

CPSE 790R-- **Spring 2022**
Couple & Family Counseling

Instructors

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Office Hours: Thursdays: 11:00am- 12 pm or by appointment

Course Information: This course will provide an overview of theory and interventions in couples' therapy. We will explore the field's development, some prominent theories in contemporary couples' therapy, and special topics in couples therapy such as divorce and infidelity. Couples therapy with diverse populations will also be addressed. Students will also have an opportunity to practice some basic couples' interventions primarily from Sue Johnson's Emotionally focused couples therapy and to produce a practice video.

Materials:

Gurman, A. S., Lebow, J. L., and Snyder, D. K. (2015). *Clinical handbook of couple therapy (5th ed)*. New York: Guilford. ISBN-13: 978-1462513925

Johnson, S. M (2020). *The practice of emotionally focused couple therapy: Creating connections*. 3rd Edition. New York: Brunner-Routledge. ISBN: ISBN-13: 978-0815348016.

Rastogi, M. & Thomas, V. (Eds.) (2009). *Multicultural couple therapy*. Los Angeles: Sage. ISBN-13: 978-1412959599

Required Articles (can be found on Learning Suite)

Rhoades, G. K. & Stanley, S. M. (2014). Before "I Do" What do premarital experiences have to do with marital quality among today's young adults? *The National Marriage Project at the University of Virginia*. Retrieved from <http://before-i-do.org>

Pappis, S. (2014). Marry or move in together? Brain knows the difference. *Live Science*. Retrieved from <http://www.livescience.com/43401-marry-cohabite-brain-differences.html>

Doherty, W. J. (1999) How therapy can be hazardous to your marital health. *CMFCE Conference*. Retrieved from <http://www.smartmarriages.com/hazardous.html>

Hendrix, H., Hunt, H. L., Luquet, W., & Carlson, J. (2015). Using the imago dialogue to deepen couples therapy. *The Journal of Individual Psychology*, 71(3), 253-272. doi:10.1353/jip.2015.0029

Peluso, P.R. & Spina, P. (2008). Understanding infidelity: Pitfalls and lessons for couples counselors. *The Family Journal*, 16, 324-327.

Pittman, F (1993, May 1). Beyond betrayal: Life after infidelity. Despite their destructiveness, affairs are not going out of style. Not all affairs are alike; some are even accidental. *Psychology Today*.

Retrieved from <https://www.psychologytoday.com/articles/199305/beyond-betrayal-life-after-infidelity>

Doherty, W. J., Harris, S. M., & Wilde, J. L. (2016). Discernment counseling for "mixed-agenda" couples. *Journal of Marital & Family Therapy, 42*(2), 246-255. doi:10.1111/jmft.12132

Busby, D. M., Holman, T. B., & Taniguchi, N. (2001). RELATE: Relationship evaluation of the individual, family, cultural, and couple contexts. *Family Relations, 50*, 308-316.

Recommended Texts:

Abrahms, J. & Spring, M. (1997). *After the affair: Healing the pain and rebuilding trust when a partner has been unfaithful*. New York: Harper-Collins.

Crane, D. R. (1996). *Fundamentals of marital therapy*. New York: Brunner/Mazel.

Glass, S. P. & Staeheli, J. C. (2003). *Not "just friends": Rebuilding trust and recovering your sanity after infidelity*. New York: Free Press

Gottman, J. & Gottman, J. (2015) *10 Principles for Doing Effective Couples Therapy*. New York: Norton.

Gottman, J. M. & Silver, N. (1999). *The seven principles for making marriage work*. New York: Crown.

Greene, K., & Bogo, M. (2002). The different faces of intimate violence: Implications for assessment and treatment. *Journal of Marital and Family Therapy, 28*, 455-466.

Johnson, S. M. (2019). *Attachment theory in practice: Emotionally focused therapy (EFT) with individuals, couples, and families*. New York: Guilford. ISBN-13: 978-1462538249

Johnson, S. M. (2013). *Love sense: The revolutionary new science of romantic relationships*. New York: Little, Brown & Company.

Johnson, S. M. (2008). *Hold me tight: Seven conversations for a lifetime of love*. New York: Little, Brown & Company. ISBN: 948-0-316-11300-7

Johnson, S. M. (2002). *Emotionally focused couple therapy with trauma survivors: Strengthening attachment bonds*. New York: Guilford.

Johnson, S., Bradley, B., Furrow, J., Lee, A., Palmer, G., Tilley, D., & Woolley, S. R. (2005). *Becoming an EFT therapist: The workbook*. New York: Brunner-Routledge.

Piercy, F. P., Hertlein, K. M., & Wetchler, J. L. (Eds.). (2005). *Handbook of the clinical treatment of infidelity*. New York: Haworth.

