

## MF-633/PM-633 COUNSELING FAMILIES

Mennonite Brethren Biblical Seminary  
3 units, Spring 2006, January 10 – April 29

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### **COURSE DESCRIPTION:**

This course focuses on both the theoretical and practical approaches to understanding and counseling families. Students will be expected to develop skills in counseling families during the semester. Both theory and practice will be interpreted from a systems and pastoral perspective.

### **COURSE AND DEGREE OBJECTIVES:**

1. To explore the origins, growth, procedures and process of family therapy
2. To review the current theories of intervention in families.
3. To contextualize & develop counseling intervention skills & pastoral approaches with families.
4. To process Genogram and Family of Origin patterns and history.
5. To attend to the spiritual dimension in family therapy.

### **MAIN TEXTS:**

- \*Guest, Judith. (1976). Ordinary People. Viking Press.
- \*Nichols, M. P. and R. C. Schwartz. (2005). Family Therapy: Concepts & Methods. 7th ed. Allyn & Bacon. (This new edition just came out; it's important that you get a current edition.)
- \*Richardson, R.W. (1995). Family Ties that Bind. Self Counsel Press.
- \*Walsh, Froma. (1999). Spiritual Resources in Family Therapy. Guilford.

### **RECOMMENDED TEXTS:**

- \*Benner, David G. (2003). Strategic Pastoral Counseling: A Short-Term Structured Model. Baker.
- \*Friedman, Edwin H. (1985). Generation to Generation: Family Process in Church and Synagogue.
- \*Marlin, Emily. (1989) Genograms: The New Tool for Exploring the Personality, Career, and Love Patterns You Inherit. Contemporary Books.
- \*McGoldrick, Gerson, Schellenberger. (1999) Genograms: Assessment and Intervention. W.W. Norton & Company. See also the Genogram books by Demaria, Marlin, et. al. on p. 10.
- \*Napier, A. and C. Whitaker. (1980) Family Crucible. Bantam.

### **ASSIGNMENTS:**

#### **1. Genogram & Family of Origin Analysis Paper**

**Due: April 4**

Use the insights you have gained in reading and class materials to focus on such issues as power, communication, intimacy, sexuality, religion and control and write a **7-8 page** analysis of your family of origin. Read McGoldrick and Gerson's Chapter 8, "Constructing a Genogram," and Chapter 8 in Richardson's Family Ties That Bind, and then develop a genogram analysis of your family. The books by Demaria, Marlin and McGoldrick, and the binder containing articles and chapters on genograms will be helpful in this process. Collect data by calling and writing your families of origin, relatives and friends for their observations of your family. Before contacting them, you need to develop a set of questions to which they can relate. If you think it will be

difficult to obtain information because of resistance, you may wish to call first to obtain their consent, to indicate the importance of the assignment and to thank them in advance. Do not focus only on family history in the final paper. Relate history and data to how you were affected by the family environment. Include at least some of the questions in Walsh (1999), page 266. Relate your Myers-Briggs, Prepare/Enrich, POM or 16PF results to the analysis of your family of origin. Please attach the questions you used to gather information and your family members' written responses.

Submit your paper, the questions you used in gathering the information, your family responses and genogram in an envelope to help ensure confidentiality.

## 2. Class Demonstration

**Due: Jan. 31, Feb. 7, 14, 21, 28 March 7, 14, 21, 28, April 4, 11**

Browse through Gurman & Kniskern, Thomas, Goldenberg, Nichols and Schwartz or Horne and Ohlsen until you discover a theorist you are interested in. Clear your choice with the instructor so that there are no duplicates. Then browse through the relevant section in Fredman and Sherman and select a technique you would like to master and demonstrate which relates to your chosen theorist.

Select at least ONE situation or task in which the class can participate. Present the technique to the class and indicate why it is connected to the theorist and case you are demonstrating, under what conditions it would be appropriate and under what conditions it would not be. Provide relevant summarizing information or a short history of the case, why you have chosen this theory and technique for your therapeutic process, and then role play the case with yourself as the therapist and fellow students as family members. Lead the class in some kind of practice of the theory and skill(s). Plan and think through your 20-30 minute presentation until you know how you will help your classmates understand the theorist, technique and case you have chosen. Duplicate handouts as necessary. (See page 8 for more details) Consult at least three other sources, including primary sources and periodical literature. Include sources consulted on your handouts.

