Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
LIFC 602
MARRIAGE COACHING

COURSE DESCRIPTION
Marriage Coaching is a rapidly growing practice that involves mentoring or guiding a couple as they explore the requisite skills, knowledge, confidence, and goals that they will need to become proficient and successful in the area(s) in which they are being coached. This course will address some of the more advanced skills with which the Marriage Coach should become adept.

RATIONALE
As a basis for their work, marriage coaches should have a thorough understanding of coaching models, theory, and application. This knowledge serves to heighten the coaches’ effectiveness in formulating effective coaching strategies and in aiding in the delivery of advice in an efficient and timely manner.

I. PREREQUISITES
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Examine and explain the contemporary issues addressed within the field of marriage coaching.
B. Analyze the major theoretical models in marriage coaching and how they relate to the actual practice of coaching.
C. Appraise marriage coaching and its applicability in the context of couples’ lives.
D. Compare and contrast marriage coaching with counseling and social work.
E. Construct a framework from which marriage coaching services can be delivered.
F. Analyze the difference between secular and Christian models of marriage coaching.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist
After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (6)
Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 250 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 1 other classmate’s thread. The reply must be at least 150 words. (MLO: A, B, C, D, E, F)

D. Movie Reviews (2)
The student will complete 2 Movie Reviews. The student will watch 2 movies of his/her choice with strong marriage coaching themes and complete a 2–3-page (not including title page) critique of each movie as it relates to the topic of marriage coaching. The student is to give particular attention to how the ideas presented in each movie may be used to coach individuals as they address life-changing challenges. The student must adhere to current APA format when writing the reviews. (MLO: A, B, C, D, E, F)

E. 4MAT Reviews (2)
The student is expected to complete two 4MAT reviews of 5 pages each during the course of his/her study. The student may critique any book that is written specifically regarding the subject of marriage coaching. (MLO: A, B, C, D, E, F)

F. Case Formulation
For this paper, the student will meet with a couple and conduct a 45–60-minute coaching session. Then, the student will write a 6–8-page Case Formulation report about the information gathered during the coaching session. (MLO: A, B, C, D, E, F)

G. Research Paper
The 6–8-page Research Paper will focus on one goal or issue that emerged during the Case Formulation assignment. The student will conduct research to find information and coaching techniques which could be helpful for his or her clients in the coaching process. This assignment will increase the student’s knowledge about coaching, and it will provide the student with practice in expressing his or her coaching knowledge in writing.

The Research Paper must be completed adhering strictly to current APA format. The paper must include at least 5–7 relevant sources. (MLO: A, B, C, D, E, F)
VI. COURSE GRADING AND POLICIES

A. Points

- Course Requirements Checklist: 10 points
- Discussion Board Forums (6 at 50 pts ea): 300 points
- Movie Reviews (2 at 100 pts ea): 200 points
- 4MAT Reviews (2 at 100 pts ea): 200 points
- Case Formulation: 150 points
- Research Paper: 150 points

**Total** 1010 points

B. Scale

- A = 940–1010
- A- = 920–939
- B+ = 900–919
- B = 860–899
- B- = 840–859
- C+ = 820–839
- C = 780–819
- C- = 760–779
- D+ = 740–759
- D = 700–739
- D- = 680–699
- F = 0–679

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g., death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

E. Limits of Confidentiality
In the event of a student’s disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student’s permanent record.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# COURSE SCHEDULE

## LIFC 602


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<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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| 1           | Clinton et al.: pp. 1–42  
Gottman & Silver: pp. 1–60  
Parrott & Parrott: pp. 1–42  
2 presentations  
2 lecture notes | Course Requirements Checklist  
Class Introductions  
DB Forum 1 | 10  
0  
50 |
| 2           | Clinton et al.: pp. 43–82  
Gottman & Silver: pp. 61–156  
Parrott & Parrott: pp. 43–56  
1 presentation  
1 lecture note | DB Forum 2  
Movie Review 1 | 50  
100 |
| 3           | Clinton et al.: pp. 83–114  
Gottman & Silver: pp. 157–216  
Parrott & Parrott: pp. 57–86  
1 presentation  
1 lecture note | DB Forum 3 | 50 |
| 4           | Clinton et al.: pp. 115–145  
Gottman & Silver: pp. 217–266  
Parrott & Parrott: pp. 87–112  
1 presentation  
1 lecture note | 4MAT Review 1 | 100 |
| 5           | Clinton et al.: pp. 146–187  
Parrott & Parrott: pp. 113–136  
2 presentations  
2 lecture notes | DB Forum 4  
Case Formulation | 50  
150 |
| 6           | Clinton et al.: pp. 188–220  
Parrott & Parrott: pp. 137–158  
2 presentations  
2 lecture notes | DB Forum 5  
Movie Review 2 | 50  
100 |
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| 7           | Clinton et al.: pp. 221–253  
Parrott & Parrott: pp. 159–174  
1 presentation  
1 lecture note | DB Forum 6  
4MAT Review 2 | 50  
100 |
| 8           | Clinton et al.: pp. 254–294  
Parrott & Parrott: pp. 175–186  
2 presentations  
2 lecture notes | Research Paper | 150 |
| **TOTAL**   | **READING & STUDY** | **ASSIGNMENTS** | **POINTS** |
|             | Clinton et al.: pp. 221–253  
Parrott & Parrott: pp. 159–174  
1 presentation  
1 lecture note | **DB Forum 6**  
**4MAT Review 2** | **50**  
**100** |
|             | **Clinton et al.: pp. 254–294**  
**Parrott & Parrott: pp. 175–186**  
**2 presentations**  
**2 lecture notes** | **Research Paper** | **150** |

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.