



PCC 800 Premarital, Marital, and Family Counseling Spring 2024

W 8:00 am-11:00 am

In-Person Class

Rev. AHyun Lee, Ph.D., LCPC. (She/Her)

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Office Hours	Wednesdays 1-2 PM or by appointment	Office	Pfeiffer 224

“Maintaining connections with family and community across class boundaries demands more than just summary recall of where one’s roots are, where one comes from. It requires knowing, naming, and being ever-mindful of those aspects of one’s past that have enabled and do enable one’s self-development in the present, that sustain and support, that enrich. One must also honestly confront barriers that do exist, aspects of that past that do diminish.”

— Bell Hooks, *Talking Back: Thinking Feminist, Thinking Black*

Course Description

Intimate partners and families are our most formative and influential relationships because they present us with the joys and challenges at every stage of life. In this course, we will examine pre-marital, marriage, family theories and concepts. You will also learn assessment, intervention, crisis management skills, tools, and techniques for providing effective pre-marital, marriage, and family care and counseling for diverse marriages, families and relationships. We will also explore the influence of race, class, gender identity, sexual orientation, culture, family of origin, religion, spirituality, and theology on human expectations in relationships.

Course Learning Outcomes

- Understand premarital, marriage, family theories and concepts.
- Identify the major models of marriage and family theory—from assessment, family of origin theories, and case conceptualization—within the broad systems framework.
- Discuss family functioning using multiple perspectives from family process, family development and life-cycle perspectives.
- Consider the dynamics of power and recognize issues of power and privilege relative to own and clients’ social locations and how these influence therapy and solving problems.
- Explore the influence of race, class, gender identity, sexual orientation, culture, family of origin, religion, spirituality, and theology on human expectations in relationships.

Required Texts

- Anderson, Herbert, Hogue, David, and McCarthy, Marie. *Promising Again*. Westminster/John Knox, 1995. ISBN 13: ISBN-13: 978-0664251246. (E-book available at the library)
- McDowell, Teresa, Knudson-Martin, Carmen, Bermudez, J. Maria. *Socioculturally Attuned Family Therapy: Guidelines for Equitable Theory and Practice*. Routledge, 2023. ISBN: 1032074418, \$74.95 at amazon.com
- Walsh, F. (Ed.). (2012). *Normal family processes: Growing diversity and complexity* (4th ed.). New York, NY: Guilford. (E-book available at the library)

Relationship Education Programs:

<http://www.foryourmarriage.org/premarital-inventories/>

<https://www.5lovelanguages.com>

<https://www.prepinc.com>

<http://couplecommunication.com>

<http://www.pairs.com/splash/>

<https://www.gottman.com>

<https://www.dibbleinstitute.org/relationship-smarts-plus-4-0/>

<https://www.foccusinc.com/>

Recommended List of Family and Systemic Journals (in alphabetical order):

American Journal of Family Therapy

Australian and New Zealand Family Therapy Journal

Contemporary Family Therapy

Journal of Couple and Relationship Therapy

Journal of Family Therapy

Family Process

Family Systems & Health

Journal of Family Psychology

Journal of Family Psychotherapy

Journal of Family Therapy

Journal of Feminist Family Therapy

Journal of Marital and Family Therapy (AAMFT)

Journal of Systemic Therapies

The Family Journal: Counseling and Therapy for Couples and Families (IAMFC- ACA)

Important Course Information

Syllabus Flexibility Clause

This syllabus is NOT a binding contract. The dates of lectures, exams, and assignments may be revised as the term progresses. All modifications to the syllabus will be announced in class or through email.

Course Relation to the Curriculum

Pre-Marital, Marital and Family counseling is a PhD-level required core course for PhD students pursuing the optional clinical track and it is a required for students in the MAPCC and MAPC-CC degree programs. This course meets the educational requirements for licensure as a Licensed Professional Counselor in Illinois and for many state licensing boards. The course is also designed to help students called to the local church or other caregiving communities, identify, understand and respond to issues couples and families face using pastoral care and counseling strategies.