## 3. Case Studies

**Six Class Days in February and March**

In section two, submit a **two to three page** response to **six** case situations from the perspective of the theory or theorists studied that week. You will be provided with cases. These are due on or before the Monday after the theory is discussed. After you have written your responses, please read the blue folder containing other students' responses to the same case in order to gain a wider perspective on interventions and treatment plans that could fit the same case and same theory.

## 4. Reading and Video Logs

**Due: January 31, March 14, April 28**

Students will be expected to prepare for each class period by reading the appropriate material. At least 1200 pages should be read. Please record all chapters, books, videos, movies, and articles read and viewed along with brief annotations. This is less than the usual amount of reading required, since this course also focuses on practical skill development. Be sure to read in the periodical literature, as journals are current and relevant. In section II (February, March and April) please read at least 35 pages each week from **original** theorists in addition to the Schwartz and Nichols text. **Videos** are to be watched **before** the class discussion of a theorist. In this way you will have a visual picture of how the theory of the therapist works before trying to practice it yourself. Videos may be obtained from the North Wing or Hiebert Library, and may be checked out for two hours. They may be taken out overnight if picked up at 5 PM and returned by 8 AM. Please sign out the videos just as one would in the library. They are for "professional" audiences and training purposes

only. Please write a brief response to each video you view. If students keep the videos longer than these appointed times, it will be impossible for all members of the class to view these important resources. Please include your definition of a Healthy Family in your log which is due **Jan. 31**, and a critique of Walsh's book, Spiritual Resources in Family Therapy, in your final reading/video log due **April 18**. The **March 14** log will focus on original theorists' writings and therapy videos.

Advanced Family Studies presentations, Pastoral Care Round Tables, Prepare/Enrich Training, Family Conferences, CAPS and CAMFT meetings may be substituted for reading, if you respond to these experiences in writing, unless you are already utilizing these events for another course.

**5.** Chapter quizzes on the Nichols and Schwartz text will be given occasionally. Please read the assigned chapter(s) before class. The final exam will be due on or before **April 18**. The primary focus of the exam will be on family therapy theory building questions and an analysis of the family in Judith Guest's book, Ordinary People. Viewing the Ordinary People movie may also prove useful. Please read the book before watching the movie. How might the outcome of this story have been different if family treatment had been chosen instead of focusing on one identified patient?

### **GRADING**

Genogram & Family Paper	20%
Class Demonstration	20%
Case Studies (6)	18%
Reading/Video Logs (3)	18%
Final Exam & Quizzes	20%
Attendance & Participation	4%

### **Note:**

1. All Assignments must be completed to receive a passing grade in the course. Late assignments are graded lower. All work must be completed by **April 28**, unless you apply for an extension.
2. Since we study a different theory every day, attendance is required. Repeatedly arriving late or leaving class early is disruptive and must be avoided. Students who miss class, arrive late, or leave early in up to 20% (3) of the classes will lose attendance and participation marks. Students who miss more than 20% may be required to repeat the course.
3. It is appropriate to use non-discriminatory language in class and in all written assignments.
4. For each three hour course students are expected to complete at least **six** hours of out of class preparation **each** week. Please set aside this time and use it each week.
5. If you have a limited background in the family literature or social science discipline, you may wish to start with Carlson, Thomas or Goldenberg or work with a partner or study group.
6. Submit your family of origin interviews and paper in an envelope to help ensure confidentiality.
7. Pastoral Care Roundtables, Prepare/Enrich Training, CAPS and CAMFT meetings, and family conferences may be substituted for some of the reading or submitted for extra credit, if you respond to these experiences in writing. You may obtain a scholarship up to \$100 from MBBS for conferences, if you are a fulltime student. The student must pay at least half of the cost.
8. Auditors should read assignments and watch videos in preparation for class and participate in family role plays and practice of skills.

It is assumed and expected that any oral or written work is the product of the student's own work

and that the sources used, **including the Internet** are acknowledged and cited properly. Cheating and plagiarism are prohibited and treated as serious offenses, and may result in failure on an assignment, in a course, or even dismissal from the Seminary. Work or reading done for one course should not be submitted in a second course without permission of both of the instructors involved.

