

FAU FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____ <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix SOW: Number 6359	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code _____	Type of Course Lecture	Course Title Couple Therapy in Social Work Practice
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> This course introduces students to the theoretical foundations and practice techniques of couple therapy. The major models of couple therapy will be explored. Students will be encouraged to integrate theory with the clinical practice with couples.	
Effective Date <i>(TERM & YEAR)</i> Summer 2020			
Prerequisites none	Corequisites none	Registration Controls <i>(Major, College, Level)</i> major	
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here see syllabus	
Faculty Contact/Email/Phone Joy McClellan/ jmccl2@fau.edu/ 681-297-2984		List/Attach comments from departments affected by new course see attached	

Approved by Department Chair <u>Nicholas Thompson, PhD, LCSW</u> College Curriculum Chair _____ College Dean <u>Joseph Lopez</u> UGPC Chair <u>Patricia</u> UGC Chair _____ Graduate College Dean <u>Hebert</u> UFS President _____ Provost _____	Date 9/11/19 9-19-19 9/20/19 10/7/19 10/5/19 10-9-2019
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

SEP 20 2019

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FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF DESIGN & SOCIAL INQUIRY
PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK

SOW 6359, CRN60851
Couples Therapy in Social Work Practice

Semester: Summer 2020	Classroom:
Start/End Date:	Class Times: M-F 9:15a-4:25p
Instructor:	Office Hours: Before and after class
Phone: 561.297.	Office Location: SO 320
Email:	Web: www.fau.edu/ssw
Canvas: canvas.fau.edu	Credits: 3

**NOTE: If you are unable to attend the first class of this course,
you will not be allowed into the class**

MSW PROGRAM MISSION

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

COURSE DESCRIPTION

This course introduces students to the theoretical foundations and practice techniques of couple therapy. The major models of couple therapy will be explored. Students will be encouraged to integrate theory with the clinical practice with couples. Students will examine a wide range of populations including minorities, gay and lesbian persons, and persons with disabilities. Students will review case studies of various couples and apply a range of modalities in working with diverse population. This course contains a predominant experiential component and therefore students are expected to take a very active role in their learning.

RELEVANCETO THE EDUCATIONAL PROGRAM

This course is an elective course which relates directly to clinical practice. This course builds upon other core courses in the Masters of Social Work program including Human Behavior in the Social Environment 1 & 2, Social Work Practice with Individuals, and Social Work Practice with Groups and Families. This course expands on individual and family therapy models and practices and relates to specifically to those seeking clinical services as a couple.

COMPETENCIES AND EDUCATIONAL OBJECTIVES

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies. Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

1. Identify as a professional social worker and conduct oneself accordingly.

- Practice personal reflection and self-correction to assure continual professional development through reports on specific couple treatment modalities.
- Demonstrate professional demeanor in behavior, appearance, and communication through class discussions and presentations on contemporary couples issues and identified modalities

2. Apply social work ethical principles to guide professional practice.

- Recognize and manage personal values in a way that allows professional values to guide practice when working with couples.
- Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries) when working with couples through class discussions
- Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards to clinical practice with couples through class discussions and activities

3. Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom when critiquing treatment modality reports
- Critically analyze models of assessment, prevention, intervention, and evaluation when working with couples

4. Engage diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power for clients within a couple unit.
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse families and groups, including Latinos, African Americans, Haitian Americans and LGBT individuals through class discussion and reflections

5. Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression, including discrimination based on age, race, ethnicity, religion, sexual orientation, immigration status, sexual identity, and expression, particularly as it relates to couples in class discussions

6. Engage in research-informed practice and practice-informed research.

- Use research evidence to inform practice decisions, specifically through the exploration of seminal and contemporary articles on approaches to clinical practice with couples

7. Apply knowledge of human behavior and the social environment.

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of practice with couples
- Critique and apply knowledge to understand person and environment, including the use of ecomaps and genograms in clinical work with couples

