

FAMILY AND COUPLE THERAPY I:
SYSTEMIC AND SOCIAL PSYCHOLOGICAL THEORIES AND INTERVENTIONS
PSYCH. U801 (SEMESTER 1)

Professor: Peter Fraenkel, Ph.D.

Day and Time: Thursdays, 2:00 p.m. - 3:50 p.m.

Office Hours: Wednesdays 3:30 - 4:30 p.m. or by appointment

Course Description

This year-long course in family therapy draws upon family systems theories and social psychology to conceptualize the relationship between individuals and their intimate and larger social and environmental contexts. Conceptualizing psychological development as a function of this evolving, reciprocal relationship between the individual and her/his multiple levels of context is important whether one conducts therapy with individuals, therapy with couples and families, or interventions that involve larger systems such as communities, schools, hospitals, and the legal system. However, as this course is primarily a course in how to do couple and family therapy, the emphasis will be on how systems and social psychological theories and research support the practice of systemic therapies with couples and families.

There are many schools of family and couple therapy, as well as broader systemic foci such as the diversity issues of race, class, culture, sexual orientation, religion, and gender, among others. This course takes an integrative stance, suggesting that all systemic perspectives are useful as part of a multilayered systemic approach to conceptualizing and intervening in the problems of individuals in their contexts. The course also seeks to bridge systemic thinking with individual-oriented theories of psychopathology, development, and treatment. Thus, this course covers theory and interventions from all of the major schools of family and couple therapy. Issues of diversity and oppression are introduced early on in the sequence of topics, so that all specific theories and practices can be evaluated thoughtfully regarding the degree to which they are sensitive to issues of difference among families and the persons within those families.

In addition to examining the variations in theory and practice necessary to work with diverse families, it is also important to address the variations in theory and practice necessary to address diverse problems. Substantial literatures have amassed on working with families in which a member is diagnosed as schizophrenic, bipolar, alcoholic, learning disabled, and most other traditional categories of mental and social disorder. One of our texts will introduce you to family-based treatment of incest as an example of the kinds of modifications in theory and practice necessary to work most effectively with a particular problem.

A core organizing theme of the course is the issue of how a scholar/researcher/practitioner links theory and practice. Theory and practice are linked through the act of *clinical hypothesizing*. Clinical hypothesizing involves considering the “nomothetic” ~ general theory or research findings about persons in particular situations and with particular

problems ~ and systematically testing the usefulness of these general ideas in the particular, “idiographic,” individual case. Why is it so important to link theory and practice? This course argues that thinking is a form of doing. How we think about individuals in their families and other social contexts ~ their strengths and resources, the nature and sources of their problems, their membership and organization, and how we conceive our role as therapists ~ guides our therapeutic practices. We cannot talk about "what to do" with families without carefully considering "how we think" about them. All of our theories about family functioning and change are constructions, embedded in our particular culture and point in history. As therapists, then, we must strive to be clear about why we think what we think ~ about families in general and about any particular family with which we are working ~ and must be well-versed in the range of ideas about families and therapeutic change, as well as in the research that supports or disconfirms theoretical premises.

The course is also designed to ground and illustrate core social psychological theories and research findings with clinical data about persons in their social contexts. Thus, you should emerge from this course with a foundation in the practice of couple and family therapy; a sound grasp of how social psychology can inform clinical interventions; and an experience in critically applying clinical data to refine general theories of human social behavior and experience.

Topics covered in social psychology include:

- General social psychological theory of the role of social context in individual development and psychological functioning
- Determinants of intimate couple satisfaction and longevity
- Gender development and gender roles in relationships
- Attribution theory and implicit cognitions
- Behavior patterns in intimate dyads
- Personality and social variables in relationship satisfaction and functioning
- Self-regulation in intimate social systems
- Impact of life cycle changes on relationship functioning
- Persuasion and attitude change
- Prejudice
- Causes and effects of materialism
- Ecological psychology

Course Organization and Format

The course is organized to reflect the multiple levels of meaningful relationships between persons and their complex ecologies. We will begin with a detailed case presentation of therapy with a multi-stressed family, struggling with problems in the relationships between the partners, between the partners and their children, between the partners extended family members, between the family and their built environment (housing), and between the family and larger systems (legal, educational, welfare, political, employment). We will then engage in close readings of several definitive texts in systems and social psychological theory, and reflect on how these theoretical descriptions illuminate aspects of the family's struggles and sources of resilience. The course will then return to the formation of

intimate dyads, and proceed along the broad, variegated journey described as the “life cycle” of the couple and family – the challenges and resources engaged in forming, expanding, sustaining, and dissolving these relationships. Particular theories and practices of couple and family therapy will be introduced in examining each phase of the life cycle. Theories/findings from social psychology will be recruited as the empirical substrate of our understanding of these periods in the persons’ journey through the ecology of relationships, as well as normative and alternative cultural constructs about “healthy” couples and families, and the role of relationships in leading a “happy life.”

