

THE UNIVERSITY OF TEXAS

STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 393R15

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Semester: Fall 2018

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2:30-5:30pm
Room 2.116

Office Hours: Mondays 1:00-2:00pm and
by appointment.

COUPLES COUNSELING

I. STANDARDIZED COURSE DESCRIPTION

This course is designed as a seminar for students in the clinical concentration and will cover intervention approaches used in couples therapy. It will be taught from a systems perspective and will include an overview of models and methods drawn from evidence based research. The primary focus of this course will be to blend theory and application. This course will require the student to participate in both theory based and experiential learning and will incorporate simulations and case presentations to elucidate the approaches discussed.

II. STANDARDIZATION OF COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1. Demonstrate the ability to compare and contrast theory-based interventions which incorporate intrapsychic and interpersonal theory including an understanding of emotions, physiology and communication.
2. Demonstrate the ability to explore and resolve social work values and ethical dilemmas in selecting and implementing interventions for couples.
3. Understand the importance of awareness of self as a parallel process to the application of interventions with couples.
4. Identify the implications of race, culture, gender, sexual orientation, substance abuse and domestic violence on assessment and intervention with couples.
5. Understand and integrate theory using empirical, evidence-based best practice research.
6. Demonstrate the ability to review the elements of a treatment approach, assess the effectiveness and elicit clinical input that heightens awareness and examines interventions in light of cultural perspective and desired outcome.

III. TEACHING METHODS

This course will include a variety of teaching methodologies designed to achieve the beginning mastery of theoretically-grounded advanced practice skill competencies with couples. Learning activities will include reading, writing, discussion, lectures, videos, simulations and experiential exercises. Students will video-tape simulations as a tool for learning assessment and intervention skills. Students will present a case and solicit feedback from other students in order to identify strategies to improve their effectiveness in intervening with couples. Students will also be encouraged to develop insights into “the use of self” through observations and self reflection. Simulations will be monitored to facilitate the assessment of skill competencies.

IV. REQUIRED TEXTS

Gottman, J. (1999) *The Marriage Clinic*. New York: W.W. Norton & Company

Gurman, A.S., Lebow, J.L, & Snyder, D.K. (Eds.) (2015). *Clinical Handbook of Couple Therapy* (5th ed.). New York: Guilford Publications.

V. RECOMMENDED TEXT

Johnson, S.M. (2004). *The Practice of Emotionally Focused Couple Therapy: Creating Connection*. New York: Brunner-Routledge

VI. COURSE REQUIREMENTS

The grade for the course will be based on the student’s ability to demonstrate: (a) knowledge and methods from major models of couples counseling, and (b) effective interventions for resolving couples issues. Grading will be based primarily on total points earned from each of the major assignments. Factors to be considered for final grade will also include class attendance, punctuality, participation, promptness in completing assignments, and clear and concise writing skills.

Written assignments should be typed and double spaced. Single space and/or fonts under 12 pt. will incur a penalty as will extra pages.

The history and assessment report, reflection paper, and the final integration paper must be submitted via Canvas.

APA (6th ed) writing and citation style must be used for referenced information.

Upload of texts will only be accepted via Canvas.

1. History and Assessment Report (3 pages each section) — Submit via Canvas

Students will be divided into groups of three (with an added group of four depending on the class size) and will create a history and background for a “simulation couple” they will play this semester. To prepare for these simulations, students will construct an assessment report of the simulation couple.

The narrative will include the following sections:

Section A

- A description of the presenting problem,
- The strengths and challenges of the relationship,
- One or two issues over which the couple is gridlocked (Gottman, Chapter 4)

Section B

- A relationship history using the Oral History Interview (Gottman, 398-99).
- Gottman's Seven Questions as they relate to your couple. NOTE: **You are not required to address all seven questions. Select the ones that are most relevant to your simulation couple** (Gottman Chapter 4)

Section C

- Brief summary of the Meta-Emotion Interview (Gottman, 402).
- Brief summary of Meanings interview (Gottman, 403)

The report needs to be written as a summary (without questions or dialogue).

Each student's work will be graded separately based on clarity of presentation, appropriate use of APA guidelines, and writing style. Clearly indicate at the beginning of your paper, the specific section that you are submitting (i.e., section A, B, or C). Going over the page limit and/or single spacing will be penalized.

