

# PSY5200 COUPLES AND FAMILY COUNSELING 2

## Reformed Theological Seminary

Spring 2020  
3 Credit Hours

### Instructor

Name: Scott Coupland, PhD

#### Contact Information

Office: (407) 278-4466

E-mail: [scoupland@rts.edu](mailto:scoupland@rts.edu)

Office Hours: By appointment

#### Class meeting time

February 10—May 12

Mondays 1:00–4:00pm

### Course Description

This course provides a broad understanding of conceptualizations, intervention techniques and skills used in couples counseling. Attention will be given to diverse issues and concerns addressed by couples counseling.

### 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 required readings. (20%)

Record the percentage of the required reading you completed by Thursday, May 21<sup>st</sup> 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 therapist: 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 21<sup>st</sup> 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 18<sup>th</sup>** 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 2<sup>nd</sup> 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 11<sup>th</sup> at 12:00 p.m.

Due Thursday, May 18<sup>th</sup> by 5:00 p.m. on your Canvas account.

**Required Course Reading:**

- M1. Brubacher, L. L. (2018). *Stepping into Emotionally Focused Couples Therapy: Key ingredients to change*. New York: Routledge. ISBN: 978-1782203254
  - M2. Johnson, S. M., Bradley, B., Furrow, J., Alison, L., Palmer, G., Tilley, D. & Woolley, S. (2005). *Becoming an emotionally focused couple therapist: 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](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](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.

Johnson, S. M. (2004). *The practice of emotionally focused couple therapy: Creating connection* (2nd ed.). New York: Brunner-Routledge.

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	2/10/20	Introduction to couples counseling Attachment theory and neuroscience	M1. Brubacher, Chs. 1-3 M4. Atkinson, Chs. 1-2	
L2	2/17/20	Couples counseling, step 1	M1. Brubacher, Ch. 4 M2. Johnson et al., Chs. 2	
L3	2/24/20	Couples counseling, step 2	M2. Johnson et al., Chs. 3	
L4	3/2/20	Couples counseling, stages 3-6	M1. Brubacher, Chs. 5-6 M2. Johnson et al., Ch. 4	
L5	3/9/20	Couples counseling, stages 7-9	M1. Brubacher, Chs. 7-8 M2. Johnson et al., Ch. 5	
L6	3/16/20	Gender dynamics	M1. Brubacher, Ch. 9 M2. Johnson et al., Ch. 6	
	3/23/20	No class, spring break		
L7	3/30/20	Gender dynamics	M1. Brubacher, Ch. 10 M2. Johnson et al., Ch. 7	
L8	4/6/20	Gender dynamics	M1. J Brubacher, Ch. 11 M2. Johnson et al., Ch. 8	
L9	4/13/20	Couple dynamics	M2. Johnson et al., Ch. 9	
	4/18/20			A3. EFCT role-plays
L10	4/20/20	Premarital and remarital counseling	M4. Atkinson, Ch. 3	
L11	4/27/20	Affairs/infidelity	M5. Carder	

L12	5/4/20	Separation, divorce and remarriage	M6. Frame M7. Frame M8. WCF	
L13	5/11/20	Intimate Partner Violence	M9. Smullens	
	5/18/20			A4. Take home final exam
	5/21/20			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.

<b>Course Objective</b>	<b>Lecture(s)</b>	<b>Assignment(s)</b>	<b>Material(s)</b>	<b>CACREP Standard(s)</b>
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)

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

Course: PSY5200 Couples and Family Counseling 2

Professor: Scott Coupland

Campus: Orlando

Date: Spring 2020

<b>MAC* Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<i>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.</i>		<ul style="list-style-type: none"> <li>• Strong</li> <li>• Moderate</li> <li>• Minimal</li> <li>• None</li> </ul>	
<b>Professional Counseling Orientation &amp; Ethical Practice</b>	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	Students add to their knowledge and practical foundation of effective and ethical counseling work as applied to couples.
<b>Social &amp; Cultural Diversity</b>	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.	Minimal	The course materials are applied to working with diverse couples.
<b>Human Growth &amp; Development</b>	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.	Minimal	The development and growth of couple relationships over time is explored.
<b>Career Development</b>	Understands and applies theories and models of career development, counseling, and decision making.	None	
<b>Counseling &amp; Helping Relationships</b>	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Strong	Couples counseling theory is presented in depth and applied in role-play sessions
<b>Group Counseling &amp; Group Work</b>	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	None	
<b>Assessment &amp; Testing</b>	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Minimal	Assessment of couples is addressed.

<b>Research &amp; Program Evaluation</b>	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Minimal	The research basis of the course material is presented.
<b>Clinical Mental Health Counseling</b>	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Minimal	Skills for addressing pathologic relational patterns are learned and practiced.
<b>Integration (Biblical/Theological)</b>	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Minimal	The couples counseling theories are examined in light of biblical concepts.
<b>Sanctification</b>	Demonstrates a love for the triune God.	Moderate	Student apply course materials to clients and themselves in the EFCT workbook.