The course combines lectures, discussions, readings, role-play exercises, student presentations, and viewing of videotapes as learning modalities. You are also encouraged to bring to the larger group specific experiences with families that illustrate important treatment issues.

Please note that the schedule of topics listed in the syllabus is subject to change, depending on group interest in a topic, and opportunities for special presentations. Changes in dates on which topics will be discussed will be decided by the whole group and announced during class with as much advance notice as possible.

Readings

Required readings for the course are arranged in a course pack in the order in which they appear in the syllabus. The course pack is handed out in class at the beginning of each semester. Alternatively, these readings may be emailed as pdf documents. Books are available in bookstore. Required readings are bolded and are listed in this syllabus immediately under the class dates/topics for which they are particularly relevant. We will select one or more of these readings each week for “close reading.” Other (not bolded) readings are recommended but we will not necessarily go over them in great detail. Note that in class, I will select sections of some of the longer core readings for close scrutiny and discussion, but you are responsible for reading the entire article/chapter.

For each week, readings drawn from the family systems literature are listed under the heading Family Systems Readings. Readings drawn from the social psychology literature are listed under the heading Social Psychology Readings.

Over the years I have greatly reduced the required reading list so that we can thoroughly encounter and absorb a few representative texts. But keep in mind that these readings barely scratch the surface of the couple and family therapy literature (never mind the enormous body of relevant work in social psychology), and so, I encourage you to read much more, and I have many articles, chapters, and books readily available for you to borrow.

In addition, four books are required in each semester. One copy of each book will be on reserve in the CCNY library, and several (the less expensive ones) will also be available in the bookstore:

Books

Required First Semester

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press. .

Kruglanski, W., & Higgins, E. T. (Eds.). (2007). *Social psychology: Handbook of basic principles*. New York: Guilford Press. (ON RESERVE)

Markman, H. J., Stanley, S. M., & Blumberg, S. L. (2001). *Fighting for your marriage (2nd ed.)*. San Francisco: Jossey-Bass. (BOOKSTORE, ON RESERVE)

Myers, D. (2008). *Social psychology (9th ed.)*. Boston: McGraw-Hill (ON RESERVE)

Sheinberg, M., & Fraenkel, P. (2001). *The relational trauma of incest: A family-based approach to treatment*. New York: Guilford. (BOOKSTORE, ON RESERVE)

Highly Recommended

Boyd-Franklin, N. (2003). *Black families in therapy: Understanding the African American experience (2nd Ed.)*. New York: The Guilford Press.

Falicov, C. J. (1998). *Latino families in therapy: A guide to multicultural practice*. New York: Guilford.

Nichols, M. P., with Schwartz, R.C. (2006). *Family therapy: Concepts and methods (7th Ed.)*. Boston: Pearson Education, Inc.

Wachtel, E. (1995). *Treating troubled children and their families*. New York: Guilford Press.

Walsh, F. (2003). *Normal family processes: Growing diversity and complexity (3rd Ed.)*. New York: Guilford Press.

Handouts: Along with the readings, you will receive a packet of handouts that provide additional, practical guidelines on a variety of topics and treatment issues. Further handouts will be distributed throughout the year.

Assignments

First Semester Term Paper

A 20-25 page double-spaced paper that summarizes recent systemic writings on one clinical and/or social problem. The paper should be divided into three sections:

- a. Theory from family systems and social psychology about the problem (including how the systemic viewpoint differs from nonsystemic viewpoints, and the systemic alternatives to the traditional diagnostic, individually-based (e.g., psychodynamic, behavioral), and linear formulations of the problem)
- b. Research from the family systems and social psychology literatures on the problem
- c. Systemically-based interventions for the problem, and any outcome research available on the efficacy or effectiveness of the interventions

Note: Particular attention should be paid to incorporating literature that attends to differences in theory, research, and practice based on differences in families' cultures and social locations.

