

**Sam Houston State University**  
**College of Education**  
**Department of Educational Leadership and Counseling**  
**Summer 2008**

- Instructor:** Rick Bruhn, Ed.D.  
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 Office hours: by appointment
- Assistant:** Sarah Monakes Brand, M.A. (Cohort IV Doctoral Student)
- Text/Readings:** Goldenberg, I., & Goldenberg, H. (2008). *Family therapy: An overview* (7th Ed.). Pacific Grove, CA: Books/Cole.  
**Articles placed on Electronic Reserve at NGL (password “mftheories”)**
- Prerequisite:** CNE 564 Theories of Counseling or the equivalent

**Course Description:**

The purpose of this course is to provide students with an overview of prominent marriage and family theories and an understanding of systematic approaches and techniques when working with couples and families.

This course will be a combination of lecture and discussion. Role plays and video tapes will be used to demonstrate the major components of theoretical approaches.

The curriculum for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in appropriate professional training experiences.

**IDEA Objectives:**

**Essential:** gaining factual knowledge (terminology, classifications, methods, trends); learning fundamental principles, generalizations, or theories)

**Important:** learning to analyze and critically evaluate ideas, arguments, and points of view

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <i>Specialty Organization Standards</i></li> </ul>
1. Demonstrate effective communication through oral, written, and nonverbal expression	Participate in role plays Complete writing assignments	Observation by instructor Grading of written assignments	SB-f1
2. Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth	Critique a journal article *Audio tape of couple interview	Written critique of article Presentation of audio tape for instructor review	SB-g2 CA=K8b, K8c, K2c

3. Provide students with an overview of the evolving viewpoints, perspectives, and values of marriage and family therapy including the history of marital couple, and family counseling	Completion of the exams	Written assessment through exams	CA=K1a, K2a
4. Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.	Critique on professional videos	Oral presentation on video critiques	NC-Standard 1 SB-g3
5. Counselors consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences	*Conduct an audio taped interview with a couple	Written assessment of the audio taped interview.	SB-f4
6. Acquaint students with ways in which families operate as social systems, developing and changing as they move through the family life cycle	*Conduct a audio interview with a couple	Written assessment of the audio taped interview	SB-f4 CA=K2a, K3a,K3d
7. Assist students in distinguishing families on a continuum from a temporary crisis to a continually, severely dysfunctional level	Assigned readings, attend lectures/discussions	Examinations and class participation	SB-f3 CA=K3c, K3d
8. Introduce students to current theories and practices of marriage and family therapy, and the relationship to similar theories and practices, and individual and group counseling.	Critique videos of master therapists Role Plays	Observation of role plays Oral assessment of the video critiques	CA=K3a, K6c,K6e,K5d
9. Develop an understanding of marriage and family therapy	Critique videos, assigned readings, attend lectures/discussions	Oral assessment of the marriage and family therapy videos, examinations	CA=K5d
10. Develop an understanding of the systematic interaction patterns in families with special problems such as abuse, alcohol, divorce and remarriage	Assigned readings, attend lectures/discussions	Examinations and class participation	SB-f3 CA=K3c
11. Explore the influence of cultural heritage on marriage and family patterns and counseling: curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning.	Genogram tracking ethnicity of student (both sides of three-four generational genogram).	Oral assessment of diversity comprehension	NC-Standard 4 SB-e1 SB-e2 CA=K2b, K2c

12. Discuss professional and ethical issues in marriage and family therapy	Conduct role plays of ethical vignettes	Oral assessment of ethical and legal issues	SB-g3 CA=K3e
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**Student Syllabus Guidelines:** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

**Academic Dishonesty:** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. In this class, plagiarism will result in a class grade of F. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

**Classroom Rules of Conduct:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

**Student Absences on Religious Holy Days:** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

**Students with Disabilities Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

**Visitors in the Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**Counseling Program Attendance Policy:**

Regular and punctual class attendance by each student is expected. Late arrival to class will impact the participation grade. During summer classes meeting once each week for 4 ½ hours, the Counseling Faculty will allow only one full-class absence. Any additional absence will result in a one letter grade reduction of the earned final grade for the class. Consistent or prolonged tardiness will be recorded and added up to equal an absence. Please inform Dr. Bruhn of the nature of any absence before class, if possible. If an exam is missed, it is the student's responsibility to contact Dr. Bruhn to set a make-up appointment.

**Confidentiality:**

All information about clients or information shared by students in class will be held in the strictest confidence and falls under the ethical guidelines of the American Counseling

Association and the American Association for Marriage and Family Therapy. Any violation of these ethical codes may result in a student failing this course plus possible dismissal from the counseling program.

**Written Work:**

All written work must be written at the graduate level and follow *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.) (2001) format as indicated in the SHSU Educational Leadership and Counseling Department Writing Standards. (NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4). The Department standards may be downloaded at [http://www.shsu.edu/~edu\\_elc/counseling/documents/writingstandards.pdf](http://www.shsu.edu/~edu_elc/counseling/documents/writingstandards.pdf).

