

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

**COURSE:** CNE 633 Techniques of Marriage and Family Therapy  
Spring 2008

**INSTRUCTOR:***Rick Bruhn, Ed.D.*

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Enhancing The Future  
Through Educator Preparation

**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* (6<sup>th</sup> Ed.). NY: Brooks/Cole, Due: 2/19/08.

**TEXTS:**

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* (5<sup>th</sup> ed.). Washington DC: Author.

**Recommended (not required) Books:**

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

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. Fogarty, T. (1979). Marital crisis. In P. Guerin (Ed.), *Family therapy--Theory and practice* (pp.325-327). New York: Gardner.
- R5. 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.

- R6. 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.
- R7. Berenson, D. (1992). Powerlessness -- liberating or enslaving? Responding to the feminist critique of the Twelve Steps. *Journal of Feminist Family Therapy*, 3, 67-84.
- R8. 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.
- R9. Papp, P. (1983). *The process of change*. New York: Guilford. (Chapter 4, pp. 27-45).
- R10. 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.
- R11. 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.
- R12. Tomm, K. (1987). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process*, 26, 167-183.
- R13. Sluzki, C. (1992). Transformations: A blueprint for narrative changes in therapy. *Family Process*, 31, 217-230.
- R14. 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: Upon successful completion of this course, students will be able to:

<b>Objectives/learning outcomes</b>	<b>Activities * Indicates field-based activities</b>	<b>Performance Assessment</b>	<b>Standards: NCATE=NC SBEC=SB, CACREP=CA</b>
1. Demonstrate effective communication through oral, written, and nonverbal expression	Participate in role plays; Complete writing assignments	Observation of role plays, videos; 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 ethnicity and one's approach to MFT; Audio-taped interview with couple; watch/listen to videos in class	Grade ethnicity papers; 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. 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. Articulate ways in which families operate as social systems, developing and changing as they move through the family life cycle	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-f4 CA=K3a,d
6. Distinguish families on a continuum from a temporary crisis to continually, severely dysfunctional families	Conduct an audio taped interview with a couple; Written examinations; Class discussions	Grading of examinations; Review of audio tape, written feedback on interview	SB-f3 CA=K3c

7. Describe current theories and practices of marriage and family therapy, and the relationship to similar practices in group and individual counseling	Critique videos; Role play	Instructor feedback following video critiques; Observation of role plays	CA=K5b; K6e
8. Develop an understanding of the therapeutic process of marriage and family therapy, including approaches to intake sessions and assessment of treatment issues	Research one approach to MFT; Conduct an audio taped interview with a couple; Written examinations; Class presentations; Critique videos; Role play	Grading of papers and examinations; Review of audio tape, written feedback on interview; Critique of oral presentation; Instructor feedback following video critiques; Role play observation	CA=K5b
9. Outline the systemic interaction patterns and treatment for families with the special problems of violence, substance abuse, alcohol, divorce and remarriage	Research approach to MFT; Written examinations; Class presentations; Critique videos; Role play	Grading exams; Review of audio tape; Critique of oral presentation; Instructor feedback following video critiques and role plays	SB-f3 CA=K5d
10. Discuss strategic/systemic family therapy techniques including reframing, positive connotation, and paradox.	Written examinations; Class presentations; Critique videos; Role play	Grading exams; Instructor feedback following video critiques and 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 ethnicity and one's approach to MFT; Conduct an audio taped interview with a couple; Written examinations; Class presentations; Critique videos; Role play	Grade ethnicity paper; Review of audio tape, written feedback on interview ; Critique of oral presentation; Instructor feedback following video critiques;	NC-Standard 4 SB-e1, e2 CA=K2c,e
11. Discuss potential 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

Course Requirements:

1. Individual Presentations: During the semester, each student will make two presentations to the class: 1) on a selected topic (typically a chapter in a book); and, 2) on a section of the Prepare/Enrich manual. Presentations are to be 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. 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 2000-present. List the articles on a separate page for references and correctly reference in your review. **DUE 3/18.**
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 4/1.**

4. Impact of Ethnicity on Your Approach to Family Therapy. Using *Ethnicity and family therapy* (McGoldrick, Pearce & Giordano, 1982), *Ethnicity and family therapy, (2nd ed.)* (McGoldrick, Giordano & Pearce, 1996) or *Ethnicity and family therapy, (3rd ed.)* (McGoldrick, Giordano & Garcia-Preto, 2005) as a resource, identify the ethnic background that best suits you. Write a 5 page paper (double spaced, APA style with appropriate reference[s]) that describes characteristics of your personality and behavior that are like the ethnic group(s)

you have descended from. Also, describe how these characteristics interact with your preferred approach to doing marriage and family therapy.

