

MEMORANDUM

TO: Richard Lee, Chair  
Graduate Council

FROM: Larry Schuetz, Chair *Z.P.A.*  
L & S Curriculum Committee

DATE: October 18, 1996

During a meeting on October 17, 1996, the L & S Curriculum Committee approved the proposal listed below. I am forwarding this proposal to the Graduate Council for its consideration.

**A. Psychology**

1. Adding a graduate component to 840-489, Family Therapy.\*

LS:ecw  
\*attachment

cc: Larry Davis

SIGNATURE PAGE  
CURRICULUM PROPOSAL FORM #3

**NEW COURSE**

COURSE NUMBER: 840 / 489 / 689  
CROSSLISTED NUMBER:       /      /      

COURSE TITLE: Family Therapy

<u>Barbara Beavers</u> Proposal Sponsor	<u>10/2/96</u> Date of Submission
<u>Kenneth D. Schneider</u> Chair of Sponsoring Department	Psychology Department <u>10/2/96</u> Approval Date
<u>Z. [Signature]</u> Chair, College Curriculum Committee	<u>10/17/96</u> Approval Date
<u>[Signature]</u> Dean of College	<u>L85</u> College <u>10/21/96</u> Approval Date

FOR UNDERGRADUATE ACTIONS:

IF COURSE IS TO BE CONSIDERED AS A DIVERSITY/ G.S. OPTION:

<u>Chair, Div. Comm./ Gen. Ed. Review Comm.</u>	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	<u>      </u> Date
<u>Chair, University Curriculum Committee</u>	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	<u>      </u> Date
<u>Chair, Faculty Senate</u>	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	<u>      </u> Date

FOR GRADUATE ACTIONS:

<u>[Signature]</u> Chair, Graduate Council	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved	<u>11/14/96</u> Date
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       Provost & Vice Chancellor        Date Received

RECORD OF OTHER ACADEMIC UNITS CONSULTED ACADEMIC UNIT	SIGNATURE	DATE	*ACTION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

\* Indicate Approve, No Contest, or Disapprove, for graduate programs only)



UNIVERSITY OF WISCONSIN-WHITEWATER  
CURRICULUM PROPOSAL FORM #3  
NEW COURSE

(Attachments)

I. COURSE JUSTIFICATION:

This course is currently offered at the undergraduate level (840-489) due to student interest in course work in family therapy. Prior to Spring 1996, this course had not been on our department's rotation for the last two decades (substantive course revision was approved in the Fall 1995). The course was not offered for several years because of a lack of qualified faculty, not a lack of student interest. In fact, many of our undergraduate students are considering family therapy as a career option, but currently receive no introduction to the area. In addition, many of our school psychology graduate students are interested in learning more about family intervention models, which are not a major part of their curriculum.

The course will provide a discussion of the major theories and current research in family psychotherapy. Completion of this course will not qualify a student to practice family therapy, however, it will provide an introduction to basic family therapy skills. At the undergraduate level this is the student's first exposure to family therapy theory and skills. At the graduate level, the course is aimed at providing school psychology master's students with exposure to and training in family systems theories and skills.

All students will be expected to complete assigned readings, classroom demonstration exercises and exams. Undergraduate students will write a 10-15 page research paper discussing how a school of family therapy would conceptualize and treat a particular family problem. Graduate students will write a more extensive research review paper on that topic and in addition, will present their findings to the class and conduct a role-play to demonstrate an initial interview with a family reporting that problem.

II. RELATIONSHIP TO PROGRAM OBJECTIVES

For undergraduate students: Many psychology students are considering family therapy as a career option. Becoming a family therapist would require additional graduate training and graduate level internship placement. This course will provide an introduction to the theory and practice of family therapy. Family therapy is not part of any required psychology course. One course, 840-486/686 (Interviewing and Psychotherapy Techniques) provides a brief overview of family systems theories, but does not teach family therapy skills nor provide in-depth discussion of the various schools of family therapy. This course is intended to be taken in the senior year (or by graduate students) after students have completed the general psychology requirements and should aid in decision making regarding plans for graduate school in counseling or family therapy.

