

PSY-760-01-3 Relationship Counseling

 The logo of Chaminade University of Honolulu is circular with a blue border. Inside the circle, the text "CHAMINADE UNIVERSITY OF HONOLULU" is written around the top, and "1955" is at the bottom. In the center, there is a stylized figure holding a torch, with the Latin motto "VITA IN VERBO" written above it.	<p>PSY-760-01-3 Relationship Counseling Fridays- Henry Hall #102</p> <p>Instructor: Abby Halston, E.D, NCC, LMFT Email: abby.halston@chaminade.edu Office: Behavioral Sciences #107 Office Phone: 739-4641 Office hours: Fridays 4:30-5:20pm and by appointment</p>
---	--

Class Text

Taibbi, R. (2009). *Doing couple therapy: Craft and creativity in work with intimate partners*. NY: The Guilford Press (ISBN: 978-1-60918-204-5)

Catalog Course Description

Theories and associated techniques of couples, marital or relationship counseling will be explored in PSY 760. Coursework combines readings, simulations and videotaped role-plays to increase understanding of the complexities and intricacies of relationship counseling. Developmental issues, societal factors and cultural diversity aspects of relationships will be explored. *Prerequisite: PSY 756*

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program marriage and family counseling emphasis student learning outcomes of knowledge and skills for the practice of marriage and family counseling. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

This course develops and assesses the skills and competencies for the MSCP program mental health counseling emphasis student learning outcomes of 1) knowledge and skills for the practice of mental health counseling and 2) contextual dimensions: mental health counseling. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

Course Description

This class will continue to develop systems knowledge in couple and family counseling consistent with its prerequisite, PSY 756. Each student should consider the text(s) used in PSY 756 as references for use in this class and the program. Where appropriate, audio-video recordings may accompany lecture/reading material depending on topic and availability. This class continues the study of the couple-family as a system. This class will also endeavor to give the student opportunities to further learning of current theory, assessment and practice in couple and family therapy, as outlined in PSY 756.

PSY-760-01-3 Relationship Counseling

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The differences between an individual orientation and a systems orientation to couple assessment and counseling.
2. The complexities and intricacies of assessment and treatment of a couple as a system including functional vs. dysfunctional relationship patterns.
3. The differences between individual problems and couple problems, individual maladaptive behaviors compared to couple maladaptive behaviors, and individual consequences vs. couple consequences.
4. The effects of culture and familial diversity on couple relationships.
5. The use of various counseling strategies and techniques in relationship enhancement.
6. The legal and ethical issues relevant to couple counseling.
7. Research literature that informs counseling practice.

Assessment

1.) Chapter Review Questions:

Questions will help to retain previously learned knowledge, demonstration of content factual knowledge, apply knowledge to actual situations, analysis of ideas into simpler parts, synthesis of ideas into a new solution, or evaluation of evidence.

2.) Research Article Review:

Students will choose an academic journal article that relates to one of the chapters and then synthesize the information into a discussion post for peers with uploaded copy of the article.

3.) Couple Interview:

Students will conduct interviews with 2 different couples and then provide a 3-4 page reflection paper.

4.) Couples Technique/Issue Paper/Presentation:

Students will choose a couple typology and then conduct a 6-7 page APA formatted research paper that includes: identification of therapeutic issues and potential treatment interventions. Students will then present their research to the class.

5.) MFT Couples Theorist paper:

Students will choose a MFT Couples Theorist to conduct a 7-8 page APA formatted research paper that includes: Discussion of the origin and history of the theory, the basic framework and concepts underlying the theory, the explanation of how change occurs and the goals of therapy, how the theory provides assessment, the role of the therapist within the theory, a discussion of the theory's applicability within various cultural groups and a critical discussion of the strengths and weaknesses of this approach.

6.) Video Reflection:

PSY-760-01-3 Relationship Counseling

Portions of the class time may be used to view specific videos from the Chaminade video library found on the Chaminade web site. When these assignments are made a 2 to 3-page paper to summarize what the student learned is required to be completed- Format template will be provided.

1. Weekly Chapter Review Questions: 14 @ 3 points each
2. Research Article reviews: 7 @ 3 points each
3. Couple Interview: 1 @ 25 points
4. Couple Technique/Issue Paper/Presentation: 1 @ 50 points
5. MFT Couples Theory paper: 1 @ 50 points
6. Video Reflection: 1 @ 10 points

Grading A = 90-100% B = 80-89%
 C = 70-79% (Requires course retake for credit)

Attendance

If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy) To earn full credit for each class attended you must be on-time, not leave early and be an active participant in the class activities.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Scientific Method Definitions

PSY-760-01-3 Relationship Counseling

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more than a way of limiting false conclusions about natural events.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

PSY-760-01-3 Relationship Counseling

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

PSY-760-01-3 Relationship Counseling

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Title IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a confidential source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | 808.735.4845 |

PSY-760-01-3 Relationship Counseling

Course Schedule

Course Dates	Reading	Assignments Due
Week 1- October 5, 2018	Ch 1 & 2	Chapter review Ques 1& 2 Research Article Review October 11, 2018
Week 2- October 12, 2018	Ch 3 & 4	Chapter review Ques 3 & 4 Research Article Review October 18, 2018
Week 3- October 19, 2018	Ch 5 & 6	Chapter review Ques 5 & 6 Research Article Review October 25, 2018
Week 4- October 26, 2018	Ch 7 & 8	Chapter review Ques 7 & 8 Research Article Review November 1, 2018
Week 5- November 2, 2018	Ch 9 & 10	Chapter review Ques 9 & 10 Research Article Review November 8, 2018
Week 6 November 9, 2018	Ch 11 & 12	Chapter review Ques 11 & 12 Research Article Review November 15, 2018
Week 7- November 16, 2018	Ch 13 & 14	Chapter review Ques 13 & 14 Research Article Review November 22, 2018
Week 8- November 23, 2018	Video assignments	Video Reflections Couple Techniques/Issues Paper MFT Couples Theorist Paper November 29, 2018
Week 9- November 30, 2018	Techniques/Issues Presentations	Couple Interview December 6, 2018
Week 10 December 7, 2018	Techniques/Issues Presentations	