



## **CPY 557**

### **Couples and Marriage Therapy – Theory & Techniques**

**Course Schedule:** Spring 2017: 1/18/17 – 4/26/17  
Day/Time: Wednesday, 6:45 - 9:15pm  
Location: CSS Rm 231

**Instructor:** Burt Bertram, Ed.D., LMHC, LMFT  
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Office Hours: By Appointment

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#### **Course Description:**

Theories and associated techniques of couples and marriage counseling will be explored in CPY 557. This course also explores specific developmental issues and social and political factors affecting couples. A range of therapeutic modalities will be surveyed.

**Prerequisites:** CPY 550 and CPY 555

#### **Course Structure:**

The instructional format of this theories and techniques course will include guided discussion, demonstration, and experiential learning that emphasizing skills training and practice. Case material will be presented regularly in order to assist students in fine-tuning their skills in application of theory and in development of treatment skills. Be sure to complete the assigned reading before each class; otherwise, you will be unable to fully grasp the concepts presented in the demonstrations. Class discussions are an important part of CPY 557. You are encouraged not only to ask questions, but also to add your own experiences and perspectives to the class dialogue. Your class participation will affect your grade. Because of the laboratory nature of this course, it is imperative that students attend class regularly. Traditional class time schedules may be rearranged slightly to accommodate the learning experiences of the course.

#### **Course Knowledge and Skill Outcomes:**

Upon successful completion of this course, each student will demonstrate the ability to do the following:

1. Compare and contrast major theoretical models in systemic marriage & couples therapy.
2. Use different theoretical understandings to diagnosis and provide treatment of symptomatic couples.
3. Conceptualize treatment theories and intervention techniques for couples presenting with normal life span developmental issues
4. Conceptualize treatment theories and intervention techniques for couples presenting with abnormal/dysfunctional marriage/couple functioning.
5. Demonstrate the use of a variety of techniques of couples and relationship counseling.
6. Understand the role of gender and power issues in relationships and address these issues appropriately.

7. Evaluate and apply counseling techniques that are relevant for couples with racial/ethnic, cultural, and compositional diversity.
8. Examine ethical and legal concerns that emerge during couples and relationship counseling.

### **Required Texts**

Gottman, J. M. & Silver, N. (1999). *The seven principles for making marriage work*. New York: Three Rivers Press. ISBN 0-609-80579-7 Soft Cover: \$8.99 soft cover / Electronic: \$6.17

Gottman, Julie & Gottman, John (2015). *10 Principles for doing effective couples therapy*. New York: Norton ISBN 13: 978-0393708356 Hardcover \$19.57, iBooks \$11.99, Kindle \$9.99

### **Refresher Text** (Already purchased - Required in Family II)

Sheras, P.L. & Koch-Sheras, P.R. (2006). *Couple power therapy: Building commitment, cooperation, communication, and community in relationships*. Washington, D.C.: APA. ISBN1-59147-235-0.

### **Special Assignment Texts** (do not purchase until receiving assignment)

The following books are provided as a beginning resource for each of the five couples counseling theories – students may identify other related books and resources in addition to or instead of those listed.

#### **Set 1: Imago Therapy**

Hendrix, H. (1988). *Getting the love you want*. New York: Harper and Row.

Luquet, W. (1996). *Short-term couples therapy: The imago model in action*. New York: Brunner Mazel.

#### **Set 3: Sexual Crucible Approach to Couples Therapy**

Schnarch, D. (1998). *Passionate marriage: Love, sex, and intimacy in emotionally committed relationships*. New York: Henry Holt.

Schnarch, D. (1991). *Constructing the sexual crucible: An integration of marital and sexual therapy*. New York: WW Norton.

#### **Set 3: Emotionally Focused Marital Therapy**

Johnson, S. M. (1996). *The practice of emotionally focused marital therapy: Creating connection*. Florence, KY: Brunner/Mazel.

Johnson, S.M. (2004). *The practice of emotionally focused marital therapy: Creating connection*. New York: Bruner / Routledge. - Second Edition of 1996 book.

Johnson, S.M., Bradley, B. J., Furrow, A L, & Palmer, G. (2005) *Becoming an emotionally focused couples therapist : A workbook*. N.Y. Brunner Routledge.

