

**MFTH 7101: Family Systems Theories**  
**Spring 2014, 3 Credit Hours**  
**Marriage and Family Therapy Program**  
**Wednesday 1:30-4:15pm**

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**Office Hours:** Monday: 12:00-1:00 & 5:00-6:00/Wednesday: 11-1:00 & 4:15-6:15 or by appointment

**Telephone: WK:** (229) 245-4323 **Cell:** (229)-269-6110

**COURSE DESCRIPTION:** Prerequisites needed to enter this course are MFTH 6800. This course, the sister course to Interventions in MFT, is a descriptive analysis of the major therapeutic theories that comprise family therapy practice in America and much of Europe today. The course will begin with a review of basic systems ideas, move to general systems theories, and progress on to explore the many family therapy models and the theories that give form and structure to those models. While Interventions in MFT asks pragmatic questions such as, “How do we do therapy?” and “What does therapy look like in practice?” this course asks theoretical and knowledge questions of each family therapy model such as: What is it? Who are the major players associated with the theory? What are the assumptions that guide this theory? What does the theory assume about how families change? And how does the theory orient itself to ideas of gender, race, and class?

**STUDENT LEARNING OUTCOMES:**

1. Practice from a culturally sensitive lens.
2. Practice from a systemic lens.
3. Be prepared to obtain entry-level employment in mental health agencies.
4. Claim the professional identity of Marriage and Family

**Upon completion of this course, the student will be able to:**

1. To become familiar with the descriptive metaphors which describe the various family therapy theories. (Student learning Outcomes 2, 4)
2. To become familiar with the theoretician(s) associated with each family therapy theory. (Student learning Outcomes 2, 3, 4)
3. To become familiar with the history of the family therapy field. (Student learning Outcomes 4)
4. To examine the family therapy theories in light of the historical contexts from which they arose, including how they address issues of class, race, gender privilege, and power and control. (Student learning Outcomes 2, 3, 4)
5. To have working familiarity with the following theories of family therapy: (Student learning Outcomes 2, 3, 4)

<i>Collaborative</i>	<i>Emotionally Focused</i>	<i>Solution-Focused</i>	<i>Bowenian</i>
<i>MRI</i>	<i>Narrative</i>	<i>Experiential</i>	<i>Milan</i>
<i>Strategic</i>	<i>Structural</i>		

6. To conceptualize the basic premises of change and stability from the viewpoint of the above family therapy theory. (Student learning Outcomes 2, 3, 4)
7. To begin your initial preparation for the national licensure exam in Marriage and Family Therapy. (Student learning Outcomes 3, 4)

8. To become acquainted with the following key people from the field of family therapy.  
(Student learning Outcomes 4)

**Partial List of Players in Family Therapy**

Luigi Boscolo  
Gianfranco Cecchin  
Gregory Bateson  
Lynn Hoffman  
Douglas Flemons  
Peggy Penn  
Janet Beavin  
Rachael Hare-Mustin  
Olga Silverstein  
Guiliana Prata  
Michael Nichols  
Ivan Boszormenyi-Nagy  
Murray Bowen  
James Framo  
Jay Haley  
Richard Schwartz  
Lukens, M. D.  
Jerry Gale  
Walter Kempler  
Insoo Kim Berg  
Cloe Madanes  
Minuchin  
Virginia Satir

Paul Watzlawick  
Carl Whitaker  
Michael White  
David Epston  
Gus Napier  
Jill Scharff  
Milton Erickson  
Steve deShazer  
Carol Anderson  
Braulio Montalvo  
Tom Andersen  
Don Jackson  
Richard Fisch  
Don Bloch  
Lois Braverman  
Virginia Satir  
John Weakland  
Harry Goolishian  
Karl Tomm  
Dick Auerswald  
Paul Dell  
Betty Carter  
Monica McGoldrick

William Doherty  
Nathan Ackerman  
Michael Kerr  
Marianne Walters  
Douglas Sprenkle  
Judith Avis  
Dorothy Becvar  
Peggy Papp  
Mara Selvini Palazzoli  
Steve Lankton  
Salvador Minuchin  
Paul Watzlawick  
Deborah Luepnitz

