

Krystal Marcinkiewicz, MA, LPC, LMHC
Adjunct Professor of Counseling Psychology

Phone: 503-544-0549 / **Email:** krystal@lclark.edu
Office Hours: By Appointment Only (phone/zoom)

Course Information

Dates: 10/30 & 12/11

Time: In the classroom: 11:00am-3:30pm

*Additional teaching hours through self-guided learning assignments

Location: York Graduate Center, Room 101

Credits: 1

Course Description

This class includes an overview of some basic foundations in Couples Counseling. The focus of learning will be derived from a few primary theories and the application of skills and techniques utilized in counseling techniques/interventions with couples. Learning will be experienced and demonstrated through lecture, readings, role play and group presentations/sharing, and self-guided learning through videos and podcasts, etc. Most importantly, this class is intended to help students to identify their own strengths and skills, recognize when it is appropriate/inappropriate to offer couples counseling and to contemplate the role of self-as-therapist in the work that we do, especially with more than one person in the room.

Course Books:

1. Johnson, Susan M. *Attachment Theory in Practice: Emotionally Focused Therapy (EFT) with Individuals, Couples, and Families*. The Guilford Press, 2019.
2. Gottman, Julie Schwartz & Gottman, John M., *10 Principles for Doing Effective Couples Therapy*. W.W. Norton & Company, 2015.

Course Goals

- Articulation and define couples counseling as a unique theoretical and practiced model of counseling
- Basic understanding of various theories and models used as a foundation for understanding and practicing couple's work
- A recognition of common factors in couple's 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.

Course Policies

- Email Policy

I maintain a 24-hour response policy for all email communications not including weekends. If you receive an email from me during the weekend, it is the exception and not the rule, however I encourage you to reach out at any time and I will do my best to get back to you as my schedule allows.

- Participation and Attendance

Participation: Each student is expected to participate throughout the course and 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 student's work a meeting with the instructor will be schedule to discuss the dynamics and potential outcomes during the semester.

Attendance: Class attendance is expected and required, especially since our time together in-person will be limited. Missing in-class time may result in failure to complete the class. If someone has something extremely pressing, I can create a special make-up assignment, but it's not my preference to do so as it disrupts the activities of the groups and ongoing analysis. In case of extreme hardship and at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted to remove the incomplete must be documented appropriately and stated deadlines met.

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 in 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.

There is a recognition that counseling class material and especially role plays might be impactful, emotional, or possibly overwhelming for students. Please find ways to self-regulate and implement self-care both within and outside of class time. Please let me know in advance if there are impactful elements of your current life that I should be aware of in support of your participation.

We will be discussing this more when create our class norms. Please be aware that many of your classmates come from marginalized backgrounds based on a variety of identities; they are not enrolled in this class to experience this further. If a person requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this. This is a skill that will also serve you well as you proceed through your career.

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 confidential. Failure to follow these guidelines may result in failure of the class. Some of our topics may bring up personal opinions on politics, religion, bodies, gender, and more. We will be practicing respect for one another as colleagues in the most ethical way. Your final class grade will also be determined by how you conduct yourself in class, how you engage with others, and how you manage challenges.

Students with Disabilities Policy

Lewis & Clark College is committed to serving the needs of students with disabilities. Professional staff in the office of Student Support Services ensure that students with disabilities receive all the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out Lewis & Clark College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws.

Lewis & Clark Disability Statement:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After

you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Please see the Student Support Services website for more information: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

Agenda & Assignments

Due to limiting our time together in-person, we will not be taking any extended breaks. We will take breaks on the “therapeutic hour” which is typically every 45-50 minutes after the start of the hour. Please plan a little wiggle room at the end of your day, with the potential to go a little over, or to leave a little early depending on how we move through the in-class material. Please plan to care for yourself during class time however you may need to, including eating, bathroom breaks, etc.

- 1 credit hour breakdown = Approximately 15 hours of direct learning and approximately 3 hours of additional coursework completing reading/assignments. Our class will have approximately 9 hours in-person, and 6 hours of self-guided learning, and approximately 3 hours will be spent on assignments.

Day 1 Agenda - 10/30/21 (4.5 hours in-person learning):

11:00-11:50am – Introductions/Podcast reviews/Syllabus review/Q&A

12:00-12:50pm – Ethics / Marked Differences

1:00-1:50pm – Intake/Assessment/Measures – Group Role Plays if time allows

2:00-2:50 pm – Brief Popular Theory overviews: Gottman, EFT

3:00-3:30 pm – Wrap up/Check-out/ Q&A

BEFORE NEXT CLASS, PLEASE COMPLETE THE FOLLOWING:

1. Read & Chapter Summary Presentations

a. *Attachment Theory in Practice*: Read Chapter _____ (to be assigned in class)

b. *10 Principles*: Read Chapter _____ (to be assigned in class)

c. **ASSIGNMENT DUE 12/11**: Create a brief 5-minute presentation to share these chapters with your classmates, including key take away points.

