PACO 610

Premarital and 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 = 5
I believe this course could be taken with one – two other courses within an 8-week format.

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 = 4
The amount of reading in this course is average for a 600 level class, but the content is relationally oriented and fairly easy to process.

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 = 3
This course contains only six online, narrated ppt lectures, and they are easy to follow and understand in a single viewing.

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 = NA
There are no exams currently used in this class.

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 = 6
This course contains relies heavily on weekly Discussion Board assignments. There are six DB postings requiring students to personally interact with content and assignments from the class. Initial postings are due by Friday evening and replies to at least one classmate are due not later than Sunday evening each week.

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 three written papers. The first two papers are only a few pages in length, and require the student to personally interact with texts used in the class. The third paper is a 15 page research paper on a topic of the student’s choosing.

Additional comments:

The major assignment in this class is the Practicum Counseling requirement. This experience involves conducting three actual counseling sessions in a conjoint setting, including an introductory or intake session, a “middle” session, and a termination session. The student is required to recruit a couple for this experience and record their experience using provided templates.

This is a very well-organized course and students consistently report how much they enjoyed it. It is very relationally oriented less technically demanding. The online student interaction centers on their counseling experience, and there is a healthy portion of challenge and encouragement between students.

Some students are initially uncomfortable with texts which do not hold to a Biblical worldview, but usually recognize the integrative nature of the content after the first two weeks of class. Regardless of the spiritual caliber of the student – a believer in Jesus Christ or a ‘seeker’ – the student will be able to do well in the course academically and participate in every exercise without distinction.

COURSE CHART

*Note: All content is 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.

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>2</td>
<td>8–14</td>
<td>HF: Chs. 1–4, 10, 11&lt;br&gt;IR: Chs. 5, 10, 12</td>
<td>Discussion Board 2</td>
<td>*</td>
</tr>
<tr>
<td>3</td>
<td>15–21</td>
<td>HF: Chs. 5–9&lt;br&gt;IR: Chs. 6–8</td>
<td>Discussion Board 3</td>
<td>*</td>
</tr>
<tr>
<td>4</td>
<td>22–28</td>
<td>HF: Chs. 9, 13&lt;br&gt;IR: Ch. 11&lt;br&gt;PAIR: entire manual</td>
<td>Discussion Board 4&lt;br&gt;4Mat Paper # 1</td>
<td>* 10%</td>
</tr>
<tr>
<td>5</td>
<td>29–35</td>
<td>HF: Chs. 12–16&lt;br&gt;IR: Ch. 15</td>
<td>Discussion Board 5</td>
<td>*</td>
</tr>
<tr>
<td>6</td>
<td>36–42</td>
<td>IR: Chs. 12–14</td>
<td>Discussion Board 6&lt;br&gt;Practicum Counseling Report</td>
<td>* 30%</td>
</tr>
<tr>
<td>7</td>
<td>43–49</td>
<td>______</td>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>8</td>
<td>50–end</td>
<td>______</td>
<td>4Mat Paper # 2</td>
<td>10%</td>
</tr>
</tbody>
</table>

*All Discussion Board Postings 20%

DB = Discussion Board

| TOTAL | 100% |
COURSE SYLLABUS

LIBERTY THEOLOGICAL SEMINARY

*Note: All content is 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.

PACO 610
PREMARITAL AND MARITAL COUNSELING

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

Provided by professor.

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>
</tr>
</tbody>
</table>

B. Scale

A = 94–100  B = 86–93  C = 75–85  74 and below = no credit

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.