

SANTA CLARA UNIVERSITY
CPSY 311 Psychology of Marital Counseling
Winter 2020

Instructor: Jerrold Lee Shapiro, Ph.D.,
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Office Hours:

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Th. 1:30-4:30 PM
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Class Meetings: Thurs. 9:30- 12:30

Room: G 149

TEXTS: Shapiro & Patterson: *Real World Couple Counseling and Therapy* (essential)
Weeks, Odell, Methven: *If only I had known: Avoiding common mistakes in couples therapy* (paperback)
Shapiro: *The Measure of a Man* (Available online used or Kindle or new in Class) (paperback)

COURSE OBJECTIVES: This course is designed to present an overview of couple therapy. At the conclusion of the course, the student is expected to demonstrate *novice* theoretical understanding and skill with a variety of schema for diagnosing and treating primary relationship difficulties. **This will be a seminar-like class with class participation a core for the work.**

Relationship, courtship, varied forms of commitment, divorce, separation and specific marital problems (i.e. communication disconnections, structural breaks, sexual problems, etc.) are explored from both generic and sub-culturally relevant perspectives. Systems and Existential models of couple therapy are examined in depth. Students will role play couples and analyze these relationships from diagnostic and treatment perspectives. The process of relationship cycles and divorce are examined and coordinating the type of treatment to different stages of the cycle is stressed. Cultural, age and SES influences on relationships are explored in some depth. The role of the couple in unique sub-cultures is examined for indices of therapeutic intervention.

COURSE REQUIREMENTS:

- I. Weekly reaction papers:** Each week write one page (minimum) on the assigned readings for that week. Identify for the reading what you particularly found interesting or useful and describe how you might use the material in couple counseling you may do. Identify what material is new for you. The reflection paper for week one will be due on Thursday of week two. Week two will be due on Tuesday of week three, etc. The final reflection paper for week ten should be sent to me by email along with the final paper.
- II. Personal Term Paper (maximum length 20 pages, double spaced with reasonable margins on top, bottom and sides).** The subject of the paper is **a description of couples in your family of origin and the impact these have had on your relationships (including future), and your therapy (including potential).** When you submit the paper, Please be sure that you proof read for grammar (Green squiggly underline in MS Word) and Spell check (red squiggly underline in MS Word). Be careful to do a final edit and check for sentence structure and proper use of apostrophes. **SUBMIT BOTH A HARD COPY AND AN E-COPY OF YOUR PAPER (E-COPY to JSHAPIRO@SCU.EDU)**

The paper should contain at least the following:

- 1) A tracing of your roots at least as far back as your grandparents' generation. This can be done in genogram, diagram or prose. **A wonderful free resource is GENOPRO 2011 which you can download or use online with the permission code, [RLB-WVE-DMM-RMK-42083](#) to use on a PC or also available on a MAC computer using bootcamp – choose the PC (Windows) option and the program will be available to you]** For personal home use, the permission code for **genopro 2011** **Go to [Genopro.com](#) find the link to genopro 2011 click in and you should be set. Alternative is [Geni.com](#).**

Please get started on getting this information early. It often takes much more time, effort and difficulty than you would expect. N.B. If you have not taken CPSY 315, you may have to do a genogram in that class, so it's worth the time to do it this term. Of course, if you have already done one, just focus on *couples* for this class.

2) A clear description of your **parents' marital system, and the family system in which you grew up.** Describe in detail important events in the development and progression of your parents' relationship over time. You may begin with your parents in their own families of origin and progress through their relationships, courtship, marriage or ?, and their parenting. Look at all relevant systems (holons) in their relationships with their parents, siblings, etc. It may be easier to look at each parent as an individual, as a child, as a part of a couple, and as a member of the extended family.

