

CHFD 8070 Couple and Sex Therapy
The University of Georgia
Spring 2008

Instructor:	Maria Bermúdez, Ph.D.	Office Hours:	By appointment
Office:	Family Science Center 1, 101	Class Location:	Dawson Hall- Room 306
Class Time:	Tuesday, 9:30 - 12:15	E-mail:	mbermude@uga.edu
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Course Description:

This course is designed to help students gain an advanced understanding of the role of sexuality among intimate partner relationships and to apply theoretically and empirically informed interventions and approaches to couples therapy.

Required Texts:

Christensen, A., & Jacobson, N. S. (1996). *Acceptance and change in couple therapy: A therapist's guide to transforming relationships*. New York: W. W. Norton & Company.

Gottman, J. M. (1999). *The marriage clinic*. New York: W. W. Norton

Gurman, A. A., & Jacobson, N. S. (2002). *Clinical handbook of couple therapy (3rd Ed.)*. New York: Guilford Press.

Johnson, S. M. (2004). *The practice of emotionally focused couple therapy*. New York: Brunner-Routledge.

Kleinplatz, P. J. (Ed.).(2001). *New directions in sex therapy: Innovations and alternatives*. Philadelphia, PA: Brunner –Routledge.

Leiblum, S. R. (Ed.).(2007). *Principles and practices of sex therapy*, 4th ed. New York: The Guilford Press.

Recommended Texts:

Charlton, R. S. (Ed.). (1996). *Treatment of sexual disorders*. San Francisco, CA: Jossey-Bass.

Wincze, J. P., & Carey, M. P. (2nd ed.). (2001). *Sexual Dysfunction: A guide for assessment and treatment*. New York: The Guildford Press

Rosen, R. C. & Leiblum, S. R. (1995) *Case Studies in Sex Therapy*. New York: The Guilford Press.

Course Objectives:

1. Students will review material related to the diagnosis, assessment, and treatment of sexual dysfunctions and sexual issues related to couples in therapy
2. Students will gain an understanding of sexual diversity and how it relates to intimate relationships
3. Students will examine various theoretical applications and common problems presented in couple and marital therapy

Course Assignments:

1. Class Participation (20 points) Please read the assigned readings before each class! It is my expectation that you will have read all of the material assigned and you will actively participate in class discussion. This is an advanced class and I expect you to be prepared to critique the model, discuss cases relevant to the models and interventions discussed, as well as discuss your questions specific to the text. Class discussion and content evaluation will be the primary teaching/learning method implemented.

You are expected to be on time and to be in EVERY class. If there is an emergency and you cannot be in class or are running late, please be professional in your demeanor and contact the instructor prior to class, leaving a voice mail message in my office. Missing more than 2 classes may result in lower grade.

2. Book Report & Class Presentation (20 points)

During the semester you will be exposed to only a few important texts that relate to the practice of Couple and Sex Therapy. Given the time limitations, we will not be able to review all of the treatment approaches in depth. Therefore, this assignment is designed to encourage you to become more familiar with the one theory of family therapy and to critically examine it. A list of suggestions will be provided, but you are free to choose any book you think will be helpful for generating knowledge about working with couples in therapy. For this assignment, you will read one book, and compose a 4-6 page (not including cover page) double-spaced, typed paper according to the following outline: 1) brief summary of book, describing the intended audience; ~1-2 pages., 2) describe the primary components of this theory, model, or main points of the books that are appealing to use in couples therapy; 3) describe the weaknesses of the book, model or approach to working with couples in therapy? (~2-3 pages).

3. Journal Article Critique and Class presentation (10 points)

Use Galileo or another library search engine to identify an empirical study or case study using one of the MFT theoretical orientations from class. The article must be published in a peer-reviewed journal and the focus must be related to couple therapy. A list of acceptable journals will be provided. You **MUST** include a copy of the article with your paper. You will be asked to present your summary and critique in a small group discussion.

