



School of Education and Behavioral Sciences

## Couples and Relationship Therapy

Location meeting and Class meeting schedule Online Asynchronous

Credits: #3 Section: #760-90-3 Term: Fall 2024

### Instructor Information

**Instructor:** Abby Halston, Ed.D, NCC, LMFT

**Email:** [abby.halston@chaminade.edu](mailto:abby.halston@chaminade.edu)

**Phone:** 808-739-4641

**Office Location:** Behavioral Science #111A

**Office Hours:** <https://drhalston.youcanbook.me>

**Virtual Office:** Via Google Meet link via above link

### Communication

I aim to respond to all communications within 24-28 hours. For any questions or concerns, please send a direct email to **[abby.halston@chaminade.edu](mailto:abby.halston@chaminade.edu)**. Your inquiries are important, and I will make every effort to reply within the stated timeframe.

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: Behavioral Sciences and academic school website:

<https://chaminade.edu/education-behavioral-sciences>

If you have questions regarding the Educational Psychology program, reach out to your Instructor or the School of Education and Behavioral Sciences.

### Course Description & Materials

#### 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

### **Time Allocation**

This three-credit hour course requires 135 clock hours of student engagement. Over 10 weeks, students will spend approximately 25 hours watching weekly 2.5-hour video lectures. After each video, students will spend around 15 hours (1.5 hours per week) completing and submitting responses to discussion prompts. Additionally, 40 hours will be dedicated to research article reviews (4 hours per week), and 30 hours will be allocated for the final project, including research, writing, and revision. The remaining 25 hours will involve course readings and assignments, averaging 2.5 hours each week.

### **Required Materials**

Young, M. E., Barden, S., & Long, L. (Year). *Counseling and Therapy for Couples*. Pearson.

### **Canvas (<https://chaminade.instructure.com>)**

Canvas will be used in this course to facilitate all aspects of student learning and engagement. Students will access weekly video lectures and submit their written reflections through Canvas. Weekly discussion prompts will be posted on the platform, where students can engage in peer discussions and reply to posts. Research article reviews will also be submitted via Canvas, where feedback from the instructor will be provided. Additionally, course materials, including readings, assignment guidelines, and the final project, will be organized and accessible on Canvas for streamlined course management.

## **Learning Outcomes**

### **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 [course, e.g., ICS 170], the student 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. Articulate skills used and rationales for interventions related to couples' treatment informed by extant literature and evidence-based models. (PLO 1, PLO 2)

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course aligns with the Marianist values by providing a comprehensive, quality education on couples therapy that integrates ethical and cultural sensitivity (CLOs 1, 2). Students will explore diverse relationship dynamics, emphasizing community and family spirit (CLO 3), while learning to adapt their approaches to address complex issues, reflecting the importance of change and service (CLO 4). Through this curriculum, students are prepared to serve with integrity, advocating for justice and peace within therapeutic practices.

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist

core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Vaues	4	2	3	1
PLOs	1	2, 3	2, 3	1, 2

## Course Activities

### Discussions (CLO 1)

This course includes weekly online discussion prompts to deepen understanding of couples therapy concepts outlined in "Counseling and Therapy for Couples" by Young, Barden, and Long. Each week, students will engage with a specific topic, such as theoretical models, communication patterns, cultural competence, or ethical considerations, based on the textbook chapters. Students are required to submit a thoughtful, evidence-based response of 250-350 words, incorporating at least one scholarly source, in addition to the course textbook.

### Video Reflections (CLO 2)

Throughout the course, students will watch a series of therapy demonstration videos, including "Couples Therapy: An Introduction," "Emotionally Focused Therapy: A Complete Treatment," and others focusing on various aspects of couples therapy, such as family systems, conflict resolution, and culturally sensitive approaches. After each video, students will answer a series of reflective, application, analysis, ethical consideration, and critical thinking questions. These prompts are designed to deepen their understanding of the therapeutic techniques presented,

explore the practical application of these strategies in different scenarios, and critically evaluate ethical and contextual considerations in couples therapy. The discussions provide an opportunity for students to reflect on their evolving therapeutic style and integrate theory with practice in a comprehensive learning experience.

#### **Research Article Review (CLO 4)**

This assignment involves selecting a recent, peer-reviewed article related to the week's topic, summarizing key findings, and critically analyzing the research in relation to the concepts discussed in the textbook. Students will explore various aspects of couples therapy, such as assessment methods, communication patterns, cultural competence, ethical considerations, and evidence-based interventions. The review encourages integration of course material with current research, fostering a deeper understanding of the field.

#### **Final Project (CLO 3)**

For the final project, students will write a research paper exploring a specific challenge in couples therapy, such as infidelity, addiction, cultural dynamics, or sexual concerns. The paper requires a comprehensive literature review to discuss the prevalence and impact of the chosen issue, as well as the comparison of various theoretical models and evidence-based interventions covered in the course. Students will include a case example to illustrate the practical application of these interventions and critically evaluate their effectiveness, incorporating considerations of cultural sensitivity and ethical practices.

## **Course Policies**

## Attendance

Chaminade University's graduate school attendance policy requires students to attend all class meetings, as graduate programs follow an accelerated 10-week semester. Missing more than one class may result in a failing grade due to the fast-paced nature of these courses. In emergencies, students should inform their instructors and make arrangements for missed assignments. Attendance policies, including the handling of excused and unexcused absences, are outlined in the syllabus for each course and must be adhered to in order to maintain academic progress

## Late Work Policy-

Assignments submitted after the due date will incur a 50% point deduction. Late submissions will be accepted until the last day of class. No work will be accepted after the course's final date, so please plan accordingly to avoid missed deadlines.

## Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

## Grades of Incomplete

A student in good standing in a course, may petition to the instructor for an "I" grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the "I" must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an "I" is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval. Any student who has incomplete grades into the next semester will be required to review their course schedule with their academic adviser.

## Final Grades

Final grades are submitted to [Self-Service](#):

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%

F = 59% and below

## Important Information

### 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, in addition to more obvious dishonesty.

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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil

Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors



each semester, as the student is responsible to notify Kōkua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

Week	Assigned Chapters	Assignments	Due Dates
1	Chapter 1: The Couple is a Unique System	Video Reflection Chapter Discussion Research Article Review	10/6/24
2	Chapter 2: Couples and Culture	Video Reflection Chapter Discussion Research Article Review	10/13/24
3	Chapter 3: Integrative Model Part I: Assessment and the Interactive Definition	Video Reflection Chapter Discussion Research Article Review	10/20/24
4	Chapter 4: Integrative Model Part II: Stages 2, 3, 4, and 5	Video Reflection Chapter Discussion Research Article Review	10/27/24
5	Chapter 5: The Assessment of Couples and Their Problems	Video Reflection Chapter Discussion Research Article Review	11/3/24
6	Chapter 6: Techniques and Foundational Practices in Couples Counseling	Video Reflection Chapter Discussion Research Article Review	11/10/24
7	Chapter 7: LGBTQ+ Couples	Video Reflection Chapter Discussion Research Article Review	11/17/24
8	Chapter 8: Communication and Relationship Education	Video Reflection Chapter Discussion Research Article Review	11/24/24
9	Chapter 9: Sex and Intimacy for Couples	Video Reflection Chapter Discussion Research Article Review	12/1/24
10	Chapter 10: Infidelity in Couples	Final Term Paper	12/8/24