



Chaminade University of Honolulu
Masters of Science in Counseling Psychology
PSY760 Couples and Relationship Therapy
Spring 2024

Instructor: Blendine P. Hawkins, Ph.D., LMFT
Class Room: <https://chaminade.zoom.us/j/99551621638>
Contact Number: 808-739-7495
Day/Time: Wednesday 5:30pm- 9:20pm* 4/10, 4/17, 5/1, 5/22, 6/5
Email: blendine.hawkins@chaminade.edu
Office: Behavioral Sciences 118
Office Hours: By appointment- email me to set up a time to meet.
**Class times may vary but will always fall between the 5:30pm-9:20pm time slot.*

Class meeting dates and time:

WEEK 1	WEEK 2	WK 3	WEEK 4	WK 5	WK 6	WEEK 7	WK 8	WEEK 9	WK 10
Wednesday April 10, 2024 5:30pm-6:20pm HST	Wednesday April 17, 2024 5:30pm-7:30pm HST		Wednesday May 1, 2024 5:30pm-7:30pm HST			Wednesday May 22, 2024 5:30pm-7:30pm HST		Wednesday June 5, 2024 5:30pm-9:20pm HST FINAL PRESENTATIONS	

**Take note of the class time.*

Textbook:

Required Text:

Weeks, G. R., Fife, S. T., & Peterson, C. M. (Eds.). (2016). Techniques for the couple therapist: Essential interventions from the experts. Routledge.

Recommended Text:

Gurman, A. S., Lebow, J. L., & Snyder, D. K. (Eds.). (2015). Clinical handbook of couple therapy. Guilford Publications.

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.

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

Course Description

This class is intended to survey current and advanced couples and relationship therapy theories and interventions to facilitate competency in providing therapy to adult client population seeking relationship repair and enhancement. Theoretical issues, relationship appraisal techniques, and ethical and diversity considerations specific to couples and relationship therapy will be discussed. Coursework also combines readings, simulations, and videotaped role-plays to develop student understanding of and practice with relationship intervention strategies employed with adults in relationship therapy. Prerequisite: PSY 756

MSCP Core Program Learning Outcomes (PLOs)

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)

Upon completion of this course, students will be able to:

1. Identify current evidence-based couple/relationship therapy models and culturally sensitive approaches of couple therapy and be able to apply them conceptually. (PLO1)
2. Assess the differences of individual versus couple/relationship therapy in regards to ethics, legal considerations, the role of the therapist, and the course of treatment within the critical points and issues that precipitate therapeutic intervention (i.e. relationship formation, parenting, after an affair, remarriage, etc.). (PLO 2, PLO 3)
3. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture, race/ethnicity, sexual orientation, relationship orientation, spirituality, religion and social systems) that informs assessment and conceptualization of couple, romantic and/or committed relationships. (PLO 2, PLO 3)
4. Practice competence in assessing for challenging couple dynamics (IPV, affairs, addictions, sexual concerns, etc.) and selecting appropriate treatment modalities. (PLO 2, PLO 3)
5. Articulate skills used and rationales for interventions related to couples' treatment informed by extant literature and evidence-based models. (PLO 1, PLO 2)

ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Writing Policy

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page.

Class-over-Zoom Expectation (if any of the classes will be held over Zoom)

While in class over zoom you should be muted to minimize background noise unless you are speaking, asking or answering question, I do however, expect your video turned on at different times during the class such as during discussions (before or after the lecture), role-plays, presentations, and when you are engaging with peers and the instructor.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. Therefore, a traditional three credit hour undergraduate course would require 135 hours of engagement. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend the following number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance	15	Class meetings
Assigned readings	50	Assigned readings related to clinical development
Key assessments	50	Papers, Survey assignment
Final paper & Presentation	20	Researching and constructing final research paper
Total hours:	135	

Assessment

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed.

