



## **COUN 611: Introduction to Marriage and Family Therapy**

Course Syllabus: Fall, 2019

Online

### **INSTRUCTOR INFORMATION**

**Instructor: Amir Abbassi**

**Office Location: McKinney and Commerce by appointment**

**Office Hours: Mondays 1-4 in McKinney**

**University Email Address: amir.abbassi@tamuc.edu**

**Preferred Method of Communication: email**

**Communication Response Time: 24 to 48 hours**

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbook**

Goldenberg, H., Stanton, M & Goldenberg I, (2008). *Family therapy: an overview*. (9th edition). Cengage Learning.

McGoldrick, M. & Gerson, R. (1985). *Genograms in family assessment*. NY: W.W. Norton.

##### **Suggested Readings**

Beavers, W.R.(1985). *Successful marriage: A family systems approach to couples therapy*. NY: W.W. Norton & Co.

Ginott, H.G. (1965). *Between parent and child*. NY: Avon

Nelson, J. (1996). *Positive discipline*. NY: Ballentine Books (Any of this series).

Sperry, L. & Carlson, J. (1991). *Marital therapy: Integrating theory and technique*. Love: Denver.

### **COURSE DESCRIPTION**

#### **Catalogue Description of the Course**

*COUN 611. Introduction to Marriage and Family*

This course surveys the historical development and principal conceptualizations of marital and family therapy. Goals include an introductory examination and comparison of various theories currently employed in the field. Subject areas to be covered include the various schools of family therapy, along with current trends and issues in marriage and family therapy. Case studies and videotapes will be

utilized to facilitate students’ understanding of theory and skills. In addition to reading the required text, additional outside reading is strongly encouraged to supplement student development in marriage and family therapy.

**General Course Information**

This is an introductory course to develop marriage and family counseling skills, which is required for doing internship and acquiring credentials as a Marriage & Family therapist. It is designed for students already having a background in counseling yet wanting specialized skill training. It will include assignments in which each student begins exploring her/his personal family of origin, an important component of training for professional counselors. COUN 611 requires considerable effort and motivation to successfully complete. If you are currently unable to dedicate adequate time and effort toward this course, please consider taking this at another time.

**Student Learning Outcomes**

**2009 CACREP Standards Addressed in COUN 611**

<b>CMHC Standard</b>	<b>Learning Activity or Assignment</b>	<b>Assessment</b>
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Lectures, Discussions, Reading Assigned Chapters 1-15 (Goldenberg and Goldenberg 2008), Power Point; <b>Key Assignment 20: Comprehensive Final Exam</b>	Discussion Rubric, Multiple Choice Questions Rubric , <b>Key Assessment 20: Comprehensive Final Exam Rubric</b>
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Lectures, Discussions, Reading Assigned Chapters 1-15 (Goldenberg and Goldenberg 2008), Power Point; <b>Key Assignment 20: Comprehensive Final Exam</b>	Discussion Rubric, Multiple Choice Questions Rubric , <b>Key Assessment 20: Comprehensive Final Exam Rubric</b>

**Content Areas include, but are not limited to, the following:**

1. Self-evaluation as a potential marriage counselor
2. Personal philosophy and methodology for marriage counseling that she/he can defend via sound rationale
3. Professionalism in marriage counseling (i.e., organizations, agencies, etc.).
4. Multiple aspects of relationship counseling (i.e., conjoint counseling, premarital counseling, divorce counseling, etc.)
5. Family functions as a unique changing system and identify those points at which successful intervention seems most likely

6. Historical development of the MFT field and current issues
7. Key terms in the MFT and associate the terms with appropriate schools of thought
8. Compare and contrast the theories and approaches of leading schools of thought
9. Personal issues pertaining to one's family of origin and present functioning and how these issues may affect one's therapeutic relationships
10. Current literature in the MFT field through journals & periodicals

**TEXES Competencies Related to this Course** (*TEXES is the state examination required for school counselor certification.*)

**Competency 004 (Program Management)**

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success

**Competency 006 (Counseling)**

The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 010 (Professionalism)**

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

## **COURSE REQUIREMENTS**

**Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately

**Instructional Methods**

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

**Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.

2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth

**Key Assignment 20: Final Exam Rubric**

1. **Final Exams (100 points each).** There will be final multiple choice and True/False timed exams. A review of the exams will be provided online. The goal of the exams is to test your knowledge on various theories of Family Therapy covered in this course, as well as application of knowledge to practice.

