**1PSY5200 COUPLES AND FAMILY COUNSELING 2**

**Reformed Theological Seminary**

Spring 2020

3 Credit Hours

**Instructor**

|  |  |
| --- | --- |
| James Hurley 601-316-7389 c  jhurley@rts.edu | **Class meeting time**  Selected Mondays 1-4 PM  Selected Special Dates  2/14/20 AND 2/15/20 8-5 Gottman 1 Training  **Office Hours**  As listed with site |

**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

1. Understanding of the role of couples as systems in themselves and subsystems of families. (CACREP 2.F.3.f; 2.F.5.b)
2. A broad understanding of evidenced-based couples therapies (CACREP 2.F.3.f; 2.F.5.b)
3. 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: lecture instruction, video and class skills rehearsals

**Assignments (Student Performance Evaluation Criteria)**

You have two kinds of assignments in this course: Dyadic Reading tasks and a Triadic paper.

* The reading reports are done in dyads and count 50%.
  + - The reading report evaluations include clarity, mastery of the material and presentation.
  + The paper is done in a triad and counts 50**%.**

**Reading Reports**

**A1 Internal Multiplicity**

M8 Smith, K. and Greenberg, L. (2007) Internal Multiplicity in Emotion-Focused Psychotherapy, *Journal of Clinical Psychology*, 63, 175-186.

Est. time demands: 45 minutes

1. Reading. Smith and Greenberg is a seminal presentation of the neurological conceptions underlying Emotion Focused Therapy. Your task is to read it over and to spend 15 minutes discussing it in relation to PSY5420 Neuroscience. You do not need to do a write up or summary.
2. Discussion log. Log your discussion, recording chapter, date, start time, end time, total time and persons present.
3. *Submitting your Discussion log.* Submit your Discussion log on Canvas. Title your Document ‘A1 Smith’ – followed by the SSID5 of each member of the group, separate words by an underscore (e.g. ‘A1\_Brubacher\_12345\_12346’).
4. Due dates in class schedule.

**A2 Brubacher,** Stepping into Emotionally Focused Couple Therapy (Dyadic)

M3 Brubacher, L (2018) Stepping into Emotionally Focused Couple Therapy, pp. 1-257

Est. time demands: 17.4 hours

The goal for this assignment is that you gain an effective grasp of and some experiential feel for the emotion focused approach of Brubacher. You will do so by 1. Reading over the text, 2. Individually preparing an annotated outline of the reading assignment and 3. Discussing the book together.

I recommend not reading very far ahead of the discussions. Your discussions will help you grasp the material. The stronger your grasp of the previous chapters, the more you will gain from the next chapters.

The material will make even more sense to you when you have six or eight months of clinical experience. At that time, you may find yourself reading over your outline or the book itself.

1. Reading. Read through the assigned chapters of Brubacher’s book. Pace your work so that your discussions are not too far behind your reading.
2. Annotating an outline. Brubacher’s book has a nice embedded outline. As you read through the assigned chapters of the book, each student should write their own annotated outline of the book. Use her bolded section headings as your outline. For each heading, prepare a sentence or two conveying the gist of the section. Manipulating the material this way will increase your mastery.
3. Discussion. Spend at least 15 minutes per chapter discussing the material in conjunction with the text and your outline. As you discuss the material, try to think what it would feel like to be the counselor or client interacting as described in the chapter. I recommend not discussing more than three chapters at a time.
4. Discussion log. Log your discussions, recording chapter, date, start time, end time, total time and persons present.
5. Submitting your reading report. Combine your annotated outline and the Discussion log into a single document and submit it on Canvas. Title your Document ‘A2 Brubacher’ – followed by the SSID5 of each member of the group . Separate words by an underscore (e.g. ‘A2\_Brubacher\_12345\_12346’).
6. Due dates in class schedule.

**A3 Young,** Schema Therapy – Dyadic assignment

### M10 Young, J., Klosko, J., and Weishaar, M., (2006), *Schema Therapy, A Practitioner’s Guide, New York, Guilford,* ISBN 9781593853723

Est. time demands: 11.5 hours

1. Reading. Individually, read Young et al., Schema Therapy, Chapters 1, 2, 7, 8. NOTE: Young’s ‘schemas’ look a lot like generic IFS ‘Parts’.
2. Summaries. Prepare a one page summary of each chapter (1, 2, 7, 8)
3. Discussion. Meet to discuss the chapters for a minimum of 15 minutes each. Make an effort to think about what it might be like experientially to do schema therapy.
4. Discussion log. Log your discussions, recording chapter, date, start time, end time, Total time and persons present.
5. Submitting your reading report. Combine your annotated outline and the Discussion log into a single document and submit it on Canvas as: ‘A3 Young’ – followed by the SSID5 of each member of the group, separated by an underscore (e.g. ‘A3\_Young\_12345\_12346’).
6. Due dates in class schedule.