Pittman, F. (1989). *Private lies: Infidelity and the betrayal of intimacy*. New York: Norton.

Waite, L. & Gallagher, M. (2000). *The case for marriage*. New York: Doubleday.

Recommended Web Sites:

<http://www.ICEEFT.com/>

<http://www.sdeft.us/>

<http://www.gottman.com/>

<http://nationalmarriageproject.org/>

<http://www.smartmarriages.com/>

This course will provide an overview of the important theories and approaches to couples' therapy. Woven into our discussion of prominent theories in the field, you will be exposed to relevant research on couples, marriage, divorce, the impact of divorce on children, ethical issues and the basic processes involved in engaging in couples therapy.

Learning Outcomes:

1. Understand and be able to explain some of the major theoretical orientations in the field of couples' therapy.
2. Be able to learn and practice 5 skills that can be used in couples' therapy.
3. To be able to demonstrate adequate use of these skills in a practice video with a "fake" couple.
4. To be able to comprehend some important ethical and boundary issues in couples counseling.
5. To understand some of the role culture and context plays in couples therapy including religion/spirituality.
6. Be able to gain knowledge about some of the special topics in couples counseling.

Attendance Policy

You are expected to attend all classes and be on time. You are expected to submit assignments online on or before the date it is due through learning suite. If there is a problem submitting your assignment online, you can email it to Dr. Hansen at (KristinLang_Hansen@byu.edu). If an emergency occurs and you cannot attend class, you are expected to email Dr. Hansen as soon as possible to explain the situation. Students who miss more than one class may have their grade lowered one full letter grade. Students who are tardy more than two times may have their grade lowered one full letter grade.

Teaching Philosophy

The learning you will do should be enriching, enjoyable, and may at times be challenging as the content may open up areas of learning that are new to you. It is important that you are respectful of others' thoughts and feelings by listening and responding politely. A diversity of ideas and thoughts will be encouraged in our class discussions. You are encouraged to make comments that are based on theories, research, and practical knowledge in the field.

Assignments

You will be required to do weekly readings that include chapter readings from your required texts and some required articles. All articles will be posted on Learning Suite.

Reflection Papers: You will have to write 8 weekly reflection papers to show that you have completed your readings and understand them. These papers also provide an opportunity to critically think about the readings. Each should be two pages double spaced. Your reflection paper should provide a summary that includes:

1. An overview of the counseling theory covered in the reading
2. An overview of the associated techniques
3. Your reactions to the approach and how you might employ it
4. How this approach fits with your spiritual perspective (please keep items 1-3 strictly tied to what you gained from the readings and use this last part to explore spirituality)

Worth 8 points each. 0-1-2 points for each section. Total 64 points.

Presentations: You will each take one topic and prepare a 20–25-minute PowerPoint presentation that will cover your assigned topic. You can use the Gurman et al. (2015) text as a guide. Presentations must be neat, organized, use correct grammar, and include the following.

1. Overview of topic (for example, history and importance)
2. A description of how your topic arises in couple's therapy
3. Theoretical and technical approaches to work with your issue to help couples
4. A critique of the benefits and drawbacks of treatment of your topic area
5. Use multiple sources (at least 3 scholarly articles in addition to your required reading sources. These can come from the recommended reading list if relevant)

Presentations can be on the following: Couples and Partner Aggression; Stepfamilies; LBGTQ+; PTSD; Alcoholism; Depression; Borderline Personality Disorder; Sexual Problems; Medical issues; Interpersonal Neurobiology

Worth 40 points.

Video presentation: You will be learning some basic couples counseling skills that your instructor has found beneficial. You will have opportunities to role play and practice these skills during class time.

For your final exam, you will be required to interview a couple; each partner should be a stranger to you- and they can be strangers to each other, or you can find a real couple. You will need to make a video recording of this interview that lasts from 30-40 minutes. You will be asked to demonstrate in the video, the 5 basic couples' skills we will cover and practice in class. You will turn in a 20 min clip that shows you using these basic skills with your "stranger" practice couple. The video can include different segments of the overall video if you can't find a clip with all 5 skills together. However, please include with each skill enough video context from before and after you use the skill so that I can see what led up to and followed your use of the skill.

These videos will be due on May 24 and we will be watching them as a class so you can receive feedback. If you are happy with your current video, you can count it as your final video. However, you will have the

option to remake it, if you want to improve your grade and turn in the final practice video on the last day of class.

With your video, include a one page write up with the following:

1. Write up of presenting concerns given to you by the couple
2. Your conceptualization of what is going on with the couple
3. A list of times when you show each of the 5 skills, which ones and a one sentence evaluation of how you think you did.
4. Where in the video you feel you could have done better and provide 2 times.

Worth 40 points.