9. Recognize how diverse families may impact the application of each modality (Student Learning Outcome:1)

**Assignments for this course linked to SLO's**

FamilyWorks Outreach	SLO 3:Be prepared to obtain entry-level employment in mental health agencies
Personal Epistemology Discussions	SLO 1:Practice from a culturally sensitive lens SLO 2:Practice from a systemic lens
Theory Applications	SLO 1:Practice from a culturally sensitive lens SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies SLO 4: Claim the professional identity of Marriage and Family Therapist
Personal Epistemology and Change Papers	SLO 1:Practice from a culturally sensitive lens SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies SLO 4: Claim the professional identity of Marriage and Family Therapist.
Quizzes and Exams	SLO 2:Practice from a systemic lens SLO 3:Be prepared to obtain entry-level employment in mental health agencies SLO 4: Claim the professional identity of Marriage and Family Therapist

**REQUIRED TEXTS AND MATERIALS:**

- Nichols, M. P (2010). *Family therapy concepts and methods* (9<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Purchase myhelpingkit
- Miller, S. D., Duncan, B. L., Hubble, M.A. (1997). *Escape from Babel: Toward a unifying language for psychotherapy practice*. New York: W.W. Norton & Company.
- *APA Manual 6<sup>th</sup> edition*
- Purchase quizzes and exams from Family Solutions Institute. The Family Solutions Institute provides study guides, exams, and other preparation materials for the AAMFT National Exam.
- Course Reader: Selected Articles to be disseminated in class or via Blazeview
- FamilyWorks Clinic Name Badge
- FamilyWorks business cards and appointment reminders

**RECOMMENDED TEXT:**

Watzlawick, P., Weakland, J., Fishch, R. (1974). *Change: Principles of problem formation and problem resolution*. New York: W.W. Norton  
*Family solutions study guide* (5<sup>th</sup> ed.). Family Solutions Institute.

**RESPECT FOR DIVERSITY:** In order to thrive and excel, a culture must hone the rights, safety, dignity, and well-being of all members, no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical as well as cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

**CHEATING POLICY:** Cheating involves violation of integrity and the Academic Code of Ethics. Examples include, but are not limited to the following:

- **Using unauthorized notes on an exam, test, or class exercise.**
- **Plagiarizing on a paper or class exercise.**

Definition of Plagiarism:

- 1) you cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context. As a rule of thumb, taking a passage of eight or more words without citation is a violation of federal copyright laws;
  - 2) it is not acceptable to edit or paraphrase another's words and present the revised version as your own work;
  - 3) it is not even acceptable to present another's ideas as your own-even if you use totally different words to express those ideas.
- Taking or procuring or attempting to take or procure an unauthorized copy of a test or exam.
  - Taking or modifying an instructor's grade book.
  - Copying from another student's exam, test, or class exercise.
  - Communicating with others during an exam, test, or exercise.

Whether the student involved is an active participant in the above, or the passive agent to the above, makes no difference. In other words, assisting with and allowing the above to occur is also a violation of the Code of Ethics.

The act of student cheating dishonors the student, the student's peers, the faculty, and the entire academic enterprise. According to the departmental policy on cheating, "faculty feels strongly that academic cheating violates the integrity of the classroom environment." **Also, as outlined in the VSU Student Handbook, students who cheat will receive "a grade of "F" in the course."** Also, the instructor may decide that further action is warranted, and the case may "be referred to the Dean of Students where [more severe] official charges may be drawn up." Students should consult with the instructor if there are any questions regarding academic honesty or dishonesty.

**ACCOMODATIONS:** Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY). Also, please discuss this need with the instructor at the time of the first class.

