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## **CLINICAL PRACTICE WITH COUPLES**

### COURSE DESCRIPTION

This advanced clinical practice course will examine major models of couple's therapy most of which are evidence-based. These include Gottman's sound house, psychodynamic, structural/strategic, social learning & cognitive approaches, emotion-focused, solution focused, conflict focused, and multifamily/multicouple groups. Because we live in Los Angeles, we will see couples with diverse backgrounds; therefore, in this course we will be including content on couples who are married, remarried, cohabitating, gay and lesbian, and who live in cross-cultural/racial relationships. We will apply models of intervention noted above to common presenting problems that couples experience including jealousy and infidelity, divorce, domestic violence, sexual problems, substance abuse, and couple conflict due to personality disorders. We will also address the use of the therapeutic relationship across schools of intervention and across the phases of treatment. In addition, we will examine the impact of culture and spirituality, gender, and class and the use of client value systems in the many aspects of the treatment process.

### COURSE OBJECTIVES

Upon completion of this course, the student should:

1. have greater awareness of differential client needs which may be associated with gender, sexual preference, ethnicity and race, socioeconomic status, age or religion.
2. have a beginning competence in providing services to a variety of couple and family forms.
3. demonstrate an awareness of diverse intervention strategies appropriate to common presenting problems of families & couples served in various settings.
4. demonstrate an awareness of therapeutic issues associated with the use of the relationship between the couple or family, and the social work clinician across the phases of treatment.

## CLASS FORMAT

Please come to each class with at least one burning question you have from the readings and from seeing couples in the field or with whom you interact- -write it down so that you don't forget it and I will entertain these questions at the beginning so that I may answer as many as possible during that class session. This is an effective learning tool for you and for me to learn about you and what is helpful for you.

Both didactic presentations of material and experiential exercises will comprise class format. Exercises may include role play and modeling, small group discussion, film, and guest lectures. Please come to class ready to discuss assigned readings and to participate in class. Students are advised to begin seeing couples in the field as soon as possible. Please note that we take a supportive, cooperative approach to learning in this classroom rather than a competitive one. Please do not hesitate to ask questions, raise issues, or comment. Feel free to call me at my home whenever you can not reach me at school. Office hours are by appointment with me.

## COURSE REQUIREMENTS AND EVALUATION (attached at end)

Mid-term Assignment: 35%  
Final Assignment: 45%  
Class Participation: 10% (evaluated on quality first and frequency second)  
Experiential exercises 10% (role play, demonstration, etc.)

## REQUIRED TEXTS

Jacobson, Neil and Gurman, Alan (2002). *Clinical Handbook of Couple Therapy*. 3<sup>rd</sup> edition. New York: Guilford.

Weeks, G.R., Odell, M. & Methven, S. (2005). *If Only I Had Known: Avoiding Common Mistakes in Couples Therapy*. New York: Norton.

Readings and assignments are due on the session indicated. We will be reading new and classic readings. Recommended readings are available at the end of each section; they are not required. Feel free to ask me for other readings on topics that interest you. Starred readings are available in the reading packet.

### Recommended Texts:

Johnson, S. M. (2004). *The Practice of Emotionally Focused Couple Therapy* (2<sup>nd</sup> ed.) New York: Brunner Routledge.

Weeks, G. & Treat, S. (1992). *Couples in treatment: Techniques and approaches for effective practice*. New York: Brunner/Mazel latest version

Harvey, J., Wenzel, A. & Sprecher, S. (2004). *Handbook of sexuality in close relationships*. N.J.: Lawrence Erlbaum.

## **School of Social Work Grading Policy**

Within the School of Social work, grades are determined in each class on standards established by the school as follows. 1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and or has demonstrated creativity in the approach to the assignment. the difference between these two grades is determined by the degree to which these skills have been demonstrated. 2)A grade of B+ will be given to work which is judged to be very good. this grade denotes that the student has demonstrated a more-than-competent understanding of the material. 3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. 4) A grade a B- denotes that a student's performance was less than adequate on the assignment, reflecting only moderate grasp of content or expectations. 5) A grade of C reflects minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement. 6) Grades between C- and F denote a failure to meet even minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

N.B.: Please contract with me if you think you will miss a deadline. Failure to adhere to contractual agreements on paper deadlines will result in a lowered grade. You may choose to do a presentation, audio or dvd rather than papers, if you negotiate this assignment with me. Also, I will read a draft of your paper.