Students have the option of taking one extension per semester, provided the professor agrees. The application for extension is due two weeks before the end of the semester. A student who does not apply for an extension, and who does not hand in work nor receive a grade on time by the instructor will be given a grade of NC (no credit) by the registrar. The work must be completed by May 2005. (See the Application for Extension for additional information).

**MBBS Academic Policies** are described in the *Academic Handbook*, which is updated annually. The *Handbook* includes policies on extensions for incomplete course work, academic integrity, non-discriminatory language, academic appeals, etc. Students are expected to be familiar with MBBS academic policies and to follow them. Copies of the *Academic Handbook* are available on the web at [www.mbseminary.edu](http://www.mbseminary.edu).

**Please highlight all items you read, browse or view.**

## **CLASS SCHEDULE**

**\* Indicates Required reading & (~) found in binders.**

**Some Videos and Readings will be summarized or**

### **I. INTRODUCTION**

**viewed in class. Use your six study hours faithfully!**

#### **January 10 Pastoral Counselors and their Families** (Choose at least one of the following in addition to \*Vande Kemp)

\*Vande Kemp, Chapters 1-3, and pages 135-147 (out of print, four copies on reserve)

Walsh, (1999) Spiritual Resources, Chapters 1, 2, 10, 12

Friedman, Generation to Generation, Chapters 8-12 (skim)

Direction, Spring, 1990 "Family & Church Growing Together" (skim)

Carlson, Chapters 1-2, an especially brief and clear summary. Great place to begin!

Bergman, Fishing For Barracuda, Chapter 4 (This is fun, creative chapter, don't miss it!)

#### **January 17 Origins, Growth & Modalities of Family Therapy, & Systems Theory**

\*Nichols and Schwartz, 1-2, Appendices A, B & C, pages 1-50, 436-454

\*(~) "Family Systems Theory: An Introduction." MCC Conciliation Quarterly, Spring, 1989, Vol. 8, #2 (In Archives, In binder on shelf in the North Wing)

Becvar and Becvar, Chapters 1-6, 14-16

Friedman, Chapters 1-2 Generation to Generation (skim)

Griffin, Family Therapy, 117-144

JMFT Decade Review, Marriage & Family Therapy, Marital & Family Problem Prevention Enrichment Research, Family Policy in the 1980's.

"The Constructivist Challenge", Networker Sept/Oct., 1988.

(~) Ashbrook, J. B. & Jewett, R. (1987). "Systems theory and Pauline anthropology: A cross-disciplinary conversation." Journal of Pastoral Psychotherapy, 1, 19-37.

#### **January 24 Procedures, Process and Research in Marriage and Family Therapy**

\*Nichols & Schwartz, Chapters 3 and 16, pages 51-90, 395-420

- \*Fredman & Sherman, Chapters 1-2
- \*Brock and Barnard, Chapters 1-4 (skim) **or**
- \*Patterson, Williams, Grauf-Ground, & Chamow, Essential Skills in Family Therapy
- \*Journal of Marital & Family Therapy (JMFT) October 2002, Volume 8, No.4
- Browse L'Abate, Ch. 17 in Gurman & Kniskern's Handbook Vol. 1 pp. 631-661.
- (~) Genograms, Ch. 8 in Carter & McGoldrick, Ch. 8 in Richardson, Articles in Binder
- Hiebert, W., Gillespie, J., Stahmann, R. Dynamic Assessment in Couple Therapy
- Carlson, Chapters 8-9, very brief and clear summary
- Holman, pages 7-96 (skim)
- \*Walsh (1999) Spiritual Resources in Family Therapy, Chapters 8 and 15

## **February 7 The Fundamental Concepts of Family Therapy and Systems Theory**

- \*Nichols and Schwartz, Chapter 4, pages 91-118. Chapter 11 is also helpful here.
- \***First reading/video log is due. Please include your definition of a Healthy Family.**
- Optional Readings which may be helpful include:
- Thomas, Chapters 1-6, 15, 16
- Goldenberg & Goldenberg, Chapters 1-4, 12-13, Glossary
- Horne and Olson, Chapter 1
- Walsh, (1982) Normal Family Processes Chapters 1-2
- Guerin, Family Therapy.
- Simon, et. al. Family Therapy Glossary, AAMFT. The Language of Family Therapy
- Topics in Family Psychology & Counseling, "Rediscovering Healthy Families." Vol. 1 #1, Jan. 1992. (Instructor's copies may be borrowed for **One Day Only** so others may access)