**SUCCESS CENTER:** The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. We provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of our services. Phone number is 229-333-7570 and email is [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

**ATTENDANCE POLICY:**

Students are expected to attend each class. VSU policy states that a student who misses 20% or 3 classes cannot receive a passing grade. If a student has emergencies or crises that preclude attending 80% of all classes, that student may provide documentation of these emergencies and request an Incomplete. There is no such thing as an excused or a non-excused absence. There is no making up -missed classes. If you miss more than two classes, you may request a grade of incomplete, students should go to the following website: <http://www.valdosta.edu/academic/registrar/forms/request-for-incomplete-form.pdf> and read the procedures and download the Request for Assigning a Grade of Incomplete form. Students should remember that they should keep attending class, if possible, until the paperwork for the "I" is submitted. An incomplete indicates that a student was doing satisfactory work but for nonacademic reasons beyond her or his control, was unable to meet full requirements of the course.

**ASSIGNMENT POLICY:** All assignments are expected to be turned in on time. If an assignment is not submitted on time, the most points you can receive is 98%. If the assignment is not turned in by the end of the day it is due, the most point you can receive is 95%. Then for every day the assignment is late, an additional 5% points will be deducted. If the document is not submitted on time as outlined in the syllabus or in a format that can be read by the instructor or if the attached is blank, then this is considered late and thus, it will not be accepted. In addition, the excuse of Blazeview not working will also not be taken into consideration. Example: if an assignment is due on Monday at 9am and a student turns in a perfect paper on Monday at 5pm, the student can only receive at most 98% on this assignment since the paper was later, even though it was a perfect paper. Second Example: if an assignment is due Monday at 9am and the student submits the assignment on Tuesday at 8am. The student has a perfect paper; however, the most the student can receive for this assignment is 90%. If you have any questions about this policy, please make an appointment.

**BLAZEVIEW VISTA:** Students are expected to be familiar and proficient with the Blazeview Vista software. Blazeview will be used in this class to enhance the overall class. We will use Blazeview to obtain articles, additional information about assignments, hold class discussions, submit assignments, take exams, and watch videos. Each student is responsible for ensuring that you have the most current information and assignments. To ensure you are up to date, check the site often and check for announcements. I will often use the announcements versus sending email. Not knowing about these announcements does not qualify as an excuse. Do not use the Blazeview email system to contact me. You should instead use [jjshute@valdosta.edu](mailto:jjshute@valdosta.edu)

**LIBRARY:** Students are expected to be proficient in using the library system to obtain resources for papers. If you are unfamiliar or need a refresher, you can schedule a consultation. Consultations are designed for in-depth or difficult research beyond what is typically possible at the Reference Desk. It provides VSU students, faculty and staff with the opportunity to work one-on-one with a member of Odum Library's Reference team. At a consultation, you have opportunities for uninterrupted, focused sessions, training in advanced search techniques for specific electronic databases, in-depth discussion of your specific research needs, learning how and where to access appropriate databases, building

skills in interpreting citations, and exploring various options for obtaining library materials. To make an appointment with a Reference Librarian, phone (229) 333-7149 or use their website <http://www.valdosta.edu/library/forms/consult.php>

**GRADING:** Class assignments are graded and returned as soon as possible. Chapter quizzes are graded immediately upon submission, exams are graded as soon as all students have completed the exams, and applications are graded within two weeks of submission. Since this is a graduate course and the paper assigned is considered a major paper in the program, it is conducted in stages with feedback from the professor along the way. At each stage, track changes are used to provide comments on writing, organization, and APA. Additionally, significant feedback is given to your answers. This type of grading takes time. If you would rather have your paper back quicker, please send me an email and I will return your paper with a grade but no written feedback.

### **COURSE REQUIREMENTS**

**Personal Epistemology Discussions (3 Discussions @ 5pts each =15pts):** Each student will be required to take part in an online discussion to begin exploring their personal assumptions. This discussion is to facilitate writing your paper. At the start of the semester, the class will take part in an online discussion (see class outline). When the class outline indicates a personal reflection due this week, then each student should go to Blazeview and enter the discussion board. The professor will have posted several questions for the class to discuss. Each student should respond to the questions posted by the professor and/or respond to someone else's reflection. The goal is to have a thoughtful discussion with your classmates and the professor. So I will be grading these discussions with this goal in mind, rather than how many times you are on or how often you respond. Instead, I will consider how you are actively participating in all of the discussions. The discussion will end prior to the day of class. Thus, the discussion will be closed by 10pm the day before class. This is an opportunity for you to share your thoughts, questions, opinions, ideas, and critiques about the material with one another.

