

Psychology 473: Marital and Family Therapy

Fall 2016

M/W 10-11:20

242 Gerlinger

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

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Course Description and Objectives

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. At the end of this course students should be able to:

1. Describe historical changes in marriage
2. Distinguish between major theoretical frameworks in the study of intimate relationships
3. Discuss the role of gender and sexual orientation in intimate relationships
4. Describe developmental transitions and contextual influences for couples and families
5. Identify research findings examining relationship challenges such as conflict, infidelity, divorce, and violence in intimate relationship
6. Summarize major components of evidence-based interventions with couples
7. Apply course concepts to relationship examples provided by real couples

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* 2nd Ed. Norton.

Course website

PSY 473/573 (Fall 2016) Marital/Family Therapy: This Canvas site will provide supplemental information for the course (announcements, syllabus, grades, copies of class notes, assignments, etc.). It is in your best interest to check for updates frequently and stay connected.

Course Components and Requirements

Class meetings: Class meetings will include traditional lectures, videos, and activities. Material covered in class will include some (but not all) 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. Even though not all assigned reading from the textbook will be reviewed in the lectures, all the assigned textbook reading will be sampled from in the exams. Therefore, in order to be adequately prepared for exams it is important that students attend class, take careful notes, read all assigned chapters, and create and review study materials for the assigned reading.

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 summary slides of the main points. You should take additional notes to aid in your preparation for exams.

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 35 points. **A printed hard copy is due in class on 11/30/16.**

Extra Credit: Some class meetings will include activities designed to help students actively engage with course concepts, and they are a way to track and evaluate attendance and participation in the course. These in-class activities will provide opportunities to earn extra credit points. Each activity is worth .5 point added on to your total course points at the end of the term. Students must be present for the entire class and participate in the entire activity to be eligible to earn these extra credit points. These activities are not listed on syllabus. They cannot be made up for any reason. There will be approximately 5-7 of these throughout the term.

Grading

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

Course Grade

Your grade for the course will be based on the percentage of points earned out of 105 total points. Your total points will be your two highest exam scores, plus your writing assignment score, plus any extra credit points you have accumulated. This will be divided by 105 points.

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%	

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.

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. 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

Date	Class Topic	Reading & Other Assignments
9/26	Introduction to course: review syllabus	Ch. 1 Why Study Intimate Relationships
9/28	A Brief History of Marriage	Ch. 1 continued
10/3	Social Exchange Theory: Interdependency	Ch. 3 Theoretical Frameworks
10/5	Interdependency	Ch. 3 continued
10/10	Men and Women in Heterosexual Relationships	Ch. 4 Men & Women, Gay & Straight
10/12	Gay and Lesbian Couples and Families	Ch. 4 continued
10/17	Sexuality	
10/19	Exam 1 (Ch. 1, 3, 4 & Lecture)	
10/24	Divorce	Ch. 6 Personality & Personal History
10/26	Intimacy	Ch. 7 Communicating Closeness
10/31	Infidelity	Ch. 7 Communicating Closeness
11/2	Conflict and Communication Skills	Ch. 8 Managing Differences
11/7	Conflict and Communication Skills (Cont.)	Ch. 8 Managing Differences
11/9	Relationship Violence	Ch. 8 continued
11/14	Exam 2 (Ch. 6, 7, 8 & Lecture)	
11/16	Poverty and Marriage	Ch. 11 Relationships in Context
11/21	Common Transitions in Relationships: Cohabitation and Becoming Parents	Ch. 13 Relationships Across the Lifespan
11/23	Behavioral & Cognitive Behavioral Interventions for Couples	Ch. 12 Improving Relationships
11/28	Behavioral & Cognitive Behavioral Interventions for Couples	Ch. 12 continued
11/30	Behavioral Interventions for Parenting	Ch. 13 continued Writing Assignment Due in Class
12/8 (Th)	Exam 3 (Ch. 13, 11, 12 & Lecture) 10:15 am	