## **II. MODELS OF FAMILY THERAPY - Remember to choose and complete EIGHT case studies. These are due on Friday of the week the theory is discussed and demonstrated. Choose and Read at least 35 pages from original theorists each week in February and March**

### **February 14 Bowen, Family Systems Theory (Case due Feb.14; 35 pages original Bowen)**

- \*Nichols & Schwartz, Chapter 5, pages 119-146
- \*McGoldrick, Chapter 8 "Genograms and Family Therapy"
- \*Richardson, Family Ties That Bind.
- \*Walsh (1999)Spiritual Resources in Family Therapy, Chapters 8 and 15
- \*Video - "Love and Work" (Library has a copy also)
- Carlson, Chapters 5, 6, 7

### **February 21 Strategic/Problem Solving & Solution Focused Therapy -- Haley, Madannes, MRI, Milan, Selvini-Palazzoli, Erickson, De Shazer, Insoo Kim Berg**

- \*Nichols & Schwartz, Chapters 6 and 12, (Case Due Feb. 21, 35 pages original theorists)
- \*Fredman & Sherman, Chapter 6
- \*Haley - Problem Solving Therapy (If not read in IPC) or Madannes, Milan, etc.
- \* (~)Circular Questioning Article (in Maroon Binder)
- \*Audio Tapes: Madannes, "Metaphors and Paradoxes" (Excellent, 24 hour checkout only)
- Video: Insoo Kim Berg "Scaling A Marriage", Founders Series Interview with Jay Haley
- Family Therapy Networker, Sept/Oct., 1987. Becvar, Chapters 11 & 12

- Feb. 28 Structural – Minuchin, Montalvo; Communications – Satir, Watzlawick, Goolishan**  
 \*Nichols & Schwartz, Chapter 7, 176-203, (Case Due Feb. 28; 35 pages original theorists)  
 \*Sherman & Fredman, Chapters 4, 7  
 \*Vande Kemp, Chapters 5 & 6, Becvar, Chapters 9 and 10  
 \*Videos: Minuchin, Goolishan & Anderson (North Wing, Choose at least one)  
 “Conversation With a Blended Family”

No class March 7, Module Week – Work on your Family of Origin Paper! Read Reserve Books.

- March 14 Experiential Family Therapy--Whitaker, Duhl, Kempler, Satir, Johnson, Schwartz**  
 \*Nichols & Schwartz, Chapter 8, 204-226 (Case Due March 7, 35 pages original theorists)  
 \*Sherman & Fredman, Chapters 2 & 3  
Videos – Satir: "Blended Family with a Troubled Boy" (North Wing, Hiebert Library)  
Duhl: "The Bipolar Impact" (at Hiebert Library) Watch at least one video.  
Whitaker: "A Different Kind of Caring" (at Hiebert Library) , book also is good.  
 Becvar & Becvar, Chapter 8,  
 Carlson, Chapter 3-4, Brief, Clear Summary of many of the theories in this chapter.

- March 21 Psychoanalytic & Object-Relations Family Therapy - Ackerman, Boszormenyi-Nagy, Margaret Mahler, Jill and David Scharff**  
 \*Nichols & Schwartz, Chapter 9, 227-251,(Case Due March 21; 35 pages original theorists)  
 \*Lupenitz, D. The Family Interpreted, Chapter 3  
 \*Vande Kemp, Chapter 4  
Nagy, Invisible Loyalties **Reading/Video Log #2 is Due March 21**  
 Scharff. Primer, Family Therapy  
 Goldenthal, Contextual Family Therapy.  
 \*Video - Scharff "Object Relations in Couples Therapy" (North Wing)  
 Becvar & Becvar, Chapter 7; Video: Dreams as Guide  
 \*Walsh, (1999) Spiritual Resources in Family Therapy, Chapter 13

- March 28 Cognitive-Behavioral Family Therapy, Sex Therapy, Couples Therapy -- Beck, Kaplan, Stuart, Lopiccolo, Jacobson, Hendrix - Imago, Meichenbaum**  
 \*Nichols & Schwartz, Ch. 10, 252-280,(Case Due March 28, 35 pages original theorists)  
 \*Fredman & Sherman, Chapter 5, Becvar, Chapter 12  
 \*Videos - LoPiccolo - Sex Therapy; (North Wing) Video: Brief Therapy Inside Out  
 Hendrix - "Getting The Love You Want." I, II, III, IV, (Hiebert Library)  
**Second Reading Log is Due – Focus on original theorists read, videos watched**

