

The PC/MHC Programs' Organizing Theme

Preparing students for high quality work in multiple setting by providing solid theological, psychological, and clinical education/training.

Thursdays, Mar 31 – Jun. 2, 2011
9:00 am – 11:50 am
Hunthausen 110 (3 credits)

Faculty: William K. Collins, Ph. D., M. S.
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Required Texts

Gurman, A.S., Ed. (2010) *Clinical Casebook of Couple Therapy* NY: Guilford ISBN 978-1-60621-676-5

The chosen textbook accompanies a broader work, which is not a required text, but which may allow further consideration of the theories that are part of this class:

Gurman, A.S., Ed. (2008) Clinical Handbook of Couple Therapy 4th Edition. NY: Guilford ISBN 978-1-59385-821-6

Course Description and Objectives

This course provides a basic foundation for counseling couples by offering a broad overview of contemporary couples counseling theories and associated techniques. This course will include a variety of instructional strategies and techniques including, discussion of readings and questions, lecture, role plays, video tape presentations and student presentations with peer response. Other strategies may be introduced as appropriate. Feedback to the instructor is requested all through the quarter.

- To apply key systems therapy theories to couples.
- To develop generic and particular skills in the practice of couples therapy.
- To acquire specialized knowledge in a variety of common couple's complaints.
- To integrate multi-cultural and gender issues into the theory and practice of couples therapy.
- To have an increase knowledge of spirituality and couples therapy.
- To have added to skills of writing, oral presentation, and the critical reading of current literature in couples therapy.

Course requirements designed to meet objectives

1. Reading and written assignments must be completed before class on the day indicated. The final grade will reflect your ability to understand and integrate concepts from all the assigned readings.
2. Discussion Points Papers (See Assignment 1 below)
3. Completion of case write-up (see Assignment 2 below)
4. Resource Guide (See Assignment 3 below)
5. Class attendance and participations

School of Theology and Ministry Learning Outcomes

MAPC students will: Demonstrate commitment to ongoing growth, to implementing self-awareness and use of self in clinical practice.

ASSIGNMENT 1: Discussion Points Papers: (20%) (No Format requirement) To stimulate critical reading and discussion, students will be required to prepare a “discussion points” paper for the classes which precede Special Topics presentations. This paper will be one-half to one full page (may be single spaced), and it may include any or all of the following:

1. Questions that the student needs answered in order to understand better the concepts covered in the reading
2. Points of connection between the reading and the student’s prior learning or experience
3. Points of evaluation or critique of the ideas or procedures being discussed
4. Any relevant real-world controversies or issues that seem to illuminate or involve the ideas being discussed.

This paper should also include two questions related to the week’s reading that you would like to discuss during the class period. These questions will be used to generate discussion in class. Students are required to email each paper to the instructor by 7 pm Tuesdays before the Thursday class meeting. Example: for the class on Mar. 29th, email by 7 pm Mar. 27th.

ASSIGNMENT 2: Case write-up: (50%). (APA Format) There are two options:

2A. Select a case study from film or book which manifests the dynamics of couples’ behavior and do a case write-up. This is an individual assignment. Due May 17th Examples would be “War of the Roses,” “When a Man Loves a Woman,” Scenes from a Marriage,” “Mr. Holland’s Opus.”

The WRITE-UP (6 -8 pages) needs to include:

- A General Assessment Plan (see below)
- A Treatment Focus Plan (see below)
- Selection of a particular couples therapy theory to use in the case. Outline the theory and how you would use it for this couple, including setting treatment goals and specifying appropriate interventions. Use specific examples from the movie/book to illustrate. Include a discussion of how your work would seek to integrate spirituality within the therapy.
- A brief discussion of an alternate theory you might have used with the case if you hadn’t chosen the one you did.
- A bibliography of articles and book references pertaining to the theory selected for the case (minimum: 6 references to be read)

OR

2B. Verbatim write-up. This is an individual assignment. Due May 17th.

Transcribe 20 minutes of a couples’ therapy session that you do. Besides your transcription, create a 4-6 page write-up that includes:

- A General Assessment Plan (see below)
- A Treatment focus and Plan (see below)
- Find examples of attempted “interventions” that you are attempting to use from the transcription
- Identify how “successful or unsuccessful” the interventions were for the couple.
- If not described above, address how you might include issues of spirituality for this couple.