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- Engagement: Use empathy and other interpersonal skills to work effectively in the context of clinical practice with couples as demonstrated through role plays in class
- Engagement: Develop a mutually agreed-on focus of work and desired outcomes when working with couples
- Assessment: Select appropriate intervention strategies, as analyzed through reaction reports to various treatment modalities used with couples
- Assessment: Assess client strengths and limitations, including personal strengths and support systems of individuals within a couple relationship
- Assessment: Develop mutually agreed-on intervention goals and objectives as demonstrated through treatment planning role plays
- Assessment: Use evidence-based practice to select appropriate intervention strategies for practice with couples
- Intervention: Help clients resolve problems, including issues contemporary issues within the context of couple relationships
- Intervention: Facilitate transitions and endings in relation to practice with couples
- Evaluation: Critically analyze, monitor, and evaluate interventions designed for couples work

GRADED ASSIGNMENTS:**1. Development of Couple Intake/Assessment Form 25%**

An essential part of social work practice with couples is completing a thorough assessment to understand the client's unique circumstances. At the end of this course, you would have been exposed to various treatment modalities and also various couple case scenarios. In order to prepare you for clinical practice with couples, each of you will develop your own couple intake/assessment form that you would use in clinical practice. Specific questions should be developed; within the form and commentary should be provided to indicate the rationale for inclusion of this specific information during an intake. This intake assignment can be completed individually or in groups of 2-4 students.

This assignment will be due Sunday, May 13 by 11:59pm.

2. Report on and Reactions to Treatment Modalities 20%

This course will involve learning various theoretical and practice models in Social Work practice with couples. Clinicians will oftentimes find themselves drawn to specific models, or possibly having adverse reactions to a particular model. It is important to evaluate and understand these reactions. Each day of this course you will learn about various experiences in working with couples. Reporting on the various concepts and how you see this translating into your practice is very important in your identity development as a social worker. You will complete a report that is approximately 4-7 pages (a minimum of full 4 pages, maximum of 7 pages). This report should highlight:

- 1) Key concepts, principles, and techniques covered in the Handbook. The summary content of the Gurman chapters should be factual, practical information that you can utilize as quick references in your future as a practitioner.
- 2) Personal commentaries and reactions to the specific cases presented in Case Studies books. These commentaries or reactions should highlight how you would see yourself using these techniques or modalities in practice.

Reports are to be turned in through the Assignment Link on Canvas. Feel free to integrate personal commentary on both Gurman and Carson chapters. The Carson chapters should be succinctly summarized and critiqued.

This assignment will be due on Sunday, May 13 by 11:59pm.

3. Presentation on Contemporary Couple Issue 25%

Social work practice is continually evolving, and likewise, our clients are continually faced with new experiences that may challenge us to learn about new ways to assist them. Each student will present with 2 or 3 of their classmates on a contemporary couple issue. This presentation will be approximately 15-25 minutes in length and include:

- 1) An overview of the contemporary couple issue (definition and any co-morbid issues)
- 2) Prevalence of this issue in American culture
- 3) Presentation of **at least two empirical articles** that identify a means to work with this issue in a clinical manner
- 4) Overview of any resources to use in clinical practice (e.g. handout on techniques, online training, manual, etc)

Potential topics include: infidelity, cyber-infidelity, long-distance relationships, addiction, chronic illness, severe mental health, intimate partner violence, sexual trauma, divorce/remarriage. This list is not exhaustive, but rather suggestive. Topics will be selected on the first day of class and no two groups can present on the same topic. The instructor will generate a schedule of these presentations for the final day of class. All groups must submit a Powerpoint online the day before the in-class presentation. Please include a reference page in your presentation, as your classmates may need to reference this in future clinical practice.

This assignment will be completed in class on May 11th. Groups should submit their powerpoint online by May 10th at 11:59pm.

4. Final Exam 25%

A final exam will take place within this course. Students will complete this exam in-person on the final day in this course. It will cover all readings and activities completed in class. Students should review concepts related to the various modalities covered in this course, as well as information on research related to couples therapy, including contemporary issues discussed in class. Questions will include recall of important concepts as well as application of concepts in a clinical setting. You will have two hours to complete the exam.