**Brent Atkinson,** Pragmatic Experiential Therapy for Couples (PET-C)

Brent Atkinson is an effective couple counselor. His strength is pulling together learning about couple counseling and developing useful resources for helping couples. You will see John Gottman, Dick Schwartz, Sue Johnson and Jack Panksepp acknowledged and used in his work. Your tasks in Atkinson’s work include portions of his book and center around his treatment process and the resources that he has for couples. You will read about his approach in his book on Emotional Intelligence and focus on how he applies it in his application-focused couple workbook.

**A4. Atkinson, Emotional Intelligence** – No report required

M2 Atkinson, B. J. (2005). *Emotional intelligence in couples therapy*. New York: W. W. Norton. ISBN-13: 978-0393703863; ISBN-10: 9780393703863, pp. 91-106

Est. time demands. 0.8 hours

Read the assigned chapter in *Emotional Intelligence*. You may be seduced by the book to read additional chapters (1-3, 11, etc.). Hurley’s layout of the treatment process is in the ‘Resources’ sub-folder in the ‘Files’ folder for this course in Canvas. Hurley will discuss this approach in class. No reading report required.

**A5. Atkinson: Developing Habits for Relationship Success** (Dyadic Assignment)

M1 Atkinson, B, *Developing Habits for Relationship Success*, Workbook available in Canvas, also available online in a personalized version for couple work at <https://thecouplesclinic.com/books/>

Est. time demands: 7.9 hours

1. Reading. Read Atkinson’s *Developing Habits for Relationship Success*. Pay special attention to the exercises, reflecting on how they help to achieve Atkinson’s goals.
2. Writing. Individually, prepare a short paper of not more than 4 pages in which you explain in your own words Atkinson’s ‘10 Habits’. Present them in a way that you could explain to clients.
3. Discussion. Discuss, for at least an hour and a half, Atkinson’s approach and the relevance of the exercises to achieving his goals. During this time, read your 10 Habits explanation papers to one another. Discuss improvements that might clarify them. These discussion exercises will serve you well when you do couples counseling.
4. Discussion log. Log your discussions, recording chapter, date, start time, end time, total time and persons present.
5. Submitting your reading report. Combine your 10 Habits explanation paper and the Discussion Log into a single document and Submit it on Canvas. Title your submission: ‘A5 Atkinson’ followed by the SSID5 of both participants. Separate words by underscores.
6. Due date is on the course schedule.

**A6. Keller – Meaning of Marriage**

M7 Keller, T., & Keller K. (2011). *The meaning of marriage: Facing the complexities of commitment with the wisdom of God.* Boston: Dutton. ISBN: 978-0525952473, pp. 1-272

M4 Capps, M. *Insights* available online at<https://matthewzcapps.com/2012/03/05/8-insights-from-tim-kellers-the-meaning-of-marriage/>

Est. time demands: 17.6 hours

The Kellers’ book is a foundational look at a theology of marriage and at the struggles of marriage. It is widely used as by study groups. You might take a look at the study guides for future reference. Capps’ article is a pastor’s digest of the Kellers’ book.

1. Read Keller, *The meaning of marriage, pp. 1-272*
2. Prepare a one page summary of each chapter and the Appendix at the end, written as though to explain it to an interested adult.
3. Meet to discuss the book. Take turns teaching one another about a chapter. Again, explain as though explaining to an interested adult. Take at least an hour to present and to discuss.
4. Discussion log. Log your discussions, recording chapter, date, start time, end time, total time and persons present.
5. Submitting your reading report. Combine your chapter summaries and the Discussion Log into a single document and submit it on Canvas. Title your submission: ‘A6 Keller’ followed by the SSID5 of both participants. Separate words by underscores (A6\_Keller\_12345\_12346).
6. Due date is on the course schedule.

**A7. Smullens, Emotional** Abuse (Dyadic Assignment)

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

Est. time demands. 2.9 hours

1. Read the Smullens, *The 5 cycles of emotional abuse article*.
2. Prepare a 1-3 page summary of the article.
3. Meet to discuss the article for at least 1 hour, trying as much as possible to think of the experience of persons facing the kinds of abuse mentioned.
4. Discussion log. Log your discussions, recording chapter, date, start time, end time and persons present.
5. Submitting your reading report. Combine your chapter summaries and the Discussion Log into a single document and submit it on Canvas. Title your submission: ‘Smullens’ followed by the SSID5 of both participants.
6. Due date is on the course schedule.

