SYLLABUS

Course Information:
COUN 5315.001
COUPLES THERAPY.
Fall 2014
11:00 AM – 1:45 PM, Thursdays
Location:

Instructor Information:
C. R. Barké, Ph.D.
Office: HPR 227
OFFICE HOURS: Mon: 4-5 pm, Tues 4-5 pm, Thurs 10-11:00 am, please make an appointment by email to be sure we have a time set up.
Telephone: 903-565-5875
E-Mail: cbarke@uttyler.edu [e-mail is the best way to contact instructor]
LAST DAY TO DROP: OCTOBER 27, 2014

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Catalog Description
Different approaches to couples therapy. Examines common areas and patterns of marital dysfunction. Includes techniques for intervention. Prerequisite: Consent of instructor.

Student Learning Outcomes & Assessments
Students will develop a fundamental knowledge of key concepts and processes in couples counseling and therapy. Knowledge will be demonstrated and assessed through classroom interaction, written work, practice role-play sessions, and examinations.

Upon completing this course, the student will be able to:

- Describe what distinguishes a couple as a unique subsystem located within families and other social systems.
- Describe the influence of family, culture, society, and other aspects of the human ecosystem that each partner brings into a relationship; describe how these factors combine to distinguish each couple as unique from other couples.
- Describe developmental factors that influence the formation and maintenance of couple relationships.
- Understand and be able to describe the how problems develop, how change occurs and how change is maintained within couple relationships.
- Understand and be able to describe assessment, treatment planning, intervention, and outcome evaluation in couples therapy.
- Demonstrate essential couple counseling skills
- Conduct a basic assessment of a couple relationship
- Identify the ethical guidelines and state laws that are associated with the practice of couples therapy
Clinical Mental Health Counseling Assessment Plan:

9.0 Foundations of Couple and Family Counseling/Therapy: Students will demonstrate an understanding of the history of marital, couple and family counseling, family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems) and with individuals;

9.1 Students taking COUN 5315: Couples Therapy will complete a comprehensive final paper related to couples therapy foundations and theories, which will be scored by the instructor using a rubric, 90% of students will achieve a score of “Meets Expectations” or higher on the final paper.

11.0 Ethics and Professional Issues in Couple and Family Counseling: Students will demonstrate understanding of the ethics of counseling with couples and families, and relevant legal and professional issues

11.1 Students taking COUN 5315: Couples Therapy will take a midterm examination that includes a set of items related to couples counseling ethics and professional issues. The course instructor will score the exam. 90% of students will achieve a score of 80% or higher on the item set.

Course Requirements:

1) Readings: All class members are expected to actively read, prior to class, assigned materials, from both text and assigned articles, and come to class prepared to discuss what you have read;
2) Assignments and participation in discussion: Periodically, small projects will be assigned. Class sessions will routinely involve discussion, demonstrations and role-plays; it is essential that class members actively participate in these activities; assignments will be graded as “done/not done.”
3) Couples Video Review: You will select a video/DVD (from either the Alexander Stree Counseling in Video collection at Muntz Library, or from department library) that addresses some aspect of couples therapy, watch it, and then write a review (2-4 p.) that includes a summary of the video, your assessment of how valuable it is as a resource, and at least two highlights that you would recommend to someone else who could not watch the whole thing (use the timer to indicate start and end of clips that you recommend).
4) Lab Sessions: Each student will conduct role-played couple sessions with other class members, and at least one role-played couple interaction session with a volunteer couple. These sessions will be audio-taped and later used for other written assignments. For each lab session, you will upload a recording and also a 1-2 page reflection of what the session was like for you.
5) Assessment/Theory Paper: Each student will administer a couples assessment to a couple, and prepare a written report about the results, including treatment plans and interventions.
6) Exams: There will be two exams, a midterm and a final. The exams will be a combination of multiple choice items covering the assigned readings, counseling response items, and short essays reflecting discussion as well as reading;

Evaluation: Grades will be based on the sum of points accumulated from the various activities and requirements, as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Assignments/Participation</td>
<td>100</td>
</tr>
<tr>
<td>2) Lab participation/reflections</td>
<td>100</td>
</tr>
<tr>
<td>3) Couples Video Review paper</td>
<td>50</td>
</tr>
<tr>
<td>4) Couple Assessment/Theory Paper</td>
<td>150</td>
</tr>
<tr>
<td>5) Exams (two @ 300 points each)</td>
<td>600</td>
</tr>
</tbody>
</table>

POINTS POSSIBLE: 1000

Grading:  
A: 900 points or higher
B: 800-899 points
C: 700-799 points
F: below 700 points
TEXTBOOKS

Required


Recommended Supplemental Reading


References & Resources

American Association for Marriage and Family Therapy. www.aamft.org


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Course Policies/Expectations of Students
1. You are expected to complete assigned readings prior to class, make appropriate notes, and prepare yourself to actively participate in, or lead discussions of the assigned readings, during each class.