Course Learning Outcomes (CLO)	Assessment & Description	Contribution (%) to Final Grade
CLO 1: Identify current evidence-based couple/relationship therapy models and culturally sensitive approaches of couple therapy and be able to apply them conceptually. (PLO1)	<p><i>Final Research Paper & Presentation (also meets CLO2-5)</i> This assignment is an opportunity for you to explore a couple concern from both a theoretical lens and via extant literature. For this assignment you will construct a client system, with a unique presenting concern, and relevant contextual information, and you will lay out how the course of therapy may look like with this couple using your chosen theory AND the literature about the concern and context. You may choose up to two theories to use however, one of the selected theories/models MUST be from the following list: Gottman’s approach, Discernment Counseling, EFT/Attachment-based, CBCT, Imago, Narrative Therapy, Family Systems, Object Relations, Bowen, Structural Family Therapy, SFBT, Experiential Family Therapy (Satir/Whitaker), Contextual Family Therapy, Feminist Family Therapy, or Internal Family Systems)</p> <p>Please inform the instructor and get approval for your topic and plan for the project by week 6.</p>	35%
	<p><i>Couple Survey</i> Students will research and locate a standardized survey instrument often used with couples. Students will post a copy of this survey along with information about the psychometric properties of the survey, the method of administration, the application with a couple system, any contraindications, and cultural considerations. First come, first claim. Students are not allowed to choose the same instrument as another student.</p>	10%

<p>CLO2: Assess the differences of individual versus couple/relationship therapy in regards to ethics, legal considerations, the role of the therapist, and the course of treatment within the critical points and issues that precipitate therapeutic intervention (i.e. relationship formation, parenting, after an affair, remarriage, etc.). (PLO 2, PLO 3)</p>	<p>Discussions There will be a number of online discussions. Students must post their initial post on Thursday of each week that it is due and 2 responses to colleagues by Sunday. Discussions must be substantive and add important knowledge and information. Simplistic posts will not be given full points.</p> <ul style="list-style-type: none"> - The Discussions will attend to important topics within couples work, such as clinical assessment, ethical concerns, etc. 	<p>10%</p>
<p>CLO3: Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture, race/ethnicity, sexual orientation, relationship orientation, spirituality, religion and social systems) that informs assessment and conceptualization of couple, romantic and/or committed relationships. (PLO 2, PLO 3)</p>	<p>Participation & Engagement in Online Discussions & Activities This will involve active engagement in discussions, participation in group discussions and activities. These activities will focus on contextual and systemic factors that impact couples/relationship work and will challenge you to hone your conceptualization skills.</p> <p>In-class Discussions of Readings Students will need to complete the readings for one week and be ready to provide a reflection when class is scheduled.</p>	<p>5%</p> <p>5%</p>
<p>CLO4: Practice competence in assessing for challenging couple dynamics (IPV, affairs, addictions, sexual concerns, etc.) and selecting appropriate treatment modalities. (PLO 2, PLO 3)</p>	<p>Couple Session Demonstration Conversations in therapy with couples can be stunted, discouraging, or even escalated if you feel unable to manage them. This assignment will challenge you to use your accumulated skills and theoretical grounding to respond to a couple issues in the moment. This session will involve one of the following content areas: sexual difficulties between the couple, past trauma experienced by one or both partners, high conflict and distress between partners, infidelity, and other loaded issues. Since this course is fully online, to best simulate a real session, you and a ‘co-therapist’ will not be provided any information about the couple prior to the session. You classmates playing the role of the couple, will receive the vignette the week of the role-play. You will schedule a virtual meeting and record the entire meeting (session and debrief after). You will then post your recording on the Canvas course site. You and your colleagues will then engage in some helpful reflections on the strengths that you demonstrated and any recommendations that might be helpful for your growth. You will receive full points for 1) engaging in the session as the therapist, 2) using a couple theory/strategy, 3) managing to keep the session going and joining with the couple. Your effectiveness in managing the difficult content in the session will not affect the grade for this assignment.</p>	<p>20%</p>
<p>CLO5: Articulate skills used and rationales for interventions related to couples’ treatment informed by extant literature and evidence-based models. (PLO 1, PLO 2)</p>	<p>Reflections of Couple Session Demonstration (Online Discussions) Each of you will provide written feedback, comments, or questions to your colleagues about their demonstrations; that is meant to be both strength-based and constructive.</p>	<p>10%</p>

