

**SAM HOUSTON STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

COURSE: CNE 633 Techniques of Marriage and Family Therapy
Fall 2007

INSTRUCTOR:*Rick Bruhn, Ed.D.*

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Counselor Education Center, Room 124

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Prerequisite: CNE 632 Theories of Marriage and Family Therapy (completed or concurrently enrolled) or, instructor's approval and pass a take home exam on Goldenberg & Goldenberg's *Family therapy: An overview* (6th Ed.). NY: Brooks/Cole, Due: 2/13/07.

Enhancing The Future
Through Educator Preparation

TEXT:

Gehart, D., & Tuttle, A. (2003). *Theory-based planning for marriage and family therapists*. Pacific Grove, CA: Brooks/Cole-Thomson. (**GT**)

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington DC: Author.

Recommended (not required) Books:

Gurman, A., & Jacobson, N. (Eds.) (2002). *Clinical handbook of couple therapy* (3rd ed.). New York: Guilford. (**G&J**)

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.

LIST OF RESERVE READINGS IN ORDER OF USE:

- R1. 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.
- R2. 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.
- R3. Berenson, D. (1976). Alcohol and the family system. In P. Guerin (Ed.), *Family therapy* (pp. 284-297). New York: Gardner Press.
- R4. 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.
- R5. Fogarty, T. (1979). Marital crisis. In P. Guerin (Ed.), *Family therapy--Theory and practice* (pp.325-327). New York: Gardner.

- R6. 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.
- R7. Scharff, J., & Bagnini, C. (2002). Object relations couple therapy. In A. Gurman & N. Jacobson (Eds.), *Clinical handbook of couple therapy* (3rd ed.). (pp.59-85). New York: Guilford.
- R8. Berenson, D. (1992). Powerlessness -- liberating or enslaving? Responding to the feminist critique of the Twelve Steps. *Journal of Feminist Family Therapy, 3*, 67-84.
- R9. 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.
- R10. Satir, V. (2000). Using a family life chronology. *Conjoint family therapy* (3rd ed.). (pp. 145-177). Palo Alto, CA: Science and Behavior Books.
- R11. Papp, P. (1984, January-February). Setting the terms for therapy. *Family Therapy Networker, 42-47*.
- R12. 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.
- R13. 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.
- R14. Tomm, K. (1987). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process, 26*, 167-183.
- R15. Sluzki, C. (1992). Transformations: A blueprint for narrative changes in therapy. *Family Process, 31*, 217-230.
- R16. 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.
- R17. 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.

IDEA OBJECTIVES:

Essential:

- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important:

- Learning to *analyze* and *critically evaluate* ideas, arguments and points of view
- Acquiring an interest in learning more by asking questions and seeking answers

COURSE OBJECTIVES:

Students will develop an understanding of the therapeutic applications for several approaches to systemic family therapy, including but not limited to intergenerational, behavioral, Satir's, structural, interactional/strategic and brief/narrative. Students will investigate how a therapist's approach to family therapy is influenced by her/his family of origin experiences. The curricula for this course (1) includes knowledge of the literature of the discipline and (2) ongoing student engagement in research and appropriate professional training experiences.

Standards Matrix

Objectives/learning outcomes	Activities * Indicates field-based activities	Performance Assessment	Standards: NCATE=NC SBEC=SB, CACREP=CA
1. Demonstrate effective communication through oral, written, and nonverbal expression	Participate in role plays; Complete writing assignments	Observation of instructor; Grading of written assignments	SB-f1 CA=K5a
2. Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth	Research one approach to MFT; Audio-taped interview with couple; watch/listen to video tapes and audio tapes in class	Grade major paper; Discussion of audio and video taped materials.	SB-g2 CA=K8a,e
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	Class discussions, completion of examinations	Observation of instructor; Grading of written examinations	CA=K5c,d
4. 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	Review of audio tape, written feedback on assigned categories for the interview	SB-f4 CA=K4d
5. Acquaint students with ways in which families operate as social systems, developing and changing as they move through the family life cycle	Major paper researching 1 MFT approach; Conduct an audio taped interview with a couple; Written examinations; Class presentations	Grading of major paper and examinations; Review of audio tape, written feedback on interview ; Critique of oral presentation	SB-f4 CA=K3a,d