**Due 4/29.**

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 take-home final exam will cover all topics and readings studied after the second exam, and will be due at 7 P.M. on 5/7/08.
6. Extra credit. Students may earn extra credit by writing a research report on one approach to marriage and family therapy. This paper must adhere to APA 5<sup>th</sup> Edition standards and the Department of Educational Leadership Writing Standards and must be at least 15 pages long counting title page, body of the paper and reference page(s). See the extra credit handout for additional requirements and impact on the final grade for the course. **Due 4/22.**

Grades:

First Exam 20%, Second Exam 20%, Final Exam 25%, Couple Interview 10%, Impact of Ethnicity Assignment 10%, Presentations/Handout 5%, Journal Articles 5%, Class Participation 5%.

A=90 & above; B=80-90.9; 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.

Spring 2008 Tentative Schedule

Session    Class Activities

- 1/22    Introduction, class requirements, stages of MFT process. ER Password: family.  
Reading Assignment: GT Chpt. 1, R1, R2.
- 1/29    Joining, Hypothesizing, Initial session, Structured Initial Interview;  
PREPARE/ENRICH Overview of Inventories\_\_\_\_\_ . Reading  
Assignment: FACES materials, R3

- 2/5 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.
- 2/12 Psychoanalytic marital therapy. Assignment: GT 8, R 7
- 2/19 Bowenian family systems; Intergenerational issues. Presentation: G&J #10 Collaborative couple therapy \_\_\_\_\_. For Next Week: Study for Exam #1
- 2/26 Exam #1 Assignment: GT 7, review R3-R5, R7
- 3/4 Marriages organized around "alcohol"; Berenson approaches--Pursuer/ distancer. Whitaker's approach.  
Presentation: G&J #23 Couple therapy...alcohol problems\_\_\_\_\_.  
Assignment: R8, GT 6; Work on Journal Articles and Couple Interviews
- 3/11 **No Class.....Spring Break!**
- 3/18 **Journal article critiques 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...\_\_\_\_\_.  
Assignment: GT 2, GT 9, R 9
- 3/25 Cognitive behavioral therapy; Structural; Setting the terms for therapy.  
Presentations: Minuchin & Fischman *Family therapy techniques*, \_\_\_\_\_,  
& \_\_\_\_\_. Assignment: GT 3, GT 5;
- 4/1 **Couple Interview Due.**  
Role play; Strategic, transitions from direct to indirect interventions.  
Presentation: G&J #18 Couple therapy...trauma of infidelity \_\_\_\_\_.  
Assignment: GT 4, R10 (pp. 119-122)
- 4/8 Milan approach, Role plays, case discussion. PREPARE/ENRICH Using Inventories in Group Settings \_\_\_\_\_. PREPARE/ENRICH Research Studies \_\_\_\_\_.  
For Next Week: Study for Exam #2
- 4/15 Exam #2. Assignment: GT 10, GT 11, R11, Review your colleague's SII.
- 4/22 **Extra Credit papers due.** Brief/Narrative approaches. Michael White video.  
Presentation: G&J #24 Sexuality, sexual dysfunction \_\_\_\_\_.  
Assignment: GT 12, R12.

- 4/29 **Ethnicity and MFT paper due.** Collaborative Language Systems, Effects of Divorce on Children, Role plays, MFT training video(s). Presentation: G&J #15 CARE program \_\_\_\_\_; Dreikurs/STEP (Adlerian) \_\_\_\_\_; Students will receive the majority of the questions for the Take Home Final Exam. Assignment: R 13, R14
- 5/6 Separation; Divorce adjustment therapy. Stepfamily/remarriage issues. (Add overlay of blended family life cycles from Sager et al. (1983). Folberg & Taylor. *Mediation* (Chpt. 1) Development, definition and functions of mediation, & (Chpt. 3) Stages in the mediation process. \_\_\_\_\_; Students will receive the rest of the questions for the Take Home Final Exam.

Take Home Final Exam Due (Hard copy or e-mail) at 7 P.M. Wednesday, May 7.

**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., & Gurman, A. (Eds.) (1995). *Clinical handbook of couple therapy*. New York: Guilford.
- 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., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York: Guilford.
- McGoldrick, M., Giordano, J., & Pearce, J. (Eds.). (1996). *Ethnicity and family therapy* (2<sup>nd</sup> 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.
- Satir, V. (2000). Using a family life chronology. *Conjoint family therapy* (3rd ed.). (pp. 145-177). Palo Alto, CA: Science and Behavior Books.
- 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:
- 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.
- 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.
- 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.