3. Attendance is essential to mastery of course material. Attendance at all class meetings, for the full session, is expected. Excessive absences (>2), late arrivals, or early departures will result in a reduction of one of more letter grade(s) for the course.

4. At instructor discretion, a student may be permitted to make up one absence by completing an alternative assignment.

5. Written assignments must be submitted electronically, in Microsoft Word. APA format is required in formal papers. Citations and references in any assignment must be in APA format.

6. Organization, grammar, sentence structure, and spelling all count in written work.

7. Cell phones must be turned off and stored away when class is in session.

8. Patriot E-Mail. University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student’s Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail.

9. This syllabus is a learning guide that may be modified during the semester. Students will receive advance notification of any modification. Your suggestions for improvements or modifications to the syllabus or course content are invited.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Preparatory Reading</th>
<th>Lab sessions DUE</th>
</tr>
</thead>
</table>
| Aug. 28 | Introduction & Syllabus Review  
What will working with couples be like?  
Form triads  
Individual vs. systems models |                             |                  |
| Sept. 4 | Myths of Marriage  
Repair and the Core Triad  
Couples Therapist Joining Skills | RR1: Gottman Ch. 1, 2       |                  |
| Sept. 11 | The Sound Marital House Theory  
Ethics in Couples Therapy  
Couples Therapist Interaction Assessment Skills  
Discuss Lab #1 | RR2: Gottman Ch. 3  
AAMFT Ethical Standards | Lab #1 Couple session DUE with LR#1 |
| Sept. 18 | Licensure as LMFT in Texas  
The Assessment of Marriage  
The Disasters and Masters of Marriage Treatment - Concepts and Processes | RR3: Texas LMFT Rule  
Gottman Ch.4, 5 |                  |
| Sept. 25 | Treatment Concepts and Processes  
Assumptions and Overview of Interventions  
Enhancing the Marital Friendship  
Couples Therapist Intervention Skills | RR4: Gottman, Ch. 6,7 |                  |
| Oct. 2  | Solving What is Solvable  
Living with the Inevitable  
Treatment Concepts and Processes  
Discuss Lab #2 | RR5: Gottman, Ch. 8,9 | Lab #2 DUE with LR#2 |
| Oct. 9  | Life Dreams and Shared Meaning  
Resisting Change  
Treatment Concepts and Processes  
Review Study Guide for Midterm Exam | RR6: Gottman, Ch. 10,11 |                  |
| Oct. 16 | MIDTERM EXAM                                                                                     |                  |
| Oct. 23 | Avoiding Relapse  
Putting it Together  
Treatment Concepts and Processes  
Cognitive Behavioral Cpls Therapy  
Integrative Behavioral Cpls Therapy | RR7: Gottman, Ch. 12, 13 |                  |
| Oct. 30 | Emotion and Meta Emotion  
Buffering Children from Conflict  
Treatment Concepts and Processes  
Couples examples, cont’d  
Couples Communication Training | RR8: Gottman, Ch. 14, 15 | Lab #3 DUE with LR#3 |
| Nov. 6  | Field of Couple Therapy & EFT  
Attachment View of Love  
EFT Theory of Change  
Treatment Concepts and Processes | RR9: Johnson, Ch. 1-3 |                  |
| Nov. 13 | Basics: Tasks and Interventions  
Assessment: Dance and Music  
Changing the Music  
Treatment Concepts and Processes  
Emotion Focused Couples Therapy PPT  
Video - EFT with Couples  
Couples examples, cont’d | RR10: Johnson, Ch. 4-6 | 2nd practice couple video summary due in BB. |
| Nov. 20 | Deepending Engagement  
Engagement: Enactments and Bonding  
Consolidation of a Secure Base | RR11: Johnson, Ch. 7-9 | Lab #4 DUE with LR#4 |
SUPPLEMENTAL INFORMATION

**Syllabus.** This syllabus is a learning guide that may be modified during the semester. Students will be notified in advance, of any modification. Student suggestions for improvement are welcomed.

**Writing Center.** Located in BUS 202, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Appointments: 903-565-5995. [www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter)

University Policies:

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www2.uttyler.edu/wellness/rightsresponsibilities.php](http://www2.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness and Census Date Policies**
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the
Enrollment Services Center if you have any questions.

**Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of the semester.

**College of Education and Psychology**

**Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.