## Required Assignments and Learning Experiences: (100 Possible Points)

### 1) Class Discussion & Participation (12 points)

Be sure to complete the assigned reading before each class; otherwise, you will be unable to fully grasp the concepts presented in the demonstrations. Class discussions are an important part of CPY 557. You are encouraged not only to ask questions, but also to add your own experiences and perspectives to the class dialogue. Your class participation will affect your grade. Because of the laboratory nature of this course, it is imperative that students attend class regularly.

### 2) Couple Interview (10 points) **Due: Feb 15, 2017**

Conduct an interview/assessment of a couple using a strengths-based and positive aspects approach. The purpose of this exercise is for students to increase their comfort level with couples, pay attention to key aspects of communication, and begin practicing assessment skills. Students are advised to inform interviewees that this is not a therapy session and to veer away from intimate matters that may take on a counseling dimension. Students will write a **5-page (double-spaced) reaction paper** on their observations of the interview, communication styles, and other important aspects of the interview.

#### Preparation for Couple Interview

- Jacobson, N. S., & Christensen, A. (1998). *Acceptance and change in couple therapy: A therapist's guide to transforming relationships*. New York: WW Norton. Chapter 4, pp. 59-85.

#### On Blackboard

- Gottman & Gottman (2014). Selected Strengths-based Assessment

#### On Blackboard

#### Interview Format

- Prepare a *strengths-based* interview for a couple. Emphasize a line of questioning that inquires about the *positive aspects* of the couple relationship (rather than problematic aspects). Use the questions in the Jacobson & Christensen (1998) chapter as a foundation. You may also wish to incorporate strengths-based questions from the other sources of references.
- Include the 10 Gottman & Gottman assessments as provided on Blackboard. It is recommended that the couple complete the questionnaire in advance of the interview so the interviewer can look at it before meeting with the couple and refer to it as part of the interview process.
- Verbal informed consent should be obtained before scheduling the interview. Written consent is not required but it is necessary to inform the couple of the purpose of the assignment (see above) and to let them know that neither their names nor any identifying information will be used in your written reaction paper.

#### Interview Conditions

- For this assignment we want to include as wide range of different types of couples as possible. Students are asked to think about and identify potential couples for interview that will provide a wide diversity of couples. While it will not be possible to represent every different form of married and non-married couples; as much as possible we want to represent dominant and non-dominant couples, couples of different ages and stages of life, couples of short and long

relationship duration, couples of same and opposite sex, couples who are in their first union as well as couples in their second, third or subsequent union...these and all the other multi-cultural differences that are part of the real world of couples.

- Allow approximately 2 hours to conduct the interview. Choose a setting that lends itself well to interviewing—a quiet, private place with a plan to limit distractions (children, other people, ringing phones, etc.)

### Five Page Reaction Paper: Guidelines

- Page 1: Provide context about the couple including: first names (or pseudonyms), length of the relationship, ages and gender of children, any relevant historical or demographic information. Avoid using any identifying information about the couple.
- Page 2-5: The paper should be a balance of information about the couple and your thoughts (reaction) to that information. The most important aspect of the paper is your reaction to the process of interviewing the couple... *What was it like for you to be with this couple? How did it feel to you to inquire about the dimensions of their relationship? What issues of yours were tapped into as a result of interviewing this couple?*
- Additional Pages: Attach a copy of all data collection materials used during the interview (surveys, questionnaires, intake data instrument or interview form, lists of questions or activities used).

### 3) Audio Recording (mp3) & Reaction Paper (18 points total [3 per])

- Recording #1: Over Coming Fears, Bader & Person (Due: 1/25/17)
- Recording #2: Riding the Waves, Hedy Schleifer (Due: 2/01/17)
- Recording #3: Confidentiality & Secrets, Perel (Due: 2/08/17)
- Recording #4: Angry Women, Jette Simon (Due: 2/15/17)
- Recording #5: Truth Telling, David Schnarch (Due: 2/22/17)
- Recording #6: Different Divorce Agenda, Doherty (Due: 3/01/17)

Listen to and write a 350 word Reaction Paper to each of the eight recordings. Reaction paper should include 1) Most Important Learning – identify and briefly describe and 2) Emotional Connection – describe your emotional reaction to the body of the recording as it relates to you evolving understanding of yourself as a couples counselor.

### 4) Theory: Presentation, Demonstration & Discussion (35 points) Due: As Assigned

Each student will select one of the following theoretical approaches to couples therapy.