**Assessment: Exams Rubric  
CMHC Standard C8 and D5**

	1 – Does Not Meet Expectation (0-79 points)	2 – Meets Expectation (80-89 points)	3 – Exceeds Expectation (90-100 points)
Grade Percentage on Exam	Less than 80% correct on all test items	Between 80% and 89% correct on all test items	Greater than 89% correct on all test items

2. **Assignment: Journal Article Critique (20 points):** You will choose a journal article from an Appendix A, and critique it based on material learned from your text and from this class. The goal of this article critique is to enhance your ability to identify, interpret, and evaluate research relevant to marriage and family counseling and your area of focus, as well as apply research findings to practice. See Rubric below.

**Assessment: Journal Article Critique Rubric**

	1 – Does Not Meet Expectation (0-3.4 points)	2 – Meets Expectation (3.5-4.6 points)	3 – Exceeds Expectation (4.5-5 points)
Summary of basic	Demonstrates a lack of knowledge on how to	Demonstrates knowledge on how to	Demonstrates exceptional knowledge on how to



article information (5 points)	appropriately summarize key findings. Basic information missing of name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Not representative of graduate level work	appropriately summarize a journal article but omits one or two key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of graduate level work	appropriately summarize a journal article with no missing key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of graduate level work
Critique of research (5 points)	Critique demonstrates little to no evidence of key ideas and findings. Did not include a critique of the research. Not representative of graduate level work	Critique demonstrates good evidence of key ideas and findings but omits one or two key points. Student's critique is fairly developed and has well-identified supporting points but may omit one or two key points. Representative of graduate level work	Demonstrates exceptional knowledge of key ideas and findings. Student's critique is clear, thorough, and has well-identified supporting points. Representative of graduate level work
Application to practice (5 points)	Application to practice was not addressed or insufficiently addressed; application was not relevant to SC or CMHC counseling; Not representative of graduate level work	Application to practice was addressed but missing one or two key points; application was relevant to SC or CMHC counseling; representative of graduate level work	Application to practice was thoroughly addressed without any missing information; application was relevant to SC or CMHC counseling; representative of graduate level work
APA Style/Grammar	Substantial APA errors (> 6 errors). Poor quality, not indicative	Some APA errors (3-4 errors). Good quality indicative of	Little to no errors (1-2 errors). Exceptional quality indicative of

(5 points)	of graduate level work.	graduate level work.	graduate level work.
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- 3. Discussion Boards (6 points for initial post and 6 points for response post; 30% total) in D2L.** You will have a total of 5 discussion boards (5 initial postings and 10 response postings) in this class. You are expected to give a thorough and thoughtful response to each prompt. In addition to the initial discussion, you will also respond to two of your classmate’s discussion posts. The goal of discussion post is to stimulate conversation surrounding research, challenge any preconceived notions relevant to research and the counseling profession, and expand your thoughts on counselors’ role in research. The rubrics for both discussion and response posts are below. For the days with discussion posts, they are released the day of class and are due in 48 hours Please note that no late postings will be accepted.

**Discussion Post Rubric**

	1 – Does Not Meet Expectation (0-3.9 points)	2 – Meets Expectation (4.0-4.4 points)	3 – Exceeds Expectations (4.5-5.0points)
Discussion Post Qualities 5 Points	Post is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work	Post presents most elements of the question OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors.

**Response Post Rubric**

	1 – Does Not Meet Expectation (0-3.9 points)	2 – Meets Expectation (4.0-4.4 points)	3 – Exceeds Expectations (4.5-5.0 points)
Response Post Qualities 5 Points	Response is not complete, missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and not consistent with graduate level work.	Response presents most elements in a brief manner. Response is evident of graduate level work with some grammatical/APA errors.	Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate level work with few to no grammatical/APA errors.

Prerequisite: COUN 510 or instructor consent.