6. Assist students in distinguishing families on a continuum from a temporary crisis to continually, severely dysfunctional families	Conduct an audio taped interview with a couple; Written examinations; Class presentations	Grading of examinations; Review of audio tape, written feedback on interview ; Critique of oral presentation	SB-f3 CA=K3c
7. 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; Role play	Instructor feedback following video critiques; Observation of role plays	CA=K5b; K6e
8. Develop an understanding of a process of marriage and family therapy	Research one approach to MFT; Conduct an audio taped interview with a couple; Written examinations; Class presentations; Critique videos; Role play	Grading of major paper and examinations; Review of audio tape, written feedback on interview; Critique of oral presentation; Instructor feedback following video critiques; Observation of role plays	CA=K5b
9. Develop an understanding of the systemic interaction patterns in families with special problems such as abuse, alcohol, divorce and remarriage	Research one approach to MFT; Conduct an audio taped interview with a couple; Written examinations; Class presentations; Critique videos; Role play	Grading major paper and examinations; Review of audio tape, written feedback on interview ; Critique of oral presentation; Instructor feedback following video critiques; Observation of role plays	SB-f3 CA=K5d
10. 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	Research one approach to MFT; Conduct an audio taped interview with a couple; Written examinations; Class presentations; Critique videos; Role play; Observe counseling/family therapy, Head Start classrooms	Grade major paper and examinations; Review of audio tape, written feedback on interview ; Critique of oral presentation; Instructor feedback following video critiques; Observation of role plays, clients, Head Start classes and students	NC-Standard 4 SB-e1, e2 CA=K2c,e

11. Discuss potential and ethical issues in marriage and family therapy	Critique videos; Role play	Instructor feedback following video critiques; Observation of role plays	SB-g3 CA=K1h; K5g
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Upon completion of this course each student will also:

- 1) articulate an understanding of the family therapy therapeutic process.
- 2) demonstrate an awareness of several approaches to intake sessions.
- 3) be able to conduct two approaches to family assessment.
- 4) observe families or couples in therapy, live or on videotape.
- 5) develop an understanding of strategic/systemic family therapy techniques, including reframing, positive connotation, and paradox.
- 6) describe a treatment approach to families with special problems such as violence and substance abuse.
- 7) study approaches to treating families of divorce and remarriage.
- 8) research in depth one approach to family therapy, describing the major theoretical positions and treatment techniques for the approach.

Course Requirements: (Revised 9/18/07)

Course Requirements (Option A):

1. Individual Presentation: During the semester, each student will make a presentation to the class on a selected topic, typically a chapter in a book. Presentations are to be no more than 12 minutes in length. The topics are listed in the Tentative Class Schedule below.

Each presenter will be expected to give handouts supporting the presentation to the instructor and other students in the class session prior to the presentation. These will consist of a typed outline of the important concepts of the readings (2-3 pages) describing what the presenter believes are the most useful therapeutic techniques.

The presentation itself should include the important concepts in the reading related to how the author joins, assesses, hypothesizes, intervenes in, and evaluates therapy. Also react to whether you are comfortable with the approach studied...Why or why not?

2. Journal Article: Read two journal articles in the *Journal of M&FT*, the *American Journal of Family Therapy* or *Family Process* and write a one page review, typewritten, for each article. The articles selected must focus on techniques and strategies of family therapy. The journal articles must be from 1995-present. List the articles on a separate page for references and correctly reference in your review. **DUE 10/9.**

3. Couple Interview. Interview a couple and *audio-tape* the session. Obtain the couples' permission for another student and the professor to listen to the tape. Use the Structured Initial Interview (SII) Format developed by Hiebert & Gillespie (1984) as your framework for conducting the interview. The article is listed as R2 "The initial interview" in the required readings, above.

Write a 2 - 3 page paper summarizing the major responses of the couple, focused especially on the main thematic areas discussed by Hiebert & Gillespie (1984). Turn in the audio-tape with the paper. The tapes will be exchanged with another student who will review your tape and give you positive feedback (85% or more) on how you followed the SII format. A feedback sheet along with the tape and paper will then be turned into Dr. Bruhn for his brief review. The grade for this assignment will be given to the *feedback giver*, for the quality of the feedback on the tape. **Due 10/23**.

