COUN603

Premarital & Marital Counseling

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the overall level of difficulty of this course?

Level of demand = 8
I believe this course could be taken with one other course within an 8-week format. The primary difficulty is establishing actual counseling sessions with a couple.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the reading requirements in this course?

Level of demand = 6
Compared to other courses, the reading is somewhat lighter. This course relies heavily on the applied learning activities in addition to reading.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the lecture requirements in this course?

Level of demand = 5
This course contains several narrated ppt lectures averaging 10 to 15 minutes in length. All lectures are intentionally brief, and constructed to amplify readings.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the online exam requirements in this course?

Level of demand = 6
This course contains two online multiple choice & true/false exams. Contents are taken directly from readings.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the discussion board requirements in this course?

Level of demand = 7
This course contains eight online, graded – Discussion Boards. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and defined.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the written paper requirements in this course?
Level of demand = 6
This course contains two written papers. The assignments are designed to heighten awareness of counseling issues with couples.

Additional comments:
This is a highly structured course, designed to move the students forward in their course process. Students know the requirements, but often remark that the actual counseling assignment (with a “live” couple) is the most challenging component.

The students do feel connected to their fellow classmates as there is a healthy portion of interaction and encouragement among the class, even sharing personal prayer requests.

While many of our Graduate students have provided counseling previous to this class, many have never counseled a couple. They immediately understand that this is a very different experience.

COURSE CHART

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Textbooks:
IR = Intimate Relationships, Miller, Perlman, & Brehm (2007)
HF = Hope-Focused Marriage Counseling, Worthington (2005)
PAIR = The PAIR Test, Mastin (2006)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAYS</th>
<th>READING ASSIGNMENT</th>
<th>LEARNING ACTIVITIES</th>
<th>% OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1–7</td>
<td>IR: Chs. 1, 3, 4</td>
<td>Discussion Board 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Discussion Board 2</td>
<td>*</td>
</tr>
<tr>
<td>2</td>
<td>8–14</td>
<td>HF: Chs. 1–4, 10, 11 IR: Chs. 5, 10, 12</td>
<td>Group Discussion Board 3</td>
<td>*</td>
</tr>
</tbody>
</table>
|   | 15–21 | HF: Chs. 5–9  
IR: Chs. 6–8 | Discussion Board 4 |  
|---|---|---|---|---|
| 4 | 22–28 | HF: Chs. 9, 13  
IR: Ch. 11  
PAIR: entire manual | Discussion Board 5  
Test 1 | 10% |
| 5 | 29–35 | HF: Chs. 5–16  
IR: Ch. 15 | Group Discussion for DB 6  
Discussion Board 6 |  
| 6 | 36–42 | IR: Chs. 7–15 | Discussion Board 7  
Practicum Counseling Report | 25% |
| 7 | 43–49 | _____ | Research Paper | 25% |
| 8 | 50–end | _____ | Group Discussion for DB 8  
Discussion Board 8  
Test 2 | 10% |

*All Discussion Board Postings 30%

**DB = Discussion Board**

**TOTAL 100%**
COURSE DESCRIPTION
This course introduces students to a variety of approaches that have been developed for thorough premarital counseling. The course also teaches students a conceptual model for understanding the variety of ways marriages can become dysfunctional, and introduces them to short-term methods that can be used when those kinds of problems develop.

RATIONALE
Since our highest values include the sanctity of marriage and the home, it is crucial for professional counselors to provide programs and counsel for those anticipating marriage and those already married. The lessons and readings in this course are designed to place graduate counseling students in learning experiences that will enhance skill development for originating premarital and marital counseling and programming. The ultimate goal is assisting couples in their construction of healthy, successful marriages.

I. PREREQUISITES
None.

II. REQUIRED TEXTBOOKS


III. RECOMMENDED TEXTBOOKS
(Do not need to be purchased, but may choose to do so for personal reference)


IV. **MATERIALS FOR LEARNING**

A. Internet access (broadband or cable recommended) and Microsoft Word

B. Textbooks

V. **COURSE OBJECTIVES**

A. Formulate an applied program of conjoint therapeutic interventions.

B. Analyze current practices and programming.

C. Become familiar with course materials through readings in assigned texts, Discussion Board interaction, Practicum counseling experiences, and a major research paper.

VI. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings

B. Discussion boards
   Students are expected to make regular postings to the Discussion Board topics. There are eight (8) Discussion Board postings, with some of them being Group postings. Discussion Board postings are assigned on specific days during the class.

C. Practicum experience and report
   The Practicum counseling experience involves conducting three counseling sessions in a conjoint setting, including an introductory or intake session, a “middle” session, and a termination session.

D. Research paper
   Students are expected to submit a research paper to the Discussion Board so that everyone in the class can review it. The paper will develop a specific aspect of premarital or marital counseling and should develop the student’s conclusions and interpretations based on their chosen literature.

E. Tests (2)

VII. **COURSE GRADING AND POLICIES**

A. Weight

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>30%</td>
</tr>
<tr>
<td>Practicum Counseling Report</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Test 1</td>
<td>10%</td>
</tr>
<tr>
<td>Test 2</td>
<td>10%</td>
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</tbody>
</table>
B. Scale

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\begin{align*}
A &= 94–100 \\
B &= 86–93 \\
C &= 75–85 \\
74 \text{ and below} &= \text{no credit}
\end{align*}
\]

C. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.