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*Class Meetings:* Chicago Campus, Gage 415: Tuesdays, 9:00 am – 12:45 pm

*Office Hours:* Please schedule an appointment with me. I'd be happy to provide help.

*Required Texts:* Dattilio, F. M. (2010). *Cognitive-behavioral therapy with couples and families: A comprehensive guide for clinicians*. New York: Guilford. ISBN: 9781606234532.

Gladding, S. T. (2015). *Family therapy: History, theory, and practice* (6th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780133488906.

In addition, you will need to download readings from the Blackboard class site at <http://roosevelt.blackboard.com/> indicated by [Bb] below.

*Course Prerequisites:*

MA students: Competency requirement, Basic Clinical Skills (PSYC 520) with a minimum grade of B. PsyD students: Basic Clinical Skills (PSYC 520) with a minimum grade of B.

*Course Overview and Goals:*

This three-credit course provides you with a didactic foundation to develop the skills needed to conduct couples and family therapy. We will review relevant theory and research that will help you understand (a) normal couple and family functioning, (b) the development of couple and family problems, and (c) basic interventions designed to enhance couple and family functioning. Specific strategies for assessment and therapy will be discussed, applied, and practiced throughout the semester.

By the end of the semester, you should be able to: (a) conceptualize client dynamics using family systems theory; (b) describe a tailored clinical interview and assessment battery to

evaluate couples and families; (c) apply a range of theoretically-informed, evidence-based interventions for use with couples and families; (d) modify assessment and treatment appropriately to address the clinical needs of diverse couples and families; and (e) demonstrate an awareness of relevant ethical and social justice principles for practice with couples and families.

For PsyD students enrolled in this class, course goals map onto selected competencies and learning objectives for training promoted by our doctoral program. These include:

*Assessment competency: Application of methods.* Students will have knowledge of measurement across domains of functioning and practice settings.

*Intervention competency: Intervention planning.* Students will formulate and conceptualize cases and plan interventions utilizing at least one consistent theoretical orientation.

*Intervention competency: Intervention implementation.* Students will have basic knowledge of intervention strategies.

*Advocacy competency: Systems change.* Students will promote systems change to enhance the functioning of individuals.

Each of these will be achieved through students' completion of assigned readings and in-class activities as listed in the syllabus below, and will be measured through students' performance on exams, papers, and weekly exercises.

Finally, this course is designed to reflect Roosevelt University's historic commitment to social justice and its unique mission: "to educate socially conscious citizens for active and dedicated lives as leaders in their professions and their communities." Roosevelt University prides itself on promoting greater equality in society, consistent with its creation in 1945 by faculty who all resigned from the YMCA College in Chicago to protest its use of quotas and discrimination in student admissions. Consistent with the University's framework of values, you will learn about the challenges of disenfranchised families from personal and social perspectives in this class, and you will be encouraged to help remedy these inequalities through community engagement.

#### *Course Requirements:*

##### 1. Class participation and role play

Participation entails attending class meetings, actively applying the concepts discussed in class, and constructively contributing to group activities in a way that is respectful of your peers. The majority of these activities involve incrementally designing two detailed case studies in which you will (a) develop a fictitious couple and family who are experiencing significant problems, (b) develop an assessment battery to diagnose the salient issues, (c) develop treatment goals and

interventions to ameliorate the presenting problems, and (d) role-play a representative therapy session for the class.

Your class participation will be evaluated by the completion of written exercises (e.g., case study development) during all class meetings. Each of these ten exercises will be each scored on a 2 point scale, graded as *very good* (2 points), *good* (1.75 points), *adequate* (1.5 points), or *absent/not submitted* (0 points). You must be in the room contributing to the exercise for the entire time your group is working to receive the assigned score. These exercises collectively account for 20% of your final course grade.

Based on this work, students will also devise and perform a role-play on July 28 that will account for 5 points, or 5% of your final grade. Your grade for each role-play will reflect both the instructor's evaluation of the group performance as well as peer appraisal of each individual's contribution. Specific evaluation criteria will be provided.

## 2. Reading comment and questions

At the beginning of each class, you will turn in a type-written comment and question set based on the assigned readings for that day.

For the *comment* section of the assignment, focus on an important concept, research finding, or idea from the week's readings. Explain why you found this idea interesting, how it applies to your clinical skill development, or how it connects to your emerging understanding of the field. The minimum length of your comment is 100 words.

For the *question* section of the assignment, develop a connected set of questions about the readings that you would like me to answer. This set of questions will be a paragraph in length, with a minimum of 100 words. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as "quiz questions" that you may have written for other classes -- answers are not found neatly in the readings, but build on them. Here is an example of a good question and one to avoid:

	<i>Description</i>	<i>Example</i>
<i>Poor</i>	Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information. They are also often significantly shorter than one paragraph in length.	"Do adopted children experience more psychological problems than those who are biologically related to their parents? Why?"
<i>Good</i>	Questions that require answers which encourage the synthesis, analysis,	"Would a child in a single-parent household develop differently

or evaluation of information. Questions that are generally longer, may have several parts to them, and cut across different areas.