Grading

270-300 (90%↑) = A
240-269 (80%↑) = B
Below 240(↓80%) = C : You must repeat the course

Assignments

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due). No assignments will be accepted late unless you have contacted me 48 hours prior to the due date and I have given you an extension. Any paper submitted more than 7 days late will receive no more than half the allotted points (50% of the total points for that assignment).

Attendance

You are responsible to inform me prior to the start of class should an emergency prevent you from attending. Please note that regardless of reason, more than one (1) missed class will result in a failing grade. If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.

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Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students’ rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Scientific Method Definitions

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

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>

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 the Kokua Ike Coordinator at (808) 739-8305 to make an appointment 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. For more information contact <https://chaminade.edu/student-life/counseling-center/ada-accommodations/>

Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, Smarthinking online tutoring and manages test administration services. Information regarding the tutoring center can be found at

<https://chaminade.edu/advising/kokua-ike/>

The center can be contacted at

(808) 735-4815 or advising@chaminade.edu

The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday)

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.

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.

Tentative Course Schedule

Week/ Date	Topic	In-Class Activity	Readings References	Assessments Due
W1	<ul style="list-style-type: none"> ● Introductions, Syllabus review ● Biases and Tendencies ● The Heart and Soul (& pitfalls) of Couples Therapy ● Who comes to Therapy? 	Early Self-Assessment	<p>Week, Fife & Peterson Text. Ch. 1-3</p> <p>Gottman, J. M., Gottman, J. S., Cole, C., & Preciado, M. (2020). Gay, Lesbian, and Heterosexual Couples About to Begin Couples Therapy: An Online Relationship Assessment of 40,681 Couples. <i>Journal of Marital and Family Therapy</i>, 46(2), 218-239.</p>	
W2	<ul style="list-style-type: none"> ● Discernment Counseling ● Ethics, Cultural Competence ● Joining in Couples Therapy ● Assessment in Couples Therapy 	<p>Class Discussion of Readings</p> <p>Role-plays</p>	<p>Week, Fife & Peterson Text. Ch. 4 & Part A</p> <p>Murphy, M. J., & Hecker, L. (Eds.). (2016). Ethics and professional issues in couple and family therapy. Taylor & Francis. Ch. 2, pg. 17-56; Ch. 7, pg. 121-140</p> <p>Shepard, D., & Harway, M. (Eds.). (2012). Engaging men in couples therapy (Vol. 11). Routledge. Ch. 2, pg. 13-33</p> <p>Kelly, S. (Ed.). (2016). Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomic. ABC-CLIO. Ch. 12, pg. 309-333.</p> <p>Wexler, D. B. (2009). Men in therapy: New approaches for effective treatment. WW Norton & Company. Ch. 5, pg. 99-126</p> <p>Doherty, W. J., & Harris, S. M. (2017). Helping couples on the brink of divorce: Discernment counseling for troubled relationships. American Psychological Association. Ch. 1, pg. 14-30.</p>	Discussion 1
W3	<ul style="list-style-type: none"> ● Affairs, infidelity and Divorce ● Gender, diversity & couples ● Intimate Partner Violence ● Couple Therapy strategies and techniques ● Partners who have experienced trauma 	<p>Class Discussion of Readings</p> <p>Role-plays</p>	<p>Week, Fife & Peterson Text. Part B</p> <p>Gurman, A. S., Lebow, J. L., & Snyder, D. K. (Eds.). (2015). Clinical handbook of couple therapy. Guilford Publications. Ch 14, 15, 16, 24</p> <p>Shepard, D., & Harway, M. (Eds.). (2012). Engaging men in couples therapy (Vol. 11). Routledge. Ch. 2, pg. 13-33</p> <p>Stith, S. M., Rosen, H., McCollum, E. E., & Thomsen, C. J. (2004). Treating intimate partner violence within intact couple relationships: Outcomes of multi-couple versus individual couple therapy. <i>Journal of marital and family therapy</i>, 30(3), 305-318.</p> <p>Anderson, S. R., Banford Witting, A., Tambling, R. R., Ketring, S. A., & Johnson, L. N. (2020). Pressure to Attend Therapy, Dyadic Adjustment, and Adverse Childhood Experiences: Direct and Indirect Effects on the Therapeutic Alliance in Couples Therapy. <i>Journal of Marital and Family Therapy</i>, 46(2), 366-380.</p> <p>Silverstein, L. B., & Goodrich, T. J. E. (2003). Feminist family therapy: Empowerment in social context (pp. xix-393). American Psychological Association. Ch 24, pg. 319-329</p>	<p>Couple Session Demonstration 1</p> <p>Reflection of Demonstration</p>