- April 4 Evolving and Integrative Therapeutic Models - Narrative and Constructivist Therapy: Steve DeShazer, Marianne Walters, Michael White, Richard Schwartz**  
 \*Nichols & Schwartz, Chapters 13, 14 (Case Due April 4, Read 35 pages original  
 \*Walsh, (1999) Chapters 13 and 15 theorists, include some verbatim, case studies)  
 \*Family Therapy Networker, Narrative Therapy, Sept/Oct 1987. (Library periodicals shelf)  
 Horne and Olsen, Chapter 10 Video: Getting Unstuck with Michelle Weiner Davis  
Videos - Walters: "Laughing Till It Hurts", Michael White, "The Best of Friends",

“Conversation with a Blended Family, A Burning Question”, Goolishian & Anderson

**April 11 Comparative Analysis & Evaluation of Family Theories & Therapy:  
Network Therapy, Family Group Therapy**

\*Nichols & Schwartz, Chapters 15, 367-394, (Read at least one of the optional sources)

\*Luepnitz, D. The Family Interpreted, pp 30-97.

\*The Family Therapy Networker, July - August, 1985, "Family Therapy Critiques Itself"  
Sept-Oct., 1988.

Goldenberg & Goldenberg, Chapter 13 (2nd Ed.) Brief, Excellent Summary

Becvar, Chapters 15 and 16

Gurman and Kniskern, Handbook of Family Therapy

\*Topics In Family Psychology & Counseling. "Tailoring Treatment to Couples and  
Families." Vol. 1, #3, July, 1992. (Shelf Checkout – 2 hours, or overnight only)

**Genogram and Family of Origin Paper Due (No Exceptions)**

**III. Family Issues and Concerns**

**April 18 Family Therapy in the 21st Century: Divorce, Stepfamilies, Secrets, Affairs  
Take Home Final Exam on Ordinary People and theories is due.**

\*Nichols & Schwartz, Chapter 11, 288-308, Read at least one of the optional sources.

\*JMFT, October 2002, Vol. 28, No.4, “Research on Couples and Couple Therapy” 391-444

\*JMFT Decade in Review, Determinants of Divorce, The Multiple consequences of  
Divorce, The Impact of Divorce on Children, Remarriage & Stepfamily Research in the 80s.

\*Carter & McGoldrick, Pt. 3: The Divorce Cycle, pp 335-426.

\*Pittman, Sections II and III, Crisis of Marriage, Disruption of the Family

\*Family Therapy Networker, "Divorce," Nov/Dec. 1989. "Infidelity," May/June 1989

Video: Pain Games (if available), Movies: Ordinary People, Kramer vs. Kramer

Wallerstein, Judith, & S. Blakeslee, The Good Marriage. 1995.

Gottman, John. Why Marriages Succeed or Fail: And How You Can Make Yours Last.

Walsh (1982) Normal Family Processes, Chapters 11, 12, 13

**April 25 Prevention, Enrichment, Witness – How Can We Strengthen the Family?  
Spiritual Resources in Family Therapy, Special Issues in Family Therapy**

\*Walsh, Spiritual Resources (1999), Ch. 1-4, 7, 9-12, 16, (Complete or Review)

Choose at least 35 pages from Stahman & Hiebert, Crabb, Augsburg, Pipher, or Bender

JMF Decade Review, Religion and Family, Impact of Family on Health.

(~) Bellah, The Church as the Context for the Family, New Oxford Review, 1987, 6-13.

(~) Coles, Moral Purpose & the Family, Networker, '87, 45-52.

(~)\*Dueck, The Church and the Modern Family.(All 3 articles are in the maroon binder)

**Final Reading/Video Log Due April 21 – Must include your critique of Walsh’s book.**

**CLASS DEMONSTRATION**

1. Browse through Gurman & Kniskern, Thomas, Goldenberg, Nichols and Schwartz or Horne

and Ohlsen until you discover a theorist you are interested in. Clear your choice with the instructor so that there are no duplicates. The day on which you present should fit into the class schedule as closely as possible. Two or three class members will be presenting each day in March and April, so the case presentations and demonstration need to be focused and succinct.