3) Examine the impact of your birth on all relevant systems in the marriage and family. Describe the various structures, interactions and patterns that were produced in your family of origin. Be sure to include cultural patterns within the nuclear family and any extended family. *Rules, roles, interactional patterns, myths, triangles, hierarchies, boundaries, etc. are all important components here.*

---- These final three are the most important. Please devote appropriate space in your paper to these

4) **DESCRIBE CAREFULLY THE DEVELOPMENT AND MAINTENANCE OF YOUR PERSONAL PRIMARY RELATIONSHIPS AND PATTERNS THAT YOU OBSERVE.** Explore in detail the ways in which your family-of-origin relationships have influenced your own intimate relationships. In what ways did they model certain attitudes, behaviors etc., and in what ways has your reaction to their relationship affected your own intimate relationships over time? **YOU SHOULD WRITE MORE ON THIS SECTION. Describe details of your experience with dating, courtship etc.**

5) **Based on the impact of your family history, and of your personal history and knowledge, describe your (potential) strengths and weaknesses as a *couple therapist*.** Be sure to connect this to the information above.

6) Integrate the work on Marriage and Divorce described by Weeks et al., Shapiro and Patterson and class materials or other readings into your analysis.

GRADING	Class Participation	40%	Interactive contributions are important
	Personal Paper	40%	
	Weekly Reaction papers	20%	

This is a graduate level class in your intended profession. Regardless of your undergraduate experience or expectations in other programs or classes, your full attention and participation are expected in this class. It is inappropriate during class time to use your computer or smart phone to read email, surf the web or the like. If your professor observes you engaging in such endeavors (*it is obvious from the front of the room*) , your class participation grade will be lowered significantly and you may be asked to leave.

CLASS TOPICS AND READINGS -- Due By:

1/9/20 Food-free "POTLUCK" Question and Answer, NO READING ASSIGNMENT
Questions about couple therapy. Film?

1/16 Myths of intimacy and relationship history, Film Examples Development and dissolution of relationship I
Shapiro and Patterson Ch. 1 & 2, [intro, legal/ethical, prevention, multiple perspectives] Camino articles
myths, chronological divorce sequence; Margolin ethics.

1/23 DEVELOPMENT AND DISSOLUTION OF A RELATIONSHIP II
SHAPIRO: Chronological Divorce Sequence
Shapiro and Patterson 3, 4, 5

1/30 COUPLES THERAPY BASIC INTERVIEWING
Shapiro and Patterson 6: Weeks et al pages 1 – 85 [mutuality, rough spots in couple therapy]
Camino how couples enter therapy; intake forms

2/6 VIDEOTAPE OF COUPLES THERAPY OR DEMO
Shapiro and Patterson 7: Shapiro: *Measure of a Man* first half

2/13 TRANSITIONS; MALE AND FEMALE ROLES AND GENDER ISSUES
IN RELATIONSHIPS
Shapiro: *Measure of a Man* second half, Shapiro and Patterson 11
Therapy with Fathers chapter; genopak (for paper)

2/20 COUPLES TREATMENT Demo or Video Role play crucial issues in therapy
Shapiro and Patterson 7; Weeks et al 86 – 144

2/27 Discussion, Video and Demo
Shapiro and Patterson 8, 9, Weeks et al 145 - 217

3/5/ Video or Demo
Shapiro and Patterson 10 **Personal Term Paper Due**

3/12 Therapy demo or video Role play crucial issues in therapy
Shapiro and Patterson 12 Integrating theories on a single case
Food Potluck

COURSE HAS A SLIGHTLY GREATER THAN AVERAGE AMOUNT OF COURSEWORK

Enjoy SUMMER

Sexual Harassment and Discrimination (Title IX), Disabilities Resources, and Academic Integrity

May 2016

The course syllabus provides faculty members with a way to communicate course-specific information and University policies to students. The sample syllabus statements below are suggestions for how you could communicate three important University matters that pertain to students in every class. These syllabus statements are recommended, but not required, by the Provost's Office, EEO and Title IX, and Disabilities Resources.

Sexual Harassment and Discrimination (Title IX)

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, I encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com or <http://stage-www.scu.edu/hr/quick-links/ethics-point>

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

Academic Integrity Pledge

Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity Pledge states:

"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."

I ask that you affirm this pledge and apply these principles to your work in this class.