For graduate students: School psychology graduate students are required to take two courses in interview and psychotherapy techniques with children and adolescents (840-766 & 840-767). Many of these students are also interested in working with families and understanding the impact of family dynamics on the child's behavior and school performance. In their work as school psychologists they are also likely to participate in meetings and consultation with families in addition to teachers. As such, they would benefit from greater knowledge of family therapy models. This course would provide them with an introduction to family therapy theories and basic skills. It is not intended to train them to become family therapists, but rather to provide them with skills in conceptualizing and understanding children's problems from a family therapy perspective.

### III. BUDGETARY IMPACT

**Staffing:** The department currently has two tenure-track clinical psychologists, one of whom currently teaches this course at the undergraduate level.

**Service & supply:** None

**Campus instructional resource units:** Library Learning and Resources needs will emphasize video tapes of family therapy sessions. The current collection already contains several tapes that would be used; additional tapes may be purchased as the need arises using the department's learning resources allocation.

**Laboratory/studio facilities:** None

**Classroom space:** A classroom sized for 20-25 students (already available).

### IV. PROGRAMS AFFECTED IN OTHER ACADEMIC UNITS

Listed below are graduate level courses in counselor education that focus on family therapy. No other undergraduate level family therapy course are currently offered. Neither undergraduate nor school psychology graduate students enroll in these counselor education courses.

Graduate level courses in counselor education:

490-731 Introduction to Marriage and Family Counseling

490-732 Practices of Marriage and Family Counseling

490-733 Theory and Techniques of Marriage and Family Counseling

These courses are more advanced courses that emphasize counseling techniques and professional issues. Psychology students do not meet the prerequisites for 490-731 & 733 and are unlikely to enroll in 490-732. The 840-489/689 course will provide a more introductory survey of the theories of family therapy and basic family therapy skills. In addition, family therapy research will also be addressed in the proposed course. This course is not intended to be taken by counseling graduate students, but rather is intended for upper level undergraduate students, school psychology graduate students and other students or professionals from the community who want to learn about family therapy, but are not currently pursuing family therapy as a career goal. Previous consultation with the counselor education department (see attached memo from Brenda O'Beirne) revealed a consensus that there was no conflict or substantial overlap between this course and those offered in the counselor education department.

### V. COURSE DESCRIPTION

Concepts, theories, and research in family therapy will be reviewed. Students will role-play family problems and treatment skills. This course does not qualify a student to practice family therapy, for which an internship and/or clinical placement and graduate degree are necessary.

### VI. REQUISITES:

840-486 or senior or graduate standing or consent of instructor.

### VII. COURSE SYLLABUS

#### **840-489/689 Family Therapy**

**Instructor:** Barbara Rybski Beaver, Ph.D.

**Office:** WH 5047 **Phone:** 472-5416 or 472-1026 (messages)

**Office Hours:**

**Course Objectives:** This course is intended to provide you with an introduction to the theory

and practice of family therapy. After completing this course you will be able to differentiate among the schools of family therapy and discuss their theoretical and practical foundations. You will also be familiar with current research in family therapy, including its efficacy as a treatment method. In addition to developing an understanding of the theoretical foundations of family therapy, you will learn basic skills for conceptualizing individual and family problems within a family therapy perspective. Additionally, you will acquire basic skills for working with a family in therapy. Please note that this course will **not** enable you to practice as a family therapist. To become a family therapist further graduate school training and internship and/or practicum placements would be required.