Assessment Report due on October 22nd **10 points maximum (per student)**

2. Couple Therapy Simulations

Students will need to prepare brief videos to demonstrate initial skills in couple assessment and intervention. Please choose a method for recording the videos that can be reproduced in laptop and/or tablets, as well as in the classroom.

Video # 1. The first video will consist of an initial assessment according to Gottman's model. This simulation (role play) will be limited to 30 minutes and will consist of two sections.

Section 1 (15 minutes). Exploration of the presenting problem and seven questions according to Gottman's assessment model (each group will decide specific areas of exploration).

Section 2 (15 minutes). Exploration of anger and sadness with both members of the couple according to Gottman's meta-emotion interview, and/or relevant genogram background. You are free to choose the focus of this segment of the interview (i.e., emotions and/or genogram).

Each student will alternate playing members of the couple and the therapist (so that each student has an opportunity to play the therapist role). If there is a group consisting of 4 students, the fourth student acting as therapist will produce an additional 10-minute video, expanding on any of the sections role played by the other students.

Brief sections of video # 1 will be presented in private consultations to be scheduled with the instructors. In addition to evaluating skills, the videos will be used to discuss the experience of engaging in couple therapy, challenges experienced, lessons learned, etc.

10 points maximum (per group)

Video # 2. The second video will consist of a 15-minute video corresponding to the implementation of skills of a central intervention phase of the team's preferred model of couple therapy (e.g., Gottman, EFT). This video will be presented in class. **Students will be free to choose the definitions of roles (i.e., therapist/rotating therapist vs couple), but all students must participate in the video.** In preparation for this assignment, we will practice role play in class and will discuss a variety of techniques corresponding to assigned readings. Students are encouraged to use additional techniques, including those of fellow students, as long as they are consistent with their chosen therapeutic model.

Video presentations should not last more than 15 minutes (total video presentation time).

In addition to evaluating skills, the videos will be used to discuss the experience of engaging in couple therapy, challenges experienced, lessons learned, etc.

Video # 2 Case Consult. At the end of the presentation of video #2, the presenters will receive feedback from the class, moderated by the instructor. Each team should also be prepared to elicit a conversation with the class focused on an issue related to treatment approach or specific challenges. The entire presentation (showing video and case consult) should last 30 minutes.

10 points maximum (per group)

3. Individual Reflection Paper—Submit via Canvas

Each student will generate a 5-6 page manuscript according to the guidelines described below.

Whereas you are expected to answer all questions, there are no specific expectations about the length of response for any specific question.

As this will be a reflection paper addressing issues of professional growth as a therapist, please read section VIII of this syllabus, describing the role of the instructor as mandated reporter and title IX provisions.

The reflection paper **will be due on November 12th** and will address the following:

- a) What is my motivation for enrolling in this course?
 - b) The strengths that I identify in my future role as couple therapist
 - c) What is the role of couples in the therapeutic process?
 - d) What is the role of the therapist in the therapeutic process?
 - e) What are my areas of growth related to issues of cultural diversity (e.g., gender, race and ethnicity, sexual orientation, religion, SES, disabilities, etc.)? Reflect about areas of cultural diversity that represent a personal challenge to you (e.g., couple therapy with LGBT clients, limited exposure to ethnic minority clients, etc.). **Please elaborate on why these areas represent a challenge to you as a future couple therapist.**
- a) Which therapeutic model am I inclined to follow in my future training as a future couples counselor?
 - What are the reasons behind this choice?
 - How does this model match my strengths?
 - In which ways does this model 'get me out of my comfort zone' and helps me grow as a therapist?
 - How does this model resonate with my worldview?
 - What 'blind spots with regards to diversity issues' should I monitor if I adopt this model?

(20 points maximum)

4. Diversity Review and Presentation

Students will be assigned a social identity, community, or population to create a critical analysis about cultural diversity issues, intimate partnerships, and cultural awareness. For this assignment, we will be putting a primary focus on populations that are likely to experience contextual challenges and adversity due to the diversity they represent. Examples include LGBT relationships, military couples, interracial couples, interfaith marriages, unmarried couples, low-income immigrants, remarried couples, ethnic specific (e.g., African American, Latino, Asian American / other ethnic couples). Students will complete this task as a group project with the team selected for the video assignment.