Method of Instruction and Teaching Philosophy

You will read between 100-150 pages per week. In addition to the readings, the class requires memorization, factual review, and analysis of ideas and concepts. Learning will be facilitated via lectures, discussions of readings, application to cases, presentations, role playing, and the like. Students are active learners and will work together to discuss and complete assignments. *It is essential that students prepare for class by reading assigned material prior to class.*

Critical Thinking

You will be asked to think critically about the course material because some of these most basic questions about assessment of marriage and family problems can be controversial, but the way we ask and answer these questions has a profound impact on how we think about ourselves in relationship to others. In addition to developing a knowledge base, we will critically evaluate why we ask the questions we do about marriage and family and how we respond to in psychology and ministry.

Office Hours and Email

I am committed to supporting your learning process. For this reason, I am available to meet during the semester by appointment. I am also happy to receive and respond to your emails. Although I may respond to some emails faster than others, I will generally not respond to email sent over the weekend or during the evening until the next working day. You should expect that it may take me up to a full day to respond to email at times. Plan ahead accordingly (i.e., don't expect quick responses to emails sent the night before an assignment is due!). If you have a longer question or something urgent that you need to ask me, I suggest you request an appointment by email.

Course Policies

Attendance and Tardiness

Attendance is required and essential for understanding and processing the material. If you miss **more than 2 classes** without an emergency or discussing it with the professor beforehand, you will fail the course.

Completing Assignments and Late Assignments

You must complete every assignment to pass the course. You can track your completed assignments on Moodle. Late assignments will be docked **ONE POINT for EACH DAY** that has passed between the due date and when the assignment is turned in for credit. (**Note turning in an assignment after class on the due date is considered one day late.**)

Incomplete Policy

A grade of "I" denotes course work has not been completed due to an unavoidable emergency, *which does not include failure to turn in course work or attending to church work or other employment*. A request for an incomplete requires my approval, but also the approval of the Registrar. See the current GETS Catalog for additional information.

Course Announcements

Course announcements are sent via GETS email accounts. Students are responsible for maintaining and checking these accounts.

Classroom Decorum

To promote a respectful learning environment, the use of laptop computers is limited to taking notes or reading materials for the class. Checking e-mail, texting, using social media, or browsing the internet during class time, are not allowed.

Confidentiality

We will occasionally deal with very personal and sensitive matters. Please remember that any personal information revealed during class time is confidential and should be confined to the class.

Gender Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. When referring to God, you are to use a variety of images and metaphors, reflecting the richness of the Bible's images for God.

Written Assignments

Guidelines: ALL written assignments be typed using MS Word, double-spaced, use 12-point New Times Roman font, and 1-inch margins. Resources should be cited using Turabian style and include title page and bibliography page. Assignments not meeting these minimum standards will be returned and counted as late. **All assignments** must be submitted to receive a passing grade in the course.

Course 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.

Attendance (14 points) and Participants (14 Points): This is a core course in the Pastoral Counseling Curriculum; regular attendance and participation is expected. You need to be present in the classroom. The activities and readings are designed to help you understand and integrate the material from the course into your on-going formation as pastoral counselors. Hence, your active participation through your questions and shared insights will help enhance communal learning. Lack of engagement from anyone within the class will impoverish all of us.

Personal Genogram (12 points), using the following process:

- 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.
- Meet with another trusted person (friend, classmate, family member, counselor) to present your genogram and consider further observations or implications.
- Write a 2—3 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

Case Conceptualization Practice - Film Analysis (20 points): Each student is required to watch the film, *Departure* (2008). Students will review the course material for the week and provide their responses to the questions listed below based on the movie a student watched. The purpose of these class reflections is for each of us to develop case conceptualization practice as we think for ourselves as pastoral caregivers.

Presentation of Clinical Case Study Analysis with Diverse Families (20 points).

Students will work in groups of 2 or more for an in-depth study and classroom presentation.

Your group will present an issue related to family diversity (e.g., divorce, single parenting, or stepfamilies; gender; addiction, death, the intersectionality of race and class; LGBTQ+ families; immigrant families; illness and disability; spirituality). You will explore an aspect of power and privilege and/or a specific family counseling intervention relevant to the family issue under consideration. You will use one of the family systems theories covered in the course readings (e.g. psychodynamic, cognitive-behavioral, Bowenian, narrative etc.) and create a clinical case study that illustrates your assessment of the family, conceptualization of the problem, ethical considerations, diversity and contextual issues, and intervention ideas.