**A8 Paper. Complexity and change in the Scripture, in neuroscience and in contemporary counseling**.

(***TRIADIC*** Assignment)

Est. time demands: 20 hours per student

1. Thinking. This paper is a TRIADIC assignment. The higher number of participants is intended to enrich your discussions and to reduce the composition load on each person. I recommend group discussion to develop and to formulate your views, a division of labor in the composition of the paper and then group discussion and editing of the final product. This paper is likely to structure your thinking and your counseling for the rest of your life.

Take some time to think (and to organize your thoughts) about the topics of inner complexity and change in the Scripture, in neuroscience and in contemporary couples counseling. Think about the approaches to couple therapy examined in this course against a background of neuroscience and Scripture (General and Special Revelation). Think about the process of change for believers and unbelievers (General operations of the Spirit, Special operations of the Spirit, Common grace, Special grace, civil righteousness, sanctification). Include within your discussion an explicit discussion of the similarities and differences between Smith and Greenburg’s ‘Multiplicity’, Schwartz’s ‘Parts’, and Young’s ‘Schemas’, Panksepp’s EOSs, Johnson’s rigid repetitive patterns and softening moments, biblical teaching about inner complexity, change and transformation in passages such as Rom. 7-8, 12, Phil. 2 and Eph 1-5. Your bibliography need not be extensive as this is more of a synthesis paper than a research paper. Be sure, however, to document sources appropriately and to submit the paper in APA format.

1. Writing. Compose a joint paper of up to 25 pages on ‘complexity and change’. You may divide portions of your paper and you should work together to create a quality finished product.
2. Submitting your paper. Each student must submit the finished paper to their Canvas account (Canvas does not know how to handle joint assignments). Title the paper ‘A3\_Complexity and Change’ – followed by the SSID5 of each member of the triad, separated by an underscore (e.g. ‘A3\_Parts\_and\_Schemas\_12345\_12346\_12347)’
3. Due date in class schedule.

**Required Course Materials (Texts, Readings, and Videos)**:

1. **Atkinson, B. (2014) Developing Habits for Relationship Success: A Step-By-Step Guide for Improving Your Relationship. Available at:** <http://thecouplesclinic.com/order-developing-habits-for-relationship-success/> **Chapters 1-11**
2. Atkinson, B. (2005). *Emotional intelligence in couples therapy*. New York: W. W. Norton. ISBN-13: 978-0393703863; ISBN-10: 9780393703863 ONLY chapters 1-4
3. Brubacher, L., (2018), Stepping into Emotionally Focused Therapy, New York, Routledge, ISBN 9781782203254
4. Capps, M. *Insights*, available at <https://matthewzcapps.com/2012/03/05/8-insights-from-tim-kellers-the-meaning-of-marriage/>
5. Gottman, J and Gottman, J, Level 1 Training, Book comes with Level 1 Training (2/14,15/20)
6. Hurley, J. (2016) Marriage Journey Check Sheet
7. Keller, T., & Keller K. (2011). *The meaning of marriage: Facing the complexities of commitment with the wisdom of God.* Boston: Dutton. ISBN: 978-0525952473
8. Smith, K. and Greenberg, L. (2007) Internal Multiplicity in Emotion-Focused Psychotherapy, *Journal of Clinical Psychology*, 63, 175-186.
9. 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

### Young, J., Klosko, J., and Weishaar, M., (2006), *Schema Therapy, A Practitioner’s Guide, New York, Guilford,* ISBN 9781593853723

**Optional Materials**:

Allender, D. B., & Longman, T. (1999). *Intimate allies: Rediscovering God’s design for marriage,* AACC, Forest, VA. ISBN 0842318240

Bradley, B. and Furrow, J. (2013), *Emotionally Focused Couple Therapy for Dummies,* Mississauga, ON, Wiley, ISBN 978-1-118-51231

Hurley, J. (1981) *Man and woman in biblical perspective*, Eugene, OR, Wipf and Stock ISBN 1-57910-284-0

Johnson, S. et al. *Becoming an Emotionally Focused Therapist*, New York, Brunner-Routledge. ISBN-13: 978-0415947473 ISBN-10: 0415947472

Gottman, J. and Gottman, J. (2015) *10 Principles for doing effective couples therapy*, New York, Norton ISBN 978-0-393-70835-6

Penner, D. (2014) *Biblical Reference Guide for the Gottman Method*

Schwartz, R. (2001) *Introduction to the IFS model*

Other Johnson videos

Other Gottman videos

Other Young videos

Other Baeder videos

**Course Process and Schedule**

Class will meet regularly in the scheduled weekly time slot AND there will be a professional seminar (Gottman Level 1 Training)

NOTE: Gottman Training happens on Friday, Feb. 14 and Saturday, Feb. 15. The seminar includes certification as a Gottman Level 1 therapist.

NOTE: Lecture sequence is provisional. Progress may vary from the schedule.

