

# **Psychology 473: Marital and Family Therapy**

## **Fall 2015**

Tu/Th 8:30-9:50  
Straub 245

### **Instructor: Crystal Dehle, Ph.D.**

Office: Straub 192

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Note that I typically do not respond to emails or phone calls after-hours or on weekends.

### **Teaching Assistant: Jackie O'Brien**

Office: Straub 470

Office Hours: Monday 2-3, or by appt.

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### **Course Description and Goals**

Welcome to Marital and Family Therapy! This course provides undergraduates with an upper division introduction to the academic and scientific study of couples, families, and intimate relationships. The course material draws heavily from both social and clinical psychology (as well as sociology, communication, and family studies), and provides an important foundation in relationship science for those interested in pursuing advanced training in couple and family therapy and/or couples research.

### **Course Pre-Requisite**

Successful completion of Psychology 303 (Research Methods) is a pre-requisite for this course. Much of the course content comes from empirical research on couples and families, thus a basic understanding of research methodology is important for understanding the material and completing required assignments. Students who have not successfully completed Psychology 303 should not be registered for the course.

### **Required Textbook**

Bradbury, T.N., & Karney, B.R. (2014). Intimate Relationships 2<sup>nd</sup> Ed. Norton.

### **Course Components and Requirements**

**Class meetings:** Class meetings will include traditional lectures, videos, and brief writing, small group, and discussion activities. Material covered in class may include a review of some material from the assigned textbook reading, as well as new content that elaborates on topics covered in the text. Lectures may also include additional topics not included in the assigned text. Not all assigned reading from the textbook will be reviewed in the lectures, but all the assigned textbook reading will be sampled from when constructing the exams. Therefore, it is important that students attend class, take careful notes, and study all the assigned textbook readings.

An outline version of the Powerpoint lecture slides for each topic will be available prior to the lecture in folders within the File menu on the course Canvas site. These are not complete lecture notes, but an outline that is intended as an aid to note taking. You should bring a hard copy of the slides with you to class, and fill them in with additional details and examples from the lecture.

In-class activities will be worth up to 2 points each and students must be present for the entire class and participate in the entire activity to be eligible to earn these points. They cannot be made up for any reason. For each activity, a score a 2 points represents full, thoughtful, and effortful participation in the activity. A score of 1 point reflects partial, cursory responses that show little evidence of effort.

**Electronics in Class:** Students are expected to arrive for class on time, stay for the entire allotted time, and to behave in a manner that does not disrupt the learning of others. Cell phones, ipods, laptops (other than for note-taking), and other electronics are not allowed in class. Although it is possible to use electronics quietly and you may not see it as a problem in the classroom, they distract the students around you, and they disrupt my ability to communicate effectively with you in class. Please turn them off and leave them put away.

**Exams:** Mastery of the course content presented in the readings and class meetings will be assessed with 3 multiple choice exams. You should NOT expect that one reading of the assigned material will adequately prepare you for exams. You should create your own study materials from the reading in whatever format is most useful to you (e.g., chapter outlines, notes, flashcards of concepts, etc.), and allow sufficient time to repeatedly review and study those materials along with your lecture notes before the exams. The first two exams will be spaced evenly throughout the term, and the third exam is a non-comprehensive exam scheduled by the university during finals week. Only 2 of the 3 exam scores will count toward your course grade. Your lowest of the 3 exam scores will be dropped. If you miss an exam for any reason (illness, university sponsored activities or athletics, family emergencies, work conflicts, early departure during finals week, etc.), that will be counted as your dropped exam score. **Thus, make-up exams will not be scheduled.** It would be best to plan to take all 3 exams (as you never know when something unexpected might result in a missed exam), and use your lowest score as your dropped score.

**Writing Assignment:** Students will complete a paper focusing on the application of concepts and empirical information on intimate relationships to a documentary that follows 4 couples over a year. Links to the documentary are provided in the instructions for this assignment. You will watch the documentary outside of class time. Specific instructions for the content and format of the paper are available on Canvas. Papers will be graded on both content and writing quality, thus students should carefully edit and revise papers for grammar, spelling, organization, and clarity. The paper will be worth 40 points. **A printed hard copy is due in class on 11/24/15.** Do not submit assignments via email.

### **Grading**

Exams: Best 2 of 3 scores	35 points each (70 points total)
Writing Assignment	40 points
In class Activities	2 points each

### **Course Grade**

Your grade for the course will be based on the percentage of points earned from the maximum points possible.

A+ 100%	B- 80%	D 61-67%
A 91-99%	C+ 78-79%	D- 60%
A- 90%	C 71-77%	F < 59
B+ 88-89%	C- 70%	
B 81-87%	D+ 68-69%	

### **Learning Accommodations**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course that create disability related barriers to your participation. If you have a documented disability, please provide your notification letter and meet with me as soon as possible to discuss accommodations. Students without a documented disability who are experiencing learning difficulties are encouraged to consult the Accessible Education Center (<http://aec.uoregon.edu/>) in 164 Oregon Hall at 346-1155 or [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu). In addition, tutoring services and study skills training are available through the University Teaching and Learning Center (68 PLC; 346-3226; <http://tlc.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.

## Tentative Course Schedule

<b>Date</b>	<b>Class Topic</b>	<b>Reading &amp; Other Assignments</b>
9/29	Introduction to course	Ch. 1 Why Study Intimate Relationships
10/1	A Brief History of Marriage	Ch. 1 continued
10/6	Social Exchange Theory: Interdependency	Ch. 3 Theoretical Frameworks
10/8	Interdependency	Ch. 3 continued
10/13	Men and Women in Heterosexual Relationships	Ch. 4 Men & Women, Gay & Straight
10/15	Gay and Lesbian Couples and Families	
10/20	Exam Review	
<b>10/22</b>	<b>Exam 1 (Ch. 1, 3, 4 &amp; Lecture)</b>	
10/27	Divorce	Ch. 6 Personality & Personal History
10/29	Intimacy & Infidelity	Ch. 7 Communicating Closeness
11/3	Conflict and Communication Skills	Ch. 8 Managing Differences
11/5	Relationship Violence	Ch. 8 continued
11/10	Exam Review	
<b>11/12</b>	<b>Exam 2 (Ch. 6, 7, 8 &amp; Lecture)</b>	
11/17	Common Transitions in Relationships: Cohabitation and the Transition to Parenthood	Ch. 13 Relationships Across the Lifespan
11/19	Stress and Social Support	Ch. 11 Relationships in Context
11/24	Behavioral and Cognitive Behavioral Treatments	Ch. 12 Improving Relationships <b>Writing Assignment Due in Class</b>
11/26	NO CLASS: THANKSGIVING HOLIDAY	
12/1	Behavioral and Cognitive Behavioral Treatments	Ch. 12 continued
12/3	Exam Review	
<b>12/8 (Tu)</b>	<b>Exam 3 (Ch. 13, 11, 12 &amp; Lecture) 10:15 am</b>	