- Imago Couples Therapy
- Sexual Crucible Couples Therapy
- Emotionally Focused Therapy

In teams of 3 or 4, students will develop a comprehensive understanding of the selected couples theory using the books listed in this syllabus, related website(s), available audio or video materials (see list on Page 8 of syllabus), as well as any other relevant materials identified by the team.

#### **Theory Presentation** (45-60 minutes) (20 of 35 points)

Prepare and present a comprehensive Power Point guided class presentation designed to educate classmates on the selected theory. The theory presentation should be designed to provide class members with a solid foundational understanding of the theory and the application of the theory. Organize the presentation around the following seven headings:

- 1) Theoretical Foundation
- 2) Assumptions About Normal Couple Development or Functioning
- 3) Development of Behavior Disorders
- 4) Goals of Therapy
- 5) Techniques
- 6) Role of the Therapist
- 7) Evaluation of Theory from a Multiculturalism and Anti-domination Perspective

Provide handouts that delineate information on the highlights of each of the sections. In addition, presenters may also utilize additional handouts/journal articles, video/audio clips, or other visuals that will enhance the learning experience. It is recommended that presenters refrain from “reading” their presentation.

**Demonstration of Theoretical Approach & Discussion** (30 minutes) (10 of 35 points)

Present a couples counseling case for discussion. Describe how you would utilize the assigned theory to provide treatment to this couple. Fully conceptualize the case – including the individuals and the couple.

- Presenting Problem
- Partner #1
  - Worldview: Demographic, Cultural, Education, Occupation, etc,
  - Personality Dynamics & Style
  - Family-of-Origin History & Influences
  - Health, Mental Health, or Substance Abuse Variables
- Partner #2: Personality Dynamics and Family-of-Origin History
  - Worldview: Demographic, Cultural, Education, Occupation, etc,
  - Personality Dynamics & Style
  - Family-of-Origin History & Influences
  - Health, Mental Health, or Substance Abuse Variables
- Couple Dynamics
  - Strengths and Positive Aspects of the Couple
  - Couple from a “Seven Principles” Perspective
  - History of Relationship
  - Developmental Stage of Couple/Family
  - Satisfaction History
  - Intimacy & Affection
  - Communication Styles
  - Boundaries & External Stressors
  - Power in Relationship
  - Roles & Functions
  - Decision-Making Style
  - Recurring Themes & Patterns
- Treatment Goals

**Facilitate Q&A Class Discussion** (15-20 minutes) (5 of 35 points)

Pose at least three questions for students to consider – facilitate a discussion around the questions as well as respond to other questions from students.

5) **Relationship Repair/Forgiveness** (10 points) **Due: 4/26/17**

Group project – Review available research/theory on relationship repair strategies and techniques employed by relationship therapists; additionally, dig into the psychology of forgiveness. Topics to address;

- Psychologically, what is forgiveness?
- How does it happen?

- What conditions are necessary to invite forgiveness?
- What can a relationship therapist do to promote forgiveness?

Each group will prepare a 2 to 3-page summary (bullet points and/or narrative) of their findings (make copies for classmates). Class discussion will include each group reading the each other's summary followed by discussion.

6) **Couples Counseling Theory & Technique – Checklist** (15 points) **Due: 4/26/17**

**Bring hard copy to class and send electronic copy prior to class**

The purpose of this assignment is for students to create a **25-item checklist** of Theoretical Concepts (with description as it relates to couples) and the Associated Intervention Strategy or Technique. Students are encouraged, throughout the semester, to track/record the theoretical concepts and the corresponding intervention strategies and techniques that most appeal to their evolving theory of counseling. By the end of the term students may well have amassed 60+ items. Completion of this assignment involves determining the 25 Most Powerful/Influential Concepts and Intervention Strategies or Techniques to include in the checklist.