This assignment has two components:

- 1) Gather information from online sources, journal articles, textbooks, magazines, newspapers, and other educational sources. Identify strengths and cultural needs of the target population, particularly as it refers to mental health issues. Identify social biases and stereotypes that represent a challenge to the target population. If possible, identify one or two couple therapy approaches that have been shown to be effective with this population. If 'evidence based' approaches are not found, identify approaches that could be classified as 'promising.' (30 minutes).
- 2) Facilitate a group discussion aimed at helping the class reflect about key issues couple therapists should consider when working with this population. Be ready to clarify questions from the class about your presentation and prepare questions aimed at facilitating a group discussion (20 minutes).

15 points total maximum

5. Integration Paper (12 minimum-14 pages maximum, EXCLUDING COVER PAGE AND REFERENCES)—Submit via Canvas

This paper is due on December 10th. This manuscript will be an integration of knowledge and a description of your conceptualization of the process of couple therapy. **In contrast to the reflection paper, this paper should be supported by a minimum of 10 scholarly references (i.e., journals or book chapters). Citing chapters from a non-edited book, constitutes only one reference. However, different chapters from an edited book, constitutes separate references the initial time each chapter is cited.**

I expect a minimum of one page narrative per question. The additional pages are for you to expand on the question(s) of your choice

The paper will consist of the following sections:

1. What brings couples to therapy?
2. What should be the objectives of couple therapy?
3. What is the role of the therapist in a therapeutic process for couples?
Compare/contrast this answer with the one you provided in the reflection paper.
4. What is the role of couples in a therapeutic process? Compare/contrast this answer with the one you provided in the reflection paper.
5. What is my stance with regards to gender issues?
6. What is my stance with regards to power and control issues?
7. What has been the most significant learning from this course? Please elaborate in detail.
8. What is your stance about assumptions about health/normality informing couple therapy? If so, please elaborate on them. If you do not ascribe to notions of health/normality, what are the parameters that you consider should inform couple therapy? Remember to justify your responses with scholarly sources.
9. What issues associated with cultural diversity are you comfortable addressing in therapy? Please explain and reflect on these issues as they refer to your experience in this course.
10. What issues associated with cultural diversity will be difficult for you to address in therapy? Please explain and reflect on these issues as they refer to your experience in this course.

30 points maximum

VII. GRADES

Task	Modality of Grading (Individual vs Group)	Percentage of Grade	Due Dates
History and assessment report Submit via Canvas	Individual	10%	October 22nd
Video # 1 case consult	Group	10%	TBD with instructor
Video # 2 presentation and case consult	Group	10%	TBD with instructor
Reflection paper Submit via Canvas	Individual	20%	November 12th
Diversity presentations and discussions	Group	15%	TBD with instructor
Integration paper Submit via Canvas	Individual	30%	December 10th
Participation	Individual	5%	
	Total	100%	

Grading scale:

94.0 and above = A
90.0 to 93.999 = A-
87.0 to 89.999 = B+
84.0 to 86.999 = B
80.0 to 83.999 = B-
77.0 to 79.999 = C+
74.0 to 76.999 = C
70.0 to 73.999 = C-
67.0 to 69.999 = D+
64.0 to 66.999 = D
60.0 to 63.999 = D-
Below 60.0 = F

VIII. CLASS POLICIES

Assignments:

Late assignments will not be accepted without penalty. The penalty will be assessed by subtracting 2 points. Exceptions will be made only in the case of an extreme emergency and with the permission of the instructor to be given 24 hours prior to the due date.

Attendance:

Regular and punctual class attendance, as well as class participation are expected. Missing classes or regularly leaving without notifying the instructor are causes for reduction in the final grade. **It is the responsibility of the student to sign in at each class with the teaching assistant.**

Cell phones, text messaging

Making/receiving calls and text messaging for non-urgent issues during class is prohibited. Please leave the room for any urgent calls you need to make.