Write a 3-5 page (not including cover page) double-spaced summary/reaction paper on the article. The paper should include the following: 1) a brief summary of the empirical study applying an MFT model or theory (hypotheses, methods and results) or case study (who was the client, what was the problem, what theoretical concepts or techniques were used); 2) How was the article beneficial? 3) What is your critique (methodology, application, etc.)? This is the most important part of the article!

You need to be specific about how the author/s can improve their study, presentation of case study, application of model, etc.

4. 3 Assessment, Tools, and/or Measures and mini presentation (10)

Please bring copies of the assessments for the class or give a copy for the instructor in advance to make copies for the class.

5. Publishable Paper and Presentation (40 points)

Your paper may take several forms:

- a) Development of theory/ philosophical paper that integrates an approach/model in a unique manner
- b) A presentation of a model covered in class with a unique population, presenting problem or concern, or other issues. You may provide clinical, research, and supervision implications for the reader.
- c) Conduct a small pilot study that uses one of the approaches covered in class.
- d) Your idea! You may propose a project that you feel is more suitable in meeting your interests.

You may have two authors for your paper. If you decide to do a paper with someone else in the class, all the writers are expected to contribute EQUALLY to the paper. Please be pro-active in solving any problems to may experience with your co-author. In addition, keeping with good ethics, co-authors should determine a method to ascertain order of authorship, **prior** to the writing of the paper. According to APA guidelines, authorship should be determined by the amount of work put forth in writing the manuscript but since this is a class project, all authors must contribute equally.

- The expectation is that the final product is suitable for journal submission and provides the students in the class with a unique educational/growth experience.
- All papers are to provide a UNIQUE contribution to the field! All papers are to written in current APA format (5th edition).
- Your paper should go beyond a simple review of the current research, content, or theory of your chosen topic into creative, innovative, or integrative areas of the application of contemporary models/philosophies in marriage and family therapy.
- Papers should be 18-24 pages in length, including references.
- You must get approval from the instructor and turn in an outline with partial references. This will be the first phase of writing your paper. You will choose your topic, outline the components of your paper, and include a bibliography (APA style) of at least 8-10 references. This assignment is intended to get you started on your project, and enables your instructor to give you feedback on your paper/ topic. Your outline and references will be due on March 9, 2005.
- You are invited to take creative argument with your instructor over what is to be included in your paper, provided you give appropriate rationale. See her on an individual basis regarding this. The final draft of your paper is due on April 22, 2008.
- Class presentations of paper will be on the LAST DAY OF CLASS. This mini-presentation is to be 15-20 minutes in length, and is NOT simply a reading of your paper. You will present to the class the information as you would at a conference, using a variety of media or activities, experiential exercises, including handouts. Everyone must take an active role. You are strongly encouraged to be creative in your presentation, and you must be professional in your demeanor.

Grading Scale:

Class participation and discussion	20
Book Report & Class Presentation	20
Journal Article Critique and Class presentation	10
3 Assessment, Tools, and/or Measures and mini presentation	10
Publishable Paper and Presentation	40
<hr/> Total Points	<hr/> 100 points

Other Information:

Class attendance: Class attendance is mandatory.

Academic Honesty: All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about the standards before performing any academic work. The policy can be found at the following web site:

http://www.uga.edu/ovpi/honesty/culture_honesty.htm

Missed or Late Assignments: Turning in late assignments will NOT be permitted without prior approval of the instructor. If you have a conflict with the assignment schedule please see the instructor prior to September 4, 2007, to make alternative arrangements. If an assignment is missed due to a medical or family emergency, the student is expected to make every effort to notify the instructor prior to the due date (phone or email). If the student wishes to turn the assignment in late, the student must provide proof of the emergency.

Changes in the Schedule: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Questions on Grading and Assignments: Every attempt will be made to fairly and consistently evaluate student’s performance on assignments. If students would like the instructor to reconsider points that have been deducted from any assignment the request must be submitted in writing within one week from the day the assignment was returned or the grades were posted. The request must include the reason why you believe the points should be granted.

Protection of Private Information: If you have requested a restriction of your personal information please call or email the instructor as soon as possible and we will have another way of calling role and calling names in class.

Special Needs: Any student with a disability should make an appointment to talk with the instructor as soon as possible. *Americans With Disabilities Act Statement-* Any student who, because of disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.