A sample of the checklist is offered:

	<b>Theoretical Concept</b>	<b>Description of Concept (as it relates to couples)</b>	<b>Associated Intervention Strategy or Technique</b>
<b>1</b>	Triangulation	Generally signals an inability within the couple to directly address problems, conflict, tension or differences with their relationship. It could be isolated to a specific issue or could characterize the interaction of the entire relationship.	<ul style="list-style-type: none"> <li>• Facilitate direct and open communication around the difficult issue</li> <li>• Block or discourage involvement with the triangulated third entity</li> </ul>
<b>2</b>	Individuation		
<b>4</b>	Love Maps		
<b>5</b>	Influence Ability		
<b>6</b>			

## Tentative Schedule of Classes and Assignments:

	Date 2016	Topic	Reading/Assignments Due
1	1/18	<p><b>Course Overview and Syllabus</b></p> <ul style="list-style-type: none"> <li>Desired learning outcomes</li> </ul> <p><b>Couple Counseling Fundamentals</b></p> <ul style="list-style-type: none"> <li>Psychological &amp; Contextual Factors in Couples Counseling</li> <li>Myths of Couple Relationships</li> <li>Gottman Overview - <i>Seven Principles for Making Marriage Work</i></li> </ul> <p><b>Couple Power (Revisited)</b></p> <ul style="list-style-type: none"> <li>Commitment</li> <li>Cooperation</li> <li>Communication</li> <li>Community</li> </ul>	<p><u>PowerPoint</u>: #1 Syllabus, Couple Fundamentals &amp; Gottman</p> <p><u>Blackboard</u></p> <ul style="list-style-type: none"> <li>Syllabus</li> </ul> <p><u>Text</u></p> <ul style="list-style-type: none"> <li>Gottman, J. (1999). <i>Seven Principles for Making Marriage Work</i></li> </ul> <p><u>Refresher Text</u></p> <ul style="list-style-type: none"> <li>Sheras &amp; Sheras (2006). <i>Couple Power</i></li> </ul>
2	1/25	<p><b>Guest Couple Interview #1</b></p> <ul style="list-style-type: none"> <li>Interview (60 minutes)</li> <li>Debrief (30 minutes)</li> </ul> <p><b>Couple Therapy - Overview</b></p> <ul style="list-style-type: none"> <li>Assigned reading</li> </ul> <p><b>Mp3 Recording #1</b></p> <ul style="list-style-type: none"> <li><i>Over Coming Fears</i> (mp3)</li> <li>Class Discussion</li> </ul>	<p><u>PowerPoint</u>: #1 Syllabus, Couple Fundamentals &amp; Gottman</p> <p><u>Blackboard</u></p> <ul style="list-style-type: none"> <li>Young &amp; Long (2007) Chapter I: <i>The couple as a unique system</i>. In <i>Counseling and therapy for couples</i></li> <li>Bader &amp; Pearson: <i>Facing Our Fears</i></li> <li>Johnson: <i>The coming of age of couple therapy: A decade review</i> (Part a &amp; b)</li> <li>Connolly: <i>Lesbian couples: Stressors, strengths &amp; therapeutic implications</i></li> <li>Sanders: <i>Men together: Working with gay couples in contemporary times</i></li> <li>Linville: <i>Family Therapy with Same-Sex Parents</i></li> </ul> <p><u>Due</u>:</p> <ul style="list-style-type: none"> <li><b>Reaction Paper: #1</b> <i>Over Coming Fears</i>, Bader &amp; Person (mp3)</li> </ul>
3	2/01	<p><b>Guest Couple Interview #2</b></p> <ul style="list-style-type: none"> <li>Interview (60 minutes)</li> <li>Debrief (30 minutes)</li> </ul> <p><b>Gottman Principles</b></p> <p><b>Mp3 Recording #2</b></p> <ul style="list-style-type: none"> <li><i>Riding the Waves</i> (mp3)</li> <li>Class Discussion</li> </ul>	<p><u>PowerPoint</u>: #1 Syllabus, Couple Fundamentals &amp; Gottman</p> <p><u>Blackboard</u></p> <p><u>Due</u>:</p> <ul style="list-style-type: none"> <li><b>Reaction Paper: #2</b> <i>Riding the Waves</i>, Schleifer (mp3)</li> </ul> <p><u>Text</u></p> <p>Gottman, J. <i>Seven principles for making marriage work</i></p>
4	2/08	<p>Preparing for Couple Interview</p> <ul style="list-style-type: none"> <li>Interview Strategies</li> <li>Assessment Instruments</li> </ul> <p><b>Gottman (1999) Seven Principles...</b></p>	<p><u>Blackboard</u></p> <ul style="list-style-type: none"> <li>Gottman &amp; Gottman Assessment Instruments</li> <li>Jacobson, N. S., &amp; Christensen, A. (1998). <i>Acceptance and change in couple therapy: A therapist's guide to transforming relationships</i>. New York: WW Norton.</li> </ul>

