

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

Spring 2022

Thursdays, 1:00-4:00 Central Time

Instructor: Rev. Jeney Park-Hearn, PhD

jeney.park-hearn@garrett.edu; 425-243-7644

Zoom: <https://garrett.zoom.us/j/87397345509>

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

<p>perspectives.</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use relationship education curriculums for skill-building lessons on conflict resolution, communication, family safety, and parenting. Foster family wellness and apply case formulations— from assessment to treatment planning and intervention in marriage, couples and family counseling 	<ul style="list-style-type: none"> Value the influence of one's own family of origin and current family experience on one's personal life and profession life when providing pastoral counseling for marriages and families.
--	---	--

Required Texts

McDowell, Teresa, Knudson-Martin, Carmen, Bermudez, J. Maria. *Socioculturally Attuned Family Therapy: Guidelines for Equitable Theory and Practice*. Routledge, 2018. ISBN: 978-1-138-67821-7

McGoldrick, Monica, Giordano, Joseph, & Garcia-Preto, Nydia. (2005). *Ethnicity and family therapy* (3rd ed.). New York: Guilford Press. 978-1593850203 Hardback: \$99.43.

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/>

<https://www.foccusinc.com/>

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 100-150 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, please request an appointment by email.

Course Policies

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 virtual learning environment, keep your video on and as necessary turn it off. When you are not speaking please mute your audio so as to minimize any background noise. Raise your hand or use the raised hand icon when you want to contribute to class discussion. This will minimize cross-talking and potential audio lags.

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 (4): 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 most weeks. **Starting Week 3**, using the movie **"Rachel Getting Married"** you will be asked to offer a provisional case conceptualization that corresponds to each week's class readings. Your answers should cover the following (see Nichol's discussion & examples)

- Theoretical Formulation

- Family Dynamics
- Mechanisms of Change
- Therapy

Papers should be **no more than 5 pages**. Please submit your work to Moodle by **Wednesday at 11:59 pm**.

In-Class Group Presentation on a Family & Marital Therapy Model using a particular film as a focal point for analysis. Students will work in groups of 2 or more for a more in-depth study and classroom presentation on one of the family systems theories covered in the course readings.

- Bowen Family Systems
- Strategic and Structural
- Experiential Therapy
- Cognitive-Behavioral Therapy
- Narrative Therapy
- Solution-Focused Therapy
- Psychodynamic Therapy
- Contextual and Collaborative

It is suggested that you use additional reference materials to add content to what is covered in the Nichols' text. Presentations are to be 45 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.

The core of the presentation should cover the following features UNIQUE to the assigned FAMILY THERAPY MODEL.

- Identifying Data & Contextual Dimension. (race, class, culture and ethnicity, gender, sexual orientation, religion and spirituality)
- Family or Marital Assessment (see Nichol's Chapter 2-3)
- Treatment Goals (Mechanism of Change)
- Treatment Plan & Strategies

Suggested Films:

- August: Osage County (2013)
- Crazy Rich Asians (2018)
- Fences (2016)
- The Kids Are Alright (2010)
- Kramer vs. Kramer (1979)

- Stepmom (1998)

Self-Reflective Genogram and Ecomap Assignment: Complete a 3-generation genogram on your family of origin. This exercise is intended to expand the developing self-awareness and objectivity of students in their role as pastoral caregivers and counselors. Understanding the influence of family of origin on the development of our belief systems is critical to avoiding unproductive counter-transference. After completing the genogram, write a 5-7-page paper examining how your family of origin influenced your belief system across such areas as (see below) AND how family systems and couples theories (BE SPECIFIC in your choice of theories) might inform your way of navigating relationships (couples or familial) and how these new and emerging knowledge and practices may influence or shape your counseling practice or ministry.

- Power struggles, decision making and conflict management
- Allowing for personal differentiation / individuality in marriage and family
- Expression of affection (non-sexual intimacy)
- Expression of sexual intimacy
- Communication styles
- Tolerating anxiety and stress
- Addictions and mental illness
- Involvement of extended family and in-laws
- Parenting roles
- Other areas as identified by the student

Please submit your work to Moodle by **Wednesday, 4/14, at 11:59 pm.**

Final Essay: Couple [Pre-Marital or Marital] Intake Interview and Essay

Part I. Couple Inventory / Genogram.

Working in pairs, students will identify a couple from their social network. Over the course of two meetings complete a couple assessment and inventories and 3 generations genogram. This is to be considered an 'information gathering course assignment' and not formal counseling. Should the couple indicate a need for counseling, professional referrals are to be made immediately available to them.

Part II. Couple Assessment

Using the above assessment tools and pre-marital inventories **each individual student,** will provide an overview of what appears to be the couple's strengths and potential areas of growth. Provide the genogram and assessment form as supporting data.