2. Browse through the relevant section in Fredman and Sherman's Handbook of Structured Techniques and select a technique you would like to master and demonstrate. Select at least ONE situation or task in which the class can participate. Present the technique to the class and indicate why it is connected to the theorist you are demonstrating, under what conditions it would be appropriate and under what conditions it would not be. Lead the class in some kind of practice of the theory skill(s) or technique(s) demonstrated. Be prepared to assist in skill development and interpretation of the theorist. Prepare and duplicate handouts as necessary. Practice your presentation until you are satisfied with your performance, and know how you will help your classmates understand the theorist and technique you have chosen.
3. Provide relevant summarizing information about your theorist, present a short history of the case and then role play it with yourself as the therapist and fellow students as family members. Select a manageable segment, demonstrate at least one technique that fits with the theory and the case and then close. Plan the entire presentation so there is adequate time for the class to interact and ask questions about the theory and then practice the related skills and technique
4. Consult at least three other sources, including primary sources and periodical literature that will help to give general background to the case or family situation you are demonstrating or give research support to the theory or technique you are presenting. For example, if it is a divorcing family, Wallerstein's book would provide much useful background. Include sources consulted on your handouts.
5. There will be a time of debriefing with priority given to the presenter and simulated family members. Feedback on the presentation and skill training will be focused on understanding the theory and interventions utilized in the demonstration.
6. The goal is to deepen both theoretical understanding and therapeutic skills. It will also give you an opportunity to work with a simulated family group. Be creative.
7. You may wish to consider using a Biblical family or a family situation you know for the role play. Be sure to guard confidentiality appropriately, if you use a present day family.
8. If the counseling rooms are used for the demonstration, be sure they are set up before class. Students must maintain professional courtesy and quiet in the halls and observation room. All extra chairs, play therapy items, or art supplies must be put away. Please close the blinds and lock the door when exiting.

**Alternate Assignment: Develop and Use Family Counseling Skills  
Client Family Analysis, Video and Summary Due: April 25 instead of Final Exam**

This course focuses on the development of theoretical and counseling skills with individuals or families from a systems perspective. If students have the opportunity to work with a couple or family, they may substitute this for the final exam. If you are not an MFCC major, the family should be high functioning and the focus will be marital and family enrichment, or you may work as a co-counselor. Read the articles by Luciano L'Abate on marital family enrichment programs: in Gurman and Kniskern (Vol. 1, pages 631-661), and Decade Review BEFORE beginning counseling. Submit a client family analysis, a summary of what **you** learned from your sessions with the family you are counseling and a video tape of at least one session. Make an appointment with the instructor to review this experience.

Before seeing clients, MFCC students must be registered as a trainee with CAMFT or AAMFT and have liability insurance. Students are encouraged to help locate appropriate families, although there may be some available at Salvation Army or On-Site. Supervision will be arranged by Mary Shamshoian (452-1778), Clinical Director of On-Site. MFCC students who have completed pre practicum can count these hours towards their practicum requirements. Please take seriously the safety, welfare, and confidentiality of persons whom we engage in counseling or interviewing. Adequate skills and supervision are a must. Before you begin work with a family, please make a personal growth plan to develop the needed skills, and clear your plan with the instructor. If you have not had any training in substance abuse counseling, please see the instructor for suggestions