Suggested Books for Review:

* Important Foundational Books

1. Between Give and Take: A Clinical Guide to Contextual Therapy, by Ivan Boszormenyi-Nagy & Barbara R. Krasner
2. Cognitive-Behavioral Marital Therapy, by Donal H. Baucom & Norman Epstein
3. Marital Therapy: Strategies Based on Social Learning and Behavior Exchange Principles, by Neil S. Jacobson, and Gayla Margolin
4. What Predicts Divorce: The Relationship Between Marital Processes and Marital Outcomes, by John Gottman
5. Emotionally Focused Therapy for Couples, by Leslie S. Greenberg & Susan M. Johnson

*Scholarly Books

6. The Social Construction of Sexuality, by Steven Seidman
7. The Gender of Sexuality, by Pepper Schwartz and Virginia Rutter
8. Case Studies in Sex Therapy, by Raymond C. Rosen & Sandra R. Leiblum
9. Handbook of Sexuality Research Training Initiatives, by Diane De Mauro Gilbert Kerdt, & Richard Parker
10. Quickies: The Handbook of Brief Sex Therapy, by Shelley Green and Douglas Felmons
11. Emotional Intelligence in Couples Therapy, by Brent J. Atkinson
12. The Psychology of Intimacy, by Karen J. Prager
13. The Couples is Telling you What you Need to Know: Couple-Directed Therapy in a Multi-cultural Context by Toby Bobes and Norman Bobes
14. If Only I had Known: Avoiding Common Mistakes in Couples Therapy, By Gerald Weeks, Mark Odell, and Susanne Methven
15. Short-term Couples Therapy, by James M. Donovan

* Popular Books

16. Mating in Captivity by Esther Perel
17. Rekindling Desire: A Step-by-step Program to Help Low-Sex and No-Sex Marriages, by Barry and Emily McCarthy
18. Reconcilable Differences, by Andrew Christensen & Neil Jacobson
19. The Dance of Deception: A Guide to Authenticity and Truth-Telling in Women's Relationships by Harriet Lerner
20. Affair Proof your Marriage by Lana Staheli
21. After the Affair: Healing the Pain and Rebuilding Trust what a Partner has been Unfaithful, by Janis Abrahms Spring with Michael Spring.
22. All you need is Love and other Lies about Marriage: How to save your marriage before it's too late, by John Jacobs
23. Why Marriages Succeed or Fail and how you can make yours last, by John Gottman
24. The Crowded Bed: An Effective Framework for Doing Couple Therapy by Toby Robes and Barbara Rothman
25. Affirmative Gay Relationships: Key Steps in Finding a Life Partner, by Neil Kaminsky
26. The Sexual Healing Journey: A Guide for Survivors of Sexual Abuse, by Wendy Maltz

Suggested Articles and Book Chapters to Review:

1. The F.A.S.T. Model: Feminist Assessment for Use in Sex Therapy, T.L. Young
2. Relevant chapters on Couple and Sex Therapy in the book *Feminist Family Therapy: Empowerment in Social Context* by Louise B. Silverstein and Thelma Jean Goodrich
3. Couples Therapy: Feminist Perspectives by Marcia Hill and Esther Rothblum

Tentative Class Schedule

1. 1-8-08 Introductions
2. 1-15-08 The Marriage Clinic
3. 1-22-08 Continued
4. 1-29-08 Continued
5. 2-05-08 Modern Approaches to Couple Therapy
6. 2-12-08 Emotionally Focused Couple Therapy
7. 2-19-08 EFT Continued
9. 2-26-08 Integrative Couple and Behavioral Therapy
10. 3-04-08 ICBT Continued
11. 3-11-08 NO CLASS- Spring Break
12. 3-18-08 Post-Modern Approaches to CT
13. 3-25-08 Topical Issues in Couple Therapy
14. 4-01-08 Introduction to Sex Therapy
15. 4-08-08 Sex Therapy Continued
16. 4-15-08 Sex Therapy Continued
17. 4-22-08 Last day of class- Papers Due and Presentations