Periodically, student work may be filtered through the SHSU online Turnitin.com” program, which validates whether the work is original or plagiarized. Students are encouraged to carefully cite any work that is not their own.

**Course Evaluation:**

**1. Journal Article/Book Chapter (5 points x 2)**

2. Hardy, K., & Laszloffy, T. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21, 227-237.

**Due 6/19/08.**

Johnson, S., & Denton, W. (2002). Emotionally focused couple therapy: Creating secure connections. In A. Gurman & N. Jacobson (Eds.), *Clinical handbook of couple therapy* (3rd ed.). (pp. 221-250). New York: Guilford. **Due 7/10/08.**

Read and review each document, writing a one page review, typewritten, for each article. The review should follow the format provided. Use APA 5<sup>th</sup> ed. style for referencing the article and chapter. Be prepared to discuss what you have read.

**3. Cultural Genogram / Introspective Autobiography (45 points):**

Create a cultural genogram of one’s own family of origin containing at a minimum the information specified in class (Hardy & Laszloffy, 1995; McGoldrick & Gerson, 1985). The genogram will accompany the introspective auto biography. The genogram must include a minimum of three generations, including the student (and significant other (S.O.)/spouse if applicable), his/her parents and those of S.O./spouse, and his/her grandparents as well as that of S.O./spouse. If the student has children, expand to four generations. If the student has grandchildren, extend to five generations, etc. Include a key for the cultural information (as described in Hardy & Laszloffy, 1995).

Write an introspective autobiography. This exploration of the student’s own family-of-origin will shed light on the development of the writer’s “world view”. A format will be provided. The paper should be 8-10 double spaced typed pages using Times New Roman or Times font 12. **Due 7/25/08.**

**4. Audio-taped Interview (30 points) :**

Select one couple/family in one of the following life-cycle stages and conduct a brief (12 minutes to receive full credit) audio-taped interview addressing the current life-cycle issues that couple or family are facing. For this assignment, you may interview your family, classmates, etc.

You will prepare a one-page critique of the interview that will assess the strengths and weaknesses of the tape (your interviewing skills) and then assess the couple/family against the developmental model/tasks discussed in class (Chapter 2).

Choose one of these stages for the couple/family:

- A couple (of any age) with no children
- A family with young children (birth to 10 years of age)
- A family with pre-teens or teenagers
- A family launching children
- A family in later life

Suggested questions for the interview include:

- What are the biggest tasks/challenges for you as a couple/family in this life-cycle stage (be sure to explain what the stage is)?
- What is different/the same for how you had imagined your life at this point?
- What do you anticipate for the next stage of the family life-cycle?
- What goals have you set for the next five years and 10 years as a family?
- Add your own questions, prepared from the literature describing family life cycle emotional processes and 2<sup>nd</sup> order changes as discussed in Chapter 2 (p. 29) of your text. Be creative!

**Due 7/3/08.**

5. Examinations: Three examinations will be given, on 6/19/08 (75 points), on 7/3/08 (35 points) and 8/7/08 (75 points) that will cover assigned readings, videos and class lectures/discussions.

**Additional readings** may be assigned throughout the semester. Students are expected to read the articles and be prepared to discuss them in class. Articles will be placed on Electronic Reserve for Dr. Bruhn, CNE 632 Theories of Marriage and Family Therapy (password “mftheories”)

Total Points:

Exam 1	75
Exam 2	35
Exam 3	75
Journal Articles	10 (5 each)
Genogram & Autobiography	45
Family Life Cycle Interview	30
Class Participation	<u>5</u>
Total Possible Points	275

Grade Determination:

- A = 247.5 – 275
- B = 220 – 247
- C = 192.5 – 219.57
- F = 192 and Below

**Tentative Course Outline:**

- 6/5/08** Introduction to the course, review the syllabus, role play for audio tape interview , example of genogram, adopting a family relationship framework, 5 stage process of marriage and family therapy. Brief overview of Chapters 2 & 3.  
**For next week: Read Chapters 1-4.**
- 6/12** Family development: Continuity and change; Gender, culture, and ethnicity factors in family functioning; Interlocking systems: The individual, the family and the community.  
**Read Chapters 5 & 7. Quiz #1 at end of class next week over Chapters 1-5 & 7.**  
**Recommended:**  
Framo, J. (1996). A personal retrospective of the family therapy field. *Journal of Marital and Family Therapy*, 22, 289-316.
- 6/19** **Hardy and Lazloffy Article Review Due.** Origins and growth of family therapy; Psychodynamic models.  
**Read Chapter 9 & 13, and**  
**Gottman, J., Driver, J., & Tabares, A. (2002). Building the sound marital house: An empirically derived couple therapy. In A. Gurman & N. Jacobson (Eds.), Clinical handbook of couple therapy (3rd ed.) (pp. 373-399).**
- 6/26** Experiential models; Whitaker and Satir videos; Behavioral and cognitive-behavioral models; Gottman's "sound marital house." **Quiz #2 at end of class next week over Chapters 5, 7, 9, & 13, and Gottman et al.**  
**Read: Chapter 8 & articles:**  
**Fogarty, T. (1979). On emptiness and closeness: Parts I and II. The Family: Compendium I, The Best of The Family 1973-78. New Rochelle, NY: Center for Family Learning.**  
**Berenson, D. (1976). Alcohol and the family system. In P. Guerin (Ed.), Family therapy (pp. 284-297). New York: Gardner Press.**
- 7/3** **Audio Tape Interview Due.** Transgenerational models; Fogarty's and Berenson's approaches evolving from Bowen's theory. **Quiz #2.**  
**Read Chapters 10 & 11 and chapter by Johnson and Denton.**
- 7/10** **Johnson and Denton Chapter Review Due.** Emotionally focused therapy; Sue Johnson videotape; The structural model. **Read Chapters 11-12 & article:**  
**Tomm, K. (1984). One perspective on the Milan systemic approach: Part I. Overview of development, theory and practice. Journal of Marital and Family Therapy, 10, 2, 113-125.**

