



# SCHOOL OF COUNSELING

## COUN 670 MARRIAGE, COUPLE, AND FAMILY COUNSELING

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**Term/Credits**

Spring Term 2/2023  
3 semester hours

**Instructor**

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**Vision:** The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

**Mission:** The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

**NOTE: KEEP A HARD COPY SYLLABUS!** Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

### I. COURSE DESCRIPTION

**COUN 670 *Marriage, Couple, and Family Counseling*** introduces models and methods of intervention with couples and families to develop effective professional skills for working with couples and families. Techniques, assessments, interventions, and strategies will be researched, discussed, and practiced to develop preventive approaches as well as approaches to facilitate optimal functioning in the midst of various challenges in marriage, couple, and family life (e.g., marriage preparation, sexuality issues, birth of a child, reproductive loss, religiously minded couples, separation or divorce, remarriage, etc.). A special emphasis will be placed on families and change, coping with stressful events and transitions in family life. Students will acquire introductory knowledge of relationship dynamics, assessment, and skills related to working with couples and families. (3 credit hrs)

### II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcomes	SOC Program Objectives and CACREP Standards*

1.	Evaluate the foundational elements of contemporary marriage, couple, and family counseling theories, including historical development and leading figures.	Mod#1 Discussion: The Concept of Marriage Mod#2, 4, 6, and 8 Reading Quiz	<b>SOC: 1</b>  <b>CACREP</b> Section 5: F.1.a., b., c., d.
2.	Demonstrate comprehensive assessment skills by identifying and ruling out diagnostic options within the context of individual and systemic variables.	Mod#2 Synchronous in Skills Lab: Rapport Building Skills and Basic Speaker-Listener Exercise Mod#3 Synchronous in Skills Lab: Identify Their Demon Dialogue and Emotional Triggers, and Revisit a Rocky Moment Mod#5 Synchronous in Skills Lab: Hold Me Tight Conversation Mod#6 Synchronous in Skills Lab: Wrapping Things Up and Looking Toward the Future	<b>SOC: 1, 2, 4, 5</b>  <b>CACREP</b> Section 5: F.1.e., f.; 5.F.2.c., d.
3.	Demonstrate therapeutic techniques appropriate to marriage, couple, and family counseling within the context of individual and systemic variables, including diverse socio-cultural factors (e.g., marriage preparation, remarriages, sexuality, religiously-minded couples, etc.).	Mod#2 Synchronous in Skills Lab: Rapport Building Skills and Basic Speaker-Listener Exercise Mod#3 Synchronous in Skills Lab: Identify Their Demon Dialogue and Emotional Triggers, and Revisit a Rocky Moment Mod#5 Synchronous in Skills Lab: Hold Me Tight Conversation Mod#6 Synchronous in Skills Lab: Wrapping Things Up and Looking Toward the Future	<b>SOC: 1, 2, 4, 5</b>  <b>CACREP</b> Section 5: F.2. a., b., e., f., k., m.
4.	Assess legal and ethical issues within various diverse systems specific to working with marriages, couples, and families.	Mod#8 Discussion: Professional Growth	<b>SOC: 1, 2, 4</b>  <b>CACREP</b> Section 5: F.2.g., h., i., j., l., o., p. F.3.e.
5.	Demonstrate case conceptualization and treatment planning skills based on comprehensive assessment, evidence-based research, and clinical reasoning.	Mod#5 Case Conceptualization: The Incredibles	<b>SOC: 1, 2, 3, 4, 5</b>  <b>CACREP</b> Section 5: F.3.a., c., d.

6.	Articulate a personal framework of conducting marriage, couple, and family counseling, rooted in contemporary theories and models.	Mod#1 Discussion: The Concept of Marriage Mod#4 Discussion: Emotional Triggers Mod#7 Discussion: Disclosure Mod#8 Discussion: Professional Growth Mod#7 Assignment: Reflection Paper: <i>Not "Just Friends"</i> Mod#7 Assignment: Reflection Paper: <i>Hope Gap</i>	<b>SOC: 1, 2, 4, 5</b>  <b>CACREP</b> Section 5: F.2.n. F.3.b.
7.	Articulate an informed understanding of the major theoretical orientations on which marriage, couple, and family therapeutic interventions are based, applying the lenses of science and the Catholic-Christian meta-model of the person.	Mod#7 Assignment: Reflection Paper: <i>Not "Just Friends"</i> Mod#7 Assignment: Reflection Paper: <i>Hope Gap</i> Mod#5 Case Conceptualization: The Incredibles  Mod#8 Discussion: Professional Growth	<b>SOC: 1, 2, 4, 5</b>  <b>CACREP</b> Section 2: F.2.g. F.3.a., c., F.5.a., c.  Section 5: C.1.b.

\*SOC = School of Counseling Program Objectives, listed below; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling, and Marriage, Couple, and Family Counseling.

### ***Program Objectives***

**Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:**

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client’s life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

### **III. COURSE TEXTBOOKS AND MATERIALS**

#### **A. Required**

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed). Arlington, VA: American Psychiatric Publishing.
2. Glass, S. P. (2003). *Not “just friends”: Rebuilding trust and recovering your sanity after infidelity*. New York, NY: Free Press a division of Simon & Schuster, Inc.