<p>W4</p>	<ul style="list-style-type: none"> ● Special Issues in Couples and Relationship Therapy ● Blended families ● Alcohol problems ● Chronic illness ● Sex/porn addiction 	<p>Role-plays</p>	<ol style="list-style-type: none"> 1. Couples with Borderline Qualities Gottman, J. S. (Ed.). (2004). The marriage clinic casebook. WW Norton & Company. Ch. 5, pg. 69-99. 2. Transnational couples- Hawkins, B. P., & Zuiker, V. S. (2022). Transnational Couples: The Intersections of Race, Ethnicity, Nativity, and Gender. <i>Journal of Feminist Family Therapy</i>, 34(3-4), 313-342. 3. Queer couples- Addison, S. M., & Coolhart, D. (2015). Expanding the therapy paradigm with queer couples: A relational intersectional lens. <i>Family Process</i>, 54(3), 435-453. 4. Couples in recovery- Ladd, B. O., & McCrady, B. S. (2016). Typology of couples entering alcohol behavioral couple therapy: An empirical approach and test of predictive validity on treatment response. <i>Journal of marital and family therapy</i>, 42(1), 62-75. 5. Narrative Therapy with Couples- Reiter, M. D., & Chenail, R. J. (Eds.). (2017). Constructivist, critical, and integrative approaches to couples counseling. Taylor & Francis. Ch 6, pg 106-136. 6. Chronic illness with couples- Boss, P., & Couden, B. A. (2002). Ambiguous loss from chronic physical illness: Clinical interventions with individuals, couples, and families. <i>Journal of clinical psychology</i>, 58(11), 1351-1360. 7. Couples with Depression- Sterrenberg, T. (2004). Working With a Couple With Depression. <i>The Marriage Clinic Casebook</i>. 8. Black couples through a racial lens- Hardy, K. V., & Awosan, C. I. (2019). Therapy with heterosexual Black couples through a racial lens. <i>Re-visioning family therapy</i>, 419-432. 9. Death of a child and couples therapy- Ungureanu, I., & Sandberg, J. G. (2010). "Broken together": Spirituality and religion as coping strategies for couples dealing with the death of a child: A literature review with clinical implications. <i>Contemporary Family Therapy</i>, 32, 302-319. 10. Money & Couples- Shapiro, M. (2007). Money: A therapeutic tool for couples therapy. <i>Family Process</i>, 46(3), 279-291. 11. Consensual non-monogamy- Schechinger, H. A., Sakaluk, J. K., & Moors, A. C. (2018). Harmful and helpful therapy practices with consensually non-monogamous clients: Toward an inclusive framework. <i>Journal of Consulting and Clinical Psychology</i>, 86(11), 879. 12. Porn addiction- Zitzman, S. T., & Butler, M. H. (2005). Attachment, addiction, and recovery: Conjoint marital therapy for recovery from a sexual addiction. <i>Sexual Addiction & Compulsivity</i>, 12(4), 311-337. 13. Blended families- Furrow, J., & Palmer, G. (2007). EFFT and blended families: Building bonds from the inside out. <i>Journal of Systemic Therapies</i>, 26(4), 44-58. 14. Kink in couples therapy- Meyer, C. G., & Chen, H. M. (2019). Vanilla and kink: Power and communication in marriages with a BDSM-identifying partner. <i>Sexuality & Culture</i>, 23, 774-792. 15. Sex therapy & kink- Nichols, M., & Fedor, J. P. (2015). Sex therapy with clients who practice 'kink'. <i>System Sex Therapy</i>. 16. Solution-focused premarital therapy- Murray, C. E., & Murray Jr, T. L. (2004). Solution-focused premarital counseling: helping couples build a vision for their 	<p>Couple Session Demonstration 2</p> <p>Reflection of Demonstration</p> <p>Discussion 2</p> <p>Read & Report (in class)</p>
