PACO 835
PREMARITAL AND MARITAL ISSUES IN PASTORAL COUNSELING
SCOTT M. HAWKINS, PH.D.
434-582-2155
smhawkins@liberty.edu
CARTER BUILDING

I. COURSE DESCRIPTION:

This course provides an in-depth study of premarital counseling as well as marital distress and dissolution, marriage theory, intervention strategies, and factors central to marital renewal, stability, growth, and health.

II. RATIONALE:
As a basis for their work, pastors and counselors should have a thorough understanding of premarital and marital counseling theories and their relevance for guiding the therapeutic process. In addition to understanding core theoretical principles, pastors and counselors need to appreciate contributions from various theoretical approaches to the actual practice of counseling. This understanding serves to heighten counselor effectiveness in formulating effective treatment strategies and in aiding in the delivery of powerful interventions in an efficient and timely manner.

III. PREREQUISITES:
As stated in the Liberty University Catalog, it is the student’s responsibility to make up any prerequisite deficiencies that would prevent the successful completion of this course.

IV. MATERIALS LIST

REQUIRED READING:


Disclaimer: The above texts provide information consistent with that required by state licensing boards in the class subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these texts.

V. **MEASURABLE LEARNING OUTCOMES**

The student will be able to:

A. Examine and explain the contemporary issues addressed within marriage.
B. Analyze the major theoretical models in marital therapy and how they relate to pastoral counseling.
C. Appraise pastoral counseling and it’s applicability in the context of marriage.
D. Compare and contrast modern church ministry programs and how they can strengthen marriages.
E. Construct a program for church ministry and/or pastoral counsel that reinforces the biblical framework for marriage.
F. Analyze the nature of dysfunctional marriages as well as functional ones.
G. Assess the impact a dysfunctional marriage has on its members and society in general.
H. Critique the various theories that explain the process of a dysfunctional marriage’s impact on its members.

VI. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. **Class Participation: (50 pts.)**
   Class attendance is mandatory. Due to the amount of information that will be covered and discussed, it is imperative that you be in class. Some information will be presented in class that will not be covered in the text or the extra reading assignments. Meaningful participation will be essential to the overall learning process and will be graded accordingly. This assignment meets all of the identified learning outcomes.

B. **Journal Article Summary Report: (50 pts. of the class grade - 2x2.5%)**
   During the class periods in which the critiques are due each student will give a brief oral summary of their article. This summary should be 5 to seven minutes in length and should not exceed ten minutes. In the presentation, each student will present “two” primary findings from the journal article that will enhance learning for the entire class. This assignment is especially important because of the need to find current and cutting edge information concerning marriage and family therapy. This assignment will cause you to read through articles looking for findings that will be of interest to the class and enhance learning.
   When the student finds an article that looks like one that would benefit the class, e-mail the title of the article to the professor for approval to avoid duplication of articles. If the professor has already accepted this article as one a student will report on, the professor will send an e-mail to the student indicating that another article is needed. (Relates to learning outcomes B & G)
C. **Genogram: (200 pts.)**
Each student will complete a Genogram that incorporates family relationships and spiritual beliefs for at least four (4) generations. Accompanying your genogram should be a 1 to 3 page narrative that describes your family as well as introducing any icons used to depict spiritual condition, etc… This assignment meets learning outcomes A, F, G, & H.

D. **Book Critiques: (200 pts.)**
Two books of the students choosing, specifically on the topic of Marriage, are to be critiqued utilizing the 4MAT design found in Appendix A. This assignment meets learning outcomes A, B, F, & H.

E. **Presentation of Theory: (200 pts.)**
Student’s will be allocated time to prepare for the presentation of one theoretical orientation assigned by the professor. These presentations will be given during the residency portion of the course. Class time will be given to aid in the research time needed for this assignment. The presentation should be approximately 60 minutes in length and include the following:

- Tenants of the theory (philosophical assumptions; view of Marriage; nature of one’s ability to change, etc.) should be presented along with the interventions commonly used within this theoretical framework.
- The practitioners associated with this theory (secular and Christian) who have been significant contributors to the theory.
- Specific Techniques or Interventions associated with this therapy.
- Strengths and Weaknesses of the theory should be presented.
- Biblical integrative factors (Scripture, biblical concepts congruent or incongruent with the theory) should be included.

This assignment meets learning outcomes B, C, F, G, and H.

_The student is to present their assigned theory in a PowerPoint format._

F. **Research Paper: (300 pts.)**
In class, we will discuss the major tenants and techniques associated with select family theories. We will examine what strategies associated with the theory are helpful for the pastoral counselor. We will examine how we can become more effective as pastoral counselors through the use of these techniques. This is a paper that we will discuss while in residence. In final form, this will be a 25-30 page paper with at least 15 sources that are from the year 2005 and newer. Students must adhere to either APA or Turabian formatting for this paper. This assignment meets learning outcomes A, B, C, D, E, F, G & H.
PLEASE NOTE: All assignments must be turned in by (Due Date). You may email your assignments to Smhawkins@liberty.edu. Final grades should be posted by (Add Date).