## **School of Social Work Attendance Policy**

Students are expected to attend all classes. Students with more than two unexcused absences may risk failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of this School of Social Work are convinced that this can not be accomplished through independent study alone. Thus, attendance at class is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete work which will be missed, or to reschedule an examination, due to holy days observance.

## UNIT I: Models of Couple's Treatment

### Session 1 – Introduction: Family of origin issues in couple's treatment, Couple Contracts

- A. Application of family theory to couple therapy
- B. The forces of gender, age, sex role, race, ethnicity, religion and class on couple therapy
- C. Couple contracts: emotional and legal
- D. Gottman's Sound marital (couple) house model
- E. dvd

#### Readings

- \* Gottman, J., Driver, J. & Tabares, A. (2002). Building the sound marital house: An empirically derived couple therapy. In A. Gurman & N. Jacobson (eds). *Clinical Handbook of Couple's Therapy*. N.Y.:Guilford, pp. 373-399.
- Moore, P. & Boyd-Franklin, N. (2005). African American Families. In M. McGolderick (ed). *Ethnicity and Family Therapy*, New York: Guilford, 66-84.
- \*Falicov, C. (1995). Training to think culturally: A multidimensional comparative framework. *Family Process*, 34,4, 373-387.(classic)
- \*Sager, C. (1991). Couples therapy and marriage contracts. In A.S. Gurman and D.P. Kniskern. *Handbook of Family Therapy*. N.Y. : Brunner/Mazel. (classic)
- Sant Rita, E. (2005). Pilipino Families. In M. McGoldrick (ed). *Ethnicity and Family Therapy*, New York, Guilford, 324-332.

### Session 2: Solution-Focused and Cognitive -Behavioral Models

- A. Theoretical underpinnings and interventions.
- B. The use of solution-focused & task-centered models with differing couple parameters (e.g. cultural/ethnic/racial background, gender, marital status)
- C. Video: Solution-focused couple treatment / CBT couple treatment

#### Readings

- \*Hoyt, M. (2002). Solution-Focused Couple Therapy. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy*, 3<sup>rd</sup> ed. N.Y.:Guilford,335-372.
- \*Weeks (2005) Ch1. "Battling for Structure," 22-50.
- \* Baucom. D., Epstein, N. & LaTaillade, J. (2002). Cognitive-behavioral couple therapy. In A.S Gurman & D. P. Kniskern (eds) . *Clinical Handbook of Couple Therapy*. N.Y.: Guilford, 26-58.

Leung, P. (2005). Vietnamese Families. In M. McGoldrick. *Ethnicity and Family Therapy*. New York, Guilford, 295-306.

### **Session 3: Structural and Strategic Models**(optional)

- A. Structural models: assessment and intervention
- B. Strategic models: assessment and intervention
- C. The use of systemic models with differing couple parameters (e.g. ethnic/racial background, gender, marital status)
- D. The use of systemic models for common presenting problems in outpatient and inpatient services
- E. Role play

#### **Required Readings**

\* Keim, J. & Lappin, J. (2002). Structural-Strategic Marital Therapy. In N.S. Jacobson & A.S. Gurman (eds). *Clinical Handbook of Couple Therapy*. New York: Guilford, pp.86-117.

\*Weeks (2005). Ch. 2, “Confidentiality Traps, 51-70, “Alliances and Coalitions,” 70-86.

\*Burns, D. et al. (1994). Intimate relationships and depression: Is there a causal connection? *Journal of Consulting and clinical Psychology*, 62,5, 1033-1043.

Jalali, B. Iranian Families. . In M. McGoldrick (ed). *Ethnicity and Family Therapy*, New York, Guilford, 347-363.