		<ul style="list-style-type: none"> <li>How to predict divorce</li> <li>The four horsemen</li> </ul> <p><b>Mp3 Recording #3</b></p> <ul style="list-style-type: none"> <li><i>Confidentiality &amp; Secrets</i> (mp3)</li> <li>Class Discussion</li> </ul>	<p>Chapter 4: <i>Assessment &amp; Feedback</i>, pp 59-84</p> <p><u>Text</u></p> <ul style="list-style-type: none"> <li><u>Gottman</u>, <i>Seven principles for making marriage work</i></li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><b>Reaction Paper: #3</b> <i>Confidentiality &amp; Secrets</i>, Perel (mp3)</li> </ul>
5	2/15	<p><b>Couple Interviews</b></p> <ul style="list-style-type: none"> <li>Discussion of Learning</li> </ul> <p><b>Initial Session</b></p> <ul style="list-style-type: none"> <li>Start Strong...Hope</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Individual</li> <li>Couple</li> </ul> <p><b>Mp3 Recording #4</b></p> <ul style="list-style-type: none"> <li><i>Angry Women</i> (mp3)</li> <li>Class Discussion</li> </ul>	<p><u>Power Point #2</u> Initial Session &amp; Assessment</p> <p><u>Text:</u> Gottman &amp; Gottman (2015) Chapters 1-4</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><b>Reaction Paper: #4</b> <i>Angry Women</i>, Jette Simon (mp3)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><b>Couple Interview Reaction</b></li> </ul>
6	2/22	<p><b>Treatment Planning &amp; Goal Setting</b></p> <ul style="list-style-type: none"> <li>Practice Case</li> </ul> <p><b>Mp3 Recording #5</b></p> <ul style="list-style-type: none"> <li><i>Truth Telling</i> (mp3)</li> <li>Class Discussion</li> </ul>	<p><u>Power Point #2</u> Assessment &amp; Tx Planning / Goal Setting</p> <p><u>Text:</u> Gottman &amp; Gottman (2015) Chapters 1-4</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><b>Reaction Paper: #5</b> <i>Truth Telling</i>, David Schnarch (mp3)</li> </ul>
7	3/01	<p><b>Communication in Couples</b></p> <p><b>Sexuality &amp; Sex Therapy</b></p> <p><b>Infidelity</b></p> <p><b>Divorce, Re-Coupling, and Blended Families</b></p> <p><b>Mp3 Recording #6</b></p> <ul style="list-style-type: none"> <li><i>Different Divorce Agenda</i> (mp3)</li> <li>Class Discussion</li> </ul>	<p><u>Power Point #3</u> Sexuality, Infidelity, Divorce, Blended Families/Unions</p> <p><u>Blackboard</u></p> <ul style="list-style-type: none"> <li>Blow et al. (2009). <i>Change process in couple therapy</i></li> <li>Ferguson, D. (2008) Suddenly Strangers.</li> <li>McCarthy, B., Ginsbert, R., &amp; Cintron, J. (2006). <i>The fatally flawed marriage</i>.</li> <li>Sayre, et al. (2010). <i>An outsider in my own home</i>.</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><b>Reaction Paper: #6</b> <i>Different Divorce Agenda</i>, Doherty (mp3)</li> </ul>
8	3/08	<p><b>Gottman &amp; Gottman</b> (2015)</p> <ul style="list-style-type: none"> <li>Soothe Yourself</li> <li>Process Past Regrettable Incidents</li> <li>Gentle Conflict Management</li> <li>Strengthen Friendship &amp; Intimacy</li> </ul> <p><b>Couples Transcript:</b> Marilyn &amp; Marty</p>	<p><u>Text:</u> Gottman &amp; Gottman (2015) Chapters 5-8</p> <p>Couples Therapy in the Real World: Transcript</p>