**Course Requirements:** Your successful completion of this course will involve keeping up with the weekly reading, participation in classroom role plays and exercises, writing a paper, and two exams. A more detailed description of these assignments is below:

**Role Plays/activities:** Throughout the semester you will be asked to participate in role play demonstrations of family therapy techniques. The goal of these activities is to enhance your understanding of the practical aspects of these therapeutic models. Role plays will also be used to introduce you to the basic skills used in conducting family interviews. It is important that you attend class regularly so that you may benefit from these experiences. **Credit 25 points**

**Reaction Papers:** Throughout the semester you will be asked to write short (usually 1 page) "reaction" papers in which you respond to a particular reading or discuss your reaction to a role play or other classroom exercise in which you participated. Papers are due as indicated in the syllabus, points will be deducted from late papers. **Credit: 10 points per paper.**

**Research Paper:** Your task is to select one of the models of family therapy and a specific family problem issue and write a 10-15 page research paper describing how your selected model of family therapy would conceptualize and treat that problem. For example, you might research and write about how a Bowenian family therapist would deal with chronic illness in the family. Other possible family issues include alcoholism, eating disorders, step families, suicide in the family, violence or abuse. Your paper should include an overview describing the main points of the family therapy model, a description of the family problem and a more detailed discussion of research and theory related to how the model would view the problem and approach treatment. APA format should be used for citing references in the text of the paper and in the reference list. Consult the Publication Manual of the American Psychological Association, (4th ed.) for instructions and examples of how to properly cite references and write a reference list. *Graduate students:* In addition to the above criteria, your paper should provide a review of the relevant literature on the effectiveness of your selected family therapy model. **Credit: 100 points. Points will be deducted from late papers for each day that they are late.**

**Exams:** Exams will be based on readings and class discussions. There will be a mid-term and a final exam. These exams will be mostly short-answer and essay in format, but may also have some multiple choice questions. The goal of the exams is to give you the opportunity to demonstrate your understanding of the material, particularly your ability to apply your understanding of the concepts to hypothetical families. **Credit: 100 points per exam.**

**For graduate students::** In addition to the requirements specified above, you will also be expected to give a class presentation that provides a discussion of the research you reviewed for your paper. Your presentation should include a role play demonstration of how a therapist from your selected model would conduct an interview with a family struggling with the problem issue

researched in your paper. A more detailed handout describing this assignment will be provided.

**Required Text:** Nichols, M.P., & Schwartz, R.C. (1995). Family therapy: Concepts and methods. (3rd ed.). Boston: Allyn and Bacon.

**Reserve Readings:** Several readings have been placed on library reserve. See the course schedule for exact dates and assignments. These readings have been selected to give you the opportunity to read original sources. Note that some of the readings are "optional;" this means that they are likely to be useful in helping you understand the material, but are not required and will not be covered on exams. **Graduate students:** Please note that some of the "optional" readings are listed as required reading for graduate students and may be included in exams.

**Grading:** Final grades will be based on your performance on the paper and exams, and participation in role plays and activities. Final grades will be assigned as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-59% = D, less than 60% = F.

### Course Schedule:

	Topic
<b>Week 1</b>	Contexts of Family Therapy - Historical, conceptual and contemporary overview of family therapy <b>Reading</b> - Text, chapters 1-3
<b>Week 2</b>	Early Models and Introduction to Core Techniques <b>Reading</b> - Text, chapter 4
<b>Week 3</b>	Family Processes <b>Reading</b> Walsh, F. (1993). Conceptualization of normal family processes. In F. Walsh (Ed.), <u>Normal family processes</u> . (2nd ed.), pp. 3-69. NY: Guilford Press. (Copy on reserve)
<b>Week 4</b>	Structural Family Therapy <b>Reading:</b> Text, chapter 5 Minuchin, S. (1974). <u>Families and family therapy</u> . Cambridge, MA: Harvard University Press. pp.?? (reserve - GRAD) Minuchin, S., & Fishman, H.C. (1981). <u>Family therapy techniques</u> . Cambridge, MA: Harvard University Press. (Chapter 3 - joining - on reserve)

**Reaction paper:** Feminist therapists argue that structural therapy targets the mother's role and ignores the father's role in (culturally sanctioned) dysfunctional family arrangements. Discuss whether the "enmeshed mother/disengaged father" syndrome and the typical structural family therapy response to it is sexist -- are structural therapists treating a cultural phenomenon as though it were the pathology of individuals?

