



2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108

CO-509 Premarital & Marital Counseling

3 Units

Module 5

July 14th- August 25th, 2016

Thursdays, 4:00 p.m. – 10:00 p.m.

Professor: TBD

Course Description:

A course designed to review the essential elements in effective premarital, marital, and couples counseling. An understanding of the spiritual, personal, relational, and emotional dynamics in marriage and intimate relationships is foundational to thorough preparation and successful intervention. This class includes training in effective assessment and intervention tools for premarital and marital counseling and reviews the well-known and empirically-validated theories and techniques used in working with couples. This course also reviews the Biblical foundation of marriage and how this may affect healthy, satisfying relationships. Emphasis is placed on viewing relationships from a systems perspective, considering culture, family background, socioeconomic status, educational level and more when working with couples.

Prerequisite Preparation:

None (A course for the professional counselor, lay counselor and pastoral counselor.)

Required Texts:

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. *Prepare/Enrich Inventory* – this will equip the student to use this inventory for both professional or lay counseling or other ministry related occasions. Most students purchased this inventory and were certified in an all day training in 2013. Any student who has not taken the Prepare/Enrich Seminar, will be required to purchase the materials from the instructor for between \$75-80. This includes the materials and all shipping and handling. The instructor does not make a profit on these materials. The instructor must order the materials and pay for them because he is certified to teach the seminar. There will be a review in class of materials while instructing new students in the inventory. (See examples of the uses for the Prepare/Enrich at www.youtube.com/PrepareEnrich.)

- Gottman, Julie Schwartz – Editor. (2004). The Marriage Clinic Casebook. W.W. Norton and Company. New York. ISBN: 9780393704136

This book can be ordered from online sellers or www.gottman.com. Ranges from \$17.00 for used to \$32.00 new.

MACP Course Objectives:

The student who successfully completes this course will be able to . . .	Masters' Program Goals*	SCS Objectives*
1. Identify and describe how couples fall in love.	1	5, 6
2. Demonstrate an understanding of the counselor's role in premarital and marital counseling.	1,3	2, 3, 5
3. Identify the personal, spiritual and relationship contributors to a loving and lasting marriage.	1,2,4	2, 5, 6
4. Develop counseling strategies for couples before and after they say "I do".	1,2	
5. Select and implement appropriate counseling techniques and strategies for addressing specific marital or couple conflicts.	1,2	3, 5
6. Integrating biblical knowledge and counseling skills for the glory of God and the good of all people.	4	1, 2, 5

** The program objectives and institutional objectives are published in the current Seminary Catalog.*

Methods of Instruction:

These objectives will be achieved through the student's reading of text materials, through lectures, through active participation by the student in the experiential activities, and assignments in class. The student's level of achievement of the stated objectives will be measured by the student's class participation, timely completion of assignments, and class presentation.

Course Requirements:

- Interview a couple using Gottman's Oral History. Write up and turn in. This is the most extensive write up. Length would be about 5 pages. (200 points)
- Give the Prepare/Enrich to a couple and go over the results with them. This will be shared with the class. (200 points)

3. Read three journal articles relating to marriage therapy, couple satisfaction, marriage conflict, effects of divorce, and effects on children of both good and bad marriages. Write a two page summary and your thoughts for each article. (150 points)
4. Read two chapters of Gottman's Casebook each week and come with a one page summary to turn in. (150 points)
5. Write a reaction paper for the video shown on "The Angry Couple." Two to four pages in length. (100 points)
6. Taylor Study Method. Students will receive full credit for participating in TSM by taking the pre-test, completing all weekly lessons, and completing the post-test. No credit will be given for partial fulfillment. (100 points possible)
7. Participation. Online students receive points for participation by thoroughly participating in the discussion post each week. Onsite students receive points by showing up on time and actively participating in class each week. (100 points possible)

Sequence of Instruction:

Read the table like this, "At Session ____ on _____, the scheduled session content is _____, and the assignment *due that session* is _____."