	3/15	<b>SPRING BREAK</b>	
9	3/22	<b>No Class</b>	Bertram: Psychotherapy Networker Symposium, DC
10	3/29	<b>Gottman &amp; Gottman (2015)</b> <ul style="list-style-type: none"> <li>• Affairs: Suspend Moral Judgment</li> <li>• Dive Deep into Shared Meaning</li> <li>• Hold the Hope</li> </ul>	<u>Text:</u> Gottman & Gottman (2015) Chapters 9-11
11	4/05	<u>Student Presentation #1</u> <b>Imago Couples Therapy</b> <ul style="list-style-type: none"> <li>• Theory</li> <li>• Demonstration</li> <li>• Q &amp; A and Class Discussion</li> </ul>	<b><u>Due:</u></b> <b>Presentation #1:</b>
12	4/12	<u>Student Presentation #2</u> <b>Sexual Crucible</b> <ul style="list-style-type: none"> <li>• Theory</li> <li>• Demonstration</li> <li>• Q &amp; A and Class Discussion</li> </ul>	<b><u>Due:</u></b> <b>Presentation #2:</b>
13	4/19	<u>Student Presentation #3</u> <b>Emotionally Focused</b> <ul style="list-style-type: none"> <li>• Theory</li> <li>• Demonstration</li> <li>• Q &amp; A and Class Discussion</li> </ul>	<b><u>Due:</u></b> <b>Presentation #3:</b>
14	4/26	Relationship Repair/Forgiveness <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul> <p><b>Integration</b> of Gottman's 10 Principles for Doing Effective Couples Therapy with Imago, Schnarch, and EFT</p> <p>Couples Counseling Theory &amp; Technique Checklist</p> <ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>	<b><u>Due:</u></b> <b>Relationship Repair/Forgiveness Group Summary</b> <ul style="list-style-type: none"> <li>• Provide copy for all classmates</li> </ul> <p><b>Integration of Theories</b></p> <p><b>Couples Counseling Theory &amp; Technique Checklist</b></p> <ul style="list-style-type: none"> <li>• Bring hard copy to class (Submit electronic copy prior to class)</li> </ul>

# Couples and Relationship Counseling

## Selected Readings – Chronological Order

### Blackboard

#### Articles - Due: January 27, 2016

Young, M. E. & Long, L. L. (2007). *Counseling and therapy for couples (2<sup>nd</sup> Ed)*.

Chapter 1: The Couple as a Unique System, pp. 3-21.

Bader, E. & Pearson, P. (2011). Facing our fears. *Psychotherapy Networker*. Nov-Dec 2011.

Johnson, S. (2000). The coming of age of couple therapy: A decade review. *Journal of Marital and Family Therapy* 26, 23-38.

Connolly, C.M., (2005). Lesbian couples: Stressors, strengths & therapeutic implications. *Family Therapy Magazine*, November-December 2005.

Sanders, G. (2000). Men together: Working with gay couples in contemporary times. In Peggy Papp's (Ed.), *Couples on the fault line*. (pp.222-256). New York: Guilford Press.

Linville, D. & O'Neil, M. (2008). Family therapy with same-sex parents. *Family Therapy Magazine*. July-August 2008.

#### Book Chapters – Due: February 10, 2016

Jacobson, N. S., & Christensen, A. (1998). *Acceptance and change in couple therapy: A therapist's guide to transforming relationships*. New York: WW Norton.

Chapter 4: Assessment & Feedback, pp 59-84

Gottman, J. M. (1999). *The marriage clinic*. New York: WW Norton.

Appendix A: Assessment Instruments, pp. 339-395.

#### Articles – Due: March 09, 2016

Blow, A.J., Morrison, N.C., Tamaren, K.W., Schaafsma, M., and Nadaud, A. (2009) *Change process in couple therapy: An intensive case analysis of one couple using a common factors lens*. *Journal of Marital and Family Therapy*. Vol 35, No. 3, 350-368.

Ferguson, D (2008) *Suddenly Strangers: Iraq war vets, PTSD, and the challenge of relationship*. *Psychotherapy Networker*

McCarthy, B., Ginsbert, R., & Cintron, J. (2006). *The fatally flawed marriage*. *Psychotherapy Networker*, Vol 30, No. 2 (March/April), 30-39, 70.

Sayre, J.B., McCollum, E.E., and Spring, E.L. (2010). *An outsider in my own home: Attachment injury in step-couple relationships*. *Journal of Marital & Family Therapy*. Vol 36, No 4.

# Course Policies and Procedures

**Self Disclosure** – Although it is likely that you will be asked to disclose thoughts and feelings that are personal in nature in class, please remember that you are in charge of what you choose to disclose in front of classmates. You do not have to reveal any information that you choose not to reveal. Many students completing this class are emotionally impacted by the experience. Please feel free to consult with me along the way if you need further clarification or to process your experiences.