Family of Origin Project of Self-Reflective Genogram Assignment (20 points)

This assignment requires you to apply the concept and theories encountered in this course. You will study your family of origin. In order to complete this assignment, you will need to conduct at least two interviews of family members. You may interview parents, grandparents, siblings, aunts, uncles, or cousins. You will cite these interviews in your bibliography. Please discuss confidentiality with your interviewees, get permission to use the interview material, and offer to change names if they so desire. You may include pieces of transcript in your paper only with expressed permission of your interviewee. I will provide the Family Origin Project Guidelines for details during class.

Criteria for Evaluation

Your grade will be determined by the following criteria:

Attendance and Participation (28 points)	28%
Personal Genogram (12 points)	12%
Case Conceptualization Practice - Film Analysis (20 points)	20 %
Presentation of Clinical Case Study Analysis with Diverse Families (20 points).	20%
Family of Origin Project of Self-Reflective Genogram Assignment (20 points)	20%
Total Points. (100 points)	100%

Grade Scale (out of 100 points)

A	94-100	B+	87-89 (88)	C+	77-79 (78)
A-	90-93 (91.5)	B	84-86 (85)	C	74-76 (75)
		B-	80-83 (81.5)	C-	70-73 (71.5)
				D (Failing)	60-69 (65)

Technology Notes

Minimum Technological Requirements:

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work. Modem dial-up cannot be sufficient. Courses will have regular deadlines that must be accomplished with online activity.
- Web Browser - Students must have the latest version of the web browser (Firefox, Internet Explorer, Safari, Chrome, etc.)
- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out. The Northwestern University Library has a computer center as well.
- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to access course materials as well as submit writing assignments on Moodle.
- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications. Students without MS Office or Apple iWork might try the freely available OpenOffice applications:
<http://www.openoffice.org>. Also available to students is the Google Drive suite to create documents and presentations (<http://drive.google.com>).

Course Information

- Syllabus Flexibility Clause: This syllabus is NOT a binding contract. The dates of lectures, exams, and assignments may be revised as the term progresses. All modifications to the syllabus will be announced in class or through email.
- Course Relation to the Curriculum: This is a required core course for many states licensing boards, including the Illinois LPC Board.

Academic Policies

- All students are required to abide by the academic policies detailed in the [Academic Handbook for the current academic year](#). The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and plagiarism: All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school. (See Academic Handbook 2024-2025, pp. 13 and 69-75.)
- Writing and citations: Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* and *The Chicago Manual of Style* provide the standard formats for all introductory courses. Basic information on these formats is available online here: [Turabian Citation Quick Guide](#) and [Chicago Manual of Style Online](#). In advanced

courses an instructor may require another style guide appropriate to the discipline (such as APA). (See Academic Handbook 2024-2025, p. 75.)

- Academic support: Academic Support and Writing Services at Garrett-Evangelical offers resources and programs to support all students' theological research and writing. See the [Academic Support and Writing Services](#) Moodle page for more information.

Attendance and Class Participation

- Inclusivity/diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle, both in the classroom and in course assignments, that persons are always to be respected and ideas are to be freely discussed. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See Academic Handbook 2024-2025, pp. 10-11.)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20 percent of the class sessions (e.g., more than two classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (See Academic Handbook 2024-2025, pp. 20-21.)
- Electronic devices. Some faculty may limit the use of electronic devices (e.g., cell phones) during class. At the least, all devices should be silenced during the whole of a class session.
- Completing Assignments and Late Assignments
Due dates help you manage your time well. Adhering to the suggested timeline will help achieve your desired grade for the course. Given the current pandemic we all are facing, please let us know as soon as possible if you need extra time to complete assignments for the course.
- Incomplete Policy
All course work must be submitted by the close of the semester. A grade of "I" denotes course work has not been completed due to an unavoidable emergency, which does not include failure to turn in course work or attending to church work or other employment. A request for an incomplete requires not only my approval but also the approval of the Registrar. See the current GETS Catalog for additional information.
- Course Announcements
Course announcements are sent via GETS email accounts. Students are responsible for maintaining and checking these accounts.
- Confidentiality
We will occasionally deal with very personal and sensitive matters. Please remember that any personal information revealed during class time is confidential and should be confined to the class.

Academic Accommodations

- Accommodations: Student accommodations for documented conditions should be developed in consultation with Garrett’s access coordinator before the beginning of the semester; guidelines can be found here: [Academic Accommodations](#) (See “Accessibility, Special Needs, and Disabilities” in Academic Handbook 2024-2025, p. 13.)
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (See Academic Handbook 2024-2025, p. 21.)