

Garrett-Evangelical Theological Seminary

**32-834 Pre-Marital, Marital, and Family Counseling in Pastoral Care
Spring Semester 2014**

Instructors:

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The purpose of the course is to provide an overview of marriage and family counseling within both parish and clinical settings for the pastoral counselor. Each class session will include attention to theology, theory, and practice of marriage and family counseling. The role of pastoral caregiver in counseling will set the stage for the content and application of course material. Family systems theory will inform the work and practice of the class.

Upon successful completion of this course, students should be able to:

- 1) Articulate an initial pastoral theology of family
- 2) Assess relative levels of health and conflict in couples and families
- 3) Articulate key concepts of family systems theory
- 4) Describe 5 key stages of the family life cycle
- 5) Construct and provide elementary interpretation of genograms
- 6) Describe and implement a program of premarital counseling
- 7) Provide limited counseling assistance to couples in Stage I levels of conflict
- 8) Make appropriate referrals for treatment as needed

Several commitments will inform the structure of this course:

- 1) Throughout the course, attention will be given to the family life cycle and planning pastoral counseling interventions that will aid families in making those transitions.
- 2) The employment of the church's rituals, and rituals designed for particular circumstances, will be encouraged and emphasized.
- 3) We will attend to the groundedness of marriage, committed partnerships and the family within particular cultural contexts, and work to ensure that theology, theory, and practice are congruent within those contexts.
- 4) We will address issues of marriage, committed partnerships and family from the perspective that counselors/caregivers will encounter families with a variety of

structures, including middle-class intact families, single-parent families, families without children, second marriages, blended families, same-gender families, etc. It will be the counselor/caregiver's responsibility to provide pastoral care and counseling for persons in several or all of these structures, so an awareness of pastoral options will be critical to effective counseling.

- 5) In all forms of pastoral care and counseling the caregiver brings the resources of the Christian tradition, academic and professional training, and most importantly the caregiver's self. Self-awareness, reflection, and the personal and spiritual growth of the caregiver are all vital to caring for others.

Assignments

Class assignments and readings will be due on the dates listed in order to ensure full participation in class sessions. Any exceptions must be negotiated by the student with the instructor. The instructor reserves the right to make adjustments to the syllabus during the semester in order to respond to emerging issues and student interests. All major assignments must be completed in order to pass this course.

- 1) Personal Genogram, using the following process: a) Create a genogram of your own family, extending back at least two generations and as far "ahead" as possible. Include as much detail as possible, but be sure to omit any information that you would prefer that the instructors not be aware of. Confidentiality will be maintained. b) Meet with another trusted person (friend, classmate, family member, counselor) to present your genogram and consider further observations or implications. c) Write a 3-4-page double-spaced reflection paper on the issues, strengths, and "hot spots" you discover in studying your family genogram more closely. Pay particular attention to issues that might affect your work as a pastor and counselor. **Due March 6.**
- 2) Glossary of Terms. Students are expected to create a glossary of premarital, marriage and family counseling terms, based on class readings and discussions in class. Each definition should be no more than one or two sentences, and it should be your own personal working definition, not a technical copyrighted definition quoted directly from class readings or other source(s). The glossary should include all of the words/concepts listed below, along with up to an additional five terms you wish to explore. Please include a bibliography, and endnotes if needed. The Glossary should be no more than eight pages double-spaced. Guidelines are posted on Moodle. **Due April 10.**

Anxiety
Attentiveness
Cutoff
Differentiation of Self
Emotional Systems
Forgiveness
Identified Patient

Imago
Maximizing and Minimizing
Multigenerational Transmission of Symptoms
Projection
Pursuing and Distancing
Regression
Resilience
Resistance
Stressors, Horizontal
Stressors, Vertical
Triangle

Optional: Transference, Countertransference

- 3) Online Dialogue. Students will engage in an online dialogue with one of the instructors **beginning no later than March 20 and to be completed by May 1**. Additional instructions are posted on Moodle.

For Master of Divinity, other MAPCC and other Master's students...

