EDP 7190
COUPLES THERAPY
3 credits, reference number: 11563
Fall, 2014
Thursday, 4:30 - 7:15 p.m., Room 623

Instructor: Alan Hoffman, Ed.D. Professor
Office: 339 Education Bldg
Phone: 313.577.1618
Cell: 248.613.1767
Office Hours: M: 1:00 - 3:00
W: 1:00 - 3:00
Th: 4:00 - 4:30 Oak Center

Teaching Assistants:
Richard Schmalzried, MA
Jurgita Atanaskovski, MA

Guest: Bernie Les, Ph.D.

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Course Description: An introduction to the theory and its applications to therapy with couples and families. Emphasis on systems among others, assessment procedures, therapeutic skills, and marital therapy. (Primarily couple therapy)

Course Objectives:
1. Understand the field of counseling psychology, underlying theory and conceptualizations.

2. Understand the concept of counseling multiple clients, understand oneself in that relationship, and develop the basic skills of therapy (listening, attending, observing, and empathic responses).

3. Understand systems theory and its application to marriage therapy.

4. Understand the nature of research in the field and its application to therapy (e.g., outcome research, ethical and methodological considerations).

Required Texts:


References:


Assignments:
1. Practice counseling skills in and outside class.

2. Read assigned material
3. Meet with a couple to assess their relationship using the Gottman approach. Write a paper of no more than 10 pages, double-spaced, in the 3rd person, using only first names (except for the Confidential Release and consent Form), describing the couple (i.e., how you know them, their stage of marital development, and primary complaint in the marriage) diagnosing their relationship, and describing your treatment plan. You may give oral feedback to the couple, if requested, consisting of the results of the assessments and general areas of strength in the relationship. Choose a couple that you do not know well. If you have a friend who is willing to undergo this task, trade with a classmate who also has a cooperative friend. You can assure your friend of confidentiality since you will not discuss any part of this with your classmate and there is no oral report. Encourage the couple to do this for an experience that will get them to think about their relationship in a new productive way.

Your report should be based upon the results of the assessments, questionnaires, oral history and meta-emotion interview. You will want to describe the couple and their stage of marital development, your relationship with them, their primary complaint in the relationship, the strengths and weakness of the relationship as you see them, and your diagnosis of them regarding the following six areas of evaluation (which I strongly suggest you use as headings):

- Overall, where is each in the relationship/marriage?
- What is the nature of the relational/marital friendship?
- What is the nature of sentiment override? Negative or Positive?
- What is the nature of conflict and its regulation?
- What is the nature of their life dreams and shared meaning system?
- What potential resistance(s) exist?

Then, integrate into your assessment the remaining areas of the Sound Marital House that are not specifically mentioned (turning toward v. turning away, four parts of effective problem solving and dialogue with perpetual problems, repair attempts, accepting influence, making dreams and aspirations come true [avoiding gridlock] and, the presence of the four horsemen) in one or more of the six areas of evaluation for their valuable data. Integrate your clinical observations as additional diagnostic data to describe and strengthen your assertions and assessment outcomes. Finally, write a paragraph outlining your treatment plan. What would be your goals (prioritize), potential timelines, and what activities might you employ to achieve them? Hand in all of your original notes, assessments showing your scoring, and questionnaires with your paper.

Guidelines used are indicated below. The grade for the paper will consist of 45% of your class grade (45 points):

1. (12 points) writing ability - the use of proper English, grammar and spelling to communicate effectively, use of 3rd person, use of a bibliography, if references are cited
2. (25 points) integration and melding of the appropriate collected data into a meaningful and useful psychological description of the marriage according to our studied theory - using assessments correctly, making assertions with good evidence, noting important individual differences, and discussing: turning away or toward, accepting influence, presence of four horsemen, making repair bids, problem solving, and making dreams and aspirations come true.
3. (8 points) based upon the above description, a workable treatment plan including well reasoned goals, timelines, and interventions for treatment.

Evaluation and Grading:

1. Attendance, Participation in Class - 5%
2. Couple assessment - 45%
3. Examination - 50%

Class Policies:

1. Students are expected to attend all classes. Any planned absences should be brought to the instructor’s attention.
2. All assignments are due on the expected date. Late work will be accepted with a penalty.
3. The instructor does not give incomplete grades (I) except in the most unusual circumstances and then only with prior approval. Grades will be calculated using the work available at the time of the final evaluation.