## GRADING

Final grades in this course will be based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

<b>Assignment/Assessment</b>	<b>Point Value</b>
Participation in class discussion	20
Article critique	20
Final Exam	60

Total points possible = 100. Your Final Grade is determined adding the point values earned from each assignment. The resulting value is multiplied by 1 to yield a percentage. For example:  
(90 [points earned]) X 1 = 90%

Assignments are due on the day noted in the syllabus.

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other



Device	Operating System	Browser	Supported Browser Version(s)
			version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>

- Adobe Shockwave Player <https://get.adobe.com/shockwave/>
- Apple Quick Time <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

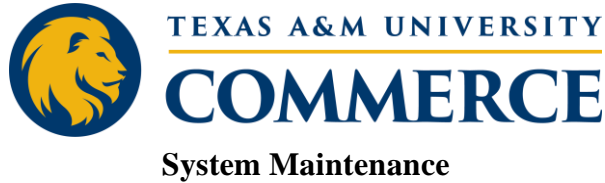
#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.





Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### **Interaction with Instructor Statement**

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)



### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **ADA Statement**

#### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>



**Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**COURSE OUTLINE / CALENDAR**

**Course Calendar**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
8/26	Adopting a Family Relationship	Goldenberg, Chapter 1	Self- introduction on D2L
9/02	Family Development	Goldenberg, Chapter 2	
09/09	Gender, Culture and Ethnicity factor in Family Therapy	Goldenberg, Chapter 3	View Dr. Hardy’s tape review Discussion post # 1 Depression in system approach
09/16	Interlocking System	Goldenberg, Chapter 4	

09/23	Origin and Growth of Family Therapy	Goldenberg, Chapter 5	
09/30	Professional Issue and ethic	Goldenberg, Chapter 6 Visit LMFT board at website at <a href="https://www.dshs.texas.gov/mft/">https://www.dshs.texas.gov/mft/</a>	Discussion post # 2 LMFT Board on Action Re- enforcement
10/07	Psychodynamic Model of Family Therapy	Goldenberg, Chapter 7	
10/14			
10/21	Transgenerational Models of Family Therapy	Goldenberg, Chapter 8	Midterm Exam review
10/28		<b>Midterm Exam</b>	Timed Midterm Exam
11/04	Experiential Models of Family Therapy	Goldenberg, chapter 9 Article review from Appendix A list of Journal	Article Critique post online
11/11	The Structural Model of Family Therapy Strategic Model of Family Therapy	Goldenberg , Chapter 10 and 11	
11/18	The Milan Systemic Model of Family Therapy	Goldenberg, Chapter 12	
11/25	The Behavioral and Cognitive Model of Family Therapy	Goldenberg, Chapter 13	Discussion post # 3 Haley VS CBFT
12/02	Social Construction Model I and Model II	Goldenberg, Chapter 14 and 15	Discussion Post #4 Social Construction VS Systemic approach to family therapy
12/09		<b>Final Exam</b>	Timed Final Exam

### Appendix A

#### LIST OF JOURNAL SUGGESTIONS FOR ARTICLE

American Journal of Family Therapy

Annual Review of Psychology (see marriage articles in 1991, 1998, 1999 volumes)

Behavioral Assessment

Behavioral Science Research

Behavior Therapy

Clinical Psychology Review

Family Coordinator

Family Process,

The Journal of Family Psychology

Family Relations,

Journal of Abnormal Psychology

Journal of Consulting and Clinical Psychology

Journal of Family Violence

Journal of Interpersonal Violence

Journal of Marital and Family Therapy

Journal of Marriage and Family Counseling

Journal of Marriage and the Family

Journal of Personality and Social Psychology

Journal of Sex and Marital Therapy

Journal of Studies on Alcohol

Psychological Bulletin

Violence and Victims

## Bibliography

Aron, A. & Aron, E.N. (1986). *Love and the expansion of self: Understanding attraction and satisfaction*. NY: Hemisphere Publishing Corporation.

Bader, E. & Pearson, P.T. (1988). *In quest of the mythical mate: A developmental approach to diagnosis and treatment in couples therapy*. NY: Brunner/Mazel.

Barker, R.L. (1984). *Treating couples in crisis*. NY: The Free Press.