*(Note that this is still shorter than the minimum length, but it gives you an idea.)*

(physically, emotionally, academically) than a child who lives with both parents? How does the ethnic/cultural background of the family play into this equation? For example, do children of different ethnicity handle the situation of living in a single-parent household differently based on their cultural beliefs? How can parents help alleviate some of the emotional stress that comes with the separation of two parents or only having one parent?"

This assignment encourages critical thinking and encourages you to be prepared before class. Reading comments and questions will be collected at the beginning of class sessions and will not be accepted for credit afterwards. Each submission will be graded as *very good* (1 point), *adequate* (0.8 point), or *inadequate/not turned in* (0 points). The nine reading comment and question sets account for 9% of your final course grade.

### 3. Exams

There are two exams for this course. The first exam is an individually completed take-home test in which you will refer to your class notes and the readings. It is due on June 16 by 9:00 am, submitted through Blackboard. Exam 1 covers the reading and lecture material pertaining to couples therapy, and will count for 20 points, or 20% of your final course grade. Questions on this test will ask you to analyze a case study. You will propose a well-tailored assessment battery for the couple depicted in the case, develop treatment goals and indices of progress toward these goals, and describe and apply a range of clinical interventions to produce change.

Exam 2 is also an individually completed take-home test in which you will refer to your class notes and the readings. It is due on August 2 by 11:59 pm, submitted through Blackboard. The exam will address the reading and lecture material from the second unit of the course focusing on family therapy, and will count for 35 points, or 35% of your final grade. Questions on this exam will similarly ask you to analyze a case study. You will develop a conceptualization of the presenting problems using family systems theory, propose a well-tailored assessment battery for the family, develop treatment goals and indices of progress toward these goals, and describe and apply a range of clinical interventions to produce change.

To submit through Blackboard, follow these steps: (a) go to <http://roosevelt.blackboard.com> and select PSYC 655 from your list of courses; (b) click on the "Submit Work" button located on the main menu to locate the correct assignment link; (c) click on the underlined title of the assignment (e.g., Exam 1); (d) click the "Browse My Computer" button to navigate your desktop or flash drive to retrieve the file; and (e) click "Submit" to send the file. You can also see these

instructions with screen photos at <http://tinyurl.com/Bb-help-submit>. You should double check that your attachment was submitted in this area afterwards and verify that you attached the correct document. Late exams will be penalized at a rate of 1.5 points per day. Deductions are calculated starting immediately after the time the exams are due and include weekends.

#### 4. Social justice project

People who advocate for social justice believe all members of society should have equal rights and access to opportunities. The pursuit of social justice is a hallmark of Roosevelt University and is an important element in promoting child and family well-being. Similarly, the ethical principles of the American Psychological Association require psychologists to ensure that their work benefits and respects the rights of all people, regardless of age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status. The standards urge psychologists to remain aware of these factors, avoid discrimination, and oppose unjust practices.

For the social justice project, you will research relevant state legislation concerning child or family well-being using Internet resources, develop an informed position on the matter, and then contact your elected officials by telephone and in writing to discuss these social policy issues. You will then share written products that document the content of these communications. We will review this assignment in greater depth well in advance of the due date so that you will have sufficient time to complete it.

The social justice project is worth 11 points and will account for 11% of your final grade. It is due on July 28 by 9:00 am and will be submitted through Blackboard. Please follow the instructions on how to submit through Blackboard as explained above. Late projects will be penalized at a rate of 0.5 points per day.

#### *Computation of Grades:*

Weighted scores from each component of the class (class participation exercises, role play, reading comments and questions, exams, and the social justice project) will be added together. Numerical grades will be converted to letter grades according to the following scale. Please note that there will be absolutely no “rounding” of final scores. For example, a final score of 89.99 will translate into a “B+” for the course.

Grade	Total Points	Grade	Total Points	Grade	Total Points
A	93.00 – 100	A-	90.00 – 92.99	B+	87.00 – 89.99
B	83.00 – 86.99	B-	80.00 – 82.99	C+	77.00 – 79.99
C	73.00 – 76.99	C-	70.00 – 72.99	D+	67.00 – 69.99
D	63.00 – 66.99	D-	60.00 – 62.99	F	59.99 and below

An assignment grade or final grade in the **A** range implies that the student demonstrates the ability to describe and apply clinical interventions in a highly accurate and thorough manner. Moreover, these interventions (as described and applied) would be very likely to produce client behavior change. An assignment grade or final grade in the **B** range implies that the student demonstrates the ability to describe clinical interventions fairly accurately, but displays some deficiency in applying these therapeutic techniques in a rigorous or individualized manner. This grade generally implies that these clinical interventions (as described and applied) would probably produce client behavior change. An assignment grade or a final grade in the **C** range suggests that the student demonstrates the ability to summarize some aspects of relevant clinical interventions, but omits vital components of these techniques when describing and applying them. This grade generally implies that the student would likely experience significant difficulty producing client behavior change given his or her level of knowledge as evidenced by test or course performance.

