



**Garrett-Evangelical Theological Seminary**  
**PCC 800 Premarital, Marital, and Family Counseling**  
**Spring 2021**

Wednesday 12:30-2:00 PM (CDT)  
 Professor: Rev. AHyun Lee, Ph.D, LPC  
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**Course Description**

Intimate partners and families are our most formative and influential relationships because they present us with the joys and challenges at every stage of life. In this course, we will examine pre-marital, marriage, family theories and concepts. You will also learn assessment, intervention, crisis management skills, tools, and techniques for providing effective pre-marital, marriage, and family care and counseling for diverse marriages, families and relationships. We will also explore the influence of race, class, gender identity, sexual orientation, culture, family of origin, religion, spirituality, and theology on human expectations in relationships.

**Course Learning Outcomes**

| After successfully completing this course, students should be able to:   |   |  |
|--|---|--|
| Know   | Do  | Be   |
| <ul style="list-style-type: none"> <li>• Understand the history and development of marriage, couple, and family counseling.</li> <li>• Identify the major models of marriage and family theory—from assessment, family of origin theories, and case conceptualization—within the broad systems framework.</li> <li>• Discuss family functioning using multiple perspectives from family process, family development and</li> </ul> | <ul style="list-style-type: none"> <li>• Integrate spirituality and pastoral theology in marriage and family theories, concepts, and tools to inform pastoral care and counseling with couples and families.</li> <li>• Use pre-marital inventories to help couples address the sensitive issues that may arise in preparation for marriage.</li> <li>• Use assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective</li> </ul> | <ul style="list-style-type: none"> <li>• Increase their awareness of the impact race, class, culture, ethnicity, gender, sexual orientation, aging, and disabilities in working with couples and families.</li> <li>• Increase level of awareness of impact of human sexuality, aging and inter-generational influences, crisis and trauma, addition, interpersonal violence, socio-economic and career and life changes, gender roles, etc. on marriages, couples, and families.</li> </ul> |

|   |  |  |
|---|--|--|
| <p>life-cycle perspectives.</p> <ul style="list-style-type: none"> <li>Consider the dynamics of power and recognize issues of power and privilege relative to own and clients' social locations and how these influence therapy and solving problems</li> </ul> | <ul style="list-style-type: none"> <li>Use relationship education curriculums for skill-building lessons on conflict resolution, communication, family safety, and parenting.</li> <li>Foster family wellness and apply case formulations—from assessment to treatment planning and intervention in marriage, couples and family counseling</li> </ul> | <ul style="list-style-type: none"> <li>Value the influence of one's own family of origin and current family experience on one's personal life and profession life when</li> <li>providing pastoral counseling for marriages and families.</li> </ul> |
|---|--|--|

### Required Texts

McGoldrick, Monica. *Genograms: Assessment and Intervention*. 3rd ed. New York: W.W. Norton & Co., 2008.

**Nichols, Michael P., and Sean D. Davis. *Family Therapy: Concepts and Methods*. Eleventh ed. 2017. 978-0133826609 Rent: 39.53 By New: 113.50 Used starting at: 93.99**

Richadson, Ronald W. *Couples in Conflict: A Family Systems Approach to Marriage Counseling*. Minneapolis: Fortress Press, 2010. 978-0800696283 Kindle: \$16.50 Paperback: 27.35 Used: starting at \$14.67

Stahmann, Robert F., and William J. Hiebert. *Pre-marital and Re-Marital Counseling: The Professional's Handbook*. San Francisco: Jossey-Bass, 1997. 978-0787908454 Paperback: 44.82 Kindle: 42.58 Used: starting at \$5.69.

Townsend, Loren L. *Pastoral Care with Stepfamilies: Mapping the Wilderness*. St Louis Mo: Chalice Press, 2000. 978-0827229662 Paperback: \$9.89 Used: starting at \$1.85

### Supplemental Readings:

Blackwelder, David. "Single Parents: In Need of Pastoral Support." In *Clinical Handbook of Pastoral Counseling, Volume 2* edited by Robert J. Wicks and Richard D. Parsons. Volume 2, 329-62 New York: Paulist Press, 1993.

Graham, L. K. "Pastoral Care of Diverse Families." *Interpretation* 52, no. 2 (1998): 161-77.