#### **SUPPLEMENTARY READINGS: (\*On two hour reserve at the Library)**

- \*Becvar, D.S. and R.J. Family Therapy: A Systemic Intervention. (3rd Ed.) 1996.
- Berger, M. & Jurkovic, G. Practicing Family Therapy In Diverse Settings. Jossey-Bass, 1994.
- \*Bergman, Joel. Fishing for Barracuda. Norton, 1985.
- \*Brock, G. W. & B. C. P., Procedures in Marriage & Family Therapy. Allyn and Bacon, 1992.
- \*Journal of Marriage and Family: Family Research in the 1980s: The Decade In Review Vol. 52, No.4, Nov. 1990.
- \*Carter and McGoldrick, The Changing Family Life Cycle. NY: Gardner, 1988.
- \*Demaria, Rita. Focused Genograms: Intergenerational Assessment of Individuals, Couples, and Families.  
Duhl, Bunny. From the Inside Out and Other Metaphors.
- \*Fredman, N. & R. Sherman, Handbook of Structured Techniques in Marriage and Family Therapy. Brunner & Mazel, 1986.
- \*Friedman, Generation to Generation: Family Process In Church & Synagogue. Guilford, 1985.
- \*Goldenberg and Goldenberg, Family Therapy: An Overview. 3rd Edition, 1991.
- Gottman, John. Why Marriages Succeed or Fail: And How You Can Make Yours Last. Simon & Schuster, 1994.
- Guerin, Philip. Family Therapy. New York: Gardner Press, 1976
- \*Guest, Judith. Ordinary People. Viking Press, 1976.
- \*Gurman and Kniskern, Handbook of Family Therapy, Volumes I & II Bruner-Mazel,
- \*Haley, Jay. Problem Solving Therapy. Harper & Row, 1985; Jossey-Bass, 1976.
- \*Holman, Adele M. Family Assessment: Tools for Understanding and Assessment.
- \*Horne and Ohlsen, Family Counseling and Therapy.  
L'Abate, Luciano. Family Psychopathology. Guilford, 1998.
- \*L'Abate, Luciano. "Skill Training Programs for Couples and Families" Ch. 17 in Vol. 1 of Gurman

- & Kniskern's Handbook of Family Therapy, Pages 631-661.
- \*Lansky, Melvin R. Family Therapy and Major Psychopathology. Grune & Stratton, 1995.
  - \*Loesch, Sharon. Magic of Satir. Haleyon Publ., 1991.
  - \*Luepnitz, The Family Interpreted: Feminist Theory in Clinical Practice. Basic Books, 1988.
  - \*McGoldrick, Monica. Genograms: Assessment and Intervention. 1999.
  - \*McGoldrick, Monica and Randy Gerson. Genograms in Family Assessment. Norton, 1985.
  - \*McGoldrick, M., J. Giordano, and J. K. Pearce. Ethnicity and Family Therapy. Norton, 1997.
  - McGoldrick, Monica. Revisioning Family Therapy: Race, Culture & Gender in Family Therapy. Jossey-Bass, 1998.
  - Marlin, Emily. Genograms: The New Tool for Exploring the Personality, Career, and Love Patterns You Inherit.
  - \*Mikesell, R.H., D. Lusterman & S. McDaniel, Integrating Family Therapy: Handbook of Family Psychology and Systems Theory. APA, 1995.
  - \*Minuchin, Salvador. Families & Family Therapy, Family Therapy Techniques, Family Healing: Tales of Hope and Renewal.
  - \*Nichols, M.& R.Schwartz. Family Therapy: Concepts and Methods, 6<sup>th</sup> ed. Allyn & Bacon, 2003.
  - \*Richardson, Family Ties that Bind., Self-Counsel Press, 1984, 1995.
  - \*Patterson, Williams, Grauf-Grounds, Chamow. Essential Skills in Family Therapy. Guilford, 1998.
  - \*Piercy, Sprenkle, & Wetchler. Family Therapy Sourcebook. 2nd. Edition. Guilford, 1996.
  - Pipher, Mary. The Shelter of Each Other.
  - \*Pittman, Turning Points: Treating Families in Transition & Crisis. Guilford, 1982.
  - \*Simon, Stierlin, Wynne, The Language of Family Therapy, Family Process, 1985.
  - Stahmann & Hiebert, Counseling in Marital & Sexual Problems, Premarital Counseling. (Binder)
  - Thomas, Michelle B. An Introduction to Marital and Family Therapy. MacMillan, 1992.
  - \*Vande Kemp, Hendrika. Family Therapy: Christian Perspectives. Baker Book House, 1991.
  - \*Walsh, Froma. Normal Family Processes.
  - Walsh, Froma. & Carol Anderson. Chronic Disorders and the Family.
  - \*Walsh, Froma, Editor. Spiritual Resources in Family Therapy. Guilford, 1999.
  - Weaver, A. J., H. G. Koenig, & L. A. Revilla. Counseling Families Across the Stages of Life: A Handbook for Pastors and Other Helping Professionals. Abingdon, 2002.
  - Wynn, J.C. The Family Therapist, Revell, 1987.
  - Wynn, J.C. Family Therapy in Pastoral Ministry. 1991.
  - Yerby, Janet, et.al. Understanding Family Communication. Gorsuch Scarisbrick, 1995, 1990.