4. Genogram. Draw a genogram of your family of origin. Show at least three generations (McGoldrick & Gerson, 1985). Then, using Hiebert & Gillespie (1984), "The initial interview", write a paper, 6-9 pages long, describing the courtship and marriage aspects of *either* your own *or* your parent's marriage. Be sure to utilize the themes outlined in this chapter (p. 30-31) to aid in your analysis. Also, using *Ethnicity and family therapy* (McGoldrick, Pearce and Giordano, 1982) or *Ethnicity and family therapy, (2nd ed.)* (McGoldrick, Giordano and Pearce, 1996) as a resource, identify the ethnic background that best suits your parents, or you and your spouse. Describe those ethnic considerations and their impact on either your parents' marriage or your marriage (approx. 1 page of the total).

The assignment will be graded on the quality of the family genogram and the content and quality of the paper. The paper must be typed, use APA 5th Edition format and address the elements listed above. The paper's grade will also be influenced by the adherence to the Department of Educational Leadership and Counseling Writing Standards. **Due 10/30**.

5. Exams. There will be three exams. The first will cover all topics and readings up to the first exam. The second will cover all topics and readings from the first to the second exam. The final exam will cover all topics and readings studied after the second exam.

Grades:

First Exam 20%, Second Exam 20%, Final Exam 25%, Couple Interview 10%, Genogram/Marriage Assignment 10%, Presentation/Handout 5%, Journal Articles 5%, Class Participation 5%.

A=90 & above; B=80-90.9; C= 70-79.9; F=below 70

Course Requirements (Option B):

1. Individual Presentation: During the semester, each student will make a presentation to the class on a selected topic, typically a chapter in a book. Presentations are to be no more than 12 minutes in length. The topics are listed in the Tentative Class Schedule below.

Each presenter will be expected to give handouts supporting the presentation to the instructor and other students in the class session prior to the presentation. These will consist of a typed outline of the important concepts of the readings (2-3 pages) describing what the presenter believes are the most useful therapeutic techniques.

The presentation itself should include the important concepts in the reading related to how the author joins, assesses, hypothesizes, intervenes in, and evaluates therapy. Also react to whether you are comfortable with the approach studied... Why or why not?

2. Couple Interview.

- Obtain the couples' permission for another student and the professor to listen to the tape.
- Interview a couple and *audio-tape* the session. Use the Structured Initial Interview (SII) Format developed by Hiebert & Gillespie (1984) as your framework for conducting the interview. The article is listed as R2 "The Initial Interview" in the required readings, above.
- Write a 2 - 3 page paper summarizing the major responses of the couple, focused especially on the main thematic areas discussed by Hiebert & Gillespie (1984).
- Turn in the audio-tape with the 2-3 page paper and the couples' permission form. The tapes will be exchanged with another student.
- The student reviewer will review your tape and give you positive feedback (85% or more) on how you followed the SII format. A feedback sheet along with the tape and paper will then be turned into Dr. Bruhn for his brief review.
- The grade for this assignment will be given to the *feedback giver*, for the quality of the feedback on the tape. **Due 10/23.**

3. Major Paper: Using the following framework for your paper, research in depth one approach to marital or family therapy (focusing on techniques!).

- Your assignment is to write a research paper that includes 16-22 pages including a title page, the narrative (body of the paper) and reference pages.
- Strict adherence to APA 5th Ed. Format and the EdL&C Writing Standards is expected.
- Use of Times, Times New Roman or CG Times font, letter size 12, is required.
- You are also expected to utilize the SHSU Writing Center on at least two occasions (they send a letter to the instructor).
- Each paper will be submitted to Turnitin.Com. Original writing is needed. Plagiarism is not tolerated.