Topics can include any of the usual diagnostic categories of psychiatric disorder (for instance, any Axis I or Axis II disorder); interpersonal problems such as domestic violence, child maltreatment (sexual abuse, physical abuse, emotional and psychological abuse); and broader social issues that affect families such as community violence, poverty, racism, the foster care system, homelessness, the boundary between work and the family, the impact of technology on families, and so on.

First Semester In-Class Presentation

The final class will be 4 hours long and designed as a half-day conference. You will each present for 15 minutes (with 5 minutes for questions and discussion) on the topic of your term paper. These presentations can be conducted in any style and with any media you wish (PowerPoint, videotape, lecture without audiovisuals, experiential exercise, or a combination), but must include a 2-3 page handout summarizing key points.

Weekly Reflection Papers

Each week you are required to submit a paper (half page to one page in length, single-spaced 12 point font maximum) in which you address the following questions about **one** of the core readings. When there is more than one core reading (e.g., more than one bolded reading), you are only required to submit a reflection paper on one of them, even though you are required to read all of them. The reflection paper should answer the following questions:

1. **Novelty/Interest:** What idea or finding intrigued you most about this article/chapter, and why?
2. **Constructive Critique:** What was missing or seemed problematic about the position/conclusions advanced in this article/chapter?
3. **Application:** How might this idea/finding (or the article/chapter as a whole) affect your work in *individual* psychotherapy?

You must email this paper to me and the entire class by the Wednesday evening at 10 p.m. before the class for which the article/chapter is assigned. Failure to submit the paper will result in no credit.

Course Grading

Classroom Participation (asking relevant questions, offering thoughts, accurately answering questions about readings posed by instructor): 10%

Weekly Reading Reflection Papers: 15%

In-Class Presentation: 25%

Final Paper: 50%

NOTE ON LATE PAPERS:

PLEASE NOTE THAT, IN ORDER TO BE FAIR TO YOUR CLASSMATES, FINAL PAPERS ARE DUE ON THE DATE SET IN CLASS, WITH NO EXCEPTIONS! PAPERS WILL LOSE A HALF GRADE PER DAY LATE.

SEMESTER ONE: WEEKLY TOPICS AND ASSIGNMENTS

Fundamental Ideas and Practices in Ecological-Contextual Therapy

In the first five weeks, we will introduce core systemic ideas and core practices of conducting couple and family therapy, as well as key theories and findings from social psychology that illuminate and support systemic theory and practice. In terms of ideas, we will review in depth the core overlapping notions of context, ecology, and systems. Other key concepts examined will be the distinction between linear and circular causality; complementarity and symmetry; the notion of the systemic “function” of symptoms (including that of maintaining homeostasis); family structure and boundaries; family rules; family resilience; the role of social location (race, class, ethnicity, gender, sexual orientation, and other dimensions of difference and the intersections among them) and larger systems in affording the family resources or sources of oppression and marginalization; among others. In terms of practices, we will focus particularly on systemic interviewing and assessment; on collaboratively establishing a contract or focus for therapy; on the balance between practices that elucidate meanings and those that encourage changes in action patterns; on addressing families’ social locations and the impact of similarities and differences between family members locations and those of the therapist; and on handling difficult moments in therapy.

Week 1 LOGISTICS AND REQUIREMENTS OF THE COURSE

OVERVIEW OF STANCE: INTEGRATING SYSTEMS THEORIES AND SOCIAL PSYCHOLOGICAL THEORIES

THE INCREASING OVERLAP BETWEEN CULTURALLY-SENSITIVE PSYCHODYNAMIC, DEVELOPMENTAL, AND SYSTEMIC APPROACHES

- Overview of an integrated systemic approach
- Videotaped case presentation

FAMILY SYSTEMS READINGS

McGoldrick, M., & Hardy, K. V. (2008). Introduction: Re-visioning family therapy from a multicultural perspective. In M. McGoldrick & K. V. Hardy (Eds.) (2008). *Revisioning family therapy: Race, class, culture, and gender in clinical practice* (2nd ed., pp. 3-24). New York: Guilford Press.