3. Gottman, J. S., & Gottman, J. M. (2015). *10 principles for doing effective couples therapy*. New York, NY: W. W. Norton & Company.
4. Gurman, A. S., Lebow, J. L., & Snyder, D. K. (2015). *Clinical handbook of couple therapy*, (5th ed.). New York, NY: The Guilford Press.
5. Johnson, S. & Sanderfer, K. (2016). *Created for connection: The “hold me tight” guide for Christian couples*. New York, NY: Little, Brown, and Company, Hachette Book Group. by Sue Johnson

Required readings will be assigned in each module / week and are listed in the Class Schedule and Assignments and Reference List.

## **B. Recommended**

Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview* (9th ed.) Belmont, CA: Cengage [from COUN 570: *Family Systems Theory*]

Peters, E. N. (2004). *Annulments & the Catholic church: Straight answers to tough questions*. West Chester, PA: Ascension Press.

## **IV. COURSE REQUIREMENTS**

### **A. Class Attendance and Participation**

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

### **B. Assigned Readings**

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be given out in class to be read for the next class.

**C. Discussion:** Participation in four asynchronous discussions (Module 1, Module 4, Module 7, and Module 8) is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues’ posting. Each discussion assignment is worth 30 points.

1. 12 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.
2. 9 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal reaction or analysis of the topic being discussed. Personal application is reflective and substantive.

3. 6 points Responses to Colleagues' Posts (Mastery) – Responses show a strong understanding of colleagues' posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.
4. 3 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**D. Reading Quizzes** are assigned in Modules 2, 4, 6, and 8 on *Clinical Handbook of Couple Therapy* (5th ed.). These are open book quizzes and students will have 90 minutes to complete each quiz. Each quiz is worth 20 points and consists of 20 questions based on the assigned readings.

**E. Synchronous Skills Lab Video Recordings and Process Observation Reflections** are assigned in Modules 2, 3, 5, and 6. Each small group will meet for approximately 120 total minutes. Students will use Zoom to meet synchronously with their small group and complete the role-play sessions that focus on a specific skill used in couple and marriage therapy. Each person in the small group will have the chance to play each role once: Counselor, clients, and observer. Students will submit their video recording created from the session in which they are the counselor. These synchronous skills labs are worth 75 points: Process Observation Reflection is worth 52.5 points and video recordings are worth 22.5 points each.

Process Observation Reflections will be evaluated as follows:

1. 22.5 points Main Idea (Mastery) - Thorough response to the required components. Goes beyond what is required in some meaningful way (ideas contribute to a new dimension to the counseling session and/or process; personal reflection is extensive and transparent) Is substantive and deeply reflective demonstrating new insights into the role of the counselor when working with couples.
2. 22.5 points Personal Application (Mastery) - Personal application demonstrates superior reflection on the part of the student. Personal response is substantive, insightful and self-reflective.
3. 7.5 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error as appropriate.

Videos will be evaluated as follows:

4. 22.5 points (Mastery): Clearly demonstrates appropriate couple counseling skills within the context of individual and systemic variables. Clearly demonstrates therapy techniques appropriate for the clients.

**F. Case Conceptualization Paper** is assigned in Module 5. In Module 5, students develop their case conceptualization based on the movie *The Incredibles*. Students create a case conceptualization to develop an approximately 1,000-word (4 pages) case conceptualization paper. The case conceptualization paper is worth 125 points.

1. 47.5 pts Main Idea (Mastery): Provides a thorough response to all the required components in the Case Conceptualization Reflection Paper; Goes beyond what is required in some meaningful way (ideas contribute to a new dimension to the case; makes connections to the counseling literature outside of the provided resources); Is

- substantive and scholarly (making connections to the literature/resources) and includes connections to the CCMMP.
- 20 pts Presenting Problems (Mastery): Identified presenting problem is clearly explained, well-supported, and defensible based on the current couple and family dynamics presented in the film and includes the key history of the individuals and/or family experiences that supports the identified presenting problem.
  - 10 pts Tx Goal (Mastery): At least one treatment goal.; Goal(s) of treatment is clearly explained, well-supported, and defensible based on the identifiable presenting problem(s); Goal(s) are well chosen, doable, and sufficient to address the counseling issues.
  - 10 pts Tx Objectives (Mastery): At least three treatment objectives.; Objectives clearly support the treatment goal(s) and provide step-by-step, easily understandable objectives for the couple and/or family that are measurable.; Objectives are well chosen, doable, and sufficient to address the counseling issues.
  - 10 pts Interventions (Mastery): At least three-to-four interventions.; Interventions clearly support the treatment goal(s) and provide step-by-step, easily understandable interventions for the couple and/or family that are measurable.; Interventions are well chosen, doable, and sufficient to address the counseling issues.
  - 10 pts Ethical Considerations (Mastery): Identifies at least one ethical consideration; Evidence of an accurate and comprehensive understanding of the couple and/or family and the ethical context of the presenting problems and treatment.; Comprehensive list of what issues that need to be assessed.; Evidence of comprehensive ethical decision making.; Comprehensive plan of how to address the situation or issue in an ethical manner.
  - 10 pts CCMMP (Mastery): Is substantive and scholarly and includes a thoughtful discussion of the couple and/or family as viewed through the lens of the CCMMP.; Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the couple and/or family).; Includes two or more CCMMP academic references
  - 7.5 pts Grammar & APA (Mastery): Proper length; No grammar errors (spelling, punctuation, etc.); Proper APA citations with no more than 1 error.