- There should be 7-10 references, minimum. You may access journal articles through the electronic journal resources, but I will not accept “Bobby Smith’s website on Virginia Satir”, etc.
 - **Final Draft Due 11/27.** Complete paper is due, meeting all of the requirements listed above. You must have your paper reviewed by the Writing Center prior to submitting this draft (your second visit to the Center). Bring in a hard copy of the paper and send a copy of the paper to Dr. Bruhn by e-mail.
4. Exams. There will be three exams. The first will cover all topics and readings up to the first exam. The second will cover all topics and readings from the first to the second exam. The final exam will cover all topics and readings studied after the second exam.

Grades:

First Exam 20%, Second Exam 20%, Final Exam 10%, Couple Interview 10%, Major Paper 30%, Presentation/Handout 5%, Class Participation 5%.
A=90 & above; B=80-89.9; C= 70-79.9; F=below 70

Manner of Presentation:

This course will be conducted as a graduate seminar. The professor will occasionally lecture, but for the most part the seminar will revolve around student and professor discussion of assigned or recommended readings and experiences, and responses to student questions. The professor will facilitate the discussion and will ask specific questions about the assigned readings. Students are expected to be highly active in the exchange of information, ideas and opinions. However, students should also be sensitive of the need to “share” the time with all of the other students. Where possible, the professor will present live or video taped work with couples or families for the class to observe and discuss.

Fall 2007 Tentative Schedule

Session Class Activities

- 8/21 Introduction, class requirements, stages of MFT process. ER Password: marriage
Reading Assignment: GT Chpt. 1, R1, R2.
- 8/28 Joining, Hypothesizing, Initial session, Structured Initial Interview.
PREPARE/ENRICH Overview of Inventories _____ . Reading
Assignment: FACES materials, R3
- 9/4 Assessment, Genogram. PREPARE/ENRICH Administration
Procedures _____ . PREPARE/ENRICH Overview of Computer
Report _____ . PREPARE/ENRICH Organizing and Giving
Feedback _____ . PREPARE/ENRICH Personality

- Assessment _____ . PREPARE/ENRICH Couple and Family Map _____ . Reading Assignment: R4, R5 and R6.
- 9/11 Assignment: R7 and R8
Psychoanalytic marital therapy
- 9/18 Assignment: GT 8, review R3-R6
Bowenian family systems; Intergenerational issues. Presentation: G&J #10
Collaborative couple therapy _____. For Next Week: Study for Exam #1
- 9/25 Exam #1
- 10/2 Assignment: GT 7
Marriages organized around "alcohol"; Berenson approaches--Pursuer/distancer.
Whitaker's approach.
Presentation: G&J #23 Couple therapy...alcohol problems_____.
- 10/9 Assignment: R9, GT 6; Work on Journal Articles and Couple Interviews;
Recommended: R10
Draft 1 of Major Paper Due.
Emotionally focused approach. Satir's approach.
Presentations: Satir & Baldwin *Satir step by step*, _____, _____;
G&J #14 Relationship education...couple relationship probs. _____;
G&J #16 Intimate partner violence..._____
- 10/16 Assignment: GT 2, R11, GT 9
Presentations: Minuchin & Fischman *Family therapy techniques*, _____,
& _____.
Cognitive behavioral therapy; Structural; Setting the terms for therapy.
- 10/23 **Couple Interview Due.** Assignment: GT 3, GT 5;
Role play; Strategic, transitions from direct to indirect interventions.
Presentation: G&J #18 Couple therapy...trauma of infidelity _____.
- 10/30 Assignment: GT 4, R12 (pp. 119-122), Recommended: R13. R14. **Draft 2 of Major Paper Due.** Milan approach, Role Plays, case discussion.
For Next Week: Study for Exam #2
- 11/6 Exam #2.
- 11/13 Assignment: GT 10, GT 11, R16, Review your colleague's SII.
Brief/Narrative approaches. Michael White video.
Presentation: G&J #24 Sexuality, sexual dysfunction... _____.