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			marriage. <i>Journal of Marital and Family Therapy</i> , 30(3), 349-358.	
W5	<ul style="list-style-type: none"> • New Parents • Integrative Sex & Couples Therapy • Sexual & Intimacy Concerns 	Role-plays	<p>Péloquin, K., Byers, E. S., Callaci, M., & Tremblay, N. (2019). Sexual portrait of couples seeking relationship therapy. <i>Journal of marital and family therapy</i>, 45(1), 120-133.</p> <p>Gingras, A. S., Lessard, I., Mallette, F., Brassard, A., Bernier-Jarry, A., Gosselin, P., & de Pierrepont, C. (2020). Couple Adaptation to the Birth of a Child: The Roles of Attachment and Perfectionism. <i>Journal of Marital and Family Therapy</i>.</p> <p>Hall, K. S., & Binik, Y. M. (Eds.). (2020). Principles and practice of sex therapy. Guilford Publications. Ch 14-15, pg 333-352</p> <p>Nelson, T. (2020). Integrative sex and couples therapy: A therapist guide to new and innovative approaches. Pesi Inc. Ch. 1, pg. 1-16.</p> <p>Hertlein, K. M., Gambescia, N., & Weeks, G. R. (Eds.). (2015). Systemic sex therapy (Vol. 20, No. 2-3). Routledge.Ch. 3, pg. 32-56.</p> <p>Week, Fife & Peterson Text. Part E</p>	<p>Post & Describe a Couple Survey</p> <p>Couple Session Demonstration 3</p> <p>Reflection of Demonstration</p>
W6	<ul style="list-style-type: none"> • Gottman's Approach • Marriage Enrichment • Relationship Education programs 	Role-plays	<p>Gottman, J. M. (1999). The marriage clinic: A scientifically-based marital therapy. WW Norton & Company. Ch. 3, 6 & 7, pg. 87-110, 172-217</p> <p>David, P. (2015). Wedding the Gottman and Johnson approaches into an integrated model of couple therapy. <i>The Family Journal</i>, 23(4), 336-345.</p> <p>Gubbins, C. A., Perosa, L. M., & Bartle-Haring, S. (2010). Relationships between married couples' self-differentiation/individuation and Gottman's model of marital interactions. <i>Contemporary Family Therapy</i>, 32(4), 383-395.</p> <p>Week, Fife & Peterson Text. Part B</p>	<p>Couple Session Demonstration 4</p> <p>Reflection of Demonstration</p>
W7	<ul style="list-style-type: none"> • CBCT • Guest speaker • Romantic Orientations/ Sex & Gender Minority Relationships • Queer Couples/Relationships 	Class Discussion of Readings	<p>Reiter, M. D., & Chenail, R. J. (2017). Behavioral, Humanistic-Existential & Psychodynamics Approaches to Couples Counseling.</p> <p>Baucom, D. H., Epstein, N. B., LaTaillade, J. J., & Kirby, J. S. (2008). Cognitive-behavioral couple therapy.</p> <p>Christensen, A., Doss, B. D., & Jacobson, N. S. (2020). Integrative behavioral couple therapy: A therapist's guide to creating acceptance and change. Ch. 3, 7, 9, pg. 41-57, 133-160, 185-220</p> <p>Fischer, M. S., Baucom, D. H., & Cohen, M. J. (2016). Cognitive-behavioral couple therapies: Review of the evidence for the treatment of relationship distress, psychopathology, and chronic health conditions. <i>Family Process</i>, 55(3), 423-442.</p> <p>Orion, R. (2018). A therapist guide to consensual nonmonogamy; Polyamory, Swinging and Open Marriage. Ch. 1, 3, 4 pg. 9-16, 28-38, 41-58</p> <p>Week, Fife & Peterson Text. Part C</p>	<p>Discussion 3</p> <p>Q&A Final Paper</p>