The dialogue is an opportunity to 1) create a Premarital Counseling Program for a parish or other ministry setting with Prof. Stephens as your consultant OR 2) begin to apply the theories from this course with a “real” couple in a Couple Interview with Analysis with your instructor as your consultant. Each student will choose option 1 or option 2.

For Ph.D. and MAPCC clinical track students...

The dialogue is an opportunity for you to begin to apply the theories from this course with a “real” couple in a Couple Interview with Analysis with Dr. Hogue as your consultant.

For the Couple Interview with Analysis, you will need to interview one couple for a minimum of 90 minutes – late in February or early in March. *That couple should be neither from your family nor the Garrett-Evangelical community*. Be sure to allow sufficient time for your couple to review your write-up for your initial submission, offer corrections and sign and date the Couple Interview Review Form included with Online Dialogue Guidelines posted on Moodle.

Your initial submission should be as narrative with family information for a genogram covering three generations, plus any interpretation they offer and/or you discover together, plus the strengths they identify in their relationship, and any point(s), if any, at which they sensed difficulties in their relationship and/or the need for outside help. At the time of your initial submission, include in hard copy to the instructors a signed Couple Interview Reform Form, included on Moodle. Before your second submission, forward a hard copy of the genogram to your instructor-consultant.

For the Premarital Counseling Program, the initial submission should be an overview of the ministry setting, context for the program and goals for a premarital counseling program.

For both the Couple Interview with Analysis and Premarital Counseling Program projects, after your initial submission, your instructors will offer some direction and recommend readings for you to continue your analysis and/or exploration.

With this feedback and input you will explore the topic further and offer a second submission – and so on for a third round. After three back-and-forth exchanges, your instructor-consultant will recommend a grade if you were to stop at this point, along with options for continued dialogue to explore the topic more deeply and/or earn a higher grade, up to a total of five exchanges. Students should expect a minimum of three exchanges and no more than five. Students should also expect it will take their instructor-consultant one week before responding to a submission. **The final submission must be received by your instructor-consultant no later than 4 p.m. on May 1.**

- 4) Group Presentation. Students will participate in a group presentation in late March. Further information on the group process and presentation parameters are posted on Moodle, along with the opportunity to sign up. Students will be able to choose one of the following four topics for group presentation: 1) domestic violence, 2) addictions, 3) economic and financial stressors, or 4) 21st century distractions, including technology, media and work. The first two presentations will be made in class on **March 27** and the second two presentations on **April 3**.
- 5) *Ph.D. students* will complete a 5,000-5,500 word final paper with a presentation to the entire class, plus the readings marked with an asterisk. The written assignment will include three foci: theory, practice, and theology (a pastoral theological methodology.) Topic should be negotiated with Dr. Hogue no later than March 13 and will be **due on May 13**.
- 6) All writing for this course must follow accepted guidelines of scholarship, including appropriate citation of any sources utilized. For a full description of plagiarism and its avoidance, see the current Academic Handbook, pp. 12-17.

Class participation

Class sessions will involve a variety of teaching/learning methodologies, including lecture, class and small group discussion, role-plays, case analyses, brain-storming and small group presentations. Since the course involves the development of counseling skills, students are expected to be present for all classes, to have prepared readings and written work, and to participate regularly and fully in discussions, feedback and role-plays. In class role-plays, each student is expected to participate at least once as the pastor. Absences will affect grades.

In addition, written feedback from students will be critical throughout the semester, as follows:

- 1) Before the beginning of each class session, students will post on Moodle a ONE-PAGE response to the readings assigned for that day. Key issues, questions, and applications should be noted, reflecting not only that student has read the material, but also has interacted with it. Missing more than one of these assignments will affect the student's final grade.
- 2) At the end of each class session, ten minutes will be reserved for students to write reflections on the class and course material, to raise any questions or problems they are encountering, and to suggest additional issues for class or private discussion. These comments will be turned in to the instructors at the end of each session or posted to Moodle, and returned during the next session.

Grades

“A” signifies an in-depth grasp of the material presented in class and in readings, and a demonstrated ability to explore the implications of that material for pastoral counseling beyond what is immediately evident. (This grade generally indicates sufficient interest to go beyond the required readings of the class.)

“B” signifies an adequate comprehension of class material and ability to apply the concepts to pastoral settings.