VII. COURSE GRADING AND POLICIES

A. Weighting of Assignments:

- Class Participation: 50 pts.
- Journal Articles: 50 pts.
- Genogram: 200 pts.
- Book Critiques: 200 pts.
- Presentation of Theory: 200 pts.
- Research Paper: 300 pts.

Total 1,000 pts.

B. Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>940-1000</td>
<td>A</td>
</tr>
<tr>
<td>920-939</td>
<td>A-</td>
</tr>
<tr>
<td>900-929</td>
<td>B+</td>
</tr>
<tr>
<td>860–899</td>
<td>B</td>
</tr>
<tr>
<td>840–859</td>
<td>B-</td>
</tr>
<tr>
<td>820–839</td>
<td>C+</td>
</tr>
<tr>
<td>780–819</td>
<td>C</td>
</tr>
<tr>
<td>760–779</td>
<td>C-</td>
</tr>
<tr>
<td>740–759</td>
<td>D+</td>
</tr>
<tr>
<td>700–739</td>
<td>D</td>
</tr>
<tr>
<td>680–699</td>
<td>D-</td>
</tr>
<tr>
<td>BELOW 679</td>
<td>F</td>
</tr>
</tbody>
</table>

VIII. Attendance Policies:

Regular and punctual attendance is required of all students. As this course is an intensive, any significant loss of class time will result in removal from the course or failure of the course at the discretion of the professor. Additionally, active participation is required during the intensive and is the basis for 10% of the students overall grade.
IX. Other Policies:

A. Academic Misconduct
Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

B. Disability Statement
Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Green Hall 2668 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (Green Hall 2700) is the officially designated place for all tests administered outside of the regular classroom.

C. Drop/Add Policy
Consult the Graduate Catalog for drop/add policies.

D. Dress Code
Students are expected to maintain a neat, professional appearance while in class. Consult the Liberty Way for appropriate guidelines.

E. Classroom Policies
Classroom policies will be established and enforced by the individual instructor.

F. FN Update:
Students who begin a course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" at the discretion of the instructor, dated to the student’s last date of academic activity. A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives. The last date of attendance will be based upon the last date that a student submitted an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event). This will be the “Creation Date” of the assignment.

Before posting the "FN" the professor must email the student after noticing at least 14 days of nonattendance. The professor should utilize the template email provided below to communicate the seriousness of the "FN" grade to the student. After 21 days of nonattendance in which the student has not submitted course work or communicated with their professor, the professor should post the "FN"
grade in the Post Final Grades area of Blackboard, along with the student’s last date of attendance.

Students who receive a grade of "FN" may appeal to their professor to have the grade removed to allow a resumption of work in the course. This appeal must be communicated in written form to the faculty member within 1 week of the notification of the "FN" grade being posted. The faculty member will confer with their Associate Dean in order to review and make a determination concerning the status of the appeal.

G. **Dual Relationship & Limits of Confidentiality:**

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 are 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.

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.

H. **Correspondence:**

Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.
X. **Calendar**

As this course is taught in an Intensive format, the course progression will be developed for the week in class with student participation.
APPENDIX A

4-MAT REVIEW SYSTEM

The 4-MAT REVIEW system is a way of responding to readings that requires the learner to interact with new ideas on several levels. Please use the following format in preparing 4-MAT REVIEWS:

1. **Summary**: Summarize what you have read as if you were the author boiling down the book into 750 tight words. Prove that you comprehend the readings by writing a no-nonsense summary.

2. **Concrete responses**: Get vulnerable! In 500 words, relate a personal life episode that this book connected with in your own life experience. Relate your story in first person, describing action, quoting sentences you remember hearing or saying. In the teaching style of Jesus, this is a do-it-yourself parable, case study, confession. You will remember almost nothing you have read unless you make this critical, personal connection. What video memory began to roll? This is your chance to tell your story and make new ideas found in the book your own.

3. **Reflection**: What new questions pop up for you in response to what you have read? Keep a rough note sheet at hand as you read. Begin with questions like, “What would I like further information on?” Where do I not agree/strongly agree with the author?” or “What bothers me/excites me about this content?” This section should be at least 500 words.

4. **Application**: How does information book influence how you are going to continue your own personal growth process? What actions or changes are you going to make in your life as a result of your learning? Your response here is a matter of obedience first, questions later. Be precise in summarizing your action steps (limit these comments to about 500 words).
APPENDIX B

Research Paper Guidelines

These are the grading guidelines utilized in the Counseling Department. You should follow these guidelines unless you receive specific instructions for your individual course from your professor that differs from the ones listed here. Otherwise follow the guidelines given below:

1. Unless otherwise stated, write all papers in APA style \textit{(COUN 980 & 985 students may use Turabian formatting)}. This includes cover page format, abstract on the second page, running head, etc. Do not include the cover page, abstract, and references in the page limits. For example, a five-page limit means a cover page, abstract page, reference page(s), and five pages of text.