#### **Recommended Readings**

Coyne, J.C. (1994). Strategic Marital Therapy for Depression. In N.S. Jacobson & A.S. Gurman (eds) . *Clinical Handbook of Marital Therapy*. New York: Guilford, pp.495-511.

### **Session 4: Bowen & Narrative Models**

- A. Differences and similarities of dynamic approaches
- B. Indications/contraindications for use (age, ethnicity, core values, affective and intellectual style)
- C. Experiential exercise: assessing our own families where are we as therapists. Integrating theory and practice
- D. Continuum of care

#### **Required Reading**

\* Freedman, J. & Combs, G. (2002). Narrative couple therapy. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy*, 3<sup>rd</sup> ed. N.Y.:Guilford, 308-334.

- \*Rosenbaum, R. (1995). Integrating self and system: An empty Intersection? *Family Process*, 34, 21-43.
- \*Weeks (2005) Ch. 4: “Overemphasizing the Past or the Present,” 86-96.
- \* Roberto-Forman, L. (2002). Transgenerational Marital Therapy. In A. Gurman & N. Jacobson (eds). *Clinical Handbook of Couple’s Therapy*. 3<sup>rd</sup> edition. N.Y.: Guilford, 118-147.
- \*Hernandez, M (1996). Central American Families. In M. McGoldrick (ed). *Ethnicity and Family Therapy*, New York, Guilford, 214-226.

### Recommended Readings

- Land, H. (1998). The feminist approach to clinical social work.. In Zuckerman, R. (ed). Paradigms of Clinical Social Work . New York: Brunner Mazel.
- Rosen, H. (1998). Meaning making as a metaframework for clinical practice. In Zuckerman, R. (ed). Paradigms of Clinical Social Work . New York: Brunner Mazel.
- Bowen, M. (1978). *Family Therapy in Clinical Practice* NY: Jason Arson., pp. 147-182, 467-549.(primary source, classic)

### **Session 5, 6 & 7: Psychodynamic & Integrative Models: Object Relations Emotion-focused & Conflict-focused models**

- A. Object-Relations:Theoretical underpinnings and interventions
- B. Emotion-focused models & conflict-focused models
- C. The use of psychodynamic models with differing couple parameters (e.g. ethnic racial background, gender, marital status)
- D. The use of psychodynamic & integrative models for common presenting problems in outpatient services
- E. Experiential exercises: Role play , guest speaker

### Required Readings

- \*Weeks (2005) Ch. 5 “Lapses in Careful Listening,” 97-110, Ch. 7, “Overlooking Process Considerations,” 126-144, Ch. 6 “Inadequate Assessments, Mismatched or Mistimed Interventions,” 111-125.
- \* Hendrick, C. & Hendrick, S. (2004). Sex and romantic love: Connects and disconnects. In J. Harvey(ed). *Handbook of sexuality and close relationships*, N.J.:Lawrence Earlbaum.
- \* Feeny, J. & Noller, P. Attachment and sexuality in close relationships . In J. Harvey(ed). *Handbook of sexuality and close relationships*, N.J.:Lawrence Earlbaum.
- \* Johnson, S. & Denton, D., in Jacobson, A. and Gurman, N. (2002). Emotion-focused couple treatment. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy*, 3<sup>rd</sup> ed. N.Y.:Guilford,221-250

- \* Kaslow, F. (2001). Wither countertransference in couples and family therapy: A systemic perspective. *JCLP/In session: Psychotherapy in practice*, 57, 8, 1029-1040.
- \*Middleberg, C. (2002). Projective identification in common couple dances. *Journal of Marital and Family Therapy*, 27, 3, 341-343.
- \* Scharff, J. & Bagnini, C. (2002). Object Relations Couple Therapy. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy*, 3<sup>rd</sup> ed. N.Y.: Guilford, 59-85.
- Solomon, M. & Weiss, N. (1992). Integration of Daniel Stern's developmental theory into a model of couple's therapy. *Clinical Social Work Journal*, 20, 4, 377-393.(classic)
- \*Blavier, D.C., Glenn, E. (1995). The Role of Shame in Perceptions of Marital Equity, Intimacy, and Competency. *The American Journal of Family Therapy*, 23(1), p. 73.
- \*Byng-Hall, F. (1995). Creating a secure family base: Some implications of attachment theory for family therapy. *Family Process*, 34, 45-58. (classic)
- \*Ringstrom, P. (1998). Competing selfobject functions: The bane of the conjoint therapist. *Bulletin of the Menninger Clinic*, 62, 3, 315-324.
- \*Waring, E.M., Chamberlaine, C.H., Carver, C.M., (eds.) (1995). A Pilot Study of Marital Therapy as a Treatment for Depression. *The American Journal of Family Therapy*, 23(1), p. 3.