Relationship Education Programs:

<http://www.foryourmarriage.org/premarital-inventories/>

<https://www.5lovelanguages.com>

<https://www.prepinc.com>

<http://couplecommunication.com>

<http://www.pairs.com/splash/>

<https://www.gottman.com>

<https://www.dibbleinstitute.org/relationship-smarts-plus-4-0/>

FYI - Recommended List of Family and Systemic Journals (in alphabetical order):

American Journal of Family Therapy Australian and New Zealand

Family Therapy Journal Contemporary

Family Therapy Journal of Couple and Relationship Therapy

Journal of Family Therapy

Family Process

Family Systems & Health

Journal of Family Psychology

Journal of Family Psychotherapy

Journal of Family Therapy

Journal of Feminist Family Therapy

Journal of Marital and Family Therapy (AAMFT)

Journal of Systemic Therapies

The Family Journal: Counseling and Therapy for Couples and Families (IAMFC- ACA)

## **Important Course Information**

### **Syllabus Flexibility Clause**

This syllabus is NOT a binding contract. The dates of lectures, exams, and assignments may be revised as the term progresses. All modifications to the syllabus will be announced in class or through email.

### **Course Relation to the Curriculum**

Pre-Marital, Marital and Family counseling is a PhD-level required core course for PhD students pursuing the optional clinical track and it is a required for students in the MAPCC and MAPC-CC degree programs. This course meets the educational requirements for licensure as a Licensed Professional Counselor in Illinois and for many state licensing boards. The course is also designed to help students called to the local church or other caregiving communities, identify, understand and respond to issues couples and families face using pastoral care and counseling strategies.

## **Method of Instruction and Teaching Philosophy**

You will read between 75-100 pages per week. In addition to the readings, the class requires memorization, factual review, and analysis of ideas and concepts. Learning will be facilitated via lectures, discussions of readings, application to cases, presentations, role playing, and the like. Students are active learners and will work together to discuss and complete assignments. *It is essential that students prepare for class by reading assigned material prior to class.*

## **Critical Thinking**

You will be asked to think critically about the course material because some of these most basic questions about assessment of marriage and family problems can be controversial, but the way we ask and answer these questions has a profound impact on how we think about ourselves in relationship to others. In addition to developing a knowledge base, we will critically evaluate why we ask the questions we do about marriage and family and how we respond to in psychology and ministry.

## **Office Hours and Email**

I am committed to supporting your learning process. For this reason, I am available to meet during the semester by appointment. I am also happy to receive and respond to your emails. Although I may respond to some emails faster than others, I will generally not respond to email sent over the weekend or during the evening until the next working day. You should expect that it may take me up to a full day to respond to email at times. Plan ahead accordingly (i.e., don't expect quick responses to emails sent the night before an assignment is due!). If you have a longer question or something urgent that you need to ask me, I suggest you request an appointment by email.

## **Course Policies**

*Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.*

## **Attendance and Tardiness**

Attendance is required and essential for understanding and processing the material. If you miss **more than 2 classes** without an emergency or discussing it with the professor beforehand, you will fail the course.

## **Completing Assignments and Late Assignments**

You must complete every assignment to pass the course. You can track your completed assignments on Moodle. Late assignments will be docked **ONE POINT for EACH DAY** that

has passed between the due date and when the assignment is turned in for credit. (**Note turning in an assignment after class on the due date is considered one day late.**)

### **Incomplete Policy**

A grade of "I" denotes course work has not been completed due to an unavoidable emergency, *which does not include failure to turn in course work or attending to church work or other employment.* A request for an incomplete requires my approval, but also the approval of the Registrar. See the current GETS Catalog for additional information.

### **Course Announcements**

Course announcements are sent via GETS email accounts. Students are responsible for maintaining and checking these accounts.

### **Classroom Decorum**

To promote a respectful learning environment, the use of laptop computers is limited to taking notes or reading materials for the class. Checking e-mail, texting, using social media, or browsing the internet during class time, are not allowed.

### **Confidentiality**

We will occasionally deal with very personal and sensitive matters. Please remember that any personal information revealed during class time is confidential and should be confined to the class.

### **Gender Inclusive Language**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. When referring to God, you are to use a variety of images and metaphors, reflecting the richness of the Bible's images for God.

### **Accessibility, Special Needs, and Disabilities**

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful.