**G. Reflection Paper: Hope Gap** is assigned in Module 3. In Module 3, students develop a reflection paper on the movie *Hope Gap*. Students write an approximately 1,000-word (4 pages) reflection paper. The reflection paper is worth 125 points.

- 50 pts Main Idea (Mastery): Provides a thorough response to all the required components in the rubric for the Reflection Paper • Goes beyond what is required in some meaningful way (ideas contribute to a new dimension to the case; makes connections to the counseling literature outside of the provided resources) • Is substantive and scholarly (making connections to the literature/resources) and includes connections to one family therapy theory or model and the CCMMP.
- 20 pts Personal Insights (Mastery): Identifies at least four personal insights gained about the impact and healing process of the family from the film; Essay demonstrates a superior introspection on the student's understanding of the impact and healing

- process of a family that has dissolved; Essay demonstrates superior introspection on how the student can incorporate this information into professional counseling; Personal application is substantive and insightful.
3. 15 pts Concepts (Mastery): At least two or three marriage and family therapy concepts; Concepts could significantly support a counselor working with a family in dissolution moving towards healing and establishing a new normal of healthy interpersonal interactions and redefined roles; Connection between concepts and how they would help the counselor is clearly explained and substantial.
  4. 15 pts Family Therapy Theory or Model (Mastery): Is substantive and scholarly and includes a thoughtful discussion of the couple and/or family as viewed through the lens of one family therapy theory or model; Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the couple and/or family); Includes two or more family therapy theory or model academic references.
  5. 15 pts CCMMP (Mastery): Is substantive and scholarly and includes a thoughtful discussion of the couple and/or family as viewed through the lens of the CCMMP.; Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the couple and/or family).; Includes two or more CCMMP academic references
  6. 10 pts Grammar & APA (Mastery): Proper length; No grammar errors (spelling, punctuation, etc.); Proper APA citations with no more than 1 error.

**H. Reflection Essay: *Not “Just Friends”*** Students are required to write a reflective essay in Module 7 focusing on the book, *Not “Just Friends”: Rebuilding Trust and Recovering Your Sanity after Infidelity*. Students develop a 750– to 1,000–word APA formatted reflection paper that addresses the following: Identify at least four insights into helping a couple heal from infidelity. Identify at least two or three concepts that would help you engage in therapy with a couple choosing to work on their relationship. Identify one theory or model and one of the premises of the CCMMP that you would apply if you were working with Rachel and Ralph when the affair was initially disclosed. The reflective essay is worth 100 points.

1. 50 points Main Idea (Mastery) - Clearly exhibits depth of understanding and original critical thinking about how to help a couple heal from infidelity. Goes beyond what is required in some meaningful way. Provides a substantive and thorough description of at least three concepts that would help them engage in therapy with a couple choosing to work on their relationship. Provides a substantial and thorough discussion of one theory or model and one of the premises of the CCMMP that they would apply if they were working with Rachel and Ralph when the affair was initially disclosed. Essay is well organized and clear.
2. 40 points Personal Application (Mastery) - Essay demonstrates a superior introspection on the student’s understanding of the needs of couples recovering from infidelity. Essay demonstrates superior introspection on how the student can incorporate this information into professional counseling. Personal application is substantive and insightful.

3. 10 points Grammar (Mastery) - Proper length; No grammar errors (spelling, punctuation, etc.); At least five scholarly and current (within the last 10 years) resources on the topic were used. Proper APA citations with no more than one error.

## V. GRADING

The following scale is used by the School of Counseling as the established criteria for grading assignments.

*Final course grade for passing is 86%, B.*

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

Requirement	Items	Item Points	Total Points	Hours
<b>Assigned Readings</b>			<b>1000</b>	<b>66.82</b>
1	Gottman & Gottman			8.93
2	Johnson & Sanderfer			3.07
3	Gurman, Lebow, & Snyder			17.50
4	Glass			13.89
5	Other Readings (see Class Schedule)			6.17
6	Viewing course media			17.26
<b>Written Assignments</b>			<b>1000</b>	<b>68.67</b>
	Discussions	4	30	16.67
2	Synchronous in Skills Labs	4	112.5	29.00



	<b>Requirement</b>	<b>Items</b>	<b>Item Points</b>	<b>Total Points</b>	<b>Hours</b>
<b>3</b>	Personal Reflections: <i>Not Just Friends</i> <i>Hope Gap</i>	2	125, 100	225	13.00
<b>4</b>	Case Conceptualizations	1	125	125	4.00
<b>5</b>	Reading Quizzes	4	20	80	6.00
<b>Totals</b>				<b>1000</b>	<b>135.49</b>

**VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)**

**METHODS OF INSTRUCTION**

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

## ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

## LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

## **LATE ASSIGNMENT ACCEPTANCE POLICY**

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

## **STUDENTS WITH SPECIAL NEEDS**

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercy.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

## **SYLLABUS CHANGE POLICY**

This syllabus is a guide for the course and is subject to change with advanced notice.

## **VII. CLASS SCHEDULE AND ASSIGNMENTS**

### Textbooks:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed). Arlington, VA: American Psychiatric Publishing.

Glass, S. P. (2003). *Not "just friends": Rebuilding trust and recovering your sanity after infidelity*. New York, NY: Free Press a division of Simon & Schuster, Inc.

