

PSY553 COUPLES AND FAMILY COUNSELING 2

Reformed Theological Seminary

Spring 2019
3 Credit Hours

Instructor

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Office Hours: By appointment

Class meeting time

February 11—May 13

Mondays 1:00–4:00pm

Course Description

This course provides a broad understanding of marriage and family theories and approaches to counseling with families and couples. A variety of approaches will be considered and compared, with the particular focus depending on professor preferences.

Course Objectives (Knowledge and Skill Outcomes)

(5.C.1.b Theories and models relevant to counseling)

Students will demonstrate:

- CO1. Understanding of the role of couples as systems in themselves and subsystems of families. (CACREP 2.F.3.f; 2.F.5.b)
- CO2. A broad understanding of evidenced-based couples therapies (CACREP 2.F.3.f; 2.F.5.b)
- CO3. Initial skills needed to conduct couple therapy. (CACREP 2.F.3.f; 2.F.5.b)

Methods of Instruction

This course will be taught in the following format: instruction, video and class skills rehearsals

Assignments (Student Performance Evaluation Criteria)

A1. Read assigned required readings. (20%)

Record the percentage of the required reading you completed by Thursday, May 23rd by 5:00 p.m. on your Canvas account.

A2. Complete the EFCT Workbook (30%)

Complete all exercises listed below in chapters 2 through 9 in *Becoming an emotionally focused couple therapy: The workbook*. Use the workbook itself to write your answers and responses to the 206 exercise questions. If there is insufficient room on a workbook page to write out an answer, complete your answer on another sheet of paper and then put it into the appropriate page space. Read the ancillary chapter materials in the workbook prior to answering the questions, and they will provide necessary information and context for your responses. A recommended schedule for working on the exercises is listed in the class schedule above. Write your name in the workbook.

Complete the workbook questions listed below:

Chapter 2

Complete all exercises but NOT 4, 6, 9, 15, 18, 19, 20, 21, 22, 24, 25, 26.

Note: When completing exercise 29, you can answer it by identifying a client, a couple that you know, or yourself in a coupled relationship.

Chapter 3

Complete all exercises but NOT 11.

Note: When completing exercises 27 and 34, you will need to write or type your responses on separate pieces of paper, and then put them into the appropriate page spaces.

Chapter 4

Complete all exercises.

Chapter 5

Complete all exercises.

Chapter 6

Complete all exercises but NOT 25 and 27.

Note: When completing exercises 1, 14, 15, 28, and 29, you will need to write or type your responses on separate pieces of paper, and then put them into the appropriate page spaces.

Chapter 7

Complete all exercises.

Note: When completing exercise 12, make sure to circle the answers in the scenario on pages 203-205.

Chapter 8

Complete all exercises.

Chapter 9

Complete all exercises but NOT 9.

Due Thursday, May 23rd by 5:00 p.m. A box will be available for your workbook by the faculty mailboxes.

A3. Conduct three EFCT role-play sessions. (25%)

- A. These role-play exercises will be conducted on **Saturday, April 20th** from 8:30 a.m. – 1:20 p.m. All sessions will be conducted at RTS in the Oviedo Counseling Clinic. These sessions will be mentored by a 2nd year MAC student who will provide feedback to the counselors.
- B. Students will be assigned to groups of 4 for this role-play exercise. Within each group of 4, each person will be paired. Students will remain in the group and as a pair through the entirety of the role-plays.
- C. Within each group each pair will rotate between the roles of co-counselors and the couple being counseled.
- D. Couple's role: In the couple role the paired students will role-play as if they are in a relationship with each other. Each pair should have a conversation prior to the role plays to determine some basic facts about their couple's history, their roles and interactive patterns, and the situation that brings them to a couples counseling. The patterns and themes in their relationship will be carried through the 3 role-play sessions.
- E. Co-counselor's role: As co-counselors both students are expected to participate in leading the counseling role-play. They will conduct three, 20 minute role-plays of a couples counseling session using the Emotionally Focused Couples Counseling steps.
- F. Role-play schedule
 - Round 1
 - 8:30-8:50 a.m.: Review of steps 1 & 2
 - 8:50-9:10 a.m.: The first pair of counselors will utilize skills from steps 1 & 2
 - 9:10-9:20 a.m.: Feedback to the co-counselors
 - 9:20-9:40 a.m.: The second pair of counselors will utilize skills from steps 1 & 2
 - 9:40-9:50 a.m.: Feedback
 - 9:50-10:00 a.m.: Break
 - Round 2
 - 10:00-10:20 a.m.: Review of steps 3 & 4

10:20-10:40 a.m.: The first pair of counselors will utilize skills from steps 3 & 4
 10:40-10:50 a.m.: Feedback to the co-counselors
 10:50-11:10 a.m.: The second pair of counselors will utilize skills from steps 3 & 4
 11:10-11:20 a.m.: Feedback
 Lunch provided
 11:20 a.m.-12:00 p.m.
 Round 3
 12:00-12:20 p.m.: Review of steps 5 & 6
 12:20-12:40 p.m.: The first pair of counselors will utilize skills from steps 5 & 6
 12:40-12:50 p.m.: Feedback to the co-counselors
 12:50-1:10 p.m.: The second pair of counselors will utilize skills from steps 5 & 6
 1:10-1:20 p.m.: Feedback

Note: The specifics of this assignment may be altered based on the number of students in the class.

A4. Take home final examination. (25%)

This exam consists of a series of movie clips of couples interacting and recorded clips of couples counseling sessions. Students will respond to multiple choice questions for each clip. The questions will assess the student's ability to apply the material regarding gender dynamics, couple patterns, attachment styles, affairs, domestic violence, and counseling techniques to "live" scenarios. The clips will be available for online viewing on May 13th at 12:00 p.m.