**Respect for Individual Differences** – The Graduate Studies in Counseling program endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of differences among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while they are students they will be accepting of differences and strive to understand how other peoples' perspectives, behaviors, and world views are different from their own.

**Confidentiality** – In order to provide safety for individuals in the class and to protect the confidentiality of personal disclosures students are asked to refrain from discussing personal information shared by others in class. Attending this class signifies a contract to respect one another's vulnerabilities and to avoid discussion specific classmate's disclosures outside of class (particularly with people not in the class) unless you are talking directly with the affected person.

**Instructor Availability** – If, at anytime, you wish to discuss any issue related to the class with me, particularly those related to your performance in this class, please do not hesitate to contact me. Don't wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class. E-mail is the best method for reaching me. ([Burt@burtbertram.com](mailto:Burt@burtbertram.com))

**Attendance Policy** – Attendance is required of all students registered and will be monitored. If it is impossible to attend class, notify me as soon as possible, prior to the class meeting. The final grade will be lowered one half of a letter grade for each unarranged absence, and one letter grade for more than two absences. Students are responsible for all assignments, lectures, announcements, and class discussions even when not present. Make-up assignments will not be given.

Class will start on time and time agreements for class breaks will be honored. Tardiness on the part of one person disrupts the flow of learning for fellow students. Please be prepared to begin and/or resume class as agreed.

**Method of Evaluation and Grading** – Final grades will be based on a point accumulation basis. Students earn points via exams, class presentations and projects, class participation, and other assignments. Points will be converted into a percentage score. Grades will be assigned as follows:

A	= 94-100% of total points	B-	= 80-83% of total points
A-	= 90-93% of total points	C+	= 77-79% of total points
B+	= 87-89% of total points	C	= 74-76% of total points
B	= 84-86% of total points	C-	= 70-73% of total points

Penalty for late work: Students will forfeit one letter grade (approximately 10% of the possible points) for any assignments turned in beyond the announced deadline.

**Classroom Courtesy – Cell phones, beepers, & texting:** Students are required to **turn off** cell phones or beepers while in the classroom. If an emergency situation exists which requires you to be contacted immediately, please discuss this situation with the professor prior to the beginning of class presentation.

**In-class use of Laptop Computers:** Students are permitted to use laptops in class for note taking purposes only. Other uses of laptops are distracting to fellow students (and the professor) and are not permitted.

**Talking to fellow students:** Students are expected to refrain from talking while formal instruction or student presentations are being presented.

**Evaluation for this Course -- The grade for this course will be determined using the following criteria:**

12%	Class Participation & Discussion
10%	Couple Interview
18%	Audio Recording Reaction Papers (6)
35%	Theory Presentation <ul style="list-style-type: none"><li>• Theory (20 of 35 points)</li><li>• Demonstration (10 of 35 points)</li><li>• Facilitate Discussion (5 of 35 points)</li></ul>
10%	Relationship Repair/Forgiveness Group Summary
15%	Couples Counseling Theory & Technique Checklist
100%	

**Incomplete Policy** – Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor prior to the end of the term in order to receive an “incomplete.” An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following term, the grade will turn into an “F.”

**Academic Honesty and Professional Conduct** -- Students are expected to become familiar with and comply with the Rollins College Academic Honor Code as published in the Graduate Catalog and the Student Handbook, and with the ethical guidelines of our professional associations (e.g., American Counseling Association). Failure to perform in a reliable, competent and ethical manner may necessitate a review by the faculty and student remediation, suspension, or dismissal.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, as a student of Rollins College, graduate students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others. The Honor Pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to every paper, assignment and exam the handwritten signed statement:

***On my honor, I have not given, nor received,  
nor witnessed any unauthorized assistance on this work.***

Material submitted electronically must also contain the pledge implying compliance with the code.

**Students with Disabilities**

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through *Accommodate* at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly

recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

### **Course and Instructor Evaluation**

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

For the fall and spring terms, the online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. For the summer term, the CIE process will be open for a period of seven days for the six-week sessions. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

Please note that independent studies, internships, and applied music courses (MUA) are excluded from the online process. Also excluded for confidentiality reasons are courses with enrollments of three or fewer students.

**The instructor reserves the right to modify the schedule and grading policy as needed.**