### Recommended Readings

- Rosen, E. (2005). Jewish Families. . In M. McGoldrick (ed). *Ethnicity and Family Therapy*, New York, Guilford, 631-637.
- Lansley, M.R. (1991). Shame and Fragmentation in the Marital Dyad. *Contemporary Family Therapy*, 13(1).

### **SESSION 8 & 9: Issues of Culture, Gender, Class & Sexual Orientation in Couple Therapy**

- A. Gender issues
- B. Therapy with sexual minority couples
- C. Issues of culture and class
- D. Religious divergence in couple's therapy
- E. Experiential exercise: film "Rebecca"

### Readings

- \* Rampage, C. (2002). Working with gender in couple's therapy. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy*, 3<sup>rd</sup> ed. N.Y.: Guilford, pp. 533-545.
- \*Weeks (2005) Ch. 8, "Pitfalls of Anger and Conflict," Ch. 12 "Overlooking or Inadvertently Imposing Spirituality" 218-243.

- \* Green, R. & Mitchell, V. (2002). Gay and Lesbian couples in therapy. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy, 3<sup>rd</sup> ed.* N.Y.:Guilford, pp. 546-568.
- \* Hardy, K., Laszloffy, T. (2002). Couple therapy using a multicultural perspective. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy, 3<sup>rd</sup> ed.* N.Y.:Guilford, pp. 569-596.
- \* LaSala, M.C. Monogamous or not? Understanding and counseling gay male couples. *Families in Society, 82,6,* 605-611.
- \*Pearlman, S.F. (1996). Loving across race and class divides: Relational challenges and the interracial lesbian couple. In *Couples therapy, feminist perspectives,* New York: Hayworth Press. 25-35. (classic)
- \*Peplau, L. (2004). Sexuality in the relationships of lesbians and gay men. In L. Harvey, A. Wenzel, S. Sprecher (eds.), *Handbook of sexuality in close relationships.* N.J. : Lawrence Erlbaum.
- \*Walsh, F. *Spirituality and Family Therapy.* (2000). N.Y. Free Press.
- \*Butler, M.H., Harper, J.M. (1994). The Divine Triangle: God in the Marital System of Religious Couples. *Family Process, 33(3),* p. 277.(classic)
- \*Almeida, R. (2005). Hindu, Christian and Muslim Families. . In M. McGoldrick (ed). *Ethnicity and Family Therapy,* New York, Guilford, 395-426.
- \*Kim, B. (2005). Korean Families in McGoldrick,(ed). *Ethnicity and Family Therapy,* New York: Guildford, 281-294.

## **SESSION 10, 11 & 12: Ruptures in the Relational Bond**

- A. Knowing when divorce is the agenda & helping couples to separate
- B. Effects on the clinician.
- D. Jealousy and Extra Marital Affairs
- E. Violence in Couples
- F. Sexual issues in couple therapy & the effects of sexual abuse in couples and treatment

### **Readings**

- \*Glass, S. (2002). Couple therapy after the trauma of infidelity. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy, 3<sup>rd</sup> ed.* N.Y.:Guilford, pp. 488-507.
- \*Wenzel, A. , Jackson, L., & Brendle, J.(2004). Psychopathology, sexuality, and the partner relationship. . In J. Harvey(ed). *Handbook of sexuality and close relationships,* N.J.:Lawrence Earlbaum.