- A bibliography of articles and book references pertaining to the theory selected for the case (minimum: 2 references)

ASSIGNMENT 3: Resource Guide: a small group assignment: (30%) (APA Format) Due last two class sessions according to schedule arranged in class

In a small group (TBA), compose a 1-3 page handout for each member of the class regarding a specific couple issue (topics TBA) that has not been covered well in class. Give a summary of key ideas to remember, recommended readings and research. Do a brief “role-play” illustrating one key concept from your guide

Reading and Lecture Schedule:

	Date	Topic	Reading
Week 1	3/29/2011	Systemic Work with Couples Context and Culture	Gurman, Ch. 1 and 19,
Week 2	4/5/2011	Trans-generational Couple Therapy	Gurman, Ch. 6, Buber: pp 9 – 14 & 36-41 [CP];
Week 3	4/12/2011 <i>No Class</i>	University Mission Day	Patterson et al.: Ch 8 [CP]; Lebow et al. Research [CP]
Week 4	4/19/2011	Narrative Couples Therapy	Gurman, Ch. 8 Berry: Ch 5 [CP]
Week 5	4/26/2011	Solution-Focused Couples Therapy	Gurman, Ch. 3 (Ch 14 also relevant, but not required)
Week 6	5/3/2011*	Emotionally Focused Couples Therapy	Gurman, Ch. 2 (Ch 13 also relevant, but not required)
Week 7	5/10/2011	Integration of Spirituality and Behavioral Science approaches	Fischer Hart & Hart Ch. 3 [CP]; Anderson [CP]; Wade [CP], Weingarten [CP]
Week 8	5/17/2011	Couple therapy and attachment repair (Assignment 2 Due)	Gurman, Ch. 16 Mace: Ch. 18, 19 [CP]
Week 9	5/24/2011	Special Topics. Presentations by small groups	
Week 10	6/2/2011	Special Topics. Presentations by small groups	

Class attendance and class participation are essential to develop the competency and skills required of a counselor. Please notify the instructor of anticipated absences. In the event of a missed class session, the student is solely responsible for obtaining class materials. More than one absence may negatively impact your final grade, except in emergency situations.

Grading:

96 - 100	A	Superior performance
90 - 95	A-	Performance well above requirements
87 - 89	B+	
84 - 86	B	

Academic Honesty:: The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook.” Students are expected to follow standards of academic behavior as described in Seattle University guidelines. In addition, graduate students are expected to abide by professional ethical standards of counselors. Violations of academic integrity (e.g. any form of academic dishonesty, plagiarism) will be subject to consequences that may include, but are not limited to grade reduction or course failure.

Student disabilities: If you have, or think you may have, a specific disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disability Services staff in the Learning Center, Loyola 100, (206) 296-5740.

General Assessment Plan

1. Conduct initial assessment.
 - Explore presenting problems.
 - Assess for attempted solutions.
 - Assess for crisis and stressful life events.

2. Rule out potential issues of harm.
 - Assess for suicide.
 - Assess for family violence and abuse.
 - Assess for sexual abuse.
 - Assess for duty-to-warn issues.

3. Rule out possible substance abuse.

4. Rule out possible biological problems.

5. Conduct general psychosocial assessment.
 - Assess affect, behavior, and cognitions.
 - Assess meaning system
 - Assess spirituality.
 - Assess the couple and family system.
 - Assess social systems outside the family.
 - Assess families within the larger social context.

Developing an Initial Treatment Plan

Step 1: Select a problem list.

Step 2: Examine history of problems and previous/current treatment

Step 3: Conceptualize the case and make a diagnosis using a DSM-IV multi-axial assessment.

Step 4: Establish long term goals.

Step 5: Select treatment modality, objectives and interventions.

Step 6: Determine length and frequency of treatment.

Step 7: Consider referrals to outside resources.

Readings included in the Coursepack:

Anderson, D & Worthen, D. (1997) Journal of Marriage and Family Therapy, 23 (1), Exploring a Fourth Dimension: Spirituality as a Resource for the Couple Therapist, pp. 3- 12

Berry, W. (1983) Standing by Words. Chapter 5: Poetry and Marriage: The Use of Old Forms, pp. 92 – 105, Washington, D. C.: Shoemaker and Hoard

Buber, M. (1998) The Way of Man According to the Teaching of Hassidism. Chapter 1; Heart-Searching, pp. 9 – 14, and Chapter 2: Here Where One Stands, pp. 36 – 41, Secaucus, NJ: Carol Publishing

Fischer Hart, K. and Hart, T. (1983) The First Two Years of Marriage: Foundations for a Life Together. Chapter 3: Dealing with differences, pp. 31 – 43, Ramsey, NJ: Paulist Press

Lebow, J.L., Chambers, A.L., Christensen, A., Johnson, S.M., (2012) Journal of Marriage and Family Therapy. Research on the Treatment of Couple Distress 38 (1), pp. 145-168

Mace, D. (1983) Close Companions: The Marriage Enrichment Handbook, Chapter 18: Growth-Oriented Marriage Counseling? pp. 177 – 185, and Chapter 19: Can We Educate for Marriage? pp. 186 – 195, NY: Continuum International

Patterson, J., Williams, L., Grauf-Grounds, C., Chamow, L., (1998) Essential Skills in Family Therapy. Chapter 8: Working with Couples, pp. 147 – 168, NY: Guilford.

Wade, A. (1997), Contemporary Family Therapy, 19(1) Small Acts of Living: Everyday Resistance to Violence and Other Forms of Oppression, pp.23-39

Weingarten, K., Walsh, F., Ed. (1999) Spiritual Resources in Family Therapy, Chapter 14: Stretching to Meet What's Given, in, pp. 240 – 255, NY: Guilford