Course evaluations: You will receive **6 points** for completing your course evaluations. Your instructor will read all the feedback to improve this course in the future and appreciates comments about what you liked and did not like about the course. Please be respectful and demonstrate professionalism in offering critical feedback.

TOTAL POSSIBLE POINTS for entire class: 150

Schedule

Date	Assignments Due	Class Topics	Details	Readings	Counseling Skills Lab
Apr 26	Fill out Student Info Form	Course Layout and Expectations/Overview of Couples Therapy Theory and Practice		Gurman Chp 1; Rhodes & Stanley (2014); Pappis (2014); Doherty (1999)	Working with couples in therapy: Basics
Apr 28	Reflection Paper due	Behavioral Approaches		Gurman Chps 2 & 3; Rastogi & Thomas Ch 10	Mirroring/Reflecting Present Process
May 3	Reflection Paper due	Emotionally Focused Therapy	Stage 1 & Attachment Theory	Gurman Chps 4 & 9	Practicing Affect Assembly and deepening
May 5	Reflection Paper due	Emotionally Focused Therapy	EFT Theory of Change: Attachment Injuries	Johnson Chps 1-3; Johnson et al (2001)	Choreographing engagements (enactments)

May 10	Reflection Paper due	Emotionally Focused Therapy	The 5 steps of the TANGO	Johnson Chps 4-5; Rastogi & Thomas, Ch 17	Processing the encounter
May 12	Reflection Paper due	Emotionally Focused Therapy	EFT Micro-skills; Stage 1 and Stage 2	Johnson Chps 6-8; Rastogi & Thomas, Ch 18	Integrating and validating
May 17	Reflection Paper due	Gottman Couple Therapy		Gurman Chp 5; Gottman & Levenson (2000), Gottman & Notarius (2002)	Putting it together; Practice
May 19	Reflection Paper due	Psychodynamic Couples Therapy		Gurman Chps 7 & 8; Hendrix, H. et al (2015)	Putting it together; Practice
May 24	Reflection Paper; Practice Couples Session Video due	Diversity and Couples Counseling		Rastogi & Thomas, Chps 1, 2, 5, 6, 7, & 12	Practice or show videos
May 26		Premarital Counseling; Treating Divorce and Affairs; Betrayal Trauma		Gurman Chps 15 & 16; Rastogi & Thomas, 11; Peluso & Spina; Pittman; Busby et al.	Practice or show videos
May 31	Presentations	Special Topics			Show videos
June 2	Presentations	Special Topics			Show videos
June 7	Presentations	Special Topics			Show videos
June 9	Presentations	Special Topics			Show videos

June 15	Final 9 am 359 MCKB 9-10:50				Final video due- best of presentation
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Grading

Grading Criteria

A 94%-100% **A-** 90%-93%

B+ 86%-89% **B** 83%-85% **B-** 79%-82%

C 70%-74% **C-** 73%- 69% **D** 68%-60% **F** 59% and below

Course and University Policies

Course policies

Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. Due dates for assignments may be changed due to circumstances beyond a student's control. However, requests for changes must be made in writing/email to the instructor at least 48 hours before the due date. Please include an alternate date for completing the assignment with this request.

Your Assignments must be typewritten and double-spaced with 10- or 12-point font with one-inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 6th edition.

Assignments should be uploaded to Learning Suite. If there is a problem uploading to Learning Suite contact tech support. If this does not help, then you can email the assignment. Please be aware of confidentiality issues and maintain the confidentiality of students and families with whom you are working.

Please refer to persons with disabilities by naming the person before the disability, e. g. "the person with depression" rather than "the depressed person" or "the ADHD child." If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

Please provide me with a working email address. There may be times when changes to assignments or readings will be necessary. Most likely, I will notify students of these changes via email or Learning Suite. You will be responsible for periodically checking your email/Learning Suite and responding to any course changes.

Students and the instructor will be expected to abide by BYU's Honor Code and support others in their efforts to be disciple scholars. Be especially aware of referencing the work of others and avoiding plagiarism. Should concerns arise, please meet individually with me.

Please be respectful of office hours. I am happy to meet with students and enjoy doing so. Please plan to meet with me during office hours or make an appointment so that I can best meet your needs.

I welcome your feedback and ideas about the assignments, classroom discussion and presentations, exams, or other elements of the course. If you have ideas that would improve how our community of learners functions, please meet with me.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or outcomes.

University Policies Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours). Another option is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: lisa_leavitt@byu.edu; advocate@byu.edu; or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus. As a BYU professor if I become aware of or reasonably suspects any incidents of Sexual Misconduct, I must promptly report all relevant information to the Title IX Coordinator. I am instructed to inform the reporting individual that I must report the incident.

Students with Disabilities:

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have

qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community.

Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others. Respectful comments about others includes comments made on your instructor's course evaluations. We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent, or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010.