**Theory Application (8 Applications = 10pts each = 80pts):** During selected weeks, students will be expected to answer questions after watching a video of a therapy session presented by a master therapist of a particular theory or reading a case scenario. After watching the video or reading a case scenario, the students will respond to particular questions associated with the theory of the week and **submit them in class on the day they are due (hardcopy)**. When an application is due, it is highly recommend that each student bring another hard copy to class, as we will be reviewing the application during this time. During the review, the answers to the application will be given and thus you will only receive a grade on your application that you submitted. If you have any questions, please set up an appointment with the professor.

**Chapter Quizzes (10 Quizzes x 2 points each = 20pts):** Each week when a new MFT model is started, the class will take a review quiz (Blazeview) prior to reviewing the model/theory in class. The quiz is designed to familiarize each student to the primary assumptions, creators, and interventions associated with this particular model. My hope is that the quiz will facilitate class discussion and students' understanding of the model. You are allowed as much time as you want and you can use your book or get help from class mates during this quiz. The quizzes are graded immediately after you have submitted the assessment. In addition, you can take the chapter quizzes **as many times as you would like before they are due. Once the quiz closes, they can no longer be taken.** The chapter quizzes will not be discussed during class; however, if you have any questions or concerns please set up an appointment.

**Exams (4 Exams x 4pts = 16pts + Final exam =9pts = Total Points = 25pts):** A few weeks after graduation, you can take the national licensing exam. This course presents much of the material that will be covered in that exam. While I do not shape the course solely around the licensure exam, I keep it in mind. One of the ways the program prepares for the exam is through these assessments which allow you to test your understanding of the models. The exams are created by Family Solutions Institute which provides study exams for the AAMFT National Exam. The questions in the exams have been used in past exams and provide examples of the type of questions you will face when you take the exam for licensure. The exam is completed via the internet. During the exam, you **can NOT use any materials or help from your class mates**. After you take the exam, you will receive your score and a detailed account of what is the correct answer. **Once the exam closes, they can no longer be taken.**

**Personal Epistemology and Change Papers (130pts):** The paper should include a description of the student's theoretical assumptions of their work as a systemic therapist. This should be a professional paper (follow APA) discussing the student's personal epistemology and how this informs their theory about change. The paper will be about 12 pages with a **minimum** of 12 references, and 8 of which must be from a PRIMARY source which relates to systems theory or theorists. Meetings with students to discuss their paper will be conducted as needed either by the request of the professor or the student. This paper will be conducted in stages with feedback from the professor along the way. Each of the sections of the paper should be a finished paper, not a draft, and each section should also **include citations and references. If your paper is more than a day late feedback by the instructor will not be given only a grade will be assigned.** The sections of the paper will be divided as follows: First 3 questions (1-3 and worth 15 points), Second 3 questions (4-6 and worth 15 points). The Final Paper (all questions (1-6) are worth 100pts). The final paper will be submitted by **hardcopy**. Students who score less than 85% on writing for first section of the paper are strongly advised to seek the assistance of the graduate writing tutor (333-7570). See the list of questions you need to answer in your paper to get full points.

**First Three Questions – Submit to BlazeView.** These questions are designed to help you articulate your assumptions about your philosophical stance and the role of the therapist.