Session	Date	Session Content	Assignment Due
1	7/14	<ul style="list-style-type: none"> • Begin the Prepare/Enrich inventory program • Get manuals • Study the inventory for usage • DVD #1 • Social Styles inventory and explanation • Couples Counseling Theory 	<ul style="list-style-type: none"> <input type="checkbox"/> Read The Marriage Clinic Casebook, chapters 1-2 <input type="checkbox"/> Be prepared to discuss Gottman's Seven Principles of a Satisfying Marriage. <input type="checkbox"/> Gottman One page summary due. <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Discussion Post (online students)
2	7/21	<ul style="list-style-type: none"> • Finish the Prepare/Enrich inventory program. • DVD #2 • Choose a couple in which to give the inventory. Analysis will be due in the fifth week. • Q-Sort for SCOPE Personality Theory • Emotionally Focused Therapy 	<ul style="list-style-type: none"> <input type="checkbox"/> Gottman Casebook, chapters 3-4 <input type="checkbox"/> Gottman One page summary due. <input type="checkbox"/> Gottman Couple interview due. <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Discussion Post (online students)

Session	Date	Session Content	Assignment Due
3	7/28	<ul style="list-style-type: none"> • Guest speaker on conflict negotiations. • Thomas/Kilmann Conflict Mode Inventory and analysis. • Ethical Issues 	<input type="checkbox"/> Gottman Casebook, chapters 5-6 <input type="checkbox"/> Gottman One page summary due <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Journal Article #1 <input type="checkbox"/> Discussion Post (online students)
4	8/4	Forgiveness in marriage; marital satisfaction	<input type="checkbox"/> Discussion Post (online students) <input type="checkbox"/> Gottman Casebook, chapters 7-8 <input type="checkbox"/> Gottman One page summary due.
5	8/11	<ul style="list-style-type: none"> • The Angry Couple video • Step-Family Issues • Begin going over results of the Prepare/Enrich. Bring the Facilitator Report to class. 	<input type="checkbox"/> Gottman Casebook, chapters 9-10 <input type="checkbox"/> Gottman One page summary due. <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Journal Article #2 <input type="checkbox"/> Discussion Post (online students)
6	8/18	<ul style="list-style-type: none"> • Continue going over results from the Prepare/Enrich Domestic Violence 	<input type="checkbox"/> Gottman Casebook, chapters 11-12 <input type="checkbox"/> Gottman One page summary due. <input type="checkbox"/> Reaction paper on Angry Couple due. <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Discussion Post (online students)
7	8/25	<ul style="list-style-type: none"> • Concluding class • Nonviolent Communication 	<input type="checkbox"/> Gottman Casebook, chapters 13-14 <input type="checkbox"/> Journal Article #3 <input type="checkbox"/> Taylor Study Method <input type="checkbox"/> Presentation in class for discussion <input type="checkbox"/> Discussion Post (online students)

Evaluation and Assessment:

This is a graduate level class. It is also meant to be a practical class. There will be no tests. There is something due each class session. There is no APA paper due. This will be a class in learning an actual assessment instrument, using it and interpreting the results. Several other assessment tools will involve your participation and you can decide their implementation. Participation is key.

Student Evaluation	Points
Couple Interview	200
Prepare/Enrich	200
Journal Articles (3x50points)	150
Gottman Chapter Summaries (6x25points)	150
Reaction Paper	100
Taylor Study Method	100
Participation	100
Total Points	1000

Grade Scale:

The final course grades are not given out until three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Grade	Percent
A	= 95–100%	C	= 77–79%
A-	= 92–94%	C-	= 74–76%
B+	= 89–91%		
B	= 86–88%		
B-	= 83–85%		
C+	= 80–82%		

For Graduate Students, a grade lower than “C-” will be lowered to “F.”

Course Assignment Descriptions:

1. Interview a Couple:

Interview a couple using Gottman’s Oral History as described below. Write up and turn in. This is the most extensive write up. Length would be about 5 pages.

John Gottman’s ORAL HISTORY INTERVIEW FOR COUPLES

Part I: HISTORY OF THE RELATIONSHIP

Question 1: Why don’t we start at the very beginning. Tell me how the two of you met and got together. Do you remember the first time you met? Please tell me about it. Was there anything about (partner’s name) that made her/him stand out? What were your first impressions of each other?

Question 2: When you think back to the time when you were dating, before you got married, what do you remember? What stands out? How long did you know each other before you got married? What do you remember of this period? What were some of the highlights? Some of the tensions? What types of things did you do together?

