

Psychology 473: Marriage and Family Therapy

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Office Hours: M 9-10, W 1:30-2:30 or by appt.

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Course Description and Goals

Welcome to Marriage and Family Therapy! This course will examine contemporary families in the U.S. using up-to-date research on couples and families. In addition, the course includes a prominent focus on one empirically supported approach to clinical work with couples called Enhanced Cognitive-Behavioral Couples Therapy. These components of the course are based on the assumption that the most useful way to understand and intervene with families is to examine both the micro processes in couples and families, and the ecological/contextual factors that put couples and families in their broader social, cultural, and historical context. This course will not provide the training necessary to provide therapy services for couples and families (you need graduate training to do this kind of work), nor is it intended to provide students with 'self-help' skills for improving their own couple and family relationships (although this could be an unintended 'by-product' of learning more about couple and family functioning). The goals of the course are to provide you with a solid background on the structure, function, and issues of contemporary families, and to familiarize you with one particular scientifically derived and tested form of clinical intervention with couples.

Course Pre-Requisite

Successful completion of Psychology 303 (Research Methods) is a pre-requisite for this course. Much of the content of the course comes from empirical research on couples and families, thus a basic understanding of research methodology is important for understanding the material.

Required Textbook

Ihinger-Tallman & Cooney (2005). Families in Context: An Introduction

Course Components and Requirements

The course includes traditional lectures, assigned readings from the textbook, and unannounced in-class activities. The lectures will focus on the theoretical and empirical foundations for Enhanced Cognitive Behavioral Couples Therapy (ECBCT), assessment of couples using ECBCT, and intervention techniques using ECBCT. The lecture slides will be made available on blackboard. These slides are meant to assist you with your note-taking in class; they are not a substitute for complete lecture notes and are not meant to be used in this manner. The lectures are not designed to review the reading material. Instead, lectures will be used to cover material that is not included in the textbook. Therefore, it will be essential to complete the reading on your own carefully, and create study materials based on the reading in preparation for quizzes.

In-class activities will provide opportunities to engage in a more active form of learning. Some activities will be completed individually, and some will be done in small groups. You must be present in class in order to complete the activity. These activities are designed to help you think about the material presented in class and provide an incentive for regular attendance at the lectures. Therefore, you cannot make up in-class activities for any reason.

Quizzes will be used to assess your mastery of the lecture and reading material. There will be 4 quizzes in the course and the lowest grade will be dropped before calculating your course grade. If you miss a quiz for any reason, this will serve as the dropped quiz score when calculating your course grade. Thus, make-up quizzes will not be scheduled. Quizzes will cover both lecture and reading material. Therefore, successful performance in the class will require that you attend class regularly, study and review your lecture notes, and carefully study the reading.

Learning Accommodations

Instructors will accommodate students with documented disabilities and will comply with individualized instructions provided by Disabilities Services. However, students must take the initiative in discussing arrangements with the instructor in the first week of class and providing documentation as soon as it is available. Students without a documented disability who are experiencing learning difficulties are encouraged to consult Disabilities Services (164 Oregon Hall; 346-1155). Without documentation, special accommodations are not guaranteed and are to be made at the discretion of the instructor. [Disability Services:disabsrv@darkwing.uoregon.edu, 346-1155; <http://ds.uoregon.edu/>]

Academic Honesty

Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced. It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Judicial Affairs in the Office of Students Life.

Grading

Quizzes:	150 pts. total (50 points each and lowest of 4 quiz scores dropped)
In Class Exercises:	<u>30 pts.</u>
Total Points	180

Course Grade: Based on percentage of points earned out of 180 possible

A 92-100%	B- 79-81%	D+ 68%
A- 89-91%	C+ 78%	D 62-67%
B+ 88%	C 72-77%	D- 59-61%
B 82-87%	C- 69-71%	F < 59

Tentative Course Schedule

<u>Lecture Date</u>	<u>Lecture Topic</u>	<u>Reading Assignment</u>
1/9	Introduction	Ch. 1
Theoretical and Empirical Foundations of ECBCT		
1/11	Overview and Behavioral Factors in Couples' Relationship Problems	
1/16	NO CLASS: MLK Holiday	Ch. 2
1/18	Cognitive and Emotional Factors in Couples' Relationships	
1/23 1/25	Individual Influences on Couples' Relationships Quiz 1 (Ch. 1-3 & Lecture)	Ch. 3
1/30 2/1	Interpersonal Processes: Partners' Interactions With Each Other and Their Environment An Adaptation Model of Relationship Functioning	Ch. 4
Assessment and Treatment Within ECBCT		
2/6 2/8	Clinical Assessment of Couples Clinical Assessment of Couples	Ch. 5
2/13 2/15	Quiz 2 (Ch. 4-5 & Lecture) Behavioral Interventions	Ch. 6
2/20 2/22	Behavioral Interventions (cont). Interventions for Modifying Cognitions	Ch. 7
2/27 3/1	Addressing Emotions in Couple Therapy Interventions for Couple Patterns and Interactions	Ch. 8
3/6 3/8	Quiz 3 (Ch. 6-8 & Lecture) Addressing Individual Psychopathology, Unresolved Issues, and Interpersonal Trauma Within Couple Therapy	Ch. 9
3/13 3/15	Interventions for Environmental Demands Empirical Status of Interventions for Couples and Families	Ch. 10
3/24 (F)	Quiz 4 (Ch. 9-10 & Lecture) 10:15-12:15	