

**CLC 7781—ADVANCE MARRIAGE COUNSELING  
ASHLAND THEOLOGICAL SEMINARY**

**Fall Semester 2021**

**Wednesdays, 5:00p-7:30p**

**Synchronous Format**

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**Office Hours by Appointment**

**I. COURSE DESCRIPTION**

This class is to help the student gain a deeper understanding of theory, as it applies to clinical application. Students will learn specific techniques to intervene in difficult patterns and situations.

**II. STUDENT LEARNING OUTCOMES:**

- a. Students will demonstrate an understanding of the most common and most difficult marital issues. (KO2, KO3)
- b. Students will learn clinical, psychological, spiritual, and scientific aspects and factors related to the counseling of marital issues. (PSO5)
- c. Students will identify and formulate treatments for using a variety of counseling modalities and theories for marriage counseling: Differences between men and women, affairs, communication, intimacy, conflict resolution and sexual dysfunctions. (PSO2, PSO5, PSO6)
- d. Students will demonstrate an understanding of the history, philosophy, and trends of Clinical Marriage Counseling. (KO1, KO9)
- e. Students will demonstrate knowledge of the professional counseling organizations, preparation standards, and license credentials relevant to the practice of Clinical Marriage Counseling. (KO1, KO2)
- f. Students will demonstrate knowledge of the roles and functions of Clinical Mental Health Counselors in varied practice settings and the importance of interdisciplinary relationships between counselors and other professionals. (PSO1, PAO2, PAO4)
- g. Students will demonstrate understanding of professional issues that affect Clinical Mental Health Counselors. (KO1, PSO1, PSO4)
- h. Students will demonstrate understanding of public mental health policies, services, and programs, including prevention, intervention, consultation, education, and advocacy, that promote mental health in a multicultural society. (KO1, KO2, PSO4, PAO1)
- i. Students will demonstrate proficiency in verbal and written communication skills necessary for Clinical Mental Health Counselors. (PAO4)

**CACREP CMHC Standards:**

F.1.a. history and philosophy of the counseling profession and its specialty areas

F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency, management, response teams

F.1.k. strategies for personal and professional self-evaluation and implications for practice

F.1.l. self-care strategies appropriate to the counselor role

F.1.m. the role of counseling supervision in the profession

F.3.a. theories of individual and family development across the lifespan

F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

F.5.b. a systems approach to conceptualizing clients

**Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure**—This course meets the Ohio Administrative Code (OAC) requirement for Professional, Legal, and Ethical Considerations—4757-13-01(A)(4)(k).

### III. TEACHING STRATEGIES FOR STUDENT LEARNING

This course will utilize a variety of learning approaches including, but not limited to, lectures, small group discussions, reflections, multimedia, and assignments designed to help foster students' critical thinking skills.

### IV. COURSE REQUIREMENTS

#### A. REQUIRED TEXTS

1. Gottman, John, M. (1999). *The Marriage Clinic: A Scientifically Based Marital Therapy*. ISBN: 9780393712360
2. Johnson, Susan M. (2019). *The Practice of Emotionally Focused Couple Therapy*, 3<sup>rd</sup> Edition. ISBN: 9780815348016
3. Rosenau, Douglas, E. (2002). *A Celebration of Sex: A Guide to Enjoying God's Gift of Sexual Intimacy*. ISBN: 9780785264675
4. Worthington Jr., Everett L. & Ripley, Jennifer, S. (2014). *Couple Therapy: New Hope-Focused Approach*, 14<sup>th</sup> Edition. ISBN: 0830828575

#### B. REQUIRED READINGS

1. Articles provided on Blackboard and Perusall

#### C. ASSIGNMENTS/ASSESSMENT OF STUDENT LEARNING

1. **Marriage Counselor Interviews**—Students will investigate three marriage counselors. This investigation will utilize both Internet searching and actual site contacts via phone or in-person interviews with an agency representative. Maximum of eight pages. **Worth 25% of grade (80 pts.)**
2. **Examination**—there will be two take home examinations, a midterm and a final, combination of multiple choice, essay, and short answer format. **Worth 30% of grade (120 pts.)**

3. **Couples Interviews**—Students will interview three couples. The couples may be dating, engaged, married, or cohabitating. Questions and guidelines will be listed on Blackboard. Maximum of eight pages. **Worth 25% of grade (60 pts.)**
4. **Discussion Board**—Students will answer discussion board topics. The professor will provide specific guidelines. **Worth 10% of grade (25 pts.)**
5. **Perusall Articles**—Students will use the application to dialogue around articles that are critical to the profession. **Worth 10% of grade (25 pts.)**

#### D. CALCULATION OF GRADE and CONNECTION OF LEARNING OUTCOMES

<i>Assignment</i>	<i>ATS Degree Learning Outcomes</i>	<i>CACREP Learning Outcomes</i>	<i>Percent of Final Grade</i>
Exams	KO1, KO2, KO3, KO4, KO5, KO6	F.1.a, b, c, k, l, m. F.3.a, i. F.5.b	30%
Marriage Counselor Interviews	KO4, KO5, KO6, KO7	F.1.a, b, c, k, l, m. F.3.a, i. F.5.b	25%
Couples Interviews	KO1, KO2, KO3, KO4, KO5, KO7	F.1.a, b, c, k, l, m. F.3.a, i. F.5.b	25%
Discussion Board	KO1, KO2, KO3, KO4, KO5, KO6, KO7	F.1.a, b, c, k, l, m. F.3.a, i. F.5.b	10%
Perusall Articles	KO1, KO2, KO3, KO4, KO5, KO6, KO7	F.1.a, b, c, k, l, m. F.3.a, i. F.5.b	10%