Gottman, J. S., & Gottman, J. M. (2015). *10 principles for doing effective couples therapy*. New York, NY: W. W. Norton & Company.

Gurman, A. S., Lebow, J. L., & Snyder, D. K. (2015). *Clinical handbook of couple therapy*, (5th ed.). New York, NY: The Guilford Press.

Johnson, S. & Sanderfer, K. (2016). *Created for connection: The "hold me tight" guide for Christian couples*. New York, NY: Little, Brown, and Company, Hachette Book Group. by Sue Johnson



Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Grabowski. (2015).</p> <p>Sacasa (2019)</p> <p>Sacasa, M. (2019).</p> <p>Titus &amp; McWhorter (2017)</p> <p>McWhorter &amp; Titus (2017)</p> <p>Klewicki, &amp; Payne. (2019)</p> <p>Crystal (Producer and Director). (1995).</p>	<ul style="list-style-type: none"> <li>Chapter 2: Crossing into a Double Life (pp. 42–64)</li> </ul> <p>Covenant and sacrament</p> <ul style="list-style-type: none"> <li>pp. 23–48</li> </ul> <p>Vignettes for Skills Labs</p> <p>Group informed consent. [PDF]</p> <p><i>Welcome to the course</i> (Video)</p> <p><i>Made for Marriage</i> [Video].</p> <p><i>The Catholic-Christian Vision of Marriage.</i> [Video].</p> <p><i>Looking at couple and marital counseling through a Catholic-Christian lens.</i> [Video].</p> <p><i>Forget Paris.</i> [Video].</p>	

Module / Week	Topic	Author	Reading	Graded Assignments
2	Assessing the Situation and the Partners' Perspectives (Exploration)	<p>Gottman &amp; Gottman. (2015)</p> <p>Johnson &amp; Sanderfer. (2016)</p> <p>Gurman, Lebow, &amp; Snyder. (2015)</p> <p>Glass. (2003).</p>	<p><i>10 principles for doing effective couples therapy.</i></p> <ul style="list-style-type: none"> <li>• The Third Principle: Understand Each Partner's Inner World (pp. 49–68)</li> <li>• The Fourth Principle: Map Your Treatment Route (pp. 69–84)</li> </ul> <p><i>Created for connection: The "hold me tight" guide for Christian couples</i></p> <ul style="list-style-type: none"> <li>• Part Two: Conversation 1: Recognizing the Demon Dialogues (pp. 75–108)</li> </ul> <p><i>Clinical handbook of couple therapy</i> (5<sup>th</sup> ed.).</p> <ul style="list-style-type: none"> <li>• Chapter 14, Therapy for Partner Aggression (pp. 389–409)</li> <li>• Chapter 20, Couple Therapy and Posttraumatic Stress Disorder (pp. 531–552)</li> </ul> <p><i>Not "just friends": Rebuilding trust and recovering your sanity after infidelity.</i></p> <ul style="list-style-type: none"> <li>• Part II: The Trauma (pp. 65–66)</li> </ul>	<p><b>Assignment:</b> Synchronous in Skills Lab: Rapport Building Skills and Basic Speaker-Listener Exercise</p> <p><b>Quiz:</b> Reading Quiz</p> <p><b>Looking Ahead:</b> Reflection Paper: Hope Gap</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Shivanandan. (1999)	<ul style="list-style-type: none"> <li>Chapter 3: Reaching the Moment of Revelation (pp. 67–87)</li> <li>Chapter 4: In the Wake of Discovery (pp. 88–114)</li> </ul>	
		Sacasa. (2019)	Eros and agape in marriage <ul style="list-style-type: none"> <li>pp. 136–138</li> </ul>	
		Klewicki & Payne. (2019)	Vignettes for skills labs.	
		Nordling & Payne. (2019)	<i>Working with couples: A framework, part 1</i> [Video]	
		Nordling & Payne. (2019)	<i>Working with couples: A framework, part 2</i> [Video]	
		Nordling & Payne. (2019)	<i>Working with couples: A variety of tools in the toolbox</i> [Video]	
		Psychotherapy.net, LLC (Producer). (n.d.).	<i>EFT – a complete treatment with Rebecca Jorgenson</i> [Video series] Sessions 1-3 <ul style="list-style-type: none"> <li>Session 1</li> </ul>	

Module / Week	Topic	Author	Reading	Graded Assignments
3	Understanding the Couple in Front of You	Gottman & Gottman. (2015)	<i>10 principles for doing effective couples therapy.</i>	<b>Assignment:</b> Synchronous in Skills Lab: Identify Their

