

Justice Institute of British Columbia
COURSE OUTLINE

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| Course Code: | SPE117 |
| Course Title: | Bridging the Couple Chasm: Gottman Couples Therapy – A Research-Based Approach, Level 1 |
| Prerequisite Courses: | None |
| School: | School of Community and Social Justice |
| Division/Academy/Centre: | Centre for Counselling and Community Safety |
| Previous Course Code & Title: | N/A |
| Course First Offered: | November 3-4, 2011 |

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| # of Credits: | N/A |
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Course Description:

When couples enter the therapy office, they sting with pain and despair. They look to the clinician to referee chronic conflicts, fix their partners, and rebuild burned bridges. Now, based on Dr. John Gottman's 35 years of compelling research with over 3,000 couples, there's a practical and highly effective approach to guiding these couples across the chasm that divides them. In this course, Drs. John and Julie Gottman provide you with a research-based roadmap for helping couples to compassionately manage their conflicts, deepen their friendship and intimacy, and share their life purpose and dreams.

Course Goal(s):

To equip clinicians with new assessment and intervention methods and tools to effectively help their couples break the cycle of criticism, defensiveness, contempt and stonewalling.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Summarize the research that allows reliable prediction of future relationship stability.
2. Describe the seven levels of the Sound Relationship House theory.
3. Conduct a couple's therapy assessment using elements of the couple's narrative, the Oral History Interview, written questionnaires, observations of conflict, and individual interviews.
4. Describe two interventions for each: to help strengthen a couple's management of conflict, to enhance a couple's friendship system, and to explore a couple's system of shared meaning.

Course Topics/Content:

- Research-based strategies and tools to help couples successfully manage conflict
- Skills that empower couples to dialogue about their worst gridlocked issues by uncovering their underlying dreams, history, and values
- Methods to help couples process their fights and heal their hurts
- Techniques for couples to deepen their intimacy and minimize relapse
- New assessments and effective interventions to help understand couples' struggles

Text and Resource Materials:

Included in your registration fee, you will receive a 300-page clinical manual featuring new relationship assessment questionnaires and clinical interventions designed to help couples break the cycle of criticism, defensiveness, contempt and stonewalling.

Required:

Recommended:

Course Level:

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| | First Year | | Second Year | | Third Year | | Fourth Year |
| | Graduate | X | Other (describe): Professional Development | | | | |

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

| Delivery Methods | Class Option A (Hours) | Class Option B (Hours) | Class Option C (Hours) | Class Option D (Hours) |
|------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Classroom/Lecture/Discussion | 14.0 | | | |
| Simulation/Lab | N/A | | | |
| Practicum/Fieldwork | N/A | | | |
| Online | N/A | | | |
| Correspondence | N/A | | | |
| Total Class Hours | 14.0 | | | |

Comments on Delivery Methods:

Course Grading System: N/A

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| | Letter Grades | | Percentage | X | Pass/Fail |
| | Complete/Incomplete | | Attendance Only | | |

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| Passing Grade: | Pass |
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Evaluation Activities and Weighting: N/A

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| Final Exam | % | Assignments | % | Project | % | Capstone Project | % |
| Midterm Exam | % | Portfolio | % | Participation | X% | Other | % |
| Quizzes/Test | % | Simulations | % | Practicum | % | TOTAL | 100% |

Comments on Evaluation Activities and Weighting:

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
 Academic Progression Policy
 Admissions Policy
 Academic Appeals Policy
 Evaluation Policy
 Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
 Harassment Policy – Students
 Student Records Policy
 Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.