1. How does your epistemology as a therapist shape your understanding of human beings? (good, bad, sinful, basically flawed, holy, doing their best, context, or normal/functional, etc.). The following questions *are to assist in answering* the above question but you do **NOT** have to be answered in your paper: How do you make sense of human beings not being perfect or having difficulties/problems, how do problems develop, how come people develop addictions, have affairs, lose their children, have successful relationships, etc.
2. How do your beliefs about "Truth" influence your understanding and assumptions about how problems develop? The following questions *are to assist in answering* the above question, but you do **NOT** have to be answered in the paper: As a therapist, what is your epistemology of Truth, who owns it, where is it located, and how do you determine what counts a truth and/or knowledge? (constructivism, social constructionism, postmodernism etc?). How does your view of Truth shape how problems come into existence? How does the same problem keep occurring?
3. What is the therapist role in the change process? The following questions *are to assist in answering* the above question, but you do **NOT** have to be answered in the paper: What are your beliefs about the important characteristics for a therapist to possess to facilitate change (directive, reflexive, curious, accepting, caring, challenging, dogmatic, neutral etc.). *Choose only 1 or 2*, and make yourself choose the most important, discussing why they are at the top of your list. Be sure to explain how these characteristics facilitate a change process or create a relationship in which change is possible.

**Second Three Questions – Submit to BlazeView.** These questions are designed to help each student articulate and discover how their assumptions about problems and change are connected to systemic ideas.

4. Discuss how your personal beliefs about problem development is connected to a systemic understanding of problems i.e. feedback loops, homeostasis, first order change, second order change, more of the same, separated connection, relationship etc. Provide an example. In this section, be sure to include 2 main system ideas and relate 1 of them to your ideas of problem development that you discussed in question 2.
5. Based on your answer to the previous questions (1, 2, & 4), consider the process of change in human behavior. Specifically, consider whether people change because their thoughts/feelings/beliefs/values change or because their context and interpersonal relationships change or both. Explain how change happens using a systemic approach. Please provide an example of a problem, and then explain how your theoretical view of change would work with this particular problem (Be sure to include theoretically how does change happen with this particular problem). Additionally, include in this question one of the interventions associated with a modality and describe how you might use this intervention along with how this intervention fits one of your assumptions about problem or change.
6. How does your personal assumptions and philosophy shape your relationship with people whose personal beliefs or assumptions are different or opposed to your own? The following questions *are to assist in answering* the above question, but you do NOT have to be answered in the paper: Describe how you would work with a client who had beliefs that were opposed to yours? How would you process this, how would you ensure that a therapeutic relationship is present in this type of situation? What will you do differently to work with these clients?

**Community Outreach (10pts).** Community outreach activities will include pairing with a classmate and visiting community agencies, organizations, or offices to raise awareness about the FamilyWorks and our services. Each student is required to work 8 hours and must go with a partner unless you have permission. This is more than just delivering brochures. You should work with your partner to develop strategies to engage agency personnel in conversations about FamilyWorks and Family Therapy. Any team that gets themselves invited back to an agency, for instance, to talk to staff during a staff meeting and describe the FamilyWorks and our services, and successfully conducts a follow-up visit, or conducts a presentation **WILL NOT** have to write a reflection paper about their community outreach experience. Each student is required to complete a discussion located on blazeview (see schedule for due date).

If a student does not complete all their outreach hours points will be deducted.

Each week that you are working in the community, at the end of your shift, you'll send an email to the FamilyWorks email address, Dr. Laughlin, Dr. Kate Warner, Dr. Lana Kim, and I that lists your activities for the day in the body of the email. The subject line should read: –Last name, Community Outreach, Day, Time.

*Reflection for Community Outreach:*

To get full points for this assignment you also need to complete a reflection paper that is 5-8 pages in length (**ONLY need to do if you did not do a presentation or get a call back**). Part of the paper will explore what you have learned during this process about working with the public and their perceptions of therapy and marriage and family therapists. The paper will also need to include

outside sources which explore marketing and private practice strategies, marketing and nonprofit agencies, and marketing and for profit agencies (See class schedule for due date).