**Week 5** Psychodynamic Family Therapy

**Reading**

- Text, chapter 6

Meissner, W.W. (1978). The conceptualization of marriage and family dynamics from a psychoanalytic perspective. In T.J. Paolina & B.S. McCrady, (Eds.), Marriage and marital therapy. New York: Brunner/Mazel. (reserve - OPTIONAL)

Scharff, D., & Scharff, J.S. (1987). Object relations family therapy. Northvale, NJ: Jason Aronson Inc. (reserve - chapter1 "Object relations family therapy in context" pp. 3-28; chapter 3 "Object relations theory and family therapy, pp. 43-64 or chp 9 "The technique of object relations family therapy" pp. 169-200)

**Week 6** Experiential Family Therapy

**Reading**

- Text, chapter 7

Napier, A.Y., & Whitaker, C.A. (1978). The family crucible. New York: Harper & Row (pp. ? ). (reserve - GRAD)

Satir, V.M. (1983). You as change agent. In V. Satir, J. Stachowiak, & H.A. Taschman, Helping families to change. NY: Jason Aronson Inc. pp. 37-61. (reserve)

Whitaker, C. (1976). The family is a four-dimensional relationship. In P.J. Guerin (ed.), Family therapy: Theory and practice. NY: Gardner Press. (reserve, OPTIONAL)

**Reaction Paper:** Virginia Satir advocated the use of touch in therapy (e.g., hugging, holding hands, and having kids sit on her lap, etc.) Discuss how the use of touch might be considered wrong in today's climate of concern about inappropriate touching. How might you handle this as a family therapist?

**Week 7** Mid-term Exam

**Week 8** Behavioral Family Therapy

**Reading**

- Text, chapter 8

Arrington, A., Sullawy, M., & Christensen, A. (1988). Behavioral family assessment. In I.R.H. Fallon (ed.), Handbook of behavioral family therapy. New York: Guilford Press. (pp. ) (reserve)

McCauley, R. (1988). Parent training: Clinical application. In I.R.H. Fallon, (Ed.), Handbook of behavioral family therapy. New York: Guilford Press. (reserve, GRAD)

**Reaction Paper:** Behavioral family therapy departs significantly from traditional systemic approaches to family therapy. Discuss some of these significant points of departure. Do you think these aspects contribute to or detract from the field? In what ways?

**Week 9** Bowenian Family Therapy

**Reading**

- Text, chapter 9

McGoldrick, M., & Gerson, R. (1985). Genograms in family assessment. New York: W.W. Norton & Company. (chapter 2 "Constructing genograms", pp. 9-38) (reserve)

**Reaction Paper:** Discuss the genogram interview you conducted in class. What are the strengths and weaknesses of using this as a way of learning about a family or individual? Attach the genogram to the paper.

**Week 10** Strategic & Systemic Family Therapies

**Reading**

- Text, chapter 10
- Papp, P. (1980). The Greek chorus and other techniques of paradoxical therapy. Family Process, 19, 45-57. (reserve GRAD)
- Haley, J. (1987). Problem-solving therapy. San Francisco: Jossey Bass. (chapter 2 "Giving directives", pp. 55-88) (reserve)
- Madanes, C. (1980). Protection, paradox, and pretending. Family Process, 19, 73-85. (reserve, OPTIONAL).

**Reaction Paper:** Strategic therapy often involves the use of paradoxical interventions. Discuss your reaction to what you have read about the use of paradox in family therapy. For example, how do you think the use of paradox fits within the ethical guidelines for therapists?