This assignment will be completed in class on May 11th.

5. Participation and Attendance 5%

This class focuses on practice skills for advanced clinical social workers specifically working with couples. As a result, part of this class will involve role plays and also input from students. Student participation is not only encouraged, but expected. Ask questions, share experiences, and be actively involved! An old Chinese proverb says, “Tell me and I will forget – Show me and I may remember – But involve me and I will understand.” You will learn more from this class if you talk and participate actively.

Evaluation of student participation will be based upon the following criteria: (a) functions within clearly defined professional boundaries (attends classes, arrives on time, prepared for class by doing readings in advance, completes assignments in timely manner, demonstrates appropriate professional boundaries in role-plays), (b) demonstrates personal reflection and self-correction to assure continual professional growth, (c) demonstrates professional demeanor in class (respectful of others, self-initiating, asks relevant questions, and actively participates in role-plays, class discussions and other experiential exercises); (d) consults with professor to advance professional development, and (e) Recognizes and manages personal values in a way that allows professional values to guide practice (in class discussions and role-plays).

GRADING SYSTEM

Grading:

The grading scale for this course is as follows:

94 – 100% = A	74 – 76% = C
90 – 93% = A-	70 – 73% = C-
87 – 89% = B+	67 – 69% = D+
84 – 86% = B	64 – 66% = D
80 – 83% = B-	60 – 63% = D-
77 – 79% = C+	0 – 59% = F

Policy on e-mail Correspondence

Students are expected to behave and act in a professional manner at all times. Therefore, it is expected that students will write emails in a professional manner as well. **DO NOT send an email with nothing but an attachment.** All emails **are required** to have the following components if they are to be read by the instructor: an appropriate **salutation**, a clear **message** explaining the purpose of the email, an appropriate **closing** to the email which includes your full name. This will ensure a timely response to you that fully addresses your question or comment.

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to

produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, return from break in a timely manner, and stay until class is dismissed.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback
Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.
6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills
With peers and instructor: (body language, empathy, listening)
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

FAU'S CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

SAFE ASSIGN

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to TurnItIn for the detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn reference database solely for the purpose of detecting plagiarism of such papers.

CONSEQUENCES OF UNACCEPTABLE BEHAVIOR

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

CLASS ATTENDANCE AND PARTICIPATION

Social work education is designed to help students prepare for professional practice. In order to model

ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, ***attendance for all classes is required***. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, ***even with excused absences, the student may be required to withdraw or retake the class***. Given the accelerated nature of this course, one absence, excused or unexcused, will result in the student being required to withdraw or retake the course. Additionally, more than two tardies or early departure may result in the student being required to withdraw or retake the class.

POLICY ON USE OF RECORDING DEVICES IN THE CLASSROOM

The College of Design and Social Inquiry prohibits audio or video recording instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This does **not** apply to students receiving services from the Office with Student Disabilities. When the instructor's consent is given, the materials are for personal use only and are not for distribution or sale in any fashion.

REQUIRED TEXTBOOKS:

Required Textbooks:

Gurman, A.S., Lebow, J.L., & Snyder, D.K. (2015). *Clinical handbook of couple therapy* (5th ed.). New York: The Guilford Press. ISBN-13: 978-1462513925

Carson, D. K., & Casado-Kehoe, M. (2011). *Case studies in couples therapy: Theory-based approaches*. New York: Routledge. ISBN-13: 978-0415879439

These books are available at the campus bookstore (or www.amazon.com). We will refer to the NASW (1999) *Code of Ethics* throughout the course. If you do not have one already, you can access it through www.naswdc.org, under publications.

Other course readings will be distributed in class. Also, please visit the **Canvas Web site** for this course for additional information. IMPORTANT: Canvas uses the email addresses assigned to you by FAU – please remember to check your FAU email at least twice a week or you may miss important messages. PLEASE DO NOT FORWARD your FAU email to your personal email accounts, as your personal email provider may block FAU email thinking that it is spam. To retrieve FAU email, log onto MyFAU (<http://myfau.fau.edu>). We will use Canvas to post notices, to create email lists and discussion boards, to post additional readings, Web links, and assignments/exams. If you are experiencing problems logging onto MyFAU or Canvas, you can contact the helpdesk at 561.297.3999.