3. Your research should be current (within the last eight years). You must use at least 10 references for the paper. Professional journals should be used as well as books.

4. Your personal theory papers should be written in a style similar to a theory paper appearing in an APA journal. It should not include unsupported opinions or assertions unless these are generally accepted in the profession. Assertions that are controversial should be supported by documentation (e.g., references from Scripture, the professional literature, empirical research, or logical extensions of documented assertions from any of those three sources.)

5. The major difference between a personal theory paper written for us and a theory paper written for an APA journal is that in your personal theory paper you can document assertions using Scripture.

6. Document an assertion from Scripture similarly to the way you would cite secular documentation. For example: “God’s Word teaches that recognizing the existence of a sin nature is important when attempting to understand human personality and functioning” (e.g., Jeremiah 17:9, Mark 7:20-22, Galatians 5:17-21, \textit{New International Version}). After the first usage of a version in your paper, you do not need to include the version in your citation unless you change versions. APA style allows, but does not require, that you include the Bible in your reference list. We would encourage you to include it along with your other references. If you use more than one version, identify each in the text, and list each version used in your References section.

7. We will gradually be moving to a uniform grading protocol such as the one included at the end of this brief paper for the major papers in most courses. By reading this you will get some idea of the criteria we will be looking for in all papers. This uniform grading protocol will generally be used unless the instructor indicated otherwise.

8. Listed below are some of the point deductions for deviations from APA style that will generally be used. In some cases a range is given. In these cases that number of points deducted will depend on the seriousness or frequency of the errors in this category. Note that these are
general guidelines: For example, if a student submits a paper that looks suspiciously like a recycled paper written from a course he or she took 15 years ago, more than 5 points may be deducted for dated reference.

(10) You may use our external librarian to help you obtain journal articles and books for your papers. If you are planning to use this system, you should identify your research topic within the first week or so of your class, then call and ask the external reference librarian to do a computer search for you. The librarian will send you a listing of articles identified in the search and you can circle the ones you want the library staff to photocopy for you. Send this back to the library and they will photocopy and send those articles for you. If we do not have the journal they will request a copy through interlibrary loan.

(11) An alternative is to find a good university library within an hour and a half of your home and plan to spend a day there identifying the articles you need and photocopying them. Often you can so this in one day’s time and it may be more efficient for you than trying to do this through our external librarian. You may wish to try both ways and see which works best for you.

<table>
<thead>
<tr>
<th>RESEARCH PAPER GRADING RUBRIC</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPREHENSIVENESS OF CONTENT</strong>: Does the paper cover the topic</td>
<td></td>
</tr>
<tr>
<td>thoroughly as possible within the assigned page limit? Does it</td>
<td></td>
</tr>
<tr>
<td>address all the issues specified in the assignment? (Up To 140</td>
<td></td>
</tr>
<tr>
<td>points)</td>
<td></td>
</tr>
<tr>
<td><strong>APA/TURABIAN FORMATTING</strong>: Does the paper conform to APA/TURABIAN</td>
<td></td>
</tr>
<tr>
<td>style (e.g. title page, running head, abstract, 1” margins,</td>
<td></td>
</tr>
<tr>
<td>References, etc.)? (Up To 50 points)</td>
<td></td>
</tr>
<tr>
<td><strong>ACKNOWLEDGEMENT OF SOURCES</strong>: Is proper credit given to others</td>
<td></td>
</tr>
<tr>
<td>when using their ideas or adapting/paraphrasing their ideas? (Up</td>
<td></td>
</tr>
<tr>
<td>To 40 points)</td>
<td></td>
</tr>
<tr>
<td><strong>DOCUMENTATION OF DEBATABLE ASSERTIONS</strong>: When assertions are</td>
<td></td>
</tr>
<tr>
<td>made that are controversial in the mental health field, are they</td>
<td></td>
</tr>
<tr>
<td>documented by biblical data, empirical data, or logical synthesis</td>
<td></td>
</tr>
<tr>
<td>of the biblical and empirical data? (Up To 40 points)</td>
<td></td>
</tr>
<tr>
<td><strong>CLARITY OF EXPRESSION</strong>: E.g., Are ideas expressed clearly? Are</td>
<td></td>
</tr>
<tr>
<td>subheadings used to identify movement from one topic to another?</td>
<td></td>
</tr>
<tr>
<td>Is the paper free of grammatical, typographical, or spelling</td>
<td></td>
</tr>
<tr>
<td>errors? (Up To 30 points)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong>:</td>
<td>300</td>
</tr>
</tbody>
</table>