Point Break Down	%	Points	Percentage of Points:
Application	28%	80	A = 90% to 100% of possible points
Quizzes	7%	20	B = 80% to 89% of possible points
Exams	9%	25	C = 70% to 79% of possible points
Discussions	5%	15	D = 60% to 69% of possible point
Change paper	42%	120	F = 59% and below of possible points
Outreach	9%	20	
<b>Total</b>	<b>100%</b>	<b>280</b>	



<b>DATE</b>	<b>TOPIC</b>	<b>READINGS &amp; ASSIGNMENTS :</b>
1/15	Introduction to Family Systems Theories Foundation of Family Systems Theory Strategic Family Therapy	<b>Reading:</b> Foundations: Nichols Ch. 1-2, & 4, <b>Reading:</b> Overview of Strategic Family therapy: Nichols (pp. 141-146) & MRI Nichols (pp. 146-152) <b>Reading:</b> Escape from Babel Ch. 1-3 <b>Quiz:</b> Foundations based on Nichols Ch. 1-2t <b>Quiz:</b> MRI: based on Nichols Ch. 4 <b>Discussion 1:</b> Due: See Blazeview
1/22	NO Class: Lobby Day	<b>Discussion Due: Submit by 1/22 at 10pm, #2 see blazeview</b>
1/29	Strategic Family Therapy: MRI	<b>Reading:</b> Watzlawick Ch. 3, 7, 8, <b>Discussion 3:</b> Due: See Blazeview
2/3	<b>MRI APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY</b>	
2/5	Finish: MRI Strategic Family Therapy: Haley	<b>Reading:</b> In-depth reading on Strategic (Haley); Goldenberg Ch. 11 (262-287) <b>Quiz:</b> Strategic (Haley) based on Nichols (pp.152-158) <b>Discussion 4:</b> Due: See Blazeview
2/10	<b>STRATEGIC APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY</b>	
2/12	Review Strategic Family Therapy: Haley Review MRI & Haley	<b>Reading: Article:</b> Haley <b>Reading:</b> In-depth reading on Milan; Goldenberg Ch. 12 (288-309) <b>Quiz:</b> Milan based on Nichols (pp. 158-163) <b>First part of Paper Due: First 3 questions</b>
2/17	<b>MILAN APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY</b>	
2/19	Review Strategic Family Therapy: Milan Finish Strategic Therapy	<b>Reading: Article:</b> Tomm
2/26	Review: Strategic Family Therapy (case scenario)	Review Day (MRI, Strategic & Milan) Review Requirements for Second Part of the Paper <b>Quiz:</b> based on all of Strategic (all 3 models) <b>FIRST EXAM:</b> Family Solutions; Closed on 2/26 by 9am
3/5	Structural Family Therapy	Review First Exam <b>Reading:</b> Nichols Ch. 7 <b>Quiz:</b> Structural based on Nichols Ch. 7
3/6	<b>Midterm</b>	<b>Midterm is mid-term, the last day to drop. If you are falling behind in your readings, reading comprehension, or class assignments, please makes an appointment to talk about your concerns.</b>
3/10	<b>STRUCTURAL APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY</b>	
3/12	Finish Structural: Review: Strategic & Structural	<b>Reading: Article:</b> Minuchin <b>SECOND EXAM:</b> Family Solutions; Closed on 3/12 by 9am <b>Second part of Paper Due: Next 3 questions</b>
3/19	<b>Spring Break</b>	<b>No Class</b>
3/26	Solution Focused Therapy	<b>Reading:</b> Nichols Ch. 12 & <i>Article:</i> Hoyt <b>Quiz:</b> Solution Focused based on Nicholas Ch. 12
3/31	<b>SOLUTION FOCUSED APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY</b>	
4/2	Finish Solution Focused Therapy Narrative Therapy	<b>Reading:</b> Nichols Ch. 13 <b>Quiz:</b> Narrative based on Nicholas Ch. 13
4/7	<b>NARRATIVE APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY</b>	
4/9	Finish Narrative Therapy Review: Solution Focused & Narrative Collaborative Therapy	<b>Reading: Article:</b> Tilson, <i>Article:</i> Rombach
4/16	Finish: Collaborative Therapy Experiential Family Therapy: Whitaker	<b>Reading:</b> Nichols Chapter 8 & <b>Collaborative Therapy</b> <b>Quiz:</b> Experiential based on Nichols Ch. 8 <b>THIRD EXAM:</b> Family Solutions; Closed on 4/16 by 9am
4/23	Experiential Family Therapy: Whitaker Satir & Johnson	<b>Reading:</b> Nichols Ch. 5, <i>Article:</i> Woods, <i>Article:</i> Johnson, <b>Application:</b> Whitaker in class
4/30	Experiential Family Therapy: Review Bowenian Family Systems Theory Review: Experiential/Bowen Last day of class: Review of all the theories	<b>Reading:</b> Nichols ch.5 <b>Quiz:</b> Bowen based on Nicholas Ch. 5 <b>Application: Bowen in class</b> <b>FOURTH EXAM:</b> Family Solutions; Closed on 4/30 by 9am 9
5/2		Final Change Paper Due by 9am <b>Final Exam will be cumulative:</b> Family Solutions; Open on 4/30 & Closed on 5/2 at 9am