- 7/17 Strategic models; The Milan systemic model. **Read Chapters 14 & 15.**
- 7/24 Postmodernism and the Social Constructionist Family Therapies. Narrative Therapy. **Read article:**  
Walsh, F, Jacob, L., & Simons, V. (1995). Facilitating healthy divorce processes: Therapy and mediation practices. In N. Jacobson & A. Gurman (Eds.), *Clinical handbook of couple therapy* (pp.340-365). New York: Guilford.
- Genogram and Introspective Autobiography Due.** The divorce process. **Read Chapter 19.**
- 7/31 Divorce and remarriage, effects on children. A comparative view of family therapy theories and techniques. **Read Chapters 15, 16, & 18.**
- 8/7 Psychoeducational family therapy. Professional Issues and Ethical Practices. Research in family therapy. **Final examination.**

#### References for CNE 633 Techniques of Marriage and Family Therapy

- Berenson, D. (1979). The therapist's relationship with couples with an alcoholic member. In E. Kaufman & P. N. Kaufmann (Eds.), *Family therapy of drug and alcohol abuse* (pp. 233-242). New York: Gardner Press.
- Berenson, D. (1992). Powerlessness -- liberating or enslaving? Responding to the feminist critique of the Twelve Steps. *Journal of Feminist Family Therapy*, 3, (3-4), 67-84.
- Bruhn, R. (1993). Family systems counseling. *TCA Journal*, 21, 69-83.
- Fogarty, T. (1979). Marital crisis. In P. Guerin (Ed.), *Family therapy--Theory and practice* (pp.325-327). New York: Gardner.
- Fogarty, T. (1979). On emptiness and closeness: Parts I and II. *The Family: Compendium I, The Best of The Family 1973-78*. New Rochelle, NY: Center for Family Learning.
- DeShazer, S., Berg, I., Lipchik, E., Nunnally, E., Molnar, A., Gingerich, W., Weiner-Davis, M. (1986). Brief therapy: Focused solution development. *Family Process*, 25, 207-222.
- Gehart, D., & Tuttle, A. (2003). *Theory-based planning for marriage and family therapists*. Pacific Grove, CA: Brooks/Cole-Thomson.
- Gurman, A., & Jacobson, N. (Eds.) (2002). *Clinical handbook of couple therapy* (3<sup>rd</sup> ed.). New York: Guilford.
- Hiebert, W. J., & Gillespie, J. (1984). The initial interview. In R. Stahmann & W. Hiebert, (Eds.) *Counseling in marital and sexual problems: A clinician's handbook* (3rd ed.). (pp. 17-33). Lexington, MA: Lexington Books.
- Jacobson, N., & Gurman, A. (Eds.) (1995). *Clinical handbook of couple therapy*. New York: Guilford.
- O'Hanlon, W.H., & Weiner-Davis, M. (1989). *In search of solutions: A new direction in psychotherapy*. New York: W.W. Norton.
- Papp, P. (1984, January-February). Setting the terms for therapy. *Family Therapy Networker*, 42-47.

- Sager, et al. (1983). The therapist. *Treating the remarried family* (pp. 85-114). New York: Brunner/Mazel.
- Satir, V. (1983). Taking a family life chronology [Chpt. 12]. *Conjoint family therapy*. (3rd Ed.). Palo Alto, CA: Science and Behavior Books.
- Scharff, J. (1995). Psychoanalytic marital therapy. In N. Jacobson & A. Gurman (Eds.), *Clinical handbook of couple therapy* (pp.164-193). New York: Guilford.
- Selvini-Palazolli, M., Boscolo, L., Cecchin, G., & Prata, G. (1980). Hypothesizing--circularity--neutrality: Three guidelines for the conductor of the session. *Family Process*, 19, 1, 3-12.
- Sluzki, C. (1992). Transformations: A blueprint for narrative changes in therapy. *Family Process*, 31, 217-230.
- Thomlison, Barbara. (2002). *Family assessment handbook: An introductory practice and guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole.
- Tomm, K. (1984). One perspective on the Milan systemic approach: Part II. Description of session format, interviewing style and interventions. *Journal of Marital and Family Therapy*, 10, 3, 253-271.
- Tomm, K. (1987). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process*, 26, 167-183.