3.8) • Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses (AAMFT 2.4.3) • Know which models, modalities, and/or techniques are most effective for presenting problems (AAMFT 3.1.1) • Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective (AAMFT 3.3.1)
Outline	• Class Introduction &The Contextual Model • Defining Stress Theory & Coping • Family Issues: Boundary Ambiguity, Denial, & Family Values • Social Pressures, Family Crisis, & Future Issues • Marital Distress • Families with Children • Economic Stress • Aging & Adaptation • Mental Illness • Death, Dying, & Grief • Divorce • Remarriage & Recoupling • Violence, Abuse, & Neglect • Immigration & Acculturation • Development of treatment/counselling plan
Examination	See Evaluation

Core Literature	Bainbridge, D., Kruegen, P., Lohfeld, L., & Brazil, K. (2009). Stress processes in caring for an end-of-life family member: Application of a theoretical model. Aging and Mental Health, 13(4), 537-545. Baucom, D. H., Gordon, K. C., Snyder, D. K., Atkins, D. C., & Christensen, A. (2006). Treating affair couples: Clinical considerations and initial findings. Journal of Cognitive Psychotherapy: An International Quarterly, 20 (4), 375-392. Boss, P. (2002). Family stress management: A contextual approach. 2nd(ed.). Thousand Oaks, CA: Sage Publications. Glass, S. P. (2003). Not just friends: Rebuilding trust and recovering your sanity after infidelity. New York, NY: Free Press. Jill D. Duba, J. D., Kindsvatter, A., Lara, T. (2008). Treating infidelity: Considering narratives of attachment. The Family Journal: Counseling and Therapy for Couples and Families, 16(4), 293-299. Hall, J. H, & Fincham, F. D. (2005). Relationship dissolution following infidelity. In M. Fine & J. Harvey (Eds)., The Handbook of Divorce and Romantic Relationship Dissolution. (pp. 1-34). Mahwah, NJ: Erlbaum. Kimmel, M. S. (2000). Gendered health. In Kimmel, M. S., The Gendered Society. 2nd(ed.). (pp. 261-263). New York, NY: Oxford University Press. Lamanna, M. A. & Riedmann, A. (2011). Marriages, Families, & Relationships: Making Choices in a Diverse Society. Wadsworth publisher Matsen, A. (2014). Ordinary Magic: Resilience in Development. New York: Guilford Press. Price, S. J., Price, C. A., & McKenry, P. C. (Eds.). (2010). Families and change (4th Ed.). Thousand Oaks, CA: Sage. Rothwell, D. W., & Chang-Keun, H. (2010). Exploring the relationship between assets and family stress among low-income families. Family Relations, 59, 396 – 407. Walsh, F. (2003). Family resilience: A framework for clinical practice. Family Process, 42, 1-18.
Other information	

MAFT 543 - Personality Theory

Teacher	Dr. J. Sargent		
Semester	Fall	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module is helpful in studying children and adolescents, marriage and family, family stress, and human sexuality. A knowledge of personality traits and tests will significantly enhance practical counseling courses.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation	**Evaluation**	**Hours**	**Weight**
	Phase 1	50	20%
	Reading & Reflection paper	50	20%
	Phase 2	40	55%
	Participation	30	5%
	Presentations	5	10%
	Exam	5	40%
	Phase 3	60	25%
	Research Paper	60	25%
	Total	**150**	**100%**
Content of the Module	An in-depth examination of the major theoretical approaches to the study of personality. Personality development, dynamics, and differences will be studied with special emphasis on the application of each theoretical view to the counseling setting.		