Walsh, F. (2003). Changing families in a changing world: Reconstructing family normality. In F. Walsh (Ed.), *Normal family processes* (3rd edition) (pp. 3-26). New York: Guilford Press

SOCIAL (AND DEVELOPMENTAL) PSYCHOLOGY READINGS

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design* (Chapters 1: Purpose and Perspective; Chapter 2: Basic Concepts; Chapter 3: The Nature and Function of Molar Activities; Chapter 4:

Interpersonal Structures as Contexts of Human Development). Cambridge, MA: Harvard University Press.

NOTE: AS THE ABOVE READINGS WERE FOR THE FIRST CLASS, YOUR REFLECTION PAPERS FOR THESE READINGS ARE DUE BY THE WEDNESDAY PRIOR TO THE CLASS FOR WEEK 3, SO AS TO GIVE YOU A CHANCE TO CATCH UP.

Week 2 CORE CONCEPTS ABOUT PERSONS IN CONTEXT AND FAMILY FUNCTIONING

In this and the following class, we will use the case presentation to identify fundamental concepts of family systems theory. We will also examine how social psychologists have conceptualized and researched the central role of relationships in individuals' mental and physical health and development, as well as the role culture in social interaction and well-being.

Making the jump to systems: Core concepts

- Multiple layers of context
- Family culture, dimensions of difference, privilege and oppression
- Definition of systems and the systemic perspective
- Family organization: "structure," subsystems, boundaries, hierarchy, coalitions, alliances, degrees of connectedness
- Family process: circularity, pragmatics of communication
- Family development
- Family narratives
- Family problems and strengths

FAMILY SYSTEMS READINGS

Fraenkel, P. (1995). The nomothetic-idiographic debate in family therapy. *Family Process*, 34, 113-121.

Jackson, D. D. (1967). The individual and the larger contexts. *Family Process*, 6, 139-154.

Jackson, D. D. (1957). The question of family homeostasis. *The Psychiatric Quarterly Supplement*, 31, 79-90.

Minuchin, P. (1985). Families and individual development: Provocations from the field of family therapy. *Child Development*, 56, 289-302.

SOCIAL PSYCHOLOGY READINGS

Reis, H. T., Collins, W. A., & Berscheid, E. (2000). The relationship context of human behavior and development. *Psychological Bulletin*, 126, 844-872.

Handout: Fraenkel, P. (1994). Six Basic Principles of Therapy. Working Paper: Ackerman Institute for the Family.

Week 3 CORE SYSTEMIC AND SOCIAL PSYCHOLOGICAL CONCEPTS ABOUT PERSONS IN CONTEXT AND FAMILY FUNCTIONING: FOCUS ON STRUCTURE, CULTURE, AND RESILIENCE

FAMILY SYSTEMS READINGS

Colapinto, J. (1991). Structural family therapy. In A.S. Gurman & D.P. Kniskern (Eds.), *Handbook of family therapy*, (Vol. 2) (pp. 417-443). New York: Brunner/Mazel.

Falicov, C. J. (1995). Training to think culturally: A multidimensional comparative framework. *Family Process*, 34, 373-388.

Walsh, F. (2003). Clinical views of family normality, health, and dysfunction: From deficits to strengths perspective. In F. Walsh (Ed.), *Normal family processes* (3rd edition) (pp. 27-57). New York: Guilford Press.

Sheinberg, M., & Fraenkel, P. (2001). *The relational trauma of incest: A family-based approach to treatment* (Chapter 1). New York: Guilford.

SOCIAL PSYCHOLOGY READINGS

Chiu, C., & Hong, Y. (2007). Cultural processes: Basic principles. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles* (2nd Ed., pp. 785-806). New York: Guilford Press.

Week 4 BASICS OF FAMILY THERAPY PRACTICE

- A detailed look at the first interview
- Videotaped demonstration

FAMILY SYSTEMS READINGS

Cecchin, G. (1987). Hypothesizing, circularity and neutrality revisited: An invitation to curiosity. *Family Process*, 26, 405-413.

Watzlawick, P. Weakland, J., & Fisch, R. (1974). Chapter 3: "More of the same" or, when the solution becomes the problem (pp. 31-39). In *Change: Principles of problem formation and problem resolution*. New York: Norton.

Handouts: Fraenkel, P. (1994). A Guide to the First Sessions. Working Paper: Ackerman Institute for the Family.

Week 5 BASICS OF FAMILY THERAPY PRACTICE (CONTINUED)

- Establishing a collaborative respectful therapeutic relationship
- Handling difficult moments
- Videotaped demonstration

FAMILY SYSTEMS READINGS

Sheinberg, M., & Fraenkel, P. (2001). *The relational trauma of incest: A family-based approach to treatment* (Chapters 5 & 8). New York: Guilford.