IX. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are

responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

X. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
Sep. 3	Labor Day—No Class		
Sep. 10	Introduction Research on couple therapy		Gurman et al., Chapter 1 (pp. 1-7) Blow, A.J., & Sprenkle, D.H. (2001). Common factors across theories of marriage and family therapy: A modified Delphi study. <i>Journal of Marital and Family Therapy</i> , 27, 385-401. Lebow, J.L., Chambers, A.L., Christensen, A., & Johnson, S.M. (2012). Research on the treatment of couple distress. <i>Journal of Marital and Family Therapy</i> , 38, 145-168. Rauer, A., Williams, L., & Jensen, J. (2017). Finer distinctions: Variability in satisfied older couples’ problem-solving behaviors. <i>Family Process</i> , 56, 501-517. Crane, D.R., Wampler, K.S., Sprenkle, D.H., Sandberg, J.G., Hovestadt, A.J. (2002). The scientist-practitioner model.

			<i>Journal of Marital and Family Therapy</i> , 28, 75-83.
Sep. 17	Couple Therapy and Cultural Diversity Issues	Selecting Teams for Diversity and Clinical Presentations	<p>Gurman, chapter 19</p> <p>Parra-Cardona, J. R., Holtrop, K., & Córdova, D. (2005). "We are clinicians committed to cultural diversity and social justice": Good intentions that can wane over time. <i>Journal Guidance and Counselling</i>, 21(1), 36-46.</p> <p>Bakhurst, M.G., Loew, B., McGuire, A.C.L., Halford, W., Kim, & Markman, H.J. (2017). Relationship education for military couples: Recommendations for best practice. <i>Family Process</i>, 56, 302-316.</p> <p>Bepko, C., & Johnson, T. (2000). Gay and lesbian couples in therapy: Perspectives for the contemporary family therapist. <i>Journal of Family Therapy</i>, 26, 409-419.</p> <p>Laszloffy, T. A., & Hardy, K. V. (2000). Uncommon strategies for a common problem: Addressing racism in family therapy. <i>Family Process</i>, 39(1), 35-50.</p> <p>Smith, L., Chambers, D.A., & Bratini, L. (2009). When oppression is the pathogen: The participatory development of socially just mental health practice. <i>American Journal of Orthopsychiatry</i>, 79, 159-168.</p>
Sep. 24	Assessment in Couple Therapy		<p>Gurman, Chapter 1 (10-17)</p> <p>Gottman, Chapter 4 (113-128)</p>
Oct. 1	Safety, Domestic Violence, and Drug Dependence		<p>Schacht, R. L., Dimidjian, S., George, W. H., & Berns, S. B. (2009). Domestic violence assessment procedures among couple therapists. <i>Journal of Marital and Family Therapy</i>, 35, 47-59.</p> <p>Cattaneo, L.B. (2008). Evan Stark, Coercive Control—Revitalizing a movement. <i>Sex Roles</i>, 58, 592-594.</p> <p>Gondolf, E.W. (2010). The contributions of Ellen Pence to batterer programming. <i>Violence Against Women</i>, 16, 992-1006.</p> <p>McCrary, B.S., Wilson, A.D., Munoz, R.E., Fink, B.C., Fokas, K., & Borders, A. (2016). Alcohol-focused behavioral couple therapy. <i>Family Process</i>, 55, 443-459.</p>
Oct. 8	The Gottman Model		Gurman et al., Chapter 5