Module / Week	Topic	Author	Reading	Graded Assignments
	(Exploration continued)	<p>Nicholson (Writer and Director). (2019)</p> <p>Johnson &amp; Sanderfer. (2016)</p> <p>Gurman, Lebow, &amp; Snyder. (2015)</p>	<ul style="list-style-type: none"> <li>• The Fifth Principle: Soothing Yourself, Then Intervene (pp. 85–98)</li> <li>• The Sixth Principle: Process Past Regrettable Incidents (pp. 99–126)</li> </ul> <p><i>Hope Gap</i>. [Video].</p> <p><i>Created for connection: The “hold me tight” guide for Christian couples</i></p> <ul style="list-style-type: none"> <li>• Review Part Two: Conversation 1: Recognizing the Demon Dialogues (pp. 75–108)</li> <li>• Part Two: Conversation 2: Finding the Raw Spots (pp. 109–132)</li> <li>• Part Two: Revisiting a Rocky Moment (pp. 133–154)</li> </ul> <p><i>Clinical handbook of couple therapy</i> (5<sup>th</sup> ed.).</p> <ul style="list-style-type: none"> <li>• Chapter 16, Separation and Divorce Issues in Couple Therapy (pp. 445–461)</li> <li>• Chapter 17, Therapy with</li> </ul>	<p>Demon Dialogue and Emotional Triggers, and Revisit a Rocky Moment</p> <p><b>Assignment:</b> Reflection Paper: <i>Hope Gap</i></p>



Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Glass. (2003).</p> <p>Stein. (1996)</p> <p>Sacasa. (2019)</p> <p>Psychotherapy.net, LLC (Producer). (n.d.).</p> <p>Payne. (2018)</p>	<p>Couples in Stepfamilies (pp. 467–485)</p> <p><i>Not “just friends”: Rebuilding trust and recovering your sanity after infidelity.</i></p> <ul style="list-style-type: none"> <li>• Chapter 5: Should You Pick Up the Pieces or Throw in the Towel (pp. 115–135)</li> <li>• Chapter 6: How to Cope with Obsessing and Flashbacks (pp. 136–161)</li> <li>• Chapter 7: Repairing the Couple and Building Goodwill (pp. 162–188)</li> </ul> <p>The separate vocations of man and woman according to nature and grace.</p> <ul style="list-style-type: none"> <li>• pp. 59–85</li> </ul> <p>Vignettes for skills labs.</p> <p><i>EFT – a complete treatment with Rebecca Jorgenson</i> [Video series] Sessions 1-3</p> <ul style="list-style-type: none"> <li>• Session 2</li> </ul> <p><i>Couples Sculpturing</i> [Video]</p>	



		<p>Yarhouse (2004)</p> <p>Yarhouse. (2015 July / August)</p> <p>Yarhouse (2012)</p> <p>Klewicki &amp; Payne. (2019)</p> <p>Klewicki &amp; Payne. (2019)</p> <p>Nordling &amp; Payne. (2019)</p> <p>Psychotherapy.net, LLC (Producer). (n.d.).</p>	<ul style="list-style-type: none"> <li>• Chapter 9: The Story of Your Marriage (pp. 217–247)</li> </ul> <p>Homosexuality, ethics, and identity synthesis. <i>Christian Bioethics</i>, 10, 239–257.</p> <p>Understanding gender dysphoria. <i>Christianity Today</i>, 44-50.</p> <p>Integration in the study of homosexuality, GLBT issues, and sexual identity. <i>Journal of Psychology &amp; Theology</i>, 40(2), 107–111.</p> <p><i>Challenging situations in working with couples - part 1.</i> [Video]</p> <p><i>Challenging situations in working with couples - part 2.</i> [Video]</p> <p><i>Challenging situations in working with couples - part 3.</i> [Video]</p> <p><i>EFT – a complete treatment with Rebecca Jorgenson</i> [Video series] Sessions 1-3</p> <ul style="list-style-type: none"> <li>• Session 3</li> </ul>	
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Module / Week	Topic	Author	Reading	Graded Assignments
5	Getting Historical, then Getting Past Regrettable History (Insight continued)	<p>Gottman &amp; Gottman. (2015)</p> <p>Johnson &amp; Sanderfer. (2016)</p> <p>Gurman, Lebow, &amp; Snyder. (2015)</p> <p>Glass. (2003)</p>	<p><i>10 principles for doing effective couples therapy.</i></p> <ul style="list-style-type: none"> <li>• The Eighth Principle: Strengthen Friendship and Intimacy (pp. 153–168)</li> </ul> <p><i>Created for connection: The “hold me tight” guide for Christian couples</i></p> <ul style="list-style-type: none"> <li>• Part Two: Conversation 4: Hold Me Tight – Engaging and Connecting (pp. 154–180)</li> <li>• Part Two: Conversation 5: Forgiving Injuries (pp. 181–199)</li> </ul> <p><i>Clinical handbook of couple therapy (5<sup>th</sup> ed.).</i></p> <ul style="list-style-type: none"> <li>• Chapter 21, Couple Therapy and Alcohol Problems (pp. 555–580)</li> <li>• Chapter 22, Couple Therapy and Depression (pp. 585–602)</li> </ul> <p><i>Not “just friends”: Rebuilding trust and recovering your sanity after infidelity.</i></p> <ul style="list-style-type: none"> <li>• Chapter 10: Individual Stories (pp. 248–278)</li> </ul>	<p><b>Assignment:</b> Synchronous in Skills Lab: Hold Me Tight Conversation</p> <p><b>Assignment:</b> Case Conceptualization: <i>The Incredibles</i></p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Thomas & Parker. (2004)	Toward a theological understanding of shame. <i>Journal of Psychology and Christianity</i> , 23, 176–182.	
		Divine Mercy University (2022)	Family Systems Case Conceptualization Presentation Outline	
		Psychotherapy.net, LLC (Producer). (n.d.).	<i>EFT – a complete treatment with Rebecca Jorgenson</i> [Video series] Sessions 4-6 • Session 4	
		Sacasa (2018)	<i>How to Provide Financially for Your Family / Marketing Yourself</i> [Video]	
		Sikorsky & Payne (2018)	<i>Marriage, re-marriage, annulment, and Cannon law.</i> [Video]	
		Walker (Producer) & Bird (Director). (2004)	<i>The Incredibles</i> [Video]	