**Schedule is tentative and subject to Change**

**THE READINGS LISTED BELOW CAN BE FOUND ON BLAZEVIEW**

**READINGS FOR 1/22**

Watzlawick, P., Weakland, J., Fishch, R. (1974). *In Change: Principles of problem formation and problem resolution*. New York: W.W. Norton.

**READINGS FOR 1/29**

Goldenberg, H. & Goldenberg, I. (2008). Strategic models. *In Family therapy an overview 7th edition* (262-287) Belmont: CA, Thompson Brooks/Cole.

**READINGS FOR 2/5**

Haley, J. (1985). Case report: A modern "Little Hans". *In Problem solving therapy*. New York: Harper & Row Publishers.

Goldenberg, H. & Godenberg, I. (2008). The Milan systemic model. *Family therapy an overview 7<sup>th</sup> edition* (288-309) Belmont: CA, Thompson Brooks/Cole.

**READINGS FOR 2/12**

Tomm, K. (1984) One perspective on the Milan systemic approach: Part 2: Description of the session format, interviewing style, and interventions. *Journal of Marital and Family Therapy*, 10, 253-271.

**READINGS FOR 3/5**

Minuchin, S. (1974). Structural family therapy. In S. Arieti (Ed.), *American handbook of psychiatry volume II*. New York: Basic Books.

**READING S FOR 3/12**

Hoyt, M.F. & Berg, I.K. (1998). Solution-focused couple therapy: Helping clients construct self-fulfilling realities. In F. M. Dattilio (Ed.), *Case studies in couple and family therapy: Systemic and cognitive perspectives* (202-232) New York: The Guilford Press.

**READINGS FOR 4/2**

Tilsen, J., Russell, S., & Michael. (2005). Nimble and courageous acts: How Michael became the boss of himself. *Journal of systemic therapies*, 24, 29-42

Rombach, M.M (2003). An invitation to therapeutic letter writing. *Journal of Systemic Therapies*, 22, 15-32.

**READINGS FOR 4/9**

To be added later

**READINGS FOR 4/9**

Woods, M. & Martin, D. (1984). The work of Virginia Satir: Understanding her theory and technique. *American Journal of Family Therapy*, 12, 3-11.

Johnson, S. (1998). Emotionally focused couple therapy. In F.M. Dattilio (Ed.), *Case studies in couple and family therapy*. New York: The Guilford Press.

**Additional Reading List**

**MRI (COMMUNICATIONS THEORY) & STRATEGIC**

Bateson, G. (1972). *Steps to an ecology of mind*. New York: Ballantine.

Erickson, M. H. (1980) *Collected Papers*,. (Vols. 1-4). New York: Irvington.

Grove, D., & Haley, J. (1993). *Conversations on therapy*. New York: Norton.

Haley, J. (1987). *Problem-solving therapy* (2nd ed.). New York: Norton.

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