- \* Vos, K., Catanese, R. & Baumeister, R. (2004). Sex in “His” and “her” relationships. . In J. Harvey(ed). *Handbook of sexuality and close relationships*, N.J.:Lawrence Earlbaum.
  - \*Holtzworth-Munroe, A. et.al. ( 2002). The assessment and treatment of marital violence: An introduction for marital therapists. In Jacobson and Gurman. *Clinical Handbook of Couple therapy*. New York: Guilford. 317-339.
  - \* Olson, M. , Russel, C. Higgins-Kessler, & Miller, r. (2002). Emotional processes following disclosure of an extramarital affair. *J. of Marital and Family Therapy*, 28,4, 423-434.
  - \* Johnson, S.M. , Makinen, J.A., Millikin, J.W. (2001). Attachment injuries in couple relationships: A new perspective on impasses in couple’s therapy. *Journal of Marital and Family Therapy*, 27,2, 145-155.
  - \*Penn, C.D., Hernandez, S.L., Bermudez, M.J. (1997). Using a cross-cultural perspective to understand infidelity in couple’s therapy. *American J. of Family Therapy*, 25,2, 169-185.
- Bakermans-Kranenburg, M. (1997). Adult Attachment and the Break-Up of Romantic Relationships. *Journal of Divorce & Remarriage*, 27,3/4, 121- 132.
- \* Emery, R. & Sbarra, D. (2002). Addressing separation and divorce during and after couple therapy. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy*, 3<sup>rd</sup> ed. N.Y.:Guilford, pp. 508-532.
  - \*Holtzworth-Munroe, A. et. Al. (2002). Intimate partner violence: An introduction for couple therapists. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy*, 3<sup>rd</sup> ed. N.Y.:Guilford, pp. 441-465.
  - \* Compton, J. & Follette, V. (2002). Couple therapy when a partner has a history of sexual abuse. In Gurman, A. & Jacobson, N. *Clinical Handbook of Couple Therapy*, 3<sup>rd</sup> ed. N.Y.:Guilford, , pp. 466-487.
- Walsh, F et.al. Facilitating the healthy divorce process, In Jacobson & Gurman (2002) p.340-365.
- Sutton, C. (2005). American Indian Families. In M. McGoldrick, *Ethnicity and Family Therapy*. New York, Guilford, 45-56.
- O’Farrell, T.J. Marital Therapy in the Treatment of Alcoholism. In N.S. Jacobson A.S. Gurman (eds) . (2002).*Clinical Handbook of Marital Therapy*. New York: Guilford, pp. 513-535.

### **SESSION 13: Treating Remarried Couples**

- A. The family boundary dilemma
- B. Family loyalty issues
- C. Role issues

### Readings

\*Whitsett, D. and Land, H. (1992). Role strain, coping, and marital satisfaction of stepparents, *Families in society*, 73,2,79-92

Dagirmanjan, S. (2005). Armenian Families. In McGoldrick (ed). *Ethnicity and Family Therapy*, New York: Guilford, 364-375.

\*Weeks (2005) Ch. 9 Mistakes in Dealing with the Partners' Different Perceptions, 167-179.

### **SESSION 14: Couple Treatment for Borderline & Narcissistic Disorders**

- A. Establishing an empathic connection
- B. Issues in transference & countertransference
- C. Treatment combinations
- D. Guest speaker

### Readings

\*Lansky, M. (2005). Marital Therapy for Narcissistic Disorders. In N. S. Jacobson & A - S. Gurman (eds.). *Clinical Handbook of Marital Therapy*. N.Y.: Guilford, pp.557-574.

Lansky, M.R. (1981). Treatment of the Narcissistically Vulnerable Marriage. In M.R. Lansky (ed). *Family Therapy and Major Psychopathology*. N.Y.: Grune and Stratton.(classic)

\*Weeks (2005) Ch.10, " Faulty Interpretations and Reframes, " 180-195

### **SESSION 15: : Substance Abuse in Couple Relationships**

- A. Assessment of couple discord, dependence and the role of substances
- B. Common obstacles and goals for treatment
- C. Stabilizing change in the relationship, treating relapse
- D. The influence of culture and gender on couple patterns

### Readings

\* Epstein, E. & McCrady, B. (2002). Couple therapy in the treatment of alcohol problems. Gurman and Kniskern text, pp. 597-628.