Learning Objectives	A. General Learning Objectives This course seeks to: • Give in-depth coverage of the major theorists, theories, and key concepts related to the study of personality development. • Consider appropriate criteria for the evaluation of each theory from a practical, multicultural, and spiritual perspective. • Explore the strengths and weaknesses of each theory and its relative applicability for diverse populations • Review personality development and theories of learning related to PreK–12 children and later adulthood. • Discuss theories in relation to counseling in both school and community settings. • Help students integrate theoretical concepts with theological principles to begin constructing a personal and professional orientation. B. Specific Behavioral Objectives As a result of the activities and study in this course, the students should be able to: • Demonstrate an understanding of major theorists, theories, and key concepts related to the study of personality development. • Critique the major theories from a Christian perspective and a diverse perspective. • Articulate their personal orientation in a position paper. • Demonstrate how various approaches can be applied in school and community settings. • Describe contemporary treatment methods based on the theoretical perspectives and approaches to guidance and counseling. • Identify the major approaches in personality research and complete a research paper on a selected theory. • Compare and contrast the various theories of personality as to their philosophical assumptions. • Compare and contrast the various theories of personality as to the amount and types of research generated.
Outline	• The nature of personality theory • Freud’s Psychoanalytic theory • Jung’s Analytic theory • Social Psychological theories 1. Adler 2. Horney 3. Fromm 4. Sullivan • Allport’s Theory of the Individual • Humanistic theories • Rogers • Maslow • Skinner’s Behavioral Theory • Personality theory and how it relates to guidance and counseling. • The Christian’s response to personality theories
Examination	See Evaluation

Core Literature	**Textbook:** Ryckman, R. (2012). Theories of Personality (10th ed.). Wadsworth Publishing. **Reading List:** Adler, A. (1964). Superiority and social interest: A collection of later writings. H.L. & R.R. Ansbacher (Eds.). Evanston, IL: Northwestern University Press. Adler, A. (1954). Understanding human nature. NY: Fawcett. Allport, G.W. (1955). Becoming: Basic considerations for a psychology of personality. New Haven: Yale University Press. Allport, G.W. (1961). Pattern and growth in personality. NY: Holt, Rinehart, and Winston. Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice-Hall. Bandura, A. (1997). Self-efficacy: The exercise of control. NY: Freeman. Bowlby, J. (1998). A secure base: Parent-child attachment and healthy human development. NY: Basic Books. Buss, A. Personality: Temperament, Social Behavior, and the Self. Boston: Allyn and Bacon, 1995 Chodorow, N.J. (1989). Feminism and psychoanalytic theory. New Haven, CT: Yale University Press. Coleman, D. and Speeth, K. (1992). The Essential Psychotherapies. New York: New American Library Erikson, E. H. (1997). The life cycle completed: A review. NY: Norton. Eysenck, H. (1990). Biological dimensions of personality. In L.A. Pervin (Ed.), Handbook of personality: Theory and research. NY: Guilford Press. Fadiman, J. (2002). Personality and Personal Growth (5th Ed.). Prentice Hall Publishers Freud, S. (1946). The ego and mechanisms of defense. NY: International Universities Press. Funder, D. (1997). The Personality Puzzle. New York: W.W. Norton, 1997. Hergenhahn, B. R. (2004). Introduction to Theories of Personality, (6th ed.). Prentice Hall Publishers. Mayer, F. S. (2004). Personality: An Integrative Approach. Prentice Hall Publishers. Merrens, M. and Brannigan, G. (1997). Experiences in Personality: Research Assessment and Change. New York; John Wiley and Sons, Inc., Nye, R. (1993). Three Psychologies: Freud, Skinner, and Rogers. Monterrey, CA: Brooks/Cole Publishers Scroggs, J. (1994). Key Ideas in Personality Theory. New York: West Publishing,
Other information	

MAFT 547 - Cultural Contexts of Clinical Counseling

Teacher	Dr. J. Sargent		
Semester	Spring	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	Few people live in a monoculture therefore it is important to apply cultural understanding when counseling and dealing with specific family and marriage issues which are often very culturally related.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	50	20%
Readings & Theoretical Paper	50	20%
Phase 2	40	50%
Participation	30	10%
Exam	10	40%
Phase 3	60	30%
Research Synthesis Paper	60	30%
Total	**150**	**100%**

Content of the Module

The study of the influence of culture, society, and contemporary social values on human behavior and social interaction. The course examines the sociological nature, bases, and consequences of social values and social problems and their relationship to the self. Social issues such as the culture of poverty, violence, drug use, and societal and family dysfunction are examined.
This course is designed to help the student understand the social values and the cultural and social context of human behavior and social interaction. Students will be introduced to the nature and scope of social problems and social values, their social and cultural bases, and alternative approaches to solving social problems. Changes in social values and social problems will be considered, as well as a cohort and subcultural differences among groups and individuals.