**Week 11** Strategic & Systemic Family Therapies

**Reading**

- Boscolo, L., Cecchin, G., Hoffman, L., & Penn, P. (1987). Milan systemic therapy. New York: Basic Books. (pp) (reserve)
- Tomm, K. (1987). Interventive interviewing: Part 1. Strategizing as a fourth guideline for the therapists. Family Process, 26, 3-14. (reserve, Grad)

**Week 12** Emerging Models of Family Therapy

**Reading**

- Text, chapter 11
- Anderson, H., & Goolishian, H. (1988). Human systems as linguistic systems. Family Process, 27, 3-12. (reserve)
- de Shazer, S. (1988). Clues: Investigating solutions in brief therapy. New York: Norton. (pp.) (reserve)

**Week 13** Ethnicity & Family Therapy

**Reading**

- Boyd-Franklin, N. (1989). Black families in therapy: A multisystems approach. New York: Guilford Press. (pp. 121-132) (reserve)
- Laird, J. (1993). Lesbian and gay families. In F. Walsh (Ed.). Normal family processes, (2nd ed.). New York: Guilford Press. (pp) (reserve)
- McGoldrick, M. (1988). Ethnicity and the family life cycle. In B. Carter and M. McGoldrick, (Eds.). The changing family life cycle: A framework for family therapy. New York: Garner Press. (optional)
- McGoldrick, M., Pearce, J.K., & Giordano, J. (Eds.). (1982). Ethnicity and family therapy. NY: Guilford. (Optional - read the chapter on your family's ethnic group).
- Pedersen, P. (1987). The frequent assumptions of cultural bias in counseling. Journal of Multicultural Counseling and Development, 15, 16-24. (reserve)

**Reaction paper:** Discuss how you think your own cultural background (ethnicity, religious beliefs, values, etc.) might influence your work as a family therapist.

**Week 14**

**Comparative Analysis**

**Reading**

- Text, chapter 12

Sluzki, C.E. (1987). Family process: Mapping the journey over 25 years. Family Process, 26, 149-153. (reserve)

**Week 15**

**Research in Family Therapy**

**Reading**

- Text, chapter 13

Hazelrigg, M.D., Cooper, H.M., & Bourdin, C.M. (1987). Evaluating the effectiveness of family therapies: An integrative review and analysis. Psychological Bulletin, 101, 4228-4442. (reserve)

Moon, S.M., Dillon, D.R., & Sprenkle, D.H. (1990). Family therapy and qualitative research. Journal of Marital and Family Therapy, 16, 357-373.

## Bibliography

Note: Current library holdings are indicated with an asterisk (\*) to the left of the entry.

### Suggested Texts:

Nichols, M.P., & Schwartz, R.C. (1995). Family therapy: Concepts and methods. (3rd ed.). Boston: Allyn and Bacon.

Goldenberg, I., & Goldenberg, H. (1996). Family therapy: An overview. (4th ed.) NY: Brooks/Cole.

Becvar, D.S., & Becvar, R.J. (1996). Family therapy: A systemic integration. (3rd ed.) Boston: Allyn and Bacon.

### Contexts of Family Therapy:

#### Historical Context:

Ackerman, N.W. (1966). Family psychotherapy -- theory and practice. American Journal of Psychotherapy, 20, 405-414.

\*Bateson, G., Jackson, D.D., Haley, J., & Weakland, J. (1956). Toward a theory of schizophrenia. Behavioral Science, 1, 251-264.

Bateson, G., Jackson, D.D., & Weakland, J.H. (1963). A note on the double bind--1962. Family Process, 2, 154-161.

Bowen, M. (1961). Family psychotherapy. American Journal of Orthopsychiatry, 31, 40-60.

\*Broderick, C.B., & Schrader, S.S. (1981). The history of professional marriage and family therapy. In A. S. Gurman & D.P. Kniskern (Eds.), Handbook of family therapy. New York: Brunner/Mazel.

Broderick, C.B., & Schrader, S.S. (1991). The history of professional marriage and family therapy. In A.S. Gurman & D.P. Kniskern, (Eds.) Handbook of family therapy. (vol II). New York: Brunner/Mazel.