Module / Week	Topic	Author	Reading	Graded Assignments
6	Building Friendship, Intimacy, and Conflict Skills (Action)	Gottman & Gottman. (2015)	<i>10 principles for doing effective couples therapy.</i> • The Tenth Principle: Dive Deep to Create	<b>Assignment:</b> Synchronous in Skills Lab: Wrapping Things Up and Looking Towards the Future  <b>Quiz:</b> Reading Quiz

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Johnson &amp; Sanderfer. (2016)</p> <p>Gurman, Lebow, &amp; Snyder. (2015)</p> <p>Glass. (2003).</p>	<p>Shared Meaning (pp. 191–210)</p> <p><i>Created for connection: The “hold me tight” guide for Christian couples</i></p> <ul style="list-style-type: none"> <li>● Part Two: Conversation 6: Bonding Through Sex and Touch (pp. 200–218)</li> <li>● Part Two: Conversation 7: Keeping Your Love Alive (pp. 219–246)</li> </ul> <p><i>Clinical handbook of couple therapy</i> (5<sup>th</sup> ed.).</p> <ul style="list-style-type: none"> <li>● Chapter 23, Couple Therapy and Borderline Personality Disorder (pp. 606–633)</li> <li>● Chapter 24, Couple Therapy and Sexual Problems (pp. 635–653)</li> </ul> <p><i>Not “just friends”:</i> <i>Rebuilding trust and recovering your sanity after infidelity.</i></p> <ul style="list-style-type: none"> <li>● Chapter 11: The Story of Outside Influences (pp. 279–292)</li> <li>● Chapter 12: The Story of the Affair Partner (pp. 293–312)</li> </ul>	<p><b>Looking Ahead:</b> Reflection Paper: <i>Not Just Friends</i></p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Burke. (2015)	<ul style="list-style-type: none"> <li>Part IV: The Healing Journey (pp. 313–314)</li> </ul> <p>The inseparability of the unitive and procreative aspects of the conjugal act.</p> <ul style="list-style-type: none"> <li>pp. 164–180</li> </ul>	
		Hough. (2010)	<p>The fullness of sexuality: Church teaching on premarital sex.</p> <ul style="list-style-type: none"> <li>pp. 57–77</li> </ul>	
		Divine Mercy University. (2022)	Family Systems Case Conceptualization Presentation Outline	
		Psychotherapy.net, LLC (Producer). (n.d.).	<p><i>EFT – a complete treatment with Rebecca Jorgenson</i> [Video series] Sessions 4-6</p> <ul style="list-style-type: none"> <li>Session 5</li> </ul>	
		Sacasa. (2018)	<p><i>Sexuality in marriage.</i> [Video]</p>	

Module / Week	Topic	Author	Reading	Graded Assignments
7	Handling Affairs with Mercy and Justice (Action continued)	Gottman & Gottman. (2015)	<p><i>10 principles for doing effective couples therapy.</i></p> <ul style="list-style-type: none"> <li>The Ninth Principle: Suspend Moral Judgement When Treating</li> </ul>	<p><b>Discussion:</b> Disclosure</p> <p><b>Assignment:</b> Reflection Paper: <i>Not Just Friends</i></p>

Module / Week	Topic	Author	Reading	Graded Assignments
		<p>Gurman, Lebow, &amp; Snyder. (2015)</p> <p>Glass. (2003).</p> <p>Johnson. (2014)</p>	<p>Affairs (pp. 169–190)</p> <ul style="list-style-type: none"> <li>• Hold the Hope (pp. 211–226)</li> <li>• Conclusion (pp. 227–228)</li> </ul> <p><i>Clinical handbook of couple therapy</i> (5<sup>th</sup> ed.).</p> <ul style="list-style-type: none"> <li>• Chapter 15, Couple Therapy and Treatment of Affairs (pp. 412–440)</li> </ul> <p><i>Not “just friends”:</i> <i>Rebuilding trust and recovering your sanity after infidelity.</i></p> <ul style="list-style-type: none"> <li>• Chapter 13: Healing Together (pp. 315–338)</li> <li>• Chapter 14: Forgiving and Moving Forward (pp. 339–356)</li> <li>• Chapter 15: Healing Alone (pp. 357–378)</li> <li>• Afterward: Mini-Guide to Safe Friendships and a Secure Marriage (pp. 379–382)</li> </ul> <p>The case for monogamy. Retrieved from <a href="https://www.mindbodygreen.com/0-13816/the-case-for-monogamy.html">https://www.mindbodygreen.com/0-13816/the-case-for-monogamy.html</a></p>	



Module / Week	Topic	Author	Reading	Graded Assignments
		Divine Mercy University. (2022)	Family Systems Case Conceptualization Presentation Outline	
		The Milton Erickson Foundation (Producer). (2013).	<i>Helping couples heal from infidelity with Michelle Weiner Davis</i> [Video]	