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| --- | --- | --- | --- | --- |
| **Lecture** | **Date** | **Topic** | **Reading Due/Relevant** | **Assignments Due** |
| L1 | 01/27/20 | Introduction to Families and Couples counseling |  |  |
| L2 | 02/03/ | Schema Therapy – Young Video 1 | M10 Young | A3 Young |
| L3 | 02/10/20 | Schema Therapy – Young Video 2 | M8 Smith | A1 Smith |
| L4 | 2/14/20 | **FRIDAY** Gottman Training Session 1 8 AM-5 PM |  |  |
| L5 | 2/15/20 | **SATURDAY** Gottman Session 2 8 AM-5 PM |  |  |
| L6 | 02/17/20 | EFT Therapy Johnson 1 |  |  |
| L7 | 02/24/20 | EFT Therapy Johnson 2 | M3 Brubacher | A2 Brubacher |
| L8 | 03/02/20 | Couple Interaction – Biblical communication |  |  |
| L9 | 03/09/20 | Gender Roles - Biblical roles | M9 Smullens | A7 Smullens |
|  | 03/09/20 | No Class-Spring Break |  |  |
| L10 | 03/16/20 | Atkinson PETC Therapy 1 | M1 Atkinson | A4 Atkinson Book |
| L11 | 03/23/20 | Atkinson PETC Therapy 2 | M2 Atkinson | A5 Atkinson Workbook |
| L12 | 03/30/20 | *IFS Therapy Schwartz Video* |  |  |
| L13 | 04/06/20 | Newhiser video/Hurley Video/Protocol | M6 Hurley M4 Capps | A6 Keller  A6 Capps |
|  | 04/13/20 | No class |  |  |
|  | 04/20/20 | No class |  | A8 Paper |

**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**. (Site specific instructions are included in the syllabus)

**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.

**Anonymity**. All written assignments and exams should be identified by the last five digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

**Return of work**. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

**Grading Scale**: Note: Hurley uses a 12 point scale. Values are listed beside the letter grades below.

A 12 (97-100)

A- 11 (94-96)

B+ 10 (91-93)

B 9 (88-90)

B- 8 (86-87)

C+ 7 (83-85)

C 6 (80-82)

C- 5 (78-79)

D+ 4 (75-77)

D 3 (72-74)

D- 2 (70-71)

F 0 (Below 70)

**Attendance Policy:**

Regular attendance is expected and required. Excessive absences (more than 3 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 may 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)** |
| 1. Understanding of the role of couples as systems in themselves and subsystems of families. | L1, L2, L6, L7, L10, L11 | A2-A5, A8 | M1-M5, M8 | (CACREP 2.F.3.f; 2.F.5.b)*)* |
| 1. A broad understanding of evidenced-based couples therapies | L2-L12 | A1-A5,A8 | M1-M7 | (CACREP 2.F.3.f; 2.F.5.b |
| 1. Initial skills needed to conduct couple therapy. | L2-L9 | A2-A5, A8 | M1-M8 | (CACREP 2.F.3.f; 2.F.5.b) |

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| **Estimated Time Demands** |  |  |  |  |  |
| Assignment | Reading Pages | Summary/Outline Minutes | Discuss Minutes | Paper Pages | Total Hours |
| Smith | 11 |  | 15 |  | 0.8 |
| Brubacher | 256 | 110 | 165 |  | 17.4 |
| Young | 190 | 60 | 60 |  | 11.5 |
| Atkinson Book | 15 |  |  |  | 0.8 |
| Atkinson Habits | 98 | 120 | 60 |  | 7.9 |
| Keller Marriage | 282 | 100 | 90 |  | 17.3 |
| Smullens | 17 | 60 | 60 |  | 2.9 |
| Paper |  |  |  | 20 | 20.0 |
|  |  |  |  |  |  |
|  |  |  |  |  | 78.5 |



**Course Objectives Related to MAC\* Student Learning Outcomes**

Course: PSY5200 Couples and Family Counseling 2

Professor: James Hurley

Campus: Jackson

Date: Spring 2020

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| --- | --- | --- | --- |
| **MAC\* Student Learning Outcomes**  *In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.* | | **Rubric**   * **Strong** * **Moderate** * **Minimal** * **None** | **Mini-Justification** |
| **Professional Counseling Orientation & Ethical Practice** | Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling. | Moderate | Theological framework for marriage and marital dissolution |
| **Social & Cultural Diversity** | Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one’s own life and career and those of the client. | Moderate | Attending to marital complexity and diversity |
| **Human Growth & Development** | Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas. | Moderate | Marital and family composition and development; neuroscience of martial interactions |
| **Career Development** | Understands and applies theories and models of career development, counseling, and decision making. | None | Only marital careers receive focus |