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

Professor: Jennifer Lambert-Shute, Ph.D.  
Email: jishute@valdosta.edu  
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)  
   Collaborative | Emotionally Focused | Solution-Focused | Bowenian  
   MRI | Narrative | Experiential | Milan  
   Strategic | Structural  
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
Guilliana Prata
Michael Nichols
Ivan Boszormenyi-Nagy
Murray Bowen
Jay Haley
Richard Schwartz
Luukens, 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
Beatrio Montalvo
Tom Andersen
Don Jackson
Richard Fisch
Don Bloch
Lois Braverman
Virginia Satir
John Weakland
Harry Goolian
Karl Tomm
Dick Auerswald
Paul Dell
Betty Carter
Monica McGoldrick

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

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

Assignments for this course linked to SLO’s

<table>
<thead>
<tr>
<th>FamilyWorks Outreach</th>
<th>SLO 3: Be prepared to obtain entry-level employment in mental health agencies</th>
</tr>
</thead>
</table>
| 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:

- Purchase myhelpingkit
- *APA Manual 6th 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 Blazevew
- FamilyWorks Clinic Name Badge
- FamilyWorks business cards and appointment reminders
RECOMMENDED TEXT:

Family solutions study guide (5th 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.

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

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).

<table>
<thead>
<tr>
<th>Point Break Down</th>
<th>%</th>
<th>Points</th>
<th>Percentage of Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>28%</td>
<td>80</td>
<td>A = 90% to 100% of possible points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>7%</td>
<td>20</td>
<td>B = 80% to 89% of possible points</td>
</tr>
<tr>
<td>Exams</td>
<td>9%</td>
<td>25</td>
<td>C = 70% to 79% of possible points</td>
</tr>
<tr>
<td>Discussions</td>
<td>5%</td>
<td>15</td>
<td>D = 60% to 69% of possible point</td>
</tr>
<tr>
<td>Change paper</td>
<td>42%</td>
<td>120</td>
<td>F = 59% and below of possible points</td>
</tr>
<tr>
<td>Outreach</td>
<td>9%</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>280</strong></td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS &amp; ASSIGNMENTS</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 1/15 | Introduction to Family Systems Theories  
Foundation of Family Systems Theory  
Strategic Family Therapy | Reading: Foundations: Nichols Ch. 1-2, & 4.  
Reading: Overview of Strategic Family therapy: Nichols (pp. 141-146) & MRI Nichols (pp. 146-152)  
Reading: Escape from Babel Ch. 1-3  
Quiz: Foundations based on Nichols Ch. 1-2t  
Quiz: MRI: based on Nichols Ch. 4  
Discussion 1: Due: See Blazeview |
| 1/22 | NO Class: Lobby Day | Discussion Due: Submit by 1/22 at 10pm, #2 see blazeview |
| 1/29 | Strategic Family Therapy: MRI | Reading: Watzlawick Ch. 3, 7, 8,  
Discussion 3: Due: See Blazeview |
| 2/3 | MRI APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY | Reading: Article: Tomm |
| 2/5 | Finish: MRI  
Strategic Family Therapy: Haley | Reading: Article: Minuchin  
SECOND EXAM: Family Solutions; Closed on 3/12 by 9am  
Second part of Paper Due: Next 3 questions |
| 2/10 | STRATEGIC APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY | No Class |
| 2/12 | Review Strategic Family Therapy: Haley  
Review MRI & Haley | Reading: Nichols Ch. 5, Article: Woods, Article: Johnson,  
Application: Whitaker in class  
Fourth part of Paper Due: Next 3 questions |
| 2/17 | MILAN APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY | Quiz: Solution Focused based on Nicholas Ch. 12 |
| 2/19 | Review Strategic Family Therapy: Milan  
Finish Strategic Therapy | Quiz: Structural based on Nichols Ch. 7 |
| 2/26 | Review: Strategic Family Therapy (case scenario) | Quiz: Milan based on Nichols (pp. 158-163)  
First part of Paper Due: First 3 questions |
| 3/5 | Structural Family Therapy | Review First Exam  
Reading: Nichols Ch. 7  
Quiz: Structural based on Nichols Ch. 7 |
| 3/6 | Midterm | 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. |
| 3/10 | STRUCTURAL APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY | Review Day (MRI, Strategic & Milan)  
Review Requirements for Second Part of the Paper  
Quiz: based on all of Strategic (all 3 models)  
FIRST EXAM: Family Solutions; Closed on 2/26 by 9am |
| 3/12 | Finish Structural:  
Review: Strategic & Structural | Reading: Article: Minuchin  
SECOND EXAM: Family Solutions; Closed on 3/12 by 9am  
Second part of Paper Due: Next 3 questions |
| 3/19 | Spring Break | No Class |
| 3/26 | Solution Focused Therapy | Quiz: Solution Focused based on Nicholas Ch. 12 |
| 3/31 | SOLUTION FOCUSED APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY | Reading: Nichols Ch. 13  
Quiz: Narrative based on Nicholas Ch. 13 |
| 4/2 | Finish Solution Focused Therapy  
Narrative Therapy | Reading: Article: Tilson, Article: Rombach |
| 4/7 | NARRATIVE APPLICATION DUE BY 9AM TO MY MAILBOX IN HARDCOPY | Reading: Nichols Chapter 8 & Collaborative Therapy  
Quiz: Experiential based on Nichols Ch. 8  
THIRD EXAM: Family Solutions; Closed on 4/16 by 9am |
| 4/16 | Finish: Collaborative Therapy  
Experiential Family Therapy: Whitaker  
Satir & Johnson | Reading: Nichols Ch. 5, Article: Woods, Article: Johnson,  
Application: Whitaker in class |
| 4/23 | Experiential Family Therapy: Whitaker  
Bowenian Family Systems Theory  
Review: Experiential/Bowen  
Last day of class: Review of all the theories | Reading: Nichols Ch.5  
Quiz: Bowen based on Nicholas Ch. 5  
Application: Bowen in class  
FOURTH EXAM: Family Solutions; Closed on 4/30 by 9am |
| 4/30 | Experiential Family Therapy: Review  
Bowenian Family Systems Theory  
Review: Experiential/Bowen  
Last day of class: Review of all the theories | Final Change Paper Due by 9am  
Final Exam will be cumulative: 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

READINGS FOR 1/29

READINGS FOR 2/5


READINGS FOR 2/12

READINGS FOR 3/5

READINGS FOR 3/12

READINGS FOR 4/2


READINGS FOR 4/9
To be added later

READINGS FOR 4/9


Additional Reading List

MRI (COMMUNICATIONS THEORY) & STRATEGIC

**BRIEF THERAPY & SOLUTION FOCUSED THERAPY**


**NARRATIVE**


**CONTEXTUAL THERAPY**


**STRUCTURAL**

MILAN SYSTEMIC

BOWEN/INTERGENERATIONAL

HISTORICAL INTERPERSONAL TEXTS

EMOTIONALLY FOCUSED THERAPY

METAFRAMEWORKS/INTERNAL FAMILY SYSTEMS

EXPERIENTIAL

COGNITIVE-BEHAVIORAL FAMILY THERAPY

Other