Question 3: Tell me how you decided to get married? Of all the people in the world, what led you to decide that this was the person you wanted to marry? Was it an easy decision? Was it a difficult decision? Were you ever in love? Tell me about this time?

Question 4: Do you remember your wedding? Tell me about your wedding. Did you have a honeymoon? What do you remember about it?

Question 5: When you think back to the first year you were married, what do you remember? Were there any adjustments to being married?

Question 6: What about the transition to being parents? Tell us about this period of your marriage. What was it like for the two of you?

Question 7: Looking back over the years, what moments stand out as the really good times in your marriage? What were the really happy times? What is a good time for you as a couple? How has this changed for you over the years?

Question 8: Many couples say that their relationships go through periods of ups and downs. Would you say that this is true of your marriage?

Question 9: Look back over the years, what moments stand out as the really hard times in your marriage? Why do you think you stayed together? How did you get through these difficult times? What is your philosophy about how to get through difficult times?

Question 10: How would you say your marriage is different from when you first got married? (Lots of people have losses here; they have stopped doing things that once gave them pleasure. Explore these with the couple).

Part II: **YOUR PHILOSOPHY OF MARRIAGE**

Question 11: I am interested in your ideas of what makes a marriage work. Tell me about why you think some marriages work while others don't. Think of a couple you know who has a particularly good marriage and a couple you know that has a particularly bad marriage. Decide together which two couples these are. What is different about these two marriages? How would you compare your own marriage to each of these couples?

Question 12: Tell me about your parents' marriage(s). What was their marriage like? Would you say it's very similar or different from your own marriage?

Question 13: Make a map of the history of your marriage, its major turning points, ups and downs. What were the happiest times for you and your partner? How has your marriage changed over the years?

Question 14: Tell me what you currently know about your partner's major worries, stresses, hopes, and aspirations. How do you stay in touch with one another on a daily basis? What are your routines for staying in emotional contact?

Gottman, J.M. (1999). The Marriage Clinic: A Scientifically Based Marital Therapy. NY: Norton, pp. 398-401.

Further Instruction: Record the ages of the couple now, their age at the time of their marriage, the number of years they have been married, if either has ever been divorced from a prior marriage, and if they have children together and/or from a prior relationship.

2. Prepare/Enrich

Give the Prepare/Enrich to a couple and go over the results with them. This will be shared with the class. More information will be given in class.

3. Journal Articles:

Read three journal articles relating to marriage therapy, couple satisfaction, marriage conflict, effects of divorce, and effects on children of both good and bad marriages. Write a two page summary and your thoughts for each article.

4. Gottman Chapter Summaries:

Read two chapters of Gottman's Casebook each week and come with a one page summary to turn in.

5. Reaction Paper:

Write a reaction paper for the video shown on "The Angry Couple." Two to four pages in length using the description below.

Reaction Paper on "The Angry Couple"

Take notes on these questions while viewing the video and complete the reaction paper using these questions as a way to approach our discussion. Reaction paper is to be 2-4 pages in length. Do not provide a synopsis of the video. I want your ideas and reactions.

1. **Key Points:** What important points did you learn about working with high conflict couples? For example, how is the alliance developed? What stands out in the way Dr. Heitler works?
2. **What I am resistant to:** What issues/principles/strategies did you find yourself having resistance to or what approaches made you feel uncomfortable? Did any techniques or interactions discussed push your buttons? What interventions would you be least likely to apply in your work? Explore these questions.
3. **What I found most helpful:** What was most beneficial to you as a therapist about the therapy presented? What tools or perspectives did you find helpful and might you use in your own work?
4. **How I would do it differently:** Where did you find yourself feeling that you would proceed differently than Dr. Heitler? Describe these areas and explain why.
5. **Other Questions/Reactions:** What questions or reactions did you have as you viewed the therapy in the video? Other comments, thoughts or feelings?

Other Important Information

Attendance Policy:

For MACP and PsyD Courses (42-hour module), more than 20 minutes late is a Tardy, more than 40 minutes late is an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. **An absence will result in a one-half overall grade deduction in the class.** For example, if you were going to receive an A in the class and missed on class, your final grade would be an A-.

Late Course Work Policy: Will be discussed between Professor and student as applicable to school directives. No work will be accepted after the last night of class.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported

to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

LIBRARY

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.