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**Couples: Relationship Formation, Growth, Stability,
and the Intergenerational/Cultural Context**

In weeks 6 through 11, through theoretical and empirical readings in family systems, social psychology, and illustrative case material, we will address the following questions: What has social psychology identified as the key variables affecting romantic attraction and sustained intimacy between partners? What is the role in attraction and conflict of conscious and unconscious patterns from each partner's family of origin? Along with problem patterns, what are the *resources* passed down across the generations, and how do we assist family members to locate and use these strengths and sources of pride? How does each partner's social location (race, class, sexual orientation, education, immigrant/citizenship status) associated privileges and histories of oppression affect the processes of mate selection, bonding and commitment, as well as relationship satisfaction and stability?

Week 6 COUPLES: INITIAL ATTRACTION AND FORMATION

In this class, we will review of Social Psychological Research on Attraction, Intimacy, Relationship Satisfaction and Stability. We will examine Core Concepts and Therapeutic Practices of Intergenerational Approaches in family therapy.

FAMILY SYSTEMS READINGS

Gerson, R., Hoffman, S., Sauls, M., & Ulrici, D. (1993). Family-of-origin frames in couples therapy. *Journal of Marital and Family Therapy*, 19, 341-354.

SOCIAL PSYCHOLOGY READINGS

Bradbury, T. N., Fincham, F. D., & Beach, S. R. H. (2000). Research on the nature and determinants of marital satisfaction: A decade in review. *Journal of Marriage and the Family*, 62, 964-980.

Myers, D. G. (2008). Chapter 11: Attraction and intimacy: Liking and loving others. In *Social psychology* (9th ed.), pp. 381-426. Boston, MA: McGraw-Hill.

Shaver, P. R., & Mikulincer, M. (2007). Attachment theory and research: Core concepts, basic principles, and conceptual bridges. In A. W. Kruglanski & E. T. Higgins (Eds.), *Social psychology: Handbook of basic principles* (2nd Ed., pp. 650-677). New York: Guilford Press.

Dryer, D. C., & Horowitz, L. M. (1997). When do opposite attract? Interpersonal complementarity versus similarity. *Journal of Personality and Social Psychology*, 12, 592-603.

Fisher, H. (2004). Why we love: The nature and chemistry of romantic love. New York: Henry Holt & Co. (Chapters 1-5)

Slotter, E. B., & Gardner, W. L. (2009). Where do you end and I begin? Evidence for anticipatory, motivated self-other integration between relationship partners. *Journal of Personality and Social Psychology*, 96, 1137-1151.

Handout: Guide to Constructing Genograms

Week 7 COUPLE FORMATION, SATISFACTION, AND STABILITY
(CONTINUED)

In this class, we will examine the challenges faced in forming and sustaining couple relationships by persons in social groups marginalized and oppressed due to their social locations, and the impact of external stress more generally on couple satisfaction and functioning.

FAMILY SYSTEMS READINGS

Green, R.J., & Mitchell, V. (2002). Gay and lesbian couples in therapy: Homophobia, relational ambiguity, and social support. In A. S. Gurman & N. Jacobson (Eds.), *Clinical handbook of couple therapy* (3rd ed., pp. 546-568).

Watson, M. F. (2000). Treatment as it is influenced by issues specific to African American families. In I. D. Glick, E. Berman, J. F. Clarkin, & D.S. Rait (Eds.), *Marital and family therapy* (4th ed., pp. 361-371). Washington: American Psychiatric Press.

SOCIAL PSYCHOLOGY READINGS

Neff, L. A., & Karney, B R. (2009). Stress and reactivity to daily relationship experiences: How stress hinders adaptive processes in marriage. *Journal of Personality and Social Psychology*, 97, 435-450.

Simpson, J. A. (2007). Foundations of interpersonal trust. In A. W. Kruglanski & E. T. Higgins (Eds.). *Social psychology: Handbook of basic principles* (2nd Ed., pp 587-607). New York: Guilford Press.

Myers, D. (2008). Chapter 9: Prejudice: Disliking others. In *Social psychology* (9th ed., pp. 301-341). Boston, MA: McGraw-Hill.

Week 8 COUPLE CONFLICT: GENDER ROLE CAUSES AND THERAPEUTIC INTERVENTIONS

In this class, we will focus on the role of gender in structuring patterns of power and connectedness in couples.