Academic Dishonesty/Plagiarism

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf]). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin [http://bulletins.wayne.edu/ubk-output/index.html] and Graduate Catalog [http://www.bulletins.wayne.edu/gbk-output/index.html] under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

Enrollment/Withdrawal Policy

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Resources for optional inclusion in course syllabi:**

Wayne State University Writing Center:

The Writing Center (2rd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).

**Professional Behavior:** Consistent with the APA Code of Ethics and the University’s Student Code of Conduct, you are expected to maintain good conduct in all the areas of professional work behavior. You will be evaluated on these throughout the program by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will be noted in your file and may require intervention by a faculty member or the department faculty as a whole.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

**Teaching Philosophy:**

The purpose of this class is for each student to learn two major (and one minor) theories of couple therapy and develop sufficient skills to use them. This, I believe, is a cooperative task between student and instructor. I will endeavor to be the best teacher I can be and will come to class prepared to teach each module. I will seek anonymous student feedback at the end of several classes about my teaching of these concepts. In addition, feedback is requested at the conclusion of the class in the University Student Evaluation of Teaching (SET) forms. Finally, I will inspect the examination results and other assignments to evaluate the outcome of my teaching. Students’ responsibilities include coming to class prepared, taking the risk to question and explore the material in class, giving their best effort on the assignments, and preparing for the content-driven examination. If we develop respect for each other and fulfill our responsibilities, then learning should occur and be enjoyable. I think we all learn more when we are having a good time and are able to laugh (research has shown, at least, we live longer if we laugh).
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<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>#1</td>
<td>August 28</td>
<td>Introduction to class; Systems Theory. View: Systems Theory</td>
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<tr>
<td>#2</td>
<td>September 4</td>
<td>Introduction to Gottman’s Sound Marital House; (Empathy Training). Read: Gottman- Chapters 1, 2 (pp. 41-61, 71-8), &amp; 3.</td>
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<td>#3</td>
<td>September 11</td>
<td>Sound Marital House, Assessing a Marriage; (Empathy Training). Read: Gottman- Chapter 14.</td>
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<td>#4</td>
<td>September 18</td>
<td>Interventions; (Empathy Training). Read: Gottman- Chapter 4, 6 (pp 185-200), &amp; 7.</td>
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<td>#5</td>
<td>September 25</td>
<td>Therapeutic Process; (Empathy Training). Read: Gottman- Chapters 8, 9, &amp; 10.</td>
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<td>#6</td>
<td>October 2</td>
<td>Conclude Gottman; (Empathy Training). Read: Gottman- Chapters 11, 12, &amp; 13.</td>
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<td>#7</td>
<td>October 9</td>
<td>Getting to Yes; Dan Wile’s Collaborative Couple Therapy. Read: Collaborative Couple Therapy; View: Getting to Yes</td>
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<td>#8</td>
<td>October 16</td>
<td>Emotionally Focused Marital Therapy, couple practice. Read: Johnson- Chapters 1, 2 &amp; 3.</td>
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<td>#9</td>
<td>October 23</td>
<td>Emotionally Focused Marital Therapy, couple practice. Read: Johnson- Chapters 4, 5 &amp; 6.</td>
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<td>#10</td>
<td>October 30</td>
<td>Emotionally Focused Marital Therapy, couple practice. Video of Sue Johnson. Read: Johnson- Chapters 7, 8 &amp; 9.</td>
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<td>#11</td>
<td>November 6</td>
<td>Emotionally Focused Marital Therapy, couple practice. Read: Johnson- Chapters 10 &amp;11. (Couple Assignment due)</td>
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<td>#12</td>
<td>November 13</td>
<td>Practice Emotionally Focused Marital Therapy. Read: Johnson- Chapters 12, &amp; 13.</td>
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<td>#13</td>
<td>November 20</td>
<td>Conclude Emotionally Focused Marital Therapy. Read: Johnson – Chapter 14</td>
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<td>November 27</td>
<td>Thanksgiving</td>
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<td>#14</td>
<td>December 4</td>
<td>Research in marital and family therapy. Read: Jacobson &amp; Addis (1993); Snyder &amp; Wills (1989); Snyder, Wills, &amp; Grady-Fletcher (1991); review for final exam; and course evaluation</td>
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<td>#15</td>
<td>December 11</td>
<td>Final Examination</td>
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