W8	<ul style="list-style-type: none"> ● EFT ● Security in Relationships ● Partners with trauma ● Imago Therapy 	Finalize Final Paper	<p>Johnson, S. M., & Whiffen, V. E. (Eds.). (2003). Attachment processes in couple and family therapy. Guilford Press. Ch 6, pg 103-121</p> <p>Johnson, S. M. (2019). Attachment theory in practice: Emotionally focused therapy (EFT) with individuals, couples, and families. Guilford Publications. Ch. 3, 7, pg 43-73, 160-178.</p> <p>Brown, R., & Reinhold, T. (1999). Imago Relationship Therapy: an introduction to theory and practice. (No Title).</p> <p>Scheinkman, M. (2005). Beyond the trauma of betrayal: Reconsidering affairs in couples therapy. <i>Family Process</i>, 44(2), 227-244.</p> <p>VanBergen, A., Blalock, J., Bryant, A., Bortz, P., & Bartle-Haring, S. (2020). Couples and trauma history: A descriptive overview of interpersonal trauma and clinical outcomes. <i>Contemporary Family Therapy</i>, 42, 335-345.</p> <p>Fern, J. (2020). Polysecure; Attachment, Trauma and Consensual Nonmonogamy. Ch 3, 4, 7, pg. 73-98, 101-116, 161-172.</p> <p>Week, Fife & Peterson Text. Part D</p>	
W9	<ul style="list-style-type: none"> ● CLASS OVER ZOOM-Final Project presentations 	Final Presentation	<p>Week, Fife & Peterson Text. Part F</p> <p>Optional: Nichols, M. (2014). Couples and kinky sexuality: The need for a new therapeutic approach. <i>Critical Topics in Family Therapy: AFTA Monograph Series Highlights</i>, 139-149.</p>	Final Presentations in class
W10		Final Paper Submission		Final Research Paper DUE

* Syllabus is subject to change by instructor according to class needs.

The following topics can be selected for the Final Research Papers. While you are meant to choose a population or couple problem that you want to focus on, you can use this list as a jumping off point.:

- *Common Factors of Change in Couples Therapy*
- *Therapy/Techniques for Marriage Enrichment/Relationship Enhancement*
- *Sex Therapy in Couples Therapy*
- *Communication Skills and Techniques in Couples Therapy*
- *Consensually Non-Monogamous Couples*
- *Situational Violence in Couples Therapy*
- *Managing Emotional Intensity in Couples Therapy*
- *Trauma Surviving Partners/Couples*
- *Remarried and Blended Families*
- *Homework for Couples in Treatment*
- *Infidelity (reasons for/types of, treatment, gender differences)*
- *Intercultural/Transnational Couples (e.g. half/first generation immigrant couples, resettled couples, interracial couples, etc.)*
- *Extended Family Involvement and Cultural Minority Couples*