\*Guerin, P.F. (1974). Family therapy: The first twenty-five years. In P.J. Guerin, (Ed.), Family therapy: Theory and practice. New York: Gardner Press.

Kaslow, F.W. (1980). History of family therapy in the United States: A kaleidoscope overview. Marriage and Family Review, 3, 77-111.

\*Minuchin, S. (1974). Families and family therapy. Cambridge, MA: Harvard University Press.

Minuchin, S., Baker, L., Rosman, B., Liebman, R., Milman, L., & Todd, T. (1975). A conceptual model of psychosomatic illness in children. Archives of General Psychiatry, 32, 1031-1038.

\*Minuchin, S., Montalvo, B., Guerney, B., Rosman, B., & Schumer, F. (1967). Families of the slums. New York: Basic.

Simon, R. (1992). One on one: Conversations with the shapers of family therapy.

Whitaker, C.A. (1958). Psychotherapy with couples. American Journal of Psychotherapy, 12, 18-23.

#### Conceptual Context:

\*Ackerman, M. (1958). The psychodynamics of family life. New York: Basic Books.

\*Becvar, D.S., & Becvar, R.J. (1988). Family therapy: A systemic integration. Boston: Allyn & Bacon.

Boscolo, L., Cecchin, G., Hoffman, L., & Penn, P. (1987). Milan systemic family therapy. New York: Basic Books.

\*Bowen, M. (1978). Family therapy in clinical practice. New York: Jason Aronson.

\*Carter, E., & McGoldrick, M. (Eds.). (1989). The changing family life cycle: A framework for family therapy. (2nd ed.). Boston: Allyn and Bacon.

\*Combrinck-Graham, L. (1985). A model for family development. Family Process, 24, 139-150.

\*Combrinck-Graham, L. (Ed.) (1989). Children in family contexts: Perspectives on treatment. New York: Guilford Press.

\*Haley, J. (1971). Family therapy: A radical change. In J. Haley, (Ed.), Changing families: A family therapy reader. New York: Grune & Stratton.

\*Hare-Mustin, R.C. (1978). A feminist approach to family therapy. Family Process, 17, 181-194.

\*Hareven, T. (1982). American families in transition: Historical perspectives on change. In F. Walsh, (Ed.), Normal family processes, New York: Guilford Press.

\*Imber-Black, E., Roberts, J., & Whiting, R. (1989). Rituals in families and family therapy. New York: Norton.

Luepnitz, D.A. (1988). The family interpreted: Feminist theory in clinical practice. New York: Basic Books.

\*McGoldrick, M., Pearce, J.K., & Giordano, J. (1982). Ethnicity and family therapy. New York: Guilford Press.

\*Schwartz, R.C. (1985). Has family therapy reached the stage where it can appreciate the concept of stages? In D.C. Breunlin, (Ed.), Stages: Patterns of change over time. Rockville, MD: Aspen.

Solomon, M. (1973). A developmental, conceptual premise for family therapy. Family Process, 12, 179-188.

#### Contemporary Context:

Anderson, H., Goolishian, H., & Winderman, L. (1986). Problem determined systems: Toward transformation in family therapy. Journal of Strategic and Systemic Therapies, 5, 14-19.

\*Avis, J.M. (1992). Where are all the family therapists? Abuse and violence within families and family therapy's response. Journal of Marital and Family Therapy, 18, 223-230.

\*Baucom, D.H., & Hoffman, J.A. (1985). The effectiveness of marital therapy: Current status and application to the clinical setting. In N. Jacobson, & A. Gurman (Eds.), Clinical handbook of marital therapy. New York: Guilford Press.

\*Berger, M., Jurkovic, G., (Eds.). (1984). Practicing family therapy in diverse settings. San Francisco: Jossey Bass.