FAMILY SYSTEMS READINGS

- Goldner, V. (1985). Feminism and family therapy. *Family Process*, 24, 31-47.
- Goldner, V. (1988). Generation and gender: normative and covert hierarchies. *Family Process*, 27, 17-31.
- Jackson, D. D. (1965). Family rules: Marital quid pro quo. *Archives of General Psychiatry*, 12, 589-594.
- Fraenkel, P. (1997). Systems approaches to couple therapy. In W. K. Halford & H. Markman (Eds.), *Clinical handbook of marriage and couples interventions* (pp. 379-413). Chichester, England: J. Wiley.
- Gurman, A. S., & Fraenkel, P. (2002). The history of couple therapy: A millennial review. *Family Process*, 41, 199-260.

SOCIAL PSYCHOLOGY READINGS

- Schwartz, S. H., & Rubel-Lifschitz, T. (2009). Cross-national variation in the size of sex differences in values: Effects of gender equality. *Journal of Personality and Social Psychology*, 97, 171-185.
- Myers, D. G. (2008). Chapter 5: Genes, culture, and gender. In *Social psychology* (9th ed., pp. 153-186). Boston, MA: McGraw-Hill.

Week 9 COUPLE SATISFACTION AND CONFLICT: COGNITIVE AND NARRATIVE CAUSES AND INTERVENTIONS

In this class, we examine family systems and social psychological theories and research on the role of conscious and unconscious cognitions in intimate relationships and conflict. We will discuss interventions that focus on changing couple partners' negative cognitions and narratives about one another and the relationship.

FAMILY SYSTEMS READINGS

- Crisp, P. (1987). Uncontained projective identification: The vicious circles of runaway feedback loops. *Psychoanalytic Psychology*, 4, 291-299.
- White, M. (1988). The externalizing of the problem and the re-authoring of lives and relationships. *Dulwich Centre Newsletter, Summer*, 3-21.
- White, M. (1991). Deconstruction and therapy. *Dulwich Centre Newsletter*, 3, 21-40.
- Catherall, D. R. (1993). Working with projective identification in couples. *Family Process*, 31, 355-367.

Shimmerlik, S. (2008). The implicit domain in couples and couple therapy. *Psychoanalytic Dialogues*, 18, 371-389

SOCIAL PSYCHOLOGY READINGS

Fincham, F. D. (2001). **Attributions in close relationships: From balkanization to integration.** In G. J. O. Fletcher & M. S. Clark (eds.), *Blackwell handbook of social psychology: Interpersonal processes* (pp. 3-31). Oxford: Blackwell.

Knee, C. R. (1998). **Implicit theories of relationships: Assessment and prediction of romantic relationship initiation, coping, and longevity.** *Journal of Personality and Social Psychology*, 74, 360-370.

Bradbury, T. N., & Fincham, F. D. (1990). Attributions in marriage: Review and critique. *Journal of Personality and Social Psychology*, 107, 3-33.

Weeks 10-11 COUPLE CONFLICT: IDENTIFYING AND INTERRUPTING PROBLEMATIC EMOTIONAL AND BEHAVIORAL SEQUENCES

In the next two classes, we will examine the theory and research from family systems and social psychology on the behavioral sources of couple conflict, and will learn research-supported interventions for interrupting dysfunctional relational patterns. We will examine research on key problem behavior patterns, learn how to introduce research-based, psychoeducational material in couple and family therapy, and role play of research-based communication and problem-solving skills.

FAMILY SYSTEMS READINGS

Goldner, V., Penn, P., Sheinberg, M., & Walker, G. (1990). **Love and violence: Gender paradoxes in volatile attachments.** *Family Process*, 29, 343-364.

Fraenkel, P., & Markman, H. J. (2002). Prevention of marital disorders. In D. Glenwick & L. Jason (Eds.), *Innovative strategies for promoting health and mental health across the lifespan* (pp. 245-271). New York: Springer.

Markman, H. J., Stanley, S. M., & Blumberg, S. L. (2001). *Fighting for your marriage* (2nd ed.). San Francisco: Jossey-Bass. Entire book

SOCIAL PSYCHOLOGY READINGS

Caughlin, J. P., Huston, T. L., & Houts, R. M. (2000). **How does personality matter in marriage? An examination of trait anxiety, interpersonal negativity, and marital satisfaction.** *Journal of Personality and Social Psychology*, 78, 326-336.

