PSY570 Couples Counseling

Reformed Theological Seminary – Orlando
Tuesdays, 9:00 a.m. – 12:00 p.m.
3 credit hours
Spring Semester, 2012
Instructor: Scott Coupland, Ph.D
Office Hours: By appointment
Telephone: (407) 366-9493, ext. 238
Email: scoupland@rts.edu

PURPOSE
To examine the nature and proper functioning of marriage, gender issues in marriage, common couple patterns, and premarital/remarital and marital counseling strategies designed to promote harmony and instill hope.

OBJECTIVES
1. To gain a biblical framework for marriage that is translatable into the identification of healthy and dysfunctional relational patterns.
2. To understand the role of gender issues in relationships and how to address these issues appropriately.
3. To become familiar with common marital problem patterns.
4. To understand issues addressed in and approaches to pre/re-marital counseling.
5. To acquire introductory skills for assessment and intervention with couples using emotionally focused couples therapy.
6. To learn strategies for addressing specific couple’s issues (e.g., separation and divorce, infidelity, violence).

REQUIRED TEXTBOOK AND READINGS

*Available on reserve in the library.
RECOMMENDED TEXTBOOKS

SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 7</td>
<td>Introduction to couples counseling</td>
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<tr>
<td>Feb. 14</td>
<td>Foundations of marriage</td>
<td>Allender</td>
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<tr>
<td>Feb. 21</td>
<td>Gender issues</td>
<td></td>
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<tr>
<td>Feb. 28</td>
<td>Gender issues</td>
<td></td>
</tr>
<tr>
<td>Mar. 6</td>
<td>Gender issues</td>
<td></td>
</tr>
<tr>
<td>Mar. 13</td>
<td>Couple patterns</td>
<td></td>
</tr>
<tr>
<td>Mar. 20</td>
<td>Premarital and remarital counseling</td>
<td></td>
</tr>
<tr>
<td>Mar. 27</td>
<td>No class, spring break</td>
<td></td>
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<tr>
<td>Apr. 3</td>
<td>Attachment theory in couples</td>
<td>Johnson; Sibcy &amp; Clinton</td>
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<tr>
<td></td>
<td>The process of couples counseling</td>
<td></td>
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<tr>
<td>Apr. 10</td>
<td>The process of couples counseling</td>
<td></td>
</tr>
<tr>
<td>Apr. 17</td>
<td>The process of couples counseling</td>
<td></td>
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<tr>
<td>Apr. 24</td>
<td>Infidelity</td>
<td></td>
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<tr>
<td>May 1</td>
<td>Separation, divorce and remarriage</td>
<td>Instone-Brewer</td>
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<tr>
<td>May 8</td>
<td>Domestic violence</td>
<td>Smith; Smullens; Tracy</td>
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<tr>
<td>May 15</td>
<td><strong>In-class final exam</strong></td>
<td></td>
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REQUIREMENTS
1. Read assigned texts and articles.

Reading report due Friday, May 18, 2012 by 5:00 p.m. to Dr. Coupland’s email.

2. Write a blog article on a marriage related topic. Identify a topic that has something to do with premarital or marital relationships and then write a blog length article (about 2-3 double-spaced pages) that will either challenge reader’s thinking or behavior about marital life. Your choice of topic MUST be approved by Dr. Coupland. Articles written without prior approval will not be accepted.

Due May 18th by 5:00 p.m. to Dr. Coupland’s email.

3. Couples counseling role play, written critique, and feedback meeting with Dr. Coupland.

Part A: Conduct and record a couple therapy session role-play.
   1. Students will be assigned to groups of 4 for this role-play exercise.
   2. Each person will rotate between the roles of counselor, the couple being counseled, and an observer. This will result in the each group conducting and recording 4 couples counseling role-plays.
3. Couple’s role: Each pair should have a conversation 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.

4. Counselor role: Conduct a 20 minute role-play of a counseling session. One counselor will utilize skills from steps 1 and 2 in Johnson’s book during the session. The second counselor will utilize skills from steps 3 and 4 during the session. The third counselor will utilize skills from steps 5 and 6 during the session. The second counselor will utilize skills from steps 7 through 9 during the session. Students will provide their own DVD for this exercise. All sessions will be conducted and recorded in the Oviedo Counseling Clinic, and must be done so during non-clinic hours.

5. Observer role: Watch and learn.

Part B: Write a self-critique.
Write a two page self-critique of your role as the counselor. Include what you did well and what you could do differently. Use the skills associated with the steps in Susan Johnson’s book on emotionally focused couple therapy to assess yourself.

Part C: Participate in a review session.
Each group of four persons will be assigned a 1½ hour review session with Dr. Coupland. Your self-critique is due to Dr. Coupland’s email at this time. Bring your DVD so that it can be reviewed. Feedback will be provided about your role as the counselor.

A signup sheet for review sessions will be provided. Review sessions will be held between May 8th and 22nd.

4. In class final examination. At the end of the last day of class, a series of movie clips of couples interacting and recorded clips of couples counseling will be shown. Students will respond to a multiple choice question or set of questions for each clip. The questions will assess the student’s ability to apply the material regarding gender issues, couple patterns, attachment styles, affairs, and counseling techniques to “live” scenarios.

May 15, 2011 in classroom.

GRADING
Reading: 30 points
Blog article: 30 points
Role-play, critique, and review: 100
Final exam: 90 points
Total possible points: 250 points

Course grades will be determined by adding points from the all the assignments. Grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>243-250 points</td>
</tr>
<tr>
<td>A-</td>
<td>235-242 points</td>
</tr>
<tr>
<td>A+</td>
<td>228-234 points</td>
</tr>
<tr>
<td>B</td>
<td>220-227 points</td>
</tr>
<tr>
<td>C</td>
<td>200-207 points</td>
</tr>
<tr>
<td>C+</td>
<td>208-214 points</td>
</tr>
<tr>
<td>C-</td>
<td>195-199 points</td>
</tr>
<tr>
<td>D</td>
<td>180-187 points</td>
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<tr>
<td>D+</td>
<td>188-194 points</td>
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<tr>
<td>D-</td>
<td>175-179 points</td>
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<tr>
<td>D</td>
<td>174 points and below</td>
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<tr>
<td>F</td>
<td>174 points and below</td>
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ACADEMIC STANDARDS
Classroom attendance and participation are required at all class sessions.

The instructor reserves the right to modify the schedule and grading policy as needed.

APA format is required for all papers.

BIBLIOGRAPHY

Christian Couples Counseling


Secular Couples Counseling

Guilford.

Premarital and Remarital Couples Counseling


Finances

Marriage

Sex

Men and Women
Name:____________________________________

Required reading:


I read _____________% of this book.


I read _____________% of this chapter.


I read _____________% of this chapter.


I read _____________% of this chapter.


I read _____________% of this chapter.


I read _____________% of this chapter.


I read _____________% of this chapter.

Due Friday, May 14, 2010 by 5:00 p.m. Email to scoupland@rts.edu
### Course Objectives Related to MAC Student Learning Outcomes

**Course:** PSY570 couples Counseling  
**Professor:** Scott Coupland, PhD  
**Campus:** Orlando  
**Date:** 2/24/12

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.

<table>
<thead>
<tr>
<th>MAC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>None</td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Minimal</td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Minimal</td>
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<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
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<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Minimal</td>
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<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Moderate</td>
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<tr>
<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>None</td>
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<tr>
<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>None</td>
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<tr>
<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with</td>
<td>Minimal</td>
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significant public issues.