Module / Week	Topic	Author	Reading	Graded Assignments
8	Taking it to the Next Level: Increasing Shared Meaning	Gurman, Lebow, & Snyder. (2015)	<i>Clinical handbook of couple therapy</i> (5 <sup>th</sup> ed.). <ul style="list-style-type: none"> <li>Chapter 25, Couple Therapy and Medical Issues (pp. 659–677)</li> <li>Chapter 26, Couple Therapy and Interpersonal Neurobiology (pp. 681–698)</li> </ul>	<b>Discussion:</b> Professional Growth  <b>Quiz:</b> Reading Quiz
		Wojtyla. (1993)	Sexology and ethics. <ul style="list-style-type: none"> <li>pp. 265–288</li> </ul>	
		Psychotherapy.net, LLC (Producer). (n.d.).	<i>EFT – a complete treatment with Rebecca Jorgenson</i> [Video series] Sessions 4-6 <ul style="list-style-type: none"> <li>Session 6</li> </ul>	
		Klewicki & Payne. (2018)	<i>Working with couples - wise and encouraging words: Part 1.</i> [Video]	

Module / Week	Topic	Author	Reading	Graded Assignments
		Nordling & Payne. (2018)	<i>Working with couples - wise and encouraging words: Part 2.</i> [Video]	

## VIII. REFERENCE LIST

### **Required Reading:**

Burke, C. (2015). The inseparability of the unitive and procreative aspects of the Conjugal Act. In *The theology of marriage: Personalism, doctrine, and Canon Law*. Washington, D.C.: The Catholic University of America Press.

Hough, C. (2010). The fullness of sexuality: Church teaching on premarital sex. In E. Bachiochi (Ed.), *Women, sex, and the church: A case for Catholic teaching* (pp. 57–77). New York, NY: Pauline Books.

Johnson, S. (2014). The case for monogamy. MindBodyGreen. Retrieved from <https://www.mindbodygreen.com/0-13816/the-case-for-monogamy.html>

Stein, E. (1996). The separate vocations of man and woman according to nature and grace. *Essays on woman* (2nd ed.). *The collected works of Edith Stein*. (F. M. Oben, Trans.) (pp. 59–85). Washington, DC: Institute for Carmelite Studies Publications.

From *Essays on Woman* by Edith Stein translated by Freda Mary Oben, Ph.D. Copyright (c) 1987, 1996. Washington Province of Discalced Carmelites ICS Publications 2131 Lincoln Road, N.E. Washington, DC 20002-1199 U.S.A. [www.icspublications.org](http://www.icspublications.org)

Thomas, R., & Parker, S. (2004). Toward a theological understanding of shame. *Journal of Psychology and Christianity*, 23, 176–182.

Wojtyla, K. (1993). Sexology and ethics. In K. Wojtyla, *Love and responsibility* (pp. 265–288). (H. T. Willetts, Trans.). San Francisco, CA: Ignatius Press. (Original work published 1960).

Yarhouse, M. A. (2004). Homosexuality, ethics, and identity synthesis. *Christian Bioethics*, 10, 239–257.

Yarhouse, M. A. (2015 July / August). Understanding gender dysphoria. *Christianity Today*, 44–50.

Yarhouse, M. A. (2012). Integration in the study of homosexuality, GLBT issues, and sexual identity. *Journal of Psychology & Theology*, 40(2), 107–111.

## **Required Media:**

Crystal, B. (Producer and Director). (1995). *Forget Paris* [Motion picture]. United States: Columbia Pictures.

Klewicki, L., & Payne, H. (2019). *Challenging situations in working with couples - part 1*. [Video]. Sterling, VA: Divine Mercy University (Producer). [17:57 min.]

Klewicki, L., & Payne, H. (2019). *Challenging situations in working with couples - part 2*. [Video]. Sterling, VA: Divine Mercy University (Producer). [02:30 min.]

Klewicki, L., & Payne, H. (2019). *Looking at couple and marital counseling through a Catholic-Christian lens*. [Video]. Sterling, VA: Divine Mercy University (Producer). [16:32 min]

Klewicki, L., & Payne, H. (2019). *Working with couples: A framework, part 1*. [Video]. Sterling, VA: Divine Mercy University (Producer). [10:01 min]

Klewicki, L., & Payne, H. (2018). *Working with couples - wise and encouraging words: Part 1*. [Video]. Sterling, VA: Divine Mercy University (Producer). [15:12 min.]

McWhorter, M., & Titus, C. S. (2017). *The Catholic-Christian vision of marriage*. Divine Mercy University (Producer). Arlington, VA: Author. [7:29 min]

Nicholson, W. (Writer and Director). (2019). *Hope Gap* [Motion picture]. United Kingdom: Origin Pictures.

Nordling, W., & Payne, H. (2019). *Challenging situations in working with couples - part 1*. [Video]. Sterling, VA: Divine Mercy University (Producer). [16:10 min.]

Nordling, W., & Payne, H. (2019). *Working with couples: A framework, part 2*. [Video]. Sterling, VA: Divine Mercy University (Producer). [22:32 min]

Nordling, W., & Payne, H. (2019). *Working with couples: A variety of tools in the toolbox*. [Video]. Sterling, VA: Divine Mercy University (Producer). [10:48 min]

Nordling, W., & Payne, H. (2018). *Working with couples - wise and encouraging words: Part 2*. [Video]. Sterling, VA: Divine Mercy University (Producer). [8:57 min.]