COURSE OUTLINE AND READING ASSIGNMENTS:

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

Class	Topics/activities	Readings/homework	Comps
Day one	Introduction to Course Introduction to Relational Concepts <ul style="list-style-type: none"> - Systems Theory - Common Factors in Couple and Family Therapy 	Gurman: Ch. 1 Reading on Canvas (Davis et al, 2012)	1a, 1c, 1d 2a, 2b, 2c, 10a, 10b, 10i

Day two	Ethics in Couple and Family Therapy Foundation for Relationships Pre-Marital Counseling	NASW Code of Ethics Gurman Ch 5 Reading on Canvas (Gurman, Ch 4) Carson Ch 25	2d, 3b, 4a, 4b, 5a, 7a, 10b, 10e
Day three	Bowen Family Therapy Emotion Focused Therapy	Gurman Ch 9 Carson Ch 7 Gurman Ch 4 Carson Ch 15	3a, 3b, 3c, 6b, 7a, 7b, 10c, 10d, 10f, 10g
Day four	Narrative Therapy Solution-Focused Therapy with Couples	Gurman Ch 10 Carson Ch 22 Gurman Ch 11 Carson Ch 21 <i>Assignment due:</i> Presentation submitted with references (online)	1f, 4a, 4b, 4c, 5a, 6a, 7b, 9a, 10d, 10i
Day five	Contemporary Issues in Couple Therapy Termination with Couples	Gurman et al: Ch 14-26 (as selected) <i>Assignment due:</i> Final Exam (in class) May 13th <i>Assignment due:</i> Couple Intake Form <i>Assignment due:</i> Report on Modalities	7a, 7b, 9a, 10i, 10k, 10l, 10m

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700
 Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENT ACCESSIBILITY SERVICES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Student Accessibility Services (SAS) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585 and follow all SAS procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

References:

- Beach, S. F., Fincham, F. D., Hurt, T. R., McNair, L. M., Stanley, S. M. (2008). Prayer and marital intervention: A conceptual framework. *Journal of Social and Clinical Psychology, 27*, 641–669.
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- Greenberg, L. S., & Goldman, R. N. (2008). *Emotion-focused couples therapy: The dynamics of emotion, love, and power* (1st ed.). Washington, DC: American Psychological Association.
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- Lachkar, J. (2014). *Common complaints in couple therapy: New approaches to treating marital conflict* (1st ed.). New York: Routledge.
- Leavitt, J. P. (2010). *Common dilemmas in couple therapy*. New York: Routledge.
- Rhoades, G. K., Stanley, S. M., & Markman, H. J. (2009). Working with cohabitation in relationship education and therapy. *Journal of Couple and Relationship Therapy, 8*, 95-112.
- Schmidt, C. D., & Gelhert, N. C. (2017). Couples therapy and empathy. *The Family Journal, 25*(1), 23. doi:10.1177/1066480716678621
- Shepard, D. S., & Harway, M. (2012). *Engaging men in couples therapy*. New York: Routledge.
- Sperry, L., Carlson, J., & Peluso, P. R. (2005). *Couples therapy: Integrating theory and technique* (2nd ed.). Denver, CO: Love Pub. Co.
- Stanley, S. M., & Markman, H. J. (1992). Assessing commitment in personal relationships. *Journal of Marriage and The Family, 54*, 595-608.
- Stanley, S.M., Markman, H.J., & Whitton, S. (2002). Communication, conflict, and commitment: Insights on the foundations of relationship success from a national survey. *Family*

Process, 41, 659-675.