- 11/20 PREPARE/ENRICH Using Inventories in Group Settings_____ .
PREPARE/ENRICH Research Studies_____ . Role plays with
PREPARE/ENRICH, catch up on previous weeks' curriculum
- 11/27 **Final Draft of Major Paper Due** . GT 12, R15.
Collaborative Language Systems, Effects of Divorce on Children, Role plays,
MFT training video(s). Presentation: Dreikurs/STEP
(Adlerian)_____;
- 12/4 Assignment: R 17.
Separation; Divorce adjustment therapy. Stepfamily/remarriage issues. (Add
overlay of blended family life cycles from Sager et al. (1983). For Next Week:
Study for Final Exam
- 12/11 Final Exam (starting at 6 P.M.)

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. 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. The following represents the attendance policy for all courses in the Counseling Program:

- Students are permitted to miss one class (3 hours) with no penalty, but a call (or e-mail) to the professor is expected.
- With a second absence (3 hours), a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for BOTH absences, with doctor's excuse or other documentation attached. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- An automatic drop of a letter grade will occur for each subsequent absence.

Some MFT Books:

- Boscolo, L., Cecchin, G., Hoffman, L., Penn, P. (1987). *Milan systemic family therapy*. New York: Basic Books.
- Boszormenyi-Nagy, I. & Spark, G. (1973). *Invisible loyalties*. New York: Harper & Row.
- Boszormenyi-Nagy, I., & Krasner, B. (1986). *Between give and take*. New York: Brunner/Mazel.
- Bowen, M. (1982). Family therapy in clinical practice. New York: Jason Aronson.
- Carter, E., & McGoldrick, M. (1988). *The changing family life cycle* (2nd ed.). New York: Gardner.
- DeShazer, S. (1982). *Patterns of brief family therapy*. New York: Guilford Press.
- Folberg, J. & Taylor, A. (1984). *Mediation: A comprehensive guide to resolving conflicts without litigation*. San Francisco: Jossey-Bass.
- Glass, S. P. (2003). *Not "just friends": Protect your relationship from infidelity and heal the trauma of betrayal*. NY: Free Press.
- Guerin, P. (Ed.) (1976). *Family therapy: Theory and practice*. New York: Gardner.
- Guerin, P.J., Jr., Fay, L.F., Burden, S.L., & Kautto, J.G. (1987). *The evaluation and treatment of marital conflict*. New York: Basic Books.
- Gurman, A.S., & Kniskern, D.P. (Eds.). (1991). *Handbook of family therapy: Volume II*. New York: Brunner/Mazel.
- Haley, J. (1976). *Problem-solving therapy*. San Francisco: Jossey-Bass.
- Isaacs, M.B., Montalvo, B., & Abelson, D. (1986). *The difficult divorce*. New York: Basic Books.
- Jacobson, N. & Margolin, G. (1979). *Marital therapy*. New York: Brunner/Mazel.
- Keeney, B., & Silverstein, O. (1986). *The therapeutic voice of Olga Silverstein*. New York: Guilford.
- Lederer, W.J., & Jackson, D.D. (1968). *The mirages of marriage*. New York: W.W.Norton.
- McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York: W.W. Norton.
- McGoldrick, M., Giordano, J., & Pearce, J. (Eds.). (1996). *Ethnicity and family therapy* (2nd ed.). New York: Guilford.

- McGoldrick, M., Pearce, J., & Giordano, J. (Eds.). (1982). *Ethnicity and family therapy*. New York: Guilford.
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.
- Papp, P. (1983). *The process of change*. New York: Guilford.
- Thomlison, Barbara. (2002). *Family assessment handbook: An introductory practice and guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole.
- Watzlawick, P., Beavin, J., & Jackson, D. (1967). *Pragmatics of human communication*. New York: Norton.
- Watzlawick, P., Weakland, J., & Fisch, R. (1974). *Change*. New York: Norton.
- Other articles you might be interested in:
- Cecchin, G. (1987). Hypothesizing, circularity and neutrality revisited: An invitation to curiosity. *Family Process*, 26, 405-413.
- Cornille, T. (1989, November/December). Madanes presents 15 steps for dealing with sexual abuse. *Family Therapy News*, p.19.
- McBride, J., & Simms, S. (2001). Death in the family: Adapting a family systems framework to the grief process. *The American Journal of Family Therapy*, 29, 59-73.
- Scheinkman, M. (1988). Graduate Student Marriages: An organizational/interactional view. *Family Process*, 27, 351-366.