\*Bogard, M. (1992). Values in conflict: Challenges to family therapists' thinking. Journal of Marital and Family Therapy, 18, 245-256.

\*de Shazer, S. (1985). Keys to solutions in family therapy. New York: Norton.

de Shazer, S. (1988). Clues: Investigating solutions in brief therapy. New York: Norton.

Elizur, J., & Minuchin, S. (1989). Institutionalizing madness: Families, therapy and society. New York: Basic Books.

\*Falicov, C. (1988). Family transitions: Continuity and change over the life cycle. New York: Guilford Press.

Imber-Black, E. (1988). Families and larger systems: A family therapist's guide through the labyrinth. New York: Guilford Press.

Kirschner, D.A., & Kirschner, S. (1986). Comprehensive family therapy: An integration of systemic and psychodynamic models. New York: Brunner/Mazel.

\*Goodrich, T.J. (Ed.). (1991). Women and power: Perspectives for family therapy. New York: Norton.

\*Hare-Mustin, R.T. (1994). Discourses in the mirrored room: A postmodern analysis of therapy. Family Process, 26, 15-27.

Leupnitz, D. (1988). The family interpreted: Feminist theory in clinical practice. New York: Basic Books.

\*MacKinnon, L.K., & Miller, D. (1987). The new epistemology and the Milon approach: Feminist and sociopolitical considerations. Journal of Marital and Family Therapy, 13, 139-156.

- \*Madanes, C. (1990). Sex, love and violence. New York: Norton.
- \*McGoldrick, M., Anderson, C., & Walsh, F. (Eds.). (1989). Women in families: A framework for family therapy. New York: Norton.
- \*Mirkin, M.P. (1990). The social and political contexts of family therapy. Boston: Allyn and Bacon.
- \*Pinsof, W.M. (1982). Integrative problem-centered therapy: Toward a synthesis of family and individual psychotherapies. Journal of Marital and Family Therapy, 9, 19-36.
- \*Schwartz, R.C. (1994). Internal family systems therapy. New York: Guilford Press.
- Schwartzman, J. (1985). Families and other systems: The macrosystemic context of family therapy. New York: Guilford Press.
- Visher, C., & Visher, J. (1988). Old loyalties, new ties: Therapeutic strategies with stepfamilies. New York: Brunner/Mazel.
- \*Walsh, F., (Ed.). (1993). Normal family processes, (2nd ed.). New York: Guilford Press.

### **Early Models & Core Techniques:**

- Adler, A. (1931). Guiding the child. New York: Greenberg.
- \*Bateson, G., & Jackson, D.D. (1964). Some varieties of pathogenic organization. Disorders of Communication, 42, 270-283.
- Bell, J.E. (1975). Family group therapy. New York: Jason Aronson.
- Driekurs, R. (1951). Family group therapy in the Chicago community child guidance centers. Mental Hygiene, 35, 291-301.
- \*Haley, J. (1963). Strategies of psychotherapy. New York: Jason Aronson.
- \*Haley, J. (1976). Problem-solving therapy. San Francisco: Jossey-Bass.
- Jackson, D.D., & Weakland, J.H. (1961). Conjoint family therapy: Some consideration on theory, technique, and results. Psychiatry, 24, 30-45.
- \*MacGregor, R., Richie, A.M., Serrano, A.C., Schuster, F.P., McDonald, E.C., & Goolishian, H.A. (1964). Multiple impact therapy with families. New York: McGraw-Hill.
- \*Mikesell, R.H., Lusteran, D., & McDaniel, S. (1995). Integrating family therapy: Handbook of family psychology and systems theory. Washington, DC: American Psychological Association.
- Satir, V. (1964). Conjoint family therapy. Palo Alto, CA: Science and Behavior Books.
- Watzlawick, P. (1966). A structured family interview. Family Process, 5, 256-271.
- \*Watzlawick, P., Beavin, J.H., & Jackson, D.D. (1967). Pragmatics of human communication. New York: Norton.