Next, evaluate the couple relationship on the following aspects: couple satisfaction/contentment, commitment, communication, conflict management, closeness/intimacy, and other factors clinically indicated in the assessment. Use the classroom material and the required texts to develop a "sample six-session treatment

plan” (for a “potential issue that may come up for the couple based on your assessment). **Use Richardson’s Couples in Conflict Chapter 12-16 as a guide in formulating your treatment plan.** Indicate the therapeutic concepts and interventions from theories covered in class that you would apply to counseling the couple. Be specific about why you would apply a particular intervention and what the anticipated outcome would be. Briefly describe how you would terminate therapy and what follow-up plan, if any, you would prescribe. Total length of paper is 7-10 pages.

Please submit your work to Moodle by **Wednesday , 5/11, at 11:59 pm.**

Criteria for Evaluation

Your grade will be determined by the following criteria:

Case Conceptualization	(100 points)	25%		A	93-100	C+	79.99-77
Genogram Assignment	(100 points)	25%		A-	92.99-90	C	76.99-73
Group Presentation	(100 points)	25%		B+	89.99-87	C-	72.99-70
Final Essay	(100 points)	25%		B	86.99-83	D+	69.99-67
				B-	82.99-80	D	66.99-60
Total Points.	(400 points)	100%		Pass	60-100	Fail	59.99-0.00

COURSE SCHEDULE

Date	Topic	READ Before Class *Check Moodle for modifications	Assignments
2/3 Mod 1	Introduction to Family Therapy Theological Considerations	<ul style="list-style-type: none"> • <i>Family Crucible</i> (find in Google Books and read available pages) • <i>On Being Family: A Social Theology of the Family</i> (find in Google Books and skim ch. 1, 2) • Nichols, Davis (11th or 12th edition): Introduction 	
2/10 Mod 2	Family Therapy Genograms	<ul style="list-style-type: none"> • Nichols, Davis (11th or 12th edition): ch. 1-3 • McDowell, Knudson-Martin, Bermudez: ch. 1, 2 	

		<ul style="list-style-type: none"> McGoldrick, Gerson, Petry (3rd or 4th edition): ch. 1-4 	
2/17 Mod 3	<p>Family Therapy Blended Families Bowenian Family Therapy Genograms</p>	<ul style="list-style-type: none"> Nichols, Davis: respective pages McDowell, Knudson-Martin, Bermudez: ch. 8 McGoldrick, Gerson, Petry (3rd or 4th edition): ch. 5, 6, 8 Townsend: ch. 1-3 	
2/24 Mod 4	<p>Classic Schools of Family Therapy</p> <ul style="list-style-type: none"> Strategic Structural 	<ul style="list-style-type: none"> Nichols, Davis: respective pages McDowell, Knudson-Martin, Bermudez: ch. 4, 5 Richardson, ch. 1 	<ul style="list-style-type: none"> Case Conceptualization Paper #1 Group Presentations
3/3 Mod 5	<ul style="list-style-type: none"> Experiential 	<ul style="list-style-type: none"> Nichols, Davis: respective pages McDowell, Knudson-Martin, Bermudez: ch. 6 	<ul style="list-style-type: none"> CC #2 Group Presentations
3/10 Mod 6	<p>Recent Developments</p> <ul style="list-style-type: none"> Psychoanalytic Cognitive-Behavioral 	<ul style="list-style-type: none"> Nichols, Davis: respective pages McDowell, Knudson-Martin, Bermudez: ch. 7, 10 	<ul style="list-style-type: none"> CC #3 Group Presentations
3/17 Mod 7	<ul style="list-style-type: none"> Solution-Focused Narrative 	<ul style="list-style-type: none"> Nichols, Davis: respective pages McDowell, Knudson-Martin, Bermudez: ch. 11, 13 	<ul style="list-style-type: none"> CC #4 Group Presentations
3/24 Mod 8	<ul style="list-style-type: none"> Contextual Collaborative 	<ul style="list-style-type: none"> Nichols, Davis: respective pages McDowell, Knudson-Martin, Bermudez: ch. 9, 12 	<ul style="list-style-type: none"> CC #5 Group Presentations
3/31	SPRING BREAK		
4/7 Mod 9	<p>Ethnicity and Family Therapy Couples Genograms</p>	<ul style="list-style-type: none"> McGoldrick, Giordano, Preto: ch. 1 and two additional chapters of your choosing Richardson: ch. 2-5 	
4/14 Mod 10	Couples in Conflict	<ul style="list-style-type: none"> Richardson: ch. 6-10 McGoldrick, Gerson, Petry (3rd or 4th edition): ch. 7 	Genogram & Ecomap

4/21 Mod 11	Couples in Conflict	<ul style="list-style-type: none"> Richardson: ch. 11-16 	
4/28 Mod 12	Premarital Counseling	<ul style="list-style-type: none"> Stahman, Hiebert: ch. 1-6 	
5/5 Mod 13	Remarital Counseling Blended Families	<ul style="list-style-type: none"> Stahman, Hiebert: ch. 7 Townsend: ch. 4-7 	Final Essay (DUE 5/11)