			Gottman, Chapters 3, 6 -7
Oct. 15	The Gottman Model Cont'd		Gottman, Chapters 8-10
Oct. 22	The Gottman Model Cont'd	History and assessment report Submit via Canvas	Gottman, Chapters 11-14
Oct. 29	Emotionally Focused Therapy (EFT)		Gurman et al., Chapter 4 (pp. 97-110) Wiebe, S.A., & Johnson, S.M. (2016). A review of the research in emotionally focused therapy for couples. <i>Family Process</i> , 55, 390-407.
Nov. 5	EFT (Cont'd)		Gurman et al., Chapter 4 (pp. 110-124) Johnson, S. M., & Greenman, P. S. (2006). The path to a secure bond: Emotionally Focused Couple Therapy. <i>Journal of Clinical Psychology</i> , 62, 597-609. Denton, W.H., Wittenborn, A.K., & Golden, R.N. (2012). Augmenting antidepressant medication treatment of depressed women with Emotionally Focused Therapy for couples: A randomized pilot study. <i>Journal of Marital and Family Therapy</i> , 38, 23-38. Wittenborn, A.K., Culpepper, B., & Liu, T. (2012). Treating depression in men: The role of emotionally focused therapy. <i>Contemporary Family Therapy: An International Journal</i> , 34, 89-
Nov. 12	EFT (Cont'd)	Reflection paper Submit via Canvas	Furrow, J.L., Edwards, S.A., Choi, Y., & Bradley, B. (2012). Therapist presence in emotionally focused couple therapy blamer softening events: Promoting change through emotional experience. <i>Journal of Marital and Family Therapy</i> , 38, s1, 39-49. Swank, L.E., & Wittenborn, A.K. (2013). Repairing alliance ruptures in Emotionally Focused Couple Therapy: A preliminary task analysis. <i>The American Journal of Family Therapy</i> , 41, 389-402. Wittenborn, A.K. (2012). Exploring the influence of the attachment organizations of novice therapists on their delivery of Emotionally Focused Therapy for couples. <i>Journal of Marital and Family Therapy</i> , 38, No. s1, 50-62.
Nov. 19	Integrative Behavioral Couple Therapy		Gurman et al., Chapter 3

			Roddy, M.K., Nowlan, K.M., Doss, B.D., & Christensen, A. Integrative behavioral couple therapy: Theoretical background, empirical research, and dissemination. <i>Family Process</i> , 55, 408-422.
Nov. 26	Sex and Intimacy		Gurman et al., Chapter 24 Bulow, S. (2009). Integrating sex and couples therapy: A multifaceted case story. <i>Family Process</i> , 48, 379-389 Laaser, M.R. (2006). Working with couples from a spiritual perspective. <i>Sexual Addiction & Compulsivity</i> , 13, 209-217. Belous, C.K, Timm, T.M., Chee, G., & Whitehead, M.R. (2012). Revisiting the Sexual Genogram, <i>The American Journal of Family Therapy</i> , 40, 281–296.
Dec. 3	Affairs, Separation, & Divorce		Gurman et al., Chapters 15-16 Blow, A.J., & Hartnett, K. (2005). Infidelity in committed relationships I: A methodological review. <i>Journal of Marital and Family Therapy</i> , 31, 183-216. Blow, A.J., & Hartnett, K. (2005). Infidelity in committed relationships II: A methodological review. <i>Journal of Marital and Family Therapy</i> , 31, 217-233.
Dec. 10	Couples Counseling Prevention Wrap Up and Evaluations	Final Integration Paper Submit via Canvas	Larson, J.H., Newell, K., Topham, G., & Nichols, S. (2002). A review of three comprehensive premarital assessment questionnaires. <i>Journal of Marital and Family Therapy</i> , 28, 233-239. Larson, J.H., Vatter, R., Galbraith, R.C., Holman, T.B., & Stahmann, R.F. (2007). The Relationship Evaluation (RELATE) with therapist-assisted interpretation: Short-term effects on premarital relationships. <i>Journal of Marital and Family Therapy</i> , 33, 364-374. RELATE PDF sample report: https://relateinstitute.com/wp-content/uploads/2015/03/Ready-Assessment-Results--Relate-Institute.pdf

Additional Bibliography

Additional resources for couples counseling:

Gottman, J.M. and Silver, N. (1999). *The Seven Principles for Making Marriage Work*. New York: Three Rivers Press.

Johnson, S.M., Brent Bradley, J Furrow, A Lee, G Palmer, D Tilley & S Woolley: (2005) *Becoming an Emotionally Focused Couples Therapist : A Work Book*. N.Y. Brunner Routledge.

Tatkin, Stan & Hendrix, Harvell. (2012) *Wired for Love: Understanding how your Partner's Brain and Attachment Style can help you Defuse Conflict and Built a Secure Relationship*. California: New Harbinger Publications

Johnson, Susan M.: (2005) *Emotionally focused Couple Therapy with Trauma Survivors: Strengthening the Attachment Bonds*. New York: Guilford Press