\*Weeks (2005), Ch. 11. "Failing to Foster Commitment," 196-217.

Epstein, E. & McCrady, B. (1998). Alcohol behavioral couples therapy: Current status and innovations. *Clinical Psychology Review*, 18, 689-711.

Lammers, S. et al. (1995). Submission and rebellion: Excessive drinking of women in problematic heterosexual partner relationships. *International Journal of Addictions*, 30, 901-917. (classic)

## **Midterm Paper Guidelines for SW 699**

### **Due Session 8**

1. Using a couple with whom you are working or a film, select a model that has been covered in class.
2. Insert a genogram or other graphic to visually present relationship dynamics and major events.
3. Using at least one couple treatment model, briefly discuss the presenting symptoms or reason for needing help applying the model to your assessment. Include how the model sees the role of the clinician.
4. Develop a brief treatment plan that derives from the assessment and is based in the family treatment model.
5. Discuss brief implications for treatment based on the model.
6. Remember to include sociodemographic information.
7. Although some citation is necessary (use APA style), heavy documentation and use of lengthy quotes is unnecessary.
8. The total paper should not exceed 10 pages, double spaced.

### Possible films

Who's Afraid of Virginia Wolfe?  
Cat on a Hot Tin Roof  
Breaking the Waves  
Annie Hall  
Bridges of Madison County  
The Notebook  
Jules and Jim  
Like Water for Chocolate  
When a Man Loves a Woman

## **GUIDELINES FOR THE FINAL LIBRARY RESEARCH PAPER**

Students: I advise that you use this sheet as a check list before you turn in you paper.

1. Select a disorder or special population that deals with couple problems. Begin with an introduction that describes the problem and how couples residing in our complex urban environment cope or fail to cope with the issue at hand [ ]
2. Applying the theoretical model to the problem area, examine couple intervention strategies using one or more practice theories from engagement to follow-up (engagement [ ], assessment [ ], contracting [ ], core phase [ ], termination [ ], evaluation [ ], follow-up [ ]). You may use one or more than one practice theory but you must tell me why, when, and how you will activate the intervention based on need. Discuss life cycle and other diagnostic issues where appropriate (e.g. in the assessment phase, in the introduction, etc.) Do not just reiterate a published model for couples (i.e. Fairburn's model for jealousy and extramarital affairs).
3. Use an approach suitable for work with couples and their support systems. [ ]
4. Remember that your assessment should be based in practice theory [ ]. Your intervention in core phase should derive from your assessment [ ]. Tell me why you doing what you are doing. The core phase should represent the bulk of your paper.[ ]
5. Do not present case material with no explanation of your theoretical assessment or theoretically based intervention strategies. This assignment is not a case study. You may use cases as illustrative material. You may discuss issues in countertransference where appropriate. See also # 6 below.[ ]
6. Remember to include content on diversity throughout, do not put one paragraph at the end of your paper on this material. What issues come up with regard to the clinician's own values, ethnicity, gender, class, etc. [ ]
7. This is a social work assignment. What makes our intervention different from other helping professions? Discuss the possible need for use of adjunctive resources pertinent to intervention with couples residing in an environment typical of L.A. [ ]
8. Use APA style. APA style includes the use of headings and subheadings. Remember to start with an introduction and end with a conclusion. Do not use lengthy citations, summarize material to make your point. When you quote directly, you must include pagination. If you are unclear about APA style, please consult the manual or see me. [ ]
9. Use a variety of citations. Do not rely solely on one or two texts or solely on classroom readings, or one article. [ ]
10. Check and recheck to make sure that you are not unconsciously plagiarizing. Do not just change one or two words to make the thought your own. [ ]
11. Length should be between fifteen and twenty double spaced pages. [ ]

12. Please see me if you have any questions at all. I would be happy to take a look at a draft of your paper.

13. If for some reason, you are unable to turn in your paper on time, please contact me. Together, we will negotiate a solution to the problem.