Due Thursday, May 20th by 5:00 p.m. on your Canvas account.

Required Course Reading:

- M1. Johnson, S. M. (2004). *The practice of emotionally focused couple therapy: Creating connection (2nd ed.)*. New York: Brunner-Routledge. ISBN: 978-0415945684
- M2. Johnson, S. M., Bradley, B., Furrow, J., Alison, L., Palmer, G., Tilley, D. & Woolley, S. (2005). *Becoming an emotionally focused couple therapy: The workbook*. New York: Taylor & Francis. ISBN: 978-0415947473
- M3. Allender, D. B., & Longman, T. (1999). *Intimate allies: Rediscovering God's design for marriage and becoming soul mates for life*. Wheaton, IL: Tyndale House. ISBN: 978-0842318242

OR

- Keller, T., & Keller K. (2011). *The meaning of marriage: Facing the complexities of commitment with the wisdom of God*. Boston: Dutton. ISBN: 978-0525952473
- M4. *Atkinson, B. J. (2005). *Emotional intelligence in couples therapy*. New York: W. W. Norton. ONLY chapters 1-3.
- M5. *Carder, D. (2017). *The anatomy of an affair: How affairs, attractions and addictions develop, and how to guard your marriage against them*. Chicago: Moody. ONLY chapter 1.
- M6. *Frame, J. M. (2008). The seventh commandment: Divorce and remarriage. In J. M. Frame, *The doctrine of the Christian life* (pp. 769-781). Phillipsburg, NJ: P & R.
- M7. Frame, J. M. (2012, May 23). *Recent reflections of divorce*. Retrieved from <https://frame-poythress.org/recent-reflections-on-divorce/>
- M8. *The Westminster Confession of Faith. Chapter XXIV. Of marriage and divorce*. Retrieved from https://reformed.org/documents/wcf_with_proofs/index.html?body=/documents/wcf_with_proofs/ch XXIV.html
- M9. Smullens, S. (2002). The 5 cycles of emotional abuse: Investigating a malignant victimization. *Annals of the American Psychotherapy Association*. Sept./Oct. 16-17. Available online at: https://cdn.ymaws.com/www.naswma.org/resource/resmgr/imported/FCE_emotionalAbuse.pdf

*Available on Canvas.

Optional Reading:

Bradley, B. and Furrow, J. (2013). *Emotionally focused couple therapy for dummies*. Mississauga, ON: Wiley Canada.

Smith, K. and Greenberg, L. (2007). Internal multiplicity in emotion-focused psychotherapy, *Journal of Clinical Psychology*, 63, 175-186.

Course Process and Schedule

Lecture	Date	Topic	Reading Due	Assignments Due
L1	2/11/19	Introduction to couples counseling Attachment theory, neuroscience, and emotions	M1. Johnson, Chs. 1-3 M4. Atkinson, Chs. 1-2	
L2	2/18/19	Couples counseling, stage 1	M1. Johnson, Chs. 4-5 M2. Johnson et al., Chs. 2	
L3	2/25/19	Couples counseling, stage 2	M1. Johnson, Ch. 14 M2. Johnson et al., Chs. 3	
L4	3/4/19	Couples counseling, stages 3-6	M1. Johnson, Chs. 6-7 M2. Johnson et al., Ch. 4	
L5	3/11/19	Couples counseling, stages 7-9	M1. Johnson, Chs. 8-9 M2. Johnson et al., Ch. 5	
	3/18/19	No class, spring break		
L6	3/25/19	Gender dynamics	M1. Johnson, Ch. 10 M2. Johnson et al., Ch. 6	
L7	4/1/19	Gender dynamics	M1. Johnson, Ch. 11 M2. Johnson et al., Ch. 7	
L8	4/8/19	Gender dynamics	M1. Johnson, Ch. 12 M2. Johnson et al., Ch. 8	
L9	4/15/19	Couple dynamics	M1. Johnson, Chs. 13 M2. Johnson et al., Ch. 9	
	4/20/19			A3. EFCT role-plays
L10	4/22/19	Premarital and remarital counseling	M4. Atkinson, Ch. 3	
L11	4/29/19	Affairs/infidelity	M5. Carder	
L12	5/6/19	Separation, divorce and remarriage	M6. Frame M7. Frame M8. WCF	
L13	5/13/19	Domestic Violence	M9. Smullens	

	5/20/19			A4. Take home final exam
	5/23/19			A1. Reading report A2. EFCT Workbook

Policies and Important Information

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Disability Accommodation Policy. If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

Access to Research Database. RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

Submission of work. All assignments should be submitted on Canvas.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

Attendance Policy:

Regular attendance is expected and required. Excessive absences (more than 1 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation:

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Student Learning Outcome Table

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

Course Objective	Lecture(s)	Assignment(s)	Material(s)	CACREP Standard(s)
CO1. Understanding of the role of couples as systems in themselves and subsystems of families.	L1	A1. Readings A2. EFCT workbook	M1	(CACREP 2.F.3.f; 2.F.5.b))
CO2. A broad understanding of evidenced-based couples therapies	L2-L5, L10	A1. Readings A2. EFCT workbook	M1, M2, M4	(CACREP 2.F.3.f; 2.F.5.b
CO3. Initial skills needed to conduct couple therapy.	L2-L5	A2. EFCT workbook A3. Role-play sessions A4. Final Exam	M1-M9	(CACREP 2.F.3.f; 2.F.5.b)