*Incomplete and Withdrawal Policies:*

I strictly follow the Registrar's policy for assigning Incompletes for this course. A grade of **I** will only be assigned when a small portion of the total semester's work has to be completed and the student has a compelling reason why the work cannot be completed within the regular timeframe. I encourage you to withdraw from PSYC 655 if you feel that you will be unable to complete the requirements for the course within the expected timeframe.

The last day you can choose to drop courses with a **W** grade for this term is July 1. Students may do this by completing a Change in Registration form in person or by fax. The form is found on the web at <http://www.roosevelt.edu/registrar/forms>. Online withdrawals after the semester has begun are not possible. The course will be recorded on the transcript with the notation of **W**, indicating that the student withdrew.

After this point, students may not withdraw from courses without completing a Petition for Late Withdrawal form found at <http://www.roosevelt.edu/registrar/forms>. The petition form requires the student's signature and the approval of the instructor, department chair, and dean or dean's designee. It also requires a statement of the non-academic reason for your late withdrawal, including the reason student was unable to withdraw by the deadline and related documentation.

Withdrawing from courses may have serious consequences for academic progress towards the degree, financial aid eligibility, repayment of refunds, and visa requirements (for international students). Students should consult carefully with their instructors and academic advisors and must meet with a financial aid advisor before withdrawing from classes after the semester has begun. The tuition refund schedule and withdrawal deadlines are published for each semester on the Important Dates page at <http://www.roosevelt.edu/registrar/ImportantDates>.

### *Unsubmitted and Late Work Policy:*

In the absence of a documented, legitimate reason for not completing an exam or the social justice project, a grade of **F** will be assigned. Similarly, class participation exercises require attendance on each particular date to earn credit. Late penalties will be applied for other work, as described above.

### *Base Groups:*

Base groups are long-term cooperative learning groups with stable membership whose primary responsibility is to provide students the support, encouragement, and assistance they need to make academic progress. Base groups personalize the work required and the learning experience. The members of your base group should exchange relevant information as you may wish to communicate or meet outside of class. At the beginning of each session, students will meet in their base groups for approximately five minutes to:

1. Congratulate each other for living through the time since last class session, and to check to see that none of their group is under undue stress.
2. Review what members have read and done since last class session. Members should be able to give a brief summary of what they have read, thought about, and done in terms of course responsibilities. They may come to class with resources they have found, or copies of work they have completed and wish to distribute to their base group members.

Base groups are available to support individual group members. If a group member arrives late or must leave early on occasion, the group can provide information about what that student missed. In addition, members of base groups may wish to study together for the tests in this course. Questions regarding course assignments and class sessions may be addressed in the base group; however, clarification is always available from the instructor.

All members are expected to contribute actively to the class discussions, strive to maintain effective working relationships with other participants, complete all assignments, assist group members in completing assignments as necessary, and express their ideas in discussion.

I also encourage you to communicate with your base group members and other classmates through the communication tools that I will set up after the first week of class via Blackboard. I also recommend that you explore my web page. The general page has many useful links for psychology students.

### *Religious Holidays:*

Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing *within the first two weeks* of each

semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences, including papers and examinations, must be made up. Students who do not arrange for excused absences by the deadline are not entitled to such accommodations.

*Academic Dishonesty:*

All students will be held to the University's standards on academic dishonesty, as described in the student handbook and planner and on the University's website. I strongly encourage you to refer to the following University website for additional details regarding plagiarism and how to avoid it: <http://www.roosevelt.edu/Provost/Faculty/AcademicIntegrity.aspx>. Lack of knowledge of standards will not be accepted as an excuse. Students found guilty of academic dishonesty will receive an **F** for the course, and their names will be forwarded to the Student Services office.

*Disability Services:*

Students with disabilities or other conditions that require special accommodation are encouraged to identify themselves to the instructor and to the Academic Success Center (312-341-3810) at the beginning of the semester. This will allow suitable services and adjustments to be made.

*General Notes:*

I am committed to the education of each student in this course. If there is a problem that is negatively affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until the end of the semester or until after an assignment is due to speak with me. I encourage you to attend my office hours or contact me by telephone, voice mail, or e-mail.