14. Good luck.

## **Family Content Continued for your reference**

Experiential Assessment techniques:

- 1) Family genogram (development assessment and ego based assessment-life model)
- 2) Family sculpting (indication/contraindications- -cultural and ethnic issues regarding availability of affect, dominance patterns in families)
- 3) Family puppet interview, family art drawing, family photograph (age appropriateness, diagnosis technique), sand tray
- 4) Differential presentation of symptomatology along racial/ethnic, gender, religious and class lines

### **Required Readings**

- \*Hardy, K. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21,3, 227-237.
- Onnis, L., Di Gennaro, A., Cespa, G. (eds.) (1994). Sculpting Present and Future: A Systemic Intervention Model Applied to Psychosomatic Families. *Family Process*, 33(3), p. 341.
- McGolderick, M., Pearce, J. K. & Giordano, J. (1996). *Ethnicity and Family Therapy*. N.Y. : Guilford. Select 2 chapters that represent your ethnic background. -
- \*Sherman, R., Oresky, P. and Roundtree, Y. (1991). *Solving Problems in couples and family therapy*. New York: Brunner/Mazel, 26-44.
- \*Lantz, J. (1995). Art in existential psychotherapy with couples and families. *Contemporary Family Therapy*, 17, 3, 331-343.

### **Structural Family Therapy**

- A. Indications/contraindications for use: ethnic/cultural affective style of family, core values, membership patterns
- B. Application to common presenting problems: psychosomatic disorders; child behavior problems; adolescent emancipation issues; death in the family.
- C. Experiential exercises: Student case present, role play, and critique. Integrating theory and practice.
- D. Continuum of care
- E. The effects on the worker

### **Required Reading**

- \*Brown, J. E. (1997). The question cube: A model for developing question repertoire in training couple and family therapists. *Journal of Marital and Family Therapy*, 23, 27-40.

- \*Colapinto, J. (1991), Structural family therapy, In A. Gurman *Handbook of Family Therapy*, N.Y.: Guilford, 417-433.
- \*Sherman, R., Oresky, P. and Roundtree, Y. (1991). *Solving, Problems in couples and family therapy*. New York: Brunner/Mazel 1-25, 45- 159.
- Luepnitz, D.A. (1991). *The Family Interpreted: Feminist Theory in Clinical Practice*. N.Y.: Basic, Ch. 5: Salvador Minuchin.
- \*Walsh, F. (1991). Promoting healthy functioning in divorced and remarried families. In A. Gurman *Handbook of Family Therapy*, N.Y.: Guilford, 525-545.
- Soto-Fulp S. & DelCampo, R.(1994). Structural family therapy with Mexican-American family systems. *Contemporary Family Therapy*, 16,5, 349-362.
- Griffith, T. (1986).Employing the God-family relationship in therapy with religious families. *Family Process*, 25, 4:609-618. (classic)
- McClellan, P. & Taylor, S. (1994). Family therapy for suicidal people. *Death studies*, 18,4, 409-426.
- Calvocoressi, W. et al, (1995). Family accommodation in obsessive compulsive disorder. *American Journal of Psychiatry*, 152,3, 441-443.
- \*Land, H.(1992). Stress and Coping in AIDS Caregivers: Partners Families and Friends. in Land, H. (ed.). *AIDS: A Complete Guide to Psychosocial Intervention*. Milwaukee, PSA Press.
- Madanes, C. (1991). Strategic family therapy. In A. Gurman (ed). 396-416. *Handbook of Family Therapy*, N.Y.: Guilford,
- James, P. (1991). Assessing change in family functioning as a result of treatment. *Journal of Marital and Family Therapy*, 17,3, 295-311.
- Onnis, L. et al. (1994). Psychosomatic families. *Family Process*, 33,3, 341-356.

### Further Reading

- Guerin, P. & Fogarty, T. (1996). Working with Relationship Triangles: The one two three of psychotherapy. N.Y. Guilford.
- Minuchin, S.(1974).*Families and Family Therapy* , Cambridge: Harvard University Press, Ch. 6, 7, 8. (classic)
- Minuchin, S. (1981) . *Family Therapy Techniques*. Cambridge: Harvard University Press, Chapters 12, 13, 15 and 16.