“C” indicates minimal integration of the themes of the class, but sufficient interaction with the material to pass the course.

Other grades will indicate either inadequate integration of the material, or failure to complete sections of the class.

Course grades will be calculated as follows:

Class participation:	20%
Glossary:	15%
Genogram and reflection:	20%
Online Dialogue:	25%
Group Presentation:	20%

For PhD students, the following will apply:

Class participation:	20%
Glossary:	10%
Genogram and reflection:	15%
Online Dialogue:	20%
Group Presentation:	15%
Final Paper:	20%

All major assignments must be completed and submitted to the instructors in order to pass the course. In addition, each student must participate in a role-play as the pastor in order to pass the course.

Late Papers

For purposes of grading, the following deductions will be made:

1-3 days: One-half letter grade

4-7 days: one full letter grade

More than 7 days late: no credit

Class Topics and Reading Assignments

*(*Indicates required reading for doctoral students and for those considering a professional counseling setting for their future work.)*

Understanding Couple, Marriage and Family Relationships

February 6: Orientation to course, readings and assignments; review of syllabus
Family Life Cycle Theory

Leaving Home, Preparing for Mating, Becoming Married, The Expanding Family

Readings:

Gilbert, *Eight Concepts* (Masters [non-clinical] only)

Walsh, chapter 16, 20.

*Richardson, preface and chapters 1-8.

February 13: Family Life Cycle (cont.)

Adolescence and Launching, The Extending Family, the Later Years

Overview of Family Systems Theory

Introduction to Genograms

Diagram Construction, Interpreting the Signs

Readings:

Wimberly, Chapters 1 - 5

Walsh, Chapter 1

*Richardson, chapters 9, 10

February 20: Couples and Families Come in All Shapes and Sizes

Readings:

Marshall, Chapters 1-3

Wimberly, Chapter 6

Walsh, Chapter Chapters 6, 10

*Guerin et al., Chapters 1, 2

February 27: Theology of Couple Relationships

Values that Shape Our Relationships
Love, Forgiveness, Generosity, Compassion
Attentiveness as Spiritual Practice
Ways We Miss the Mark
Anger, Pride, Fear, Self-Absorption
Readings:
Genesis 1:26-28a & Matthew 22:35b-40
Rassieur, Chapter 1
Anderson, Hogue, and McCarthy Chapters 1-3
*Richardson, chapters 11, 12

March 6: Psychological Type and Couples
Theory and Practice of Premarital Counseling
Other approaches to Premarital Counseling, including Prepare-Enrich
Tieger and Barron-Tieger, Chapters 1, 2, pages 61-65
<http://www.ministrymatters.com/all/article/entry/1929/what-pastors-need-to-know-about-premarital-education>
*Guerin, Chapters 3, 4
Personal Genogram and Reflection Due

March 13: Why Counseling?
What brings couples/families to counseling
Goals for counseling
Techniques and Tools
Pitfalls and Traps
Levels of Conflict
Readings:
Walsh, Chapter 2
Guerin et al., Chapter 6 (on-line)
Rassieur, Chapters 2, 3
Anderson, Hogue and McCarthy, Chapters 4-6

March 20: Imago Theory
Communication
Readings:
Hendrix, Chapters 1-12
First Online Dialogue Submission Due

March 27: Group Presentations:
Domestic Violence
Addictions

April 3: Group Presentations:
Economic and Financial Stressors
21st Century Distractions: Technology, Media and Work

April 10: Loss, Divorce, Death and Marrying Again
Readings:
Townsend
Walsh, chapters 5, 7

Glossary Due

April 17: No class. Maundy Thursday.

April 24: No class. Spring Break

May 1: Racial/Ethnic Considerations
Single Parent Families
LGBTQ Families
Readings:
Walsh, chapters 8, 11, 12, 13
Marshall 4-6

Online Dialogue Completed and Submitted by 4 p.m.

May 8: Congregational Life

Tues, May 13:

Review: 'How to' Counseling
Ending Well
Rassieur, Chapters 4, 5, Appendices
Wimberly, Chapters 7-9
*Richardson, chapter 16
Unfinished Topics, Wrap-Up, Questions
(Make up day for Maundy Thursday.)