### **Structural Family Therapy:**

- Elizur, J., & Minuchin, S. (1989). Institutionalizing madness: Families, therapy, and society. New York: Basic Books.
- \*Minuchin, S. (1974). Families and family therapy. Cambridge, MA: Harvard University Press.
- \*Minuchin, S., & Fishman, H.C. (1981). Family therapy techniques. Cambridge, MA: Harvard University Press.
- \*Minuchin, S., & Nichols, M.P. (1993). Family healing: Strategies for hope and understanding. New York: Simon & Schuster.
- \*Minuchin, S., Rosman, B., & Baker, L. (1978). Psychosomatic families: Anorexia nervosa in context. Cambridge, MA: Harvard University Press.

### **Psychoanalytic Family Therapy:**

- \*Ackerman, N.W. (1958). The psychodynamics of family life. New York: Basic Books.
- \*Ackerman, N.W. (1966). Treating the troubled family. New York: Basic Books.
- \*Boszormenyi-Nagy, I., & Framo, J. (Eds.). (1965). Intensive family therapy: Theoretical

and practical aspects. New York: Harper & Row.

Bowen, M. (1966). The use of family therapy in clinical practice. Comprehensive Psychiatry, 7, 345-374.

Dare, C. (1979). Psychoanalysis and systems in family therapy. Journal of Family Therapy, 1, 137-151.

Flugel, J. (1921). The psychoanalytic study of the family. London: Hogarth Press.

Friedman, L. (1980). Integrating psychoanalytic object relations understanding with family systems interventions in couples therapy. In J. Pearce, & L. Friedman (eds.), Family therapy: Combining psychodynamic and family systems approaches. New York: Grune & Stratton.

Kirschner, D., & Kirschner, S. (1986). Comprehensive family therapy: An integration of systemic and psychodynamic treatment models. New York: Brunner/Mazel.

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As may be seen from the above, the current library holdings are largely adequate.

Additional purchases may be needed in the area of multicultural or "nontraditional" families. It is expected that these purchases would be made from the department's library/learning resources allocation.

### **Suggested Film/Video**

Ivan Boszormenyi-Nagy: A Remarried Family. VHS

Founders Series: Murray Bowen. VHS

\* Going Home: A Family Systems View of Change. VHS

The Women's Project: New Clinical Issues in Family Therapy. Betty Carter, Peggy Papp, Olga Silverstein, and Marianne Walters VHS

Virginia Satir: Of Rocks and Flowers.

\* Blended Families. VHS

Salvador Minuchin: Taming Monsters. VHS

\* Family Therapy Skills Training. VHS

David and Jill Scharff: Object Relations Couples Therapy. VHS

John Weakland: The MRI Brief Strategic Model of Clinical Intervention. VHS

Family Therapy: An Introductory Interview. VHS

\* Blended Families. VHS

Cross Cultural Consultation: A Three Generational Hispanic Family.

\*Neil Jacobson: Masters Series Video. VHS

\*Family Systems Therapy with an Individual: Conducting the First Two Sessions. VHS

Constructing the Multigenerational Family Genogram. VHS

Brief Therapy: Constructing Solutions. VHS

Steve deShazer: Brief, Solution Focused Therapy. VHS

Michael White: Recent Developments in the Narrative Approach. VHS

M E M O R A N D U M

To: Barbara Rybski Beaver  
Psychology

From: Brenda Rust O'Beirne *Brenda*  
Counselor Education

Date: September 26, 1995

Re: Psychology 840-489/689

Thanks for sharing your plans related to the family therapy course in your department. I have shared the materials with faculty in our department and there was a consensus that there is no conflict or substantial overlap between this course and those marriage and family courses offered through the graduate program in Counseling. A minor concern was raised about the title of the course; we wondered if students enrolled might get the impression that they would be "doing" therapy or that they would be qualified to provide family therapy following one course. Feedback for you to use as you see most helpful. Good luck with the curricular process!