Wetchler, J. L. (2011). *Handbook of clinical issues in couple therapy* (2nd ed.). New York: Routledge

Whisman, M. A., & Beach, S. R. H. (2012). Couple therapy for depression. *Journal of Clinical Psychology*, 68(5), 526-535. doi:10.1002/jclp.21857

Subject: Re: New Course Proposal: Couple Therapy in Social Work Practice
Date: Friday, September 6, 2019 at 12:24:17 PM Eastern Daylight Time
From: Robert Stackman
To: Joy McClellan
CC: Karethy Edwards, Joy Longo, Paul Peluso
Attachments: image001.png

Hi Joy,

I have no concerns regarding the new course proposal. Are you working with the Registrar's office to identify a permanent course number, or will you be using the 6930 as a Special Topics designated elective?

-Bob

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Robert W. Stackman Jr., Ph.D.
Dean, Graduate College

Florida Atlantic University
P 561.297.4358 (Boca) | 561.799.8052 (Jupiter)
W www.fau.edu/graduate | E rstackma@fau.edu
A SU-80, 102L | 777 Glades Road, Boca Raton, FL 33431-0991

From: Joy McClellan <JMCCLEL2@fau.edu>
Date: Friday, August 23, 2019 at 10:47 AM
To: Paul Peluso <ppeluso@fau.edu>
Cc: Karethy Edwards <edwardsk@health.fau.edu>, Robert Stackman <rstackma@fau.edu>, Joy Longo <JLONGO5@health.fau.edu>
Subject: Re: New Course Proposal: Couple Therapy in Social Work Practice

Sorry!!

Joy McClellan
Coordinator and Senior Instructor, MSW Program
Phyllis and Harvey Sandler School of Social Work
Pronouns: she, her, hers

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Monday, September 9, 2019 at 2:56:48 PM Eastern Daylight Time

Subject: Re: New Course Proposal: Couple Therapy in Social Work Practice
Date: Tuesday, August 27, 2019 at 12:09:25 PM Eastern Daylight Time
From: Paul Peluso
To: Joy McClellan
Attachments: image001.png

Hi Joy

Sorry for the delay. No conflicts with CE (though I am likely to be sending you through a course on Couples Counseling). Also, my colleague Len Sperry and I just published the 3rd of our couple therapy book. I'd be happy to send you over a copy if you'd like.

All the best,

Paul

Sent from my iPad

On Aug 23, 2019, at 10:47 AM, Joy McClellan <JMCCLEL2@fau.edu> wrote:

Sorry!!

Joy McClellan
Coordinator and Senior Instructor, MSW Program
Phyllis and Harvey Sandler School of Social Work
Pronouns: she, her, hers

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<image001.png>

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From: Paul Peluso <ppeluso@fau.edu>
Date: Friday, August 23, 2019 at 10:44 AM
To: Joy McClellan <JMCCLEL2@fau.edu>

Monday, September 9, 2019 at 2:55:34 PM Eastern Daylight Time

Subject: RE: New Course Proposal: Couple Therapy in Social Work Practice
Date: Friday, September 6, 2019 at 11:54:01 AM Eastern Daylight Time
From: Joy Longo
To: Joy McClellan, Paul Peluso
CC: Karethy Edwards, Robert Stackman
Attachments: image003.jpg, image004.jpg

Hi Joy,
I did not see any conflicts. I am not sure if Dr. Edwards has any feedback.
Regards,
Joy

From: Joy McClellan
Sent: Friday, September 6, 2019 11:18 AM
To: Paul Peluso <ppeluso@fau.edu>
Cc: Karethy Edwards <edwardsk@health.fau.edu>; Robert Stackman <rstackma@fau.edu>; Joy Longo <JLONGO5@health.fau.edu>
Subject: Re: New Course Proposal: Couple Therapy in Social Work Practice

Thanks for your feedback Dr. Peluso.

Does anyone else have any feedback please? If not, I will move forward.

Joy McClellan
Coordinator and Senior Instructor, MSW Program
Phyllis and Harvey Sandler School of Social Work
Pronouns: she, her, hers

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From: Joy McClellan <JMCCLEL2@fau.edu>
Date: Friday, August 23, 2019 at 10:47 AM