The following are self-guided learning activities that consist of both podcast and videos. These activities are meant to best substitute for in-person learning and provide you educational overviews of a variety of topics. At the end of each learning activity, please write a 1-3 paragraph reading summary that consists of (but is not limited to) key takeaways, reflection of content, questions that arise, etc. Please compile all reading summaries into one document and turn in via hard copy on 12/11 in-class.

2. Self-guided learning #1 (1 hour) (Sent prior to Day 1 via email)

Listen to at least one of the following two podcasts (both are preferred and encouraged). Sharing at least one takeaway with the group as a part of our introductions/check-in:

- a. <https://www.couplestherapistcouch.com/blog/the-art-of-couples-therapy-with-margaret-thompson-001> - 50 minutes
- b. <https://www.couplestherapistcouch.com/blog/035-stan-tatkin-on-a-psychobiological-approach-to-couple-therapy> - 50 minutes

3. Self-guided learning #2 (1 hour) *Anatomy of Love*

- a. Listen: <https://www.couplestherapistcouch.com/blog/111-helen-fisher-on-the-anatomy-of-love> - 60 minutes **OR**
- b. Watch: <https://www.youtube.com/watch?v=Wthc5hdzU1s> – 60 minutes

4. **Self-guided learning #3 (1 hour) Love Languages**

- a. Listen: <https://personalityhacker.com/podcast-episode-0051-5-love-languages/> - 30 minutes **OR**
Watch: <https://www.youtube.com/watch?v=as8Zd2mhV6I> - 15 minutes
b. Complete the quiz: <https://www.5lovelanguages.com/quizzes/love-language>

5. **Self-guided learning #4 (1 hour) – Being a poly therapist**

- c. Watch: <https://www.youtube.com/watch?v=NINOTNeW-kg> – 40 minutes **AND**
d. Listen: <https://www.therapyden.com/blog/say-more-about-that-show-notes-episode-11> - 30 minutes

6. **Self-guided learning #5 (1 hour) – Trauma and Relationships**

- e. Listen: <https://thecouchwithdebandnaomi.libsyn.com/season-2-episode-five> - 70 minutes **OR**
f. Listen: [115: Janina Fisher on Working with Trauma in Couples Therapy](#) - 45 minutes

7. **Self-guided learning #6 (1 hours) - Attachment injuries**

- g. Listen: <https://thecouchwithdebandnaomi.libsyn.com/season-3-episode-5> - 60 minutes **OR**
h. Listen: [113: Shane Birkel on the Impact of Childhood Neglect on Relationships](#) 60 minutes

8. **Self-guided learning #7 (1 hour) – Sex & Therapy**

- i. Listen: <https://www.couplestherapistcouch.com/blog/119-5-things-couples-therapists-should-know-from-a-sex-therapist-with-martha-kauppi> - 50 minutes **AND**
j. Watch: <https://www.youtube.com/watch?v=sa0RUmGTCYY> – 20 minutes

Day 2 Agenda – 12/11/21 (4.5 hours in-person learning):

11:00-11:50am – Check-in, Chapter presentations (~ 5 minutes each)

12:00-12:50 pm – additional models & theories / common issue areas in therapy

1:00-1:50 pm – Guest speaker, Torey Andrus, LMFT Re: Sex therapy, polyamory/consensual non-monogamy

2:00-2:50 pm - Guest speaker, Torey Andrus, LMFT cont. / Q&A for speaker and instructor

3:00-3:30 pm – Wrap up/check-out

FINAL ASSIGNMENT Due by 10pm on Friday 12/17:

Please pick a fictional couple and write a paper based on the following outline:

- Case vignette – Present an overview of the couple - what you know about them and their social/relationship history, etc.
- Intake information – What is their primary presenting concern(s)? How long has it been going on? When did it start? What are contributing factors to the presenting concerns? Did something cause the issue to arise?
- Will you use any tools for assessment/measurement?
- Is there a trauma history?
- What models/techniques/interventions will you utilize? Gottman, EFT, etc. Describe why you are choosing and explain how you anticipate it being implemented. (Tango, emotional identifications, 4 horsemen, etc.)
- Can you identify their attachment styles?
- Can you identify their love languages?
- What countertransference is present for you?
- What are the ethical considerations?
- Goals – What goals have they identified, or have you identified for them?
- What is your conceptualization of this couple? Tell me what you think about this couple, why do you think they are together? What are their strengths and areas of growth? What are their issues, and how you believe therapy will go based on your subjective view to this point.

Assignments & Grading: 300 POINTS TOTAL

Students are expected to do all assignments, any assignment not completed may result in a class incomplete or failure. Late assignments will not be accepted unless arranged prior with instructor for emergent reasons.

In-class participation: *40 points total* (20 per day base on: engagement, role-play, contributions, etc.)

- **Chapter reading summary presentations:** *20 points total* (2 chapters, 10 points each)
- **Self-guided learning & responses/reflections:** *140 points total* (7 activities, 20 points each)
- **Fictional Couple Paper:** *100 points total*

Grading: *A= 300-270* *B=269-240* *C=239-210* *D= 209- 180* *F=179-below*