

**Now autumn begins
the sea and all the fields
the same shade of green**

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Department of Counseling Psychology Lewis and Clark College Graduate School

Counseling Couples CPSY 590-01 Fall Semester 2016

Fridays 9:00-3:00 October 7 October 14th October 21st 2016

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“Creating a therapeutic alliance is the therapist’s prime objective in the initial stage of therapy. If clients feel safe, supported, understood and accepted by their therapist and confident in *her* skills, than couple sessions can provide a safe haven where partners can risk exploring both their relationship and their own primary attachment-related emotions.” Johnson et Al

Class Description: This class includes an overview of some basic theoretical foundations of Couples Counseling. The main focus of learning will be derived from the application of skills and techniques utilized in counseling interventions with couples. Learning will be experienced and demonstrated through lecture, readings, role play and group presentations. A reflective paper summarizing key learnings and future professional direction will be generated after the final class.

Credits: 1 semester hour.

Books Required Reading:

Becoming an Emotionally Focused Couple Therapist (2005) Susan Johnson Ed.D

Bradley, PhD. Furrow, PhD. Lee, PhD, Palmer, PhD. Tilley, PhD. Woolley PhD.

Common Factors in Couple and Family Therapy (2009) Sprenkle, PhD

Davis, PhD. Lebow, PhD

Essential Goals

Articulation and define couples counseling as a unique theoretical and practiced model of counseling

Consideration for using an integrative model that is focused on just couples

“Emotionally Focused Couples Therapy” as a foundation for understanding and practicing couple’s work

A recognition of the “Common Factors” in couples therapy

To experience the practice of couples counseling through role plays within the classroom setting

To build awareness of a personal worldview including race, power and privilege and to create a foundation of accountability when considering the impact of treatment with clients.

To develop increased awareness of self as an essential component in effective therapeutic interactions along with active engagement in an intentional ongoing self-care practice.

Classroom and Professional Values

Emphasis will be placed on developing an empathetic and therapeutic relationship within the counseling context. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through readings, class discussions, reflective assignments, as well as various classroom activities. Recognition of positions of power and privilege, as well as ethical considerations of marginalization and discrimination in counseling interactions will be explored. The class will be developed as a community of collaborative learners where each will be an active agent in their own learning experiences. Students will participate in generating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of work.

Confidentiality and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. Guidelines, parameters and boundaries are implemented into assignments and class discussions and it is expected that anything presented by students during class presentations, assignments and discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

Evaluation of Professional Qualities

Each student will be evaluated in the demonstration of self-awareness, empathetic presence, ethical considerations, effectiveness of oral and written communication, and openness to feedback. This includes the expectation for completion of all assignments as well as a respectful and earnest attitude towards classmates, instructor and future clients. Judgments about what constitutes satisfactory performance will be made by the class instructor which if not satisfactory might result in an incomplete or failure of the class. If there are concerns about a students work a meeting with the instructor will be schedule to discuss the dynamics and potential outcomes during the course of the semester.

Assignments

Collaborative class discussions and writing assignments in class pts 10

Readings with selected quotes of interest pts 20

(see last page of syllabus)

Experiential and collaborative work in teams pts 10

Demonstration of acquired learnings through role plays pts 30

Your Group of 4 One "couple", one therapist, one observer (change once) Each group member create a confidential profile of an individual in a relationship-----Use at least 3 EFT skills

Reflection paper as final summation of essential learnings pts 30

2-3 pages summarizing key learnings, reflect on your thoughts and experiences. Describe some future paths to pursue. **DUE: Friday October 28th**

Grading 100- 90= A 89-80 =B 79-70=C below a C (69) failure of class.

Classroom Policies

Missing Assignments: Students are expected to do all assignments; any assignments not completed may result in a class incomplete or class failure. Missing class is loss of points earned in the missed class, make-up points may be earned through make-up assignment.

Late Assignments: 2 point deduction for a late assignment per day.

Absences: Missing more than 10% of class time (**1.5 hour for a 15 hour class**, a graduate school policy) may result in **an incomplete or failure to complete class**.

Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the instructor.

Make-up Assignment for missing any class: Please write a 2-3 page “interest” paper on a topic of interest for you related to professional trauma work. Please use at least 3 references. This is due the final day of class and can be sent by email.

Incompletion of Class: Incompletes will be determined before the final class, including what is expected and the timeframe for completion.

Laptops and Cell Phones: Laptops maybe used to write notes as needed in class. Laptops may not be used during the experiential activities including classmate presentations unless designated by professor. Please come prepared to take hand written notes during these times. **Using computers or cellphones for non-classroom activities during classroom time unless directed by Professor will result in 5 pt. penalty. Cell phones must be silenced (if necessary vibrate ok) and text messaging is not allowed during class time unless emergency. If there is an emergency you may exit the class to use your cell.** Laptops and cells phones may of course be used on breaks. If alternate learning needs require the use of a laptop please let the instructor know at the beginning of the semester.

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.

Reading Assignments to hand In 20 pts

“Common Factors in Couple and Family Therapy”

Chapters 1, 3, 4, 7, 8, 9,

Choose 3 chapters from the above list and write (type) 2 important quotes from each. Skim other chapters for content.

“Becoming an Emotionally Focused Counselor”

read all of the pages(about 60) type 2 quotes from four of the following six sections.

1. Intro: Theory EFT pages pp. 4 & 5
Attachment pp. 14, 15, 16
Experiential/Humanistic pp. 28, 29, 30, 31
2. Intervention In EFT p 41, 42, 43
Self disclosure 79, 80, 81
Tracking and Reflecting 82,
Reframes 85, 86
Restructuring 90, 91
Enactments Challenge old patterns 98
3. Treatment Process pp 103, 104
Assessment and Cycles
Negative interaction cycles pp 128, 129, 130, 131, 132
De-escalation pps 143, 144, 145, 146, 147, 148, 149,
4. Expanding and Heightening Emotion pps 165, 169, 170, 171
Acceptance pps 185, 186, 187
5. Re-engagement and softening pp 193, 194, 217, 218, 219, 220, 221, 224, 232
Consolidation 247, 248,
6. Common Problems and Impasses 259, 260, 261, 262, 263, 264, 265,
Forgiveness and Healing 279, 283,