## **Written Assignments**

**Written Assignment Guidelines:** ALL written assignments be typed using MS Word, double-spaced, use 12-point New Times Roman font, and 1-inch margins. Resources should be cited using Turabian style and include title page and bibliography page. Assignments not meeting these minimum standards will be returned and counted as late. **All assignments** must be submitted to receive a passing grade in the course.

## Course Assignments

**Weekly Case Conceptualization:** Weekly readings are part of your participation grade as they are intended to help you think critically about broad range of topics and concerns related to pastoral counseling with marriages and families and to prepare you for class discussions and activities. You will be reading about 100-150 pages on most weeks. Submit your reading summary in one page on Moodle. I will offer the evaluation rubric.

**Group Presentation Project on a Family & Marital Therapy Model:** Students will work for a more in-depth study and classroom presentation on one of the family systems theories covered in the course readings.

- Experiential Family Therapy
- Cognitive-Behavioral Family Therapy
- Narrative Family Therapy
- Solution-Focused Family Therapy
- Psychodynamic Family Therapy
- Feminist Therapy

It is suggested that you use additional reference materials to add content to what is covered in the Nichols' text. Presentations are to be 20 minutes in length and highlight the major principles of the theory. Remember that your classroom role reverses from student to that of 'teacher' in these presentations. View this assignment not as a course requirement for completion, but as an opportunity to broaden your knowledge and skills as a practicing counselor. I will give Project Guidelines for details in the class.

**Family of Origin Project of Self-Reflective Genogram Assignment:** This assignment requires you to apply the concept and theories. We will study to your family of origin. In order to complete this assignment you will need to conduct at least two interviews of family members. You may interview parents, grandparents, siblings, aunts, uncles, or cousins. You will cite these interviews in your bibliography. Please discuss confidentiality with your interviewees, get permission to use the interview material, and offer to change names if they so desire. You may include pieces of transcript in your paper only with expressed permission of your interviewee. I will provide the Family Origin Project Guidelines for details in the class.

## Criteria for Evaluation

**Your grade will be determined by the following criteria:**

|                        |   |             |             |          |             |            |
|------------------------|---|-------------|-------------|----------|-------------|------------|
| Case Conceptualization | (100 points)                            | 25%         | <b>A</b>    | 93-100   | <b>C+</b>   | 79.99-77   |
| Group Presentation     | (150 points)                            | 37.5%       | <b>A-</b>   | 92.99-90 | <b>C</b>    | 76.99-73   |
| Final Paper            | (150 points)                            | 37.5%       | <b>B+</b>   | 89.99-87 | <b>C-</b>   | 72.99-70   |
|                        |   |             | <b>B</b>    | 86.99-83 | <b>D+</b>   | 69.99-67   |
|                        |   |             | <b>B-</b>   | 82.99-80 | <b>D</b>    | 66.99-60   |
| <b>Total Points.</b>   | <b>(400 points) / 240 points (Pass)</b> | <b>100%</b> | <b>Pass</b> | 60-100   | <b>Fail</b> | 59.99-0.00 |

## COURSE SCHEDULE/ASSIGNMENTS/ACTIVITIES

| Week   | Date  | Topic   | Resources  | Assignment Due                                    |
|--|-------|---|--|---|
| 1  | 02/03 | Course Overview & Introduction                              | <b>Read: Syllabus</b><br><b>Nichols:</b> <i>Family Therapy Concepts</i> , Introduction |   |
| <b>THEOLOGICAL AND THEORETICAL FOUNDATIONS, EVOLUTION, AND CONCEPTS OF FAMILY THEORY</b> |       |   |  |   |
| 2  | 02/10 | Theological and Social Perspectives Theoretical Foundations | <b>Read:</b><br><b>Nichols:</b> <i>Family Therapy Concepts</i> , Chapters 1-2          |   |
| <b>FEBURARY 17. NO CLASS ASH WEDNESDAY</b>   |       |   |  |   |
| 3  | 02/24 | Introduction to the Genogram & Time-Line                    | <b>Read:</b><br><b>McGoldrick:</b> <i>Genograms- Chapters 1-4</i>                      |   |
| <b>CLASSIC SCHOOLS OF FAMILY THERAPY</b>   |       |   |  |   |
| 4  | 03/03 | <i>Family Therapy Model: Systems</i>                        | <b>Read:</b><br><b>Nichols:</b> <i>Family Therapy Concepts</i> , Chapters 4            | Case Conceptualization Due on Tuesday at 11:59 PM |
| 5  | 03/11 | <i>Family Therapy Model: Strategic</i>                      | <b>Read: Nichols:</b> <i>Family Therapy Concepts</i> , Chapter 5                       | Case Conceptualization Due on Tuesday at 11:59 PM |
| 6  | 03/17 | <i>Family Therapy Model: Structural</i>                     | <b>Read: Nichols:</b> <i>Family Therapy Concepts</i> , Chapter 6                       | Case Conceptualization Due on Tuesday at 11:59 PM |