Barker, R.L. (1987). *The green-eyed marriage: Surviving jealous relationships*. NY: The Free Press.

Beattie, M. (1987). *Codependent no more: How to stop controlling others and start caring for yourself*. NY: Harper/Haseden.

Beavers, W.R. (1985). *Successful marriage: A family systems approach to couples therapy*. NY: W.W. Norton.

Beck, A.T. (1988). *Love is never enough: How couples can overcome misunderstandings, resolve conflicts, and solve relationship problems through cognitive therapy*. NY: Harper & Row.

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

Carter, B. & McGoldrick, M. (Eds.) (1988). *The changing family life cycle: A framework for family*

- therapy*. (2nd ed.). NY: Gardner Press.
- Curran, D. (1983). *Traits of a healthy family*. San Francisco: Harper & Row.
- Dinkmeyer, D. & Carlson, J. (1984). *Training in marriage enrichment*. Circle Pines, MN: American Guidance Service.
- Duhl, B.S. (1983). *From the inside out and other metaphors*. NY: Brunner/Mazel.
- Ellis, A., Sichel, J.L., Yeager, R.J., DiMattia, D.J. & DiGuespe, R. (1989). *Rational-emotive couples therapy*. NY: Pergamon Press.
- Farrell, W. (1986). *Why men are the way they are*. NY: McGraw-Hill.
- Fredman, N. & Sherman, R. (1987). *Handbook of measurements for marriage & family therapy*. NY: Brunner/Mazel.
- Fry, W.F., Jr. & Salamah, W.A. (1987). *Handbook of humor and psychotherapy: Advances in the clinical use of humor*. Sarasota, FL: Professional Resource Exchange, Inc.
- Goldenberg, I. & Goldenberg, H. (2000). *Family therapy: An overview*. (5th ed.). Belmont, CA: Brooks/Cole.
- Gottman, J. (1994a). *What predicts divorce: The relationship between marital processes and marital outcomes*. Hillside, NJ: Lawrence Erlbaum Associates.
- Gottman, J. (1994b). *Why marriages succeed or fail*. NY: Simon & Schuster.
- Guerin, J. Jr., Fay, L, Burden, S., & Kautto, J. (1987). *The evaluation and treatment of marital conflict: A four-stage approach*. NY: Basic Books.
- Gurman, A.S. & Rice, D.G. (1975). *Couples in conflict*. NY: Jason Aronson.
- Gurman, A.S. (Ed.). (1985). *Casebook of marital therapy*. NY: The Guilford Press.
- Haley, J. (1987). *Problem-solving therapy*. (2nd ed.). San Francisco: Jossey-Bass.
- Haynes, J.M. & Haynes, G.L. (1989). *Mediating divorce: Casebook of strategies for successful family negotiations*. San Francisco: Jossey-Bass.
- Hof, L. & Miller, W.R. (1981). *Marriage enrichment: Philosophy, process & program*. Bowie, MD: Robert J. Brady Co.
- Humphrey, F.G. (1983). *Marital therapy*. Englewood Cliffs, NJ: Prentice-Hall.
- Huber, C.H. & Baruth, L.G. (1981). *Coping with marital conflict: An Adlerian approach to succeeding in marriage*. Champaign, IL: Stipes Publishing Co.
- Jacobson, N.S. & Margolin, G. (1979). *Marital therapy: Strategies based on social learning and behavior*



*exchange principles*. NY: Brunner/Mazel.

Karpel, M.A. (Ed.) (1986). *Family resources: The hidden partner in family therapy*. NY: The Guilford Press.

Klagsbrun, F. (1985). *Married people: Staying together in the age of divorce*. NY: Bantam Books.

Kolevzon, M.S. (1988). *The merry-go-rounds of intimate relationships*. North Miami, FL: Kenmarc Press.

Kressel, K. (1985). *The process of divorce: How professionals and couples negotiate settlements*. NY: Basic Books.

L'Abate, L. & McHenry, S. (1983). *Handbook of marital interventions*. NY: Grune & Stratton.

Lazarus, A. (1985). *Casebook of multimodal therapy*. NY: The Guilford Press.

Lazarus, A. (1985). *Marital myths*. San Luis Obispo, CA: Impact Publishers.

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