#### V. TENTATIVE WEEKLY SCHEDULE (Subject to change at the professor's discretion)

Week	Date	Topic	Readings/Assignments
1	Sept 2	Introduction Balance Focused Counseling	Gottman: Ch. 1, 2
2	Sept 9	Balance Focused Counseling	Gottman: Ch. 3, 4, 5
3	Sept 16	Balance Focused Counseling	Gottman: Ch. 6, 7, 8, 9
4	Sept 23	Balance Focused Counseling	Gottman: Ch. 10, 11, 12, 13
5	Sept 30	Hope Focused Couples Counseling	Worthington: Ch. 1, 2, 3, 4, 16
6	Oct 7	Hope Focused Couples Counseling	Worthington: Ch. 5, 6, 7, 8
7	Oct 14	<b>Midterm Exam</b>	

8	Oct 21	Hope Focused Couples Counseling	Worthington: Ch. 9, 10 ,11 ,12
9	Oct 28	Hope Focused Couples Counseling	Worthington: Ch. 13, 14, 15
10	Nov 4	Emotion Focused Couples Counseling	Johnson: Ch. 1, 2, 3
11	Nov 11	Emotion Focused Couples Counseling	Johnson: Ch. 4, 5, 6
12	Nov 18	Emotion Focused Couples Counseling	Johnson: Ch. 7, 8, 9 10
	Nov 25	<b>Thanksgiving Break</b>	
13	Dec 2	Sexual Intimacy	Rouseau: Ch. 4, 10, 15
14	Dec 9	Hurdles to Sexual Intimacy	Rouseau: Ch. 16, 18, 21, 22
15	Dec16	<b>Final Exam</b>	

## VI. RECOMMENDATIONS FOR LIFELONG LEARNING

It is very important for the professional counselor to be a lifelong learner, because the knowledge about mental and emotional health, wellness, and treatment modalities changes regularly with new research based information and with changes in states' laws and professional ethics codes. In addition, each state requires a specific number of CE credits and content therein for license renewal. Membership in professional organizations such as ACA, AMHCA, (and the state divisions of such) as well as attendance at national and local conferences are a vital source of education and information. Additionally, journals such as the *Journal of Counseling & Development* and the *Journal of Mental Health Counseling* are included with the cost of membership. There are other excellent journals for professional counselors. There are numerous offerings of 1 hour, 3 hour, 6 hour, and 1 or 2-day trainings, and information about these can be obtained from the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board.

## VII. SUGGESTED READINGS (**NOT** required but intended to be of current and future help)

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th Ed.). Washington, DC: American Psychiatric Publishing.
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association (APA 7th edition)*. Washington, DC: American Psychological Association.
- Corey, G., Muratori, M., Austin, J., Austin, J. (2018). *Counselor self-care*. Alexandria, VA: American Counseling Association.
- Corey, G. (2010). *Creating your professional path: Lessons from my journey*. Alexandria, VA: American Counseling Association.

- Gladding, S.T. & Newsome, D.W. (2010). *Clinical mental health counseling in community and agency settings* (3rd Ed.). NY: Merrill.
- Kottler, J.A. (2010). *On being a therapist* (3rd Ed.). San Francisco: Jossey-Bass.
- Kottler, J.A. (2000). *Nuts and bolts of helping*. Needham Heights, MA: Allyn & Bacon.
- McMinn, M.R. (1996). *Psychology, theology, and spirituality in Christian counseling*. Wheaton, IL: Tyndale House.
- Meier, S.T. & Davis, S.R. (2011). *The elements of counseling* (7th Ed.). Belmont, CA: Brooks/Cole
- Mitchell, R. W. (2009). *Documentation in counseling records: An overview of ethical, legal, and clinical issues* (3rd Ed.). Alexandria, VA: American Counseling Association.
- Neukrug, E. (2012). *The world of the counselor: An introduction to the counseling profession*. Belmont, CA: Brooks/Cole.
- Sangganjanavanich, V.F. & Reynolds, C.A. (Eds.). (2015). *Introduction to professional counseling*. Los Angeles: Sage.
- Silva, P.J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- West, J.D., Osborn, C.J., & Bubenzer, D.L. (Eds.). (2003). *Leaders and legacies: Contributions to the profession of counseling*. NY: Brunner-Routledge.
- Wicks, R. J. (2012). *The inner life of the counselor*. Hoboken, NJ: Wiley.
- Yalom, I.D. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients*. (P.S.) New York: Harper Perennial.

### VIII. Seminary Guidelines

#### A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

#### B. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	

B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

### C. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

### D. Attendance Reporting:

Students are required to participate in a course related activity in the first and third weeks of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

### E. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you

anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to [au-sac@ashland.edu](mailto:au-sac@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

#### **F. Ashland Multiliteracy Center (AMuLit Center)**

The AMuLit Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified consultants can advise you online or in person. For more information [click here](#).

- Receive one-on-one feedback from an AMuLit Center graduate consultant on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment, then within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom by request.
- To schedule an asynchronous email appointment, go to [www.ashland.mywconline.com](http://www.ashland.mywconline.com) (you will need to register for an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at [amulitcenter@ashland.edu](mailto:amulitcenter@ashland.edu).

Visit our graduate services webpage for more information -

<https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>