Payne, H. (2019). *Couples sculpturing*. [Video]. Sterling, VA: Divine Mercy University (Producer). [27:29 min]

Psychotherapy.net, LLC (Producer). (n.d.). *EFT – a complete treatment with Rebecca Jorgenson*. [Video series]. Mill Valley, CA: Psychotherapy.net.

- Session 1 (1:21:50)

Psychotherapy.net, LLC (Producer). (n.d.). *EFT – a complete treatment with Rebecca Jorgenson*. [Video series]. Mill Valley, CA: Psychotherapy.net.

- Session 2 (1:33:28)

Psychotherapy.net, LLC (Producer). (n.d.). *EFT – a complete treatment with Rebecca Jorgenson*. [Video series]. Mill Valley, CA: Psychotherapy.net.

- Session 3 (1:33:28)

Psychotherapy.net, LLC (Producer). (n.d.). *EFT – a complete treatment with Rebecca Jorgenson*. [Video series]. Mill Valley, CA: Psychotherapy.net.

- Session 4 (1:34:39)

Psychotherapy.net, LLC (Producer). (n.d.). *EFT – a complete treatment with Rebecca Jorgenson*. [Video series]. Mill Valley, CA: Psychotherapy.net.

- Session 5 (1:25:41)

Psychotherapy.net, LLC (Producer). (n.d.). *EFT – a complete treatment with Rebecca Jorgenson*. [Video series]. Mill Valley, CA: Psychotherapy.net.

- Session 6 (1:18:52)

Sacasa, M. (2019). *How to provide financially for your family / marketing yourself* [Video] [6:11 min.]

Sacasa, M. (2019). *Sexuality in marriage*. [Video]. Sterling, VA: Divine Mercy University (Producer). [6:57 min.]

Sacasa, M. (2019). *Welcome to the course!* [Video]. Divine Mercy University (Producer). Sterling, VA: Author. [2:11 min.]

Sikorsky, Fr. C. & Payne, H. (2019). *Marriage, re-marriage, annulment, and Cannon law*. [Video]. Sterling, VA: Divine Mercy University (Producer). [13:15 min]

The Milton Erickson Foundation (Producer). (2013). *Helping couples to heal from infidelity with Michelle Weiner Davis*. [Video]. Phoenix, AZ: Alexander Street.net. [1:52:26]

Titus, C. S., & McWhorter, M. (2017). *Made for marriage*. Divine Mercy University (Producer). Arlington, VA: Author. [10:10 min]

Walker, J. (Producer), & Bird, B. (Director). (2004). *The Incredibles* [Motion picture]. United States: Buena Vista Pictures. [115 min.]

### **Optional Resources**

Arrupe, Fr. P. (2005). *Finding God in all things (a Marquette prayer book)*. Milwaukee, WI: Marquette University Press.

Filz, G. (2017, July 24). St. Charbel: All the forces of evil are focused on destroying the family. The Catholic Company. Retrieved from <https://www.catholiccompany.com/getfed/family-st-charbel-6104>

FindLaw. (2019). Mandatory reporting of domestic violence. Retrieved from <https://family.findlaw.com/domestic-violence/mandatory-reporting-of-domestic-violence.html>

Futures Without Violence. (n.d.). Mandatory reporting of domestic violence to law enforcement by health care providers: A guide for advocates working to respond to or amend reporting laws related to domestic violence. Retrieved from [https://www.futureswithoutviolence.org/userfiles/Mandatory\\_Reporting\\_of\\_DV\\_to\\_Law%20Enforcement\\_by\\_HCP.pdf](https://www.futureswithoutviolence.org/userfiles/Mandatory_Reporting_of_DV_to_Law%20Enforcement_by_HCP.pdf)

Jacobson, N., & Gottman, J. (1998). *When men batter women: New insights into ending abusive relationships*. New York, NY: Simon & Schuster.

Mayer, L. S., & McHugh, P. R. (2016). Sexuality and gender: Findings from the biological, psychological, and social sciences. *The New Atlantis: A Journal of Technology & Society*, 50, 1–117. Retrieved from [https://www.thenewatlantis.com/docLib/20160819\\_TNA50SexualityandGender.pdf](https://www.thenewatlantis.com/docLib/20160819_TNA50SexualityandGender.pdf)

Pope Francis. (2016). *Amoris laetitia: On love in the family*. Vatican City, Rome: Libreria Editrice Vaticana.

Pope Paul, VI. (1968). *Humanae vitae*. Libreria Editrice Vaticana. Retrieved from [https://w2.vatican.va/content/paul-vi/en/encyclicals/documents/hf\\_p-vi\\_enc\\_25071968\\_humanae-vitae.html](https://w2.vatican.va/content/paul-vi/en/encyclicals/documents/hf_p-vi_enc_25071968_humanae-vitae.html)

West, C. (2007). *Theology of the body explained: A commentary on John Paul II's man and woman He created them* (2nd Revised ed.) Boston, MA: Pauline Books & Media.

Weigel, G. (1999). *Witness to hope: The biography of Pope John Paul II. 1920-2005*. New York, NY: HarperCollins Publishers, Inc.