| Week  | Date  | Topic  | Resources   | Assignment Due                                    |
|---|-------|--|---|---|
|   |       | Pastoral counseling for the diverse Family Issue: Class                                  | <b>Watch:</b> <i>Parasite (2019)</i>                              |   |
| 7   | 03/24 | <i>Family Therapy Model: Experiential</i>  | <b>Read: Nichols:</b> <i>Family Therapy Concepts</i> , Chapter 7  | Case Conceptualization Due on Tuesday at 11:59 PM |
|   |       | Pastoral counseling for the diverse Family Issue: Family with mental illness (Addiction) | <b>Watch:</b> <i>Rachel Getting Married (2008)</i>                | <b>Group Presentation</b>                         |
| <b>March 31. NO CLASS SPRING BREAK</b>                              |       |  |   |   |
| 8   | 04/07 | <i>Family Therapy Model: Psychodynamic</i>   | <b>Read: Nichols:</b> <i>Family Therapy Concepts</i> , Chapter 8  | Case Conceptualization Due on Tuesday at 11:59 PM |
|   |       | Pastoral counseling for the diverse Family with LGBTQIA                                  | <b>Watch:</b> Ma Rainey's black Bottom (2020)                     | <b>Group Presentation</b>                         |
| 9   | 04/14 | <i>Family Therapy Model: Cognitive-Behavioral Therapy</i>                                | <b>Read: Nichols:</b> <i>Family Therapy Concepts</i> , Chapter 9  | Case Conceptualization Due on Tuesday at 11:59 PM |
|   |       | Pastoral counseling for the diverse Family issue with adoption                           | <b>Watch:</b> <i>Instant Family (2018)</i>                        | <b>Group Presentation</b>                         |
| <b>PASTORAL CARE AND COUNSELING FOR MARITAL CONFLICT AND CRISES</b> |       |  |   |   |
| 10  | 04/21 | <i>Marital Therapy Model: Solution-Focused Therapy</i>                                   | <b>Read: Nichols:</b> <i>Family Therapy Concepts</i> , Chapter 11 | Case Conceptualization Due on Tuesday at 11:59 PM |
|   |       | Pastoral counseling for the diverse Family issue: Infertility                            | <b>Watch:</b> <i>Private Life (2018)</i>                          | <b>Group Presentation</b>                         |



| Week | Date  | Topic  | Resources   | Assignment Due   |
|------|-------|--|---|--|
| 11   | 04/28 | <i>Marital Therapy Model: Narrative Therapy</i>  | <b>Read: Nichols:</b> <i>Family Therapy Concepts</i> , Chapter 11   | Case Conceptualization Due on Tuesday at 11:59 PM                    |
|      |       | Pastoral counseling for the diverse Family issue: Inter-racial couple  | <b>Watch:</b> “Little Boxes,” (2016)  | <b>Group Presentation</b>  |
| 12   | 05/05 | <i>Marital Therapy Model: Feminist Therapy</i>   | <b>Read: Nichols:</b> <i>Family Therapy Concepts</i> , Chapter 10<br>Stahman & Hiebert, <i>Pre-Marital &amp; Re-marital Counseling</i> , Chapters 1-5 | Case Conceptualization Due on Tuesday at 11:59 PM                    |
|      |       | Pastoral counseling for the diverse Family issue: Conflict and Crises: Infidelity and Divorce and Interpersonal Violence | <b>Watch:</b> <i>Fences</i> (2016)  | <b>Group Presentation</b>  |
| 13   | 05/12 | Pre-Marital and Re-Marital Counseling<br>The Counseling Process<br><br>Wrap – Up : Family Therapy Class Reflection       | <b>Read:</b> Stahman & Hiebert, <i>Pre-Marital &amp; Re-marital Counseling</i> Chapters 6-11  | Case Conceptualization Due on Tuesday at 11:59 PM<br><br>Final Paper |