Learning Objectives	A. General Instructional Objectives This course seeks to: • Move students toward a more global mindset. • Help students assess the current research on social problems and social values. • Develop students' understanding of the cultural and historical nature of social and cultural issues and their influence on personal attitudes. • Assist the student in developing a personal orientation toward social issues and social values that is premised on a Christian worldview. • Encourage students to develop sensitivity to the myriad of issues that impact cross-cultural communications, and how to minimize the communication barriers inherent in this process. • Assist the student in developing various counseling strategies and techniques useful in working with diverse populations and ethnic groups. • Explore theories of multicultural counseling, theories of identity development and multicultural competencies. • Examine advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context). (AAMFT 1.2.1) • Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors. (AAMFT 1.3.1) • Understand the legal requirements and limitations for working with vulnerable populations (e.g., minors). (AAFMT 1.5.1) • Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups. (AAFMT 2.1.6) • Diagnose and assess client behavioral and relational health problems systemically and contextually. (AAFMT 2.3.1) • Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses. (AAMFT 2.4.3) • Advocate with clients in obtaining quality care, appropriate resources, and services in their community. (AAFMT 3.5.1) • Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches. (AAFMT 4.1.1)

Outline	• Historical Overview of the Self and Social Problems • Culture and the Shaping of Personality • Situational Influences on Human Behavior • Scientific Methodology and the Study of Social Problems and Social Issues • Social Influences and Group Processes • Social Construction of Reality • Society and the Genesis of the Self • Everyday Social Experience and its Relationship to Human Behavior • When People Create Their Own Environments • Message of Place • Labeling, Master Status, and Other Sociological Constructs as Determinants of Human Behavior • Christian Perspective of Social Problems, Social Values, and Human Behavior.
Examination	See Evaluation
Core Literature	**Textbooks**: Brown, J. (1998). The Self. Psychology Press. Fiske, S. & Taylor, S.E. (2013). Social Cognition. Sage Pub. **Reading List**: Blumer, H. (1969). Symbolic Interactionism: Perspective And Method. University of California Press. Davey, M., & Watson, M. (2008). Engaging African Americans in Therapy: Integrating a Public Policy and Family Therapy Perspective. Contemporary Family Therapy, 30:31-47. Dias, J., Chan, A., Ungvarsky, J., Oraker, J., & Cleare-Hoffman, H. (2011). Reflections on Marriage and Family Therapy Emergent from International Dialogues in China. The Humanistic Psychologist, 39: 268-275. Dupree, W., Bhakta, K., Patel, P., & Dupree, D. (2013). Developing Culturally Competent Marriage and Family Therapists: Guidelines for Working With Asian Indian American Couples. The American Journal of Family Therapy, 41:311-329. Esmiol, E., Knudson-Martin, C., & Delgado, S. (2012). Developing a Contextual Consciousness: Learning to Address Gender, Societal Power, and Culture in Clinical Practice. Journal of Marital and Family Therapy, 38(4), 573-588. Falicov, C. (2009). Commentary: On the Wisdom and Challenges of Culturally Attuned Treatments for Latinos. Family Process, 48: 292-309. Falicov, C. (2007). Working With Transnational Immigrants: Expanding Meanings Of Family, Community, And Culture. Family Process, 157-171. Hardy, K., & Laszloffy, T. (1995). The Cultural Genogram: Key to Training Culturally Competent Family Therapists. Journal of Marital and Family Therapy, 21(3), 227-237. Inman, A., Altman, A., Kaduvettoor-Davidson, A., Carr, A., & Walker, J. (2013). Cultural Intersections: A Qualitative Inquiry into the Experience of Asian Indian-White Interracial Couples. Family Process 50:248-266. Keiley, M., Dolbin, M., Hill, J., Karuppaswamy, N., Liu, T., Natrajan, R., Robinson, P. (2002). The Cultural Genogram: Experiences From Within A Marriage And Family Therapy Training Program. Journal of Marital and Family Therapy, 28(2), 165-178. Kenney, K., & Kenney, M. (2012). Contemporary US multiple heritage couples, individuals, and families: Issues, concerns, and counseling implications. Counselling Psychology Quarterly, 25(2), 99-112. Seshadri, G., & Knudson-Martin, C. (2013). How Couples Manage Interracial and Intercultural Differences: Implications for clinical practice. Journal of Marital and Family Therapy, 39(1), 43-58. Zimbardo, P. (2008). The Lucifer Effect: How Good People Turn Evil. Rider: New York
Other information	