PhD Final Papers Due

BIBLIOGRAPHY

Texts – Required Readings:

Anderson, Herbert, Hogue, David, and McCarthy, Marie. *Promising Again*.
Westminster/John Knox, 1995. ISBN 13: ISBN-13: 978-0664251246. \$18.51 at
barnesandnoble.com.

Gilbert, Roberta. **(for non-clinical masters students only)** *The Eight Concepts of Bowen Theory: A New Way of Thinking about the Individual and the Group*. Leading Systems Press, 2006. ISBN-13: 9780976345510. \$25.61 at barnesandnoble.com.

*Guerin, Philip, Fay, Leo F., Burden, S. *The Evaluation and Treatment of Marital Conflict*. Basic Books, 1987. ISBN-13: 978-0465021123. \$42.66 at barnesandnoble.com.

Hendrix, Harville. *Getting the Love You Want: A Guide for Couples*. Owl Books, 2001. ISBN-13: 978-0805087000. \$12.64 at barnesandnoble.com.

Marshall, Joretta. *Counseling Lesbian Partners*. Westminster John Knox Press, 1997. ISBN-13: 978-0664255329. \$22.65 at barnesandnoble.com.

Rassieur, Charles L. *I Have a Plan: A Pastor's Guide to Counseling Troubled Marriages*. Westminster John Knox Press, 2005. ISBN-13: 978-0664227623. \$16.16 at barnesandnoble.com.

*Richardson, Ronald. *Couples in Conflict: A Family Systems Approach to Marriage Counseling*. Fortress Press, 2010. ISBN-13: 9780800696283. \$23.78 at barnesandnoble.com.

Tieger, Paul D. and Barbara Barron-Tieger. *Just Your Type: Create the Relationship You've Always Wanted Using the Secrets of Personality Type*. Little, Brown and Company, 2000. ISBN-13: 978-0316845694. \$24.70 at barnesandnoble.com.

Townsend, Loren. *Pastoral Care with Stepfamilies: Mapping the Wilderness*. Chalice Press, 2000. ISBN-13: 978-0827229662. \$19.79 at Amazon.com.

Walsh, Froma, ed. *Normal Family Processes (4th edition): Growing Diversity and Complexity*. Guilford Press, 2011. ISBN-13: 978-1462502554. \$70.17 at barnesandnoble.com. (Note: this text is available on-line through Northwestern University at no cost with Garrett ID.)

Wimberly, Edward P. *Counseling African American Marriages and Families*. Westminster John Knox Press, 1997. ISBN-13: 978-0664256562. \$22.5 at barnesandnoble.com.

* *required texts for doctoral students; optional for master's students*

Recommended:

Boyd-Franklin, Nancy. *Black Families in Therapy*. Guilford Press, 1989.

Galindo, Israel. *A Family Genogram Workbook*. Educational Consultants, 2006.

Gilbert, Roberta M. *Extraordinary Relationships: A New Way of Thinking About Human Interactions*. John Wiley and Sons, 1992.

Hogue, David. *Remembering the Future, Imagining the Past: Story, Ritual and the Human Brain*. Pilgrim Press, 2003.

Imber-Black, Evan, Roberts, Janine, Whiting, Richard. *Rituals in Families and Family Therapy*. W.W. Norton, 1988.

McGoldrick, Monica, Giordano, Joe, Pearce, John. *Ethnicity and Family Therapy*. 2nd edition. Guilford Press, 1996.

McGoldrick, Monica and Gerson Randy. *Genograms in Family Assessment*. W.W. Norton.

Scarf, Maggie. *Intimate Partners: Patterns in Love and Marriage*. Ballantine Books, 2008. (reprint)

Walsh, Froma, ed. *Spiritual Resources in Family Therapy* (2nd Edition). New York: The Guilford Press, 2010. ISBN-13: 9781606239087. \$35.42 at barnesandnoble.com

------. *Strengthening Family Resilience* (2nd Edition). New York: The Guildford Press, 2011. ISBN-13: 978-1462503315. \$30.02 at barnesandnoble.com.