There are other important university resources that you can access if you feel they will be helpful. These include the University Writing Center (AUD 442, 312-341-2206) and the Counseling Center (AUD 470, 312-341-3548).

Finally, people characterized by a variety of backgrounds, ages, experiences, abilities, and other differences contribute to the community of learners in our classroom. We can all learn from these different perspectives, and everyone should be respected and appreciated. The responsibilities of learning in a community are similarly addressed in the university's Student Code of Conduct (<http://www.roosevelt.edu/StudentSuccess/Conduct.aspx>).



## READING LIST AND CALENDAR

### ***Session 1: Tuesday, May 19, 2015***

Topic: INTRODUCTION TO COUPLES AND FAMILY THERAPY

Readings: No readings.

### ***Unit 1: Couples Therapy***

### ***Session 2: Tuesday, May 26, 2015***

Topic: RESEARCH AND THEORY ON COUPLES FUNCTIONING;  
ASSESSMENT OF COUPLES FUNCTIONING

Readings: Dattilio, Chapters 2, 3, and 5.

### ***Session 3: Tuesday, June 2, 2015***

Topic: COUPLES THERAPY TECHNIQUES I

Readings: Dattilio, Chapter 6 and pp. 212-225.

### ***Session 4: Tuesday, June 9, 2015***

Topic: COUPLES THERAPY TECHNIQUES II; RUPTURES OF THE COUPLE BOND

Readings: Dattilio, Chapter 7.

Gladding, pp. 374-380.

Gordon, K. C., & Baucom, D. H. (1999). A multitheoretical intervention for promoting recovery from extramarital affairs. *Clinical Psychology: Science and Practice*, 6, 382-399. [Bb = Download from Blackboard site]

Note: *Exam 1 (take-home) available on Blackboard today.*

## ***Unit 2: Family Therapy***

### ***Session 5: Tuesday, June 16, 2015***

- Topic: THEORY AND ETHICS IN FAMILY THERAPY
- Readings: Gladding, Chapters 3 and 6.
- Optional: Gladding, Chapter 2.
- Due today: *Exam 1 due by 9:00 am (the start of class today), submitted through Blackboard.*

### ***No class today: Tuesday, June 23, 2015***

### ***Session 6: Tuesday June 30, 2015***

- Topic: ASSESSMENT OF FAMILY FUNCTIONING
- Readings: Gladding, pp. 397-402.
- Glick, I. D., Berman, E. M., Clarkin, J. F., & Rait, D. S. (2000). *Marital and family therapy* (4th ed.). Washington, DC: American Psychiatric Press. Chapters 6 to 9. [Bb]

### ***Session 7: Tuesday, July 7, 2015***

- Topic: STRUCTURAL AND TRANSGENERATIONAL FAMILY THERAPY
- Readings: Gladding, Chapters 9 and 12.
- Glick, I. D., Berman, E. M., Clarkin, J. F., & Rait, D. S. (2000). *Marital and family therapy* (4th ed.). Washington, DC: American Psychiatric Press. Chapters 12 and 13. [Bb]

### ***Session 8: Tuesday, July 14, 2015***

- Topic: STRATEGIC, SOLUTION-FOCUSED, AND ECOLOGICAL FAMILY THERAPY

Readings: Gladding, Chapters 13 and 14.

Glick, I. D., Berman, E. M., Clarkin, J. F., & Rait, D. S. (2000). *Marital and family therapy* (4th ed.). Washington, DC: American Psychiatric Press. Chapters 14 and 15. [Bb]

***Session 9: Tuesday, July 21, 2015***

Topic: BEHAVIORAL FAMILY THERAPY

Readings: Forehand, R., & Long, N. (2002). *Parenting the strong-willed child* (Rev. ed.). Chicago: Contemporary Books, Chapters 2, 3, 6 to 11. [Bb]

Optional: Gladding, Chapter 11.

***Session 10: Tuesday, July 28, 2015***

Topic: FAMILY THERAPY WITH DIVERSE CLIENTS; SOCIAL JUSTICE AND FAMILIES; ROLE-PLAYS

Readings: Gladding, Chapters 4 and 5.

Almeida, R. V., Dolan-Del Vecchio, K., & Parker, L. (2008). *Transformative family therapy: Just families in a just society*. Boston: Pearson. Chapter 4. [Bb]

Optional: Ounce of Prevention. (2009). *Early childhood advocacy toolkit*. Chicago: Author. [Bb]

Due today: *Social justice project submitted through Blackboard by 9:00 am.*

*Exam 2 (take home) available on Blackboard today.*

***Exam 2: Sunday, August 2, 2015***

Topic: EXAM 2 DUE

Due today: *Submit through Blackboard no later than 11:59 pm.*