MAFT 555 - Research Methods

Teacher	Dr. T. Milliron		
Semester	Spring	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module is particularly helpful in the writing of the thesis and the development of interventions with the statistical programs necessary to analyze the individual case studies.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	50	20%
Readings & Research and Developmental Plan	50	20%
Phase 2	40	50%
Participation	30	10%
Daily Quizzes	5	10%
Exam	5	30%
Phase 3	60	30%
Research Paper	60	30%
Total	**150**	**100%**

Content of the Module

Methods and tools of research and evaluation, focus on research data interpretation and emphasis application to professional practice. Utilization of the computer for data analysis will be emphasized.
This course will cover the research skills needed by marriage and family therapists. The focus will be on applied issues relevant to clinical settings, including accessing and evaluating the appropriate research literature.

Learning Objectives

A. General Learning Objectives
This course seeks to:

- Know the extant MFT literature, research, and evidence-based practice (AAMFT 6.1.1).
- Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services (AAMFT 6.1.2).
- Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation (AAMFT 6.1.3).

B. Specific Behavioral Objectives
As a result of the activities and study in this course, the student should be able to:

- Read current MFT and other professional literature (AAMFT 6.3.1).
- Use current MFT and other research to inform clinical practice (AAMFT 6.3.2).
- Critique professional research and assess the quality of research studies and program evaluation in the literature (AAMFT 6.3.3).
- Determine the effectiveness of clinical practice and techniques (AAMFT 6.3.4).

Outline	• Research Methods • Descriptive Statistics • Inferential Statistics • Overview of Relationship Science
Examination	See Evaluation
Core Literature	**Textbooks**: Manning, J., & Kunkel, A. (2014). Researching interpersonal relationships: Qualitative methods, studies, and analysis. Thousand Oaks, CA: SAGE Publications. Fishbane, M. D. (2013). Loving with the brain in mind: Neurobiology and couple therapy. NY: Norton. **Reading List**: American Psychological Association (1994). Publication manual of the American Psychological Association. (4th Ed.). Washington, DC: American Psychological Association. Cone, J.D. & Foster, S.L. (1993). Dissertations and theses from start to finish. Washington, DC: American Psychological Association. Creswell (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (2nd ed). Thousand Oaks: Sage. Creswell (2009) Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches (3rd Ed). Thousand Oaks: Sage Fletcher, G., Simpson, J. A., Campbell, L., & Overall, N. C. (2013). The science of intimate relationships. Malden, MA: Wiley-Blackwell. Gottman, J. M. (2011). The science of trust: Emotional attunement for couples. NY: Norton. Manning, J., & Kunkel, A. (2014). Researching interpersonal relationships: Qualitative methods, studies, and analysis. Thousand Oaks, CA: SAGE Publications. Sprenkle, D. H., Davis, S. D., & Lebow, J. L. (2009). Common factors in couple and family therapy: The overlooked foundation for effective practice. NY: Guilford Press. Sprenkle, D. H., & Piercy, F. P. (Eds.). (2005). Research methods in family therapy (2nd ed.). NY: Guilford Press.
Other information	