### **Family Journals Available at Hiebert Library**

American Family  
 American Journal of Family Therapy  
 Family Coordinator  
 Family Life Today  
 Family Perspective  
 Family Process  
 Family Relations  
 Family Therapy Networker  
 Journal of Family History  
 Journal of Marriage and the Family  
 Journal of Marital and Family Therapy

Marriage and Divorce Today  
Marriage and Family Living  
Marriage and Family Newsletter (70-79 only)  
Marriage and Family Resource (75-79 only)  
Marriage: The Magazine of Marital Enrichment (79-80 only)  
Sage Family Studies Abstracts

**The Family Therapy Networker** Some selected topics- See also the compilation of "best articles".

"Divorce: Cushioning the Blow", Nov/Dec, 1989  
"Infidelity: A Loss of Innocence", May/June, 1989  
"Mothers: Are We Ready To See Them as Real People?", Sept/Oct, 1989  
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"Alien Nation: Life in Teenage America," July/August 1990.  
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"Scripts & Legends in Families & Family Therapy," John Byng-Hall, p. 167, June, 1988, Vol. 27: 2.  
"The Time-Line Genogram: Highlighting Temporal Aspects of Family Relationships: by Friedman, Rohrbaugh, and Krakauer, p. 293 in September, 1988, Vol 27, #3.  
"Graduate Student Marriages: An Organizational/Interactional View" by Michele Scheinkman, P. 351, in September, 1988, Vol. 27, #3. June 1992.  
"Therapists Ratings of Fundamentalist and Nonfundamentalist Families in therapy: An Empirical Comparison" June 1992, Vol.31, #2. p.175.  
"Working with projective identification in couples." by D. R. Catherall, 1992, Vol.31, pp 355-367.  
Journal of Marital and Family Therapy, published by AAMFT, articles of interest  
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"Seven Types of Marriage: Empirical Typology Based on ENRICH"  
"Family of Origin Frames in Couples Therapy"  
"Dysphoria and Marital Discord"  
"The Therapist Who is Perceived as "Spiritually Correct": Strategies for Avoiding Collusion with the "Spiritually One- Up" Spouse"  
"Treatment Issues for Survivors of Physical and Sexual Abuse"  
"Marital Satisfaction and Social Learning Family Therapy for Child Conduct Problems"  
"Separating Couples from Restraining Patterns and the Relationship Discourse That Supports Them" January, 1994, Volume 20, Number 1:  
"The Female Voice: Applications to Bowen's Family Systems Theory"  
"Decision Making in Divorce Therapy: Cost-Cost Comparisons"  
"Use of Standardized Assessment Instruments by Marital and Family Therapists: A Survey"

For those of you in **Psychopathology**, four particularly valuable books that help to integrate this area with Family Counseling are:

L'Abate. (1998) Family Psychopathology. Guilford.

Lansky, Melvin R. (1995). Family Therapy and Major Psychopathology, Grune & Stratton. See pp. 203-230, "Family Treatment of Alcoholism".

Oates, Wayne, (1987). Behind the Masks. Philadelphia: Westminster Press.

Walsh, Froma & Carol Anderson, Eds. (1988) Chronic Disorders and the Family. Haworth Press. See pp. 105-120 for: "Continuities & Discontinuities in Family Treatment of Substance Abuse". There is a "Treating Substance Abuse" Audio tape available in the North Wing.

Journal of Marital and Family Therapy (JMFT) is published quarterly by the American Association of Marriage and Family Therapists (AAMFT). It features research articles, and guidance for practice. Issues do not focus on one single topic like the Family Therapy Networker. For example, the most recent issue features five different research perspectives on couples and couple therapy. One of these discusses emotional processes following disclosure of an extramarital affair; another deals with "Emotionally Focused Interventions for Couples with Chronically Ill Children". In the same issue there are other practice oriented articles about including children in family therapy, the different faces of intimate violence, the therapist's inner conversation, and a report on a recent national survey of the characteristics and clinical practices of marriage and Family therapists. The online address is: [www.aamft.org](http://www.aamft.org) There are some back issues available for student use. The instructor also owns a CD with several decades of these journals and they can be accessed on line. All MFT students need to become familiar with at least three professional journals during the course of the semester. If possible, subscribe to one or more of these journals.