Christensen, A., & Heavey, C. L. (1990). **Gender and social structure in the demand/withdraw pattern of marital interaction.** *Journal of Personality and Social Psychology*, 59, 73-81.

Hellmuth, J.C., & McNulty, J. K. (2008). Neuroticism, marital violence, and the moderating role of stress and behavioral skills. *Journal of Personality and Social Psychology*, 95, 166-180.

Handouts: Four-to-five session PREP module
Tips on Coaching Communication Skills
A Couple's Guide to Exploring Hidden Issues

Week 12 THE TRANSITION TO PARENTHOOD: EARLY YEARS OF FAMILY LIFE

How do couples and families develop over time? How do couples adjust to having a baby? What about couples that cannot conceive, or elect not to have a child? What about blended families - how do the biological and step-parents negotiate roles, and how do children respond? What are some of the common transition points for families, and what are some of the typical patterns of adjustment? Is there one "normal" family life cycle, or does the life cycle depend on culture and other factors? What happens when a family does not adequately handle challenges or adjust to developmental changes in its members? What's adequate adjustment, anyway, and who's to say?

FAMILY SYSTEMS READINGS

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

Fraenkel, P. (2003). Contemporary two-parent families: Navigating work and family challenges. In F. Walsh (Ed.), *Normal family processes* (3rd ed.) (pp. 61-95). New York: Guilford.

McGoldrick, M., & Carter, B. (2003). The family life cycle. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (3rd Ed.) (pp. 375-398). New York: Guilford Press.

Meyers, M. Diamond, R., Kezur, D., Rait, D., Scharf, C., & Weinshel, M. (1995). An infertility primer for family therapists. Part I: Medical, social, and psychological dimensions. *Family Process*, 34, 219-229.

Visher, E. B. & Visher, J. S. (1993). Remarriage families and stepparenting. In F. Walsh (Ed.), *Normal family processes* (2nd ed., pp. 235-253). New York: Guilford Press.

(Suggested Books for Clients)

Cowan, C. P., & Cowan, P. A. (1999). *When partners become parents: The big life change for couples*. New York: Guilford Press

Jordan, P. L, Stanley, S. M, and Markman, H. J. (2001). *Becoming parents: How to strengthen your marriage as your family grows*. San Francisco: Jossey-Bass.

SOCIAL PSYCHOLOGY READINGS

Doss, B. D., Stanley, S. M., & Markman, H. J. (2009). The effect of the transition to parenthood on relationship quality: An 8-year prospective study. *Journal of Personality and Social Psychology*, *96*, 601-619.

Week 13 EMOTION REGULATION AND ATTACHMENT IN FAMILIES

In this class, we will examine the family systems and social psychological theory and research on the role and intergenerational transmission of emotion regulation skills and attachment styles in couples and families, and discuss interventions designed to increase self and relational emotion regulation in parents and children.

FAMILY SYSTEMS READINGS

Byng-Hall, J. (1995). Creating a secure family base: Some implications of attachment theory for family therapy. *Family Process*, *34*, 45-58.

SOCIAL (AND DEVELOPMENTAL) PSYCHOLOGY READINGS

Repetti, R. L., Taylor, S.E., & Seeman, T. E. (2002). Risky families: Family social environments and the mental and physical health of offspring. *Psychological Bulletin*, *128*, 330-366.

Thompson, R. A., & Meyer, S. (2007). Socialization of emotion regulation in the family. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 249-268). New York: The Guilford Press.

Week 14 FAMILY-BASED INTERVENTIONS WITH CHILD PROBLEMS: AN INTEGRATED APPROACH

In this class, we will draw upon material discussed throughout the semester to learn an integrated approach to working with families and child emotional/behavioral problems. The approach integrates feminist, social constructionist, behavioral, play, and systems perspectives, and is supported by research from social psychology.

FAMILY SYSTEMS READINGS

Fraenkel, P. (2009). The therapeutic palette: A guide to choice points in integrative couple therapy. *Clinical Social Work Journal*, *37*, 234-247. DOI 10.1007/s10615-009.0207-3

Sheinberg, M., & Fraenkel, P. (2001). *The relational trauma of incest: A family-based approach to treatment*. (Chapters 2, 3, 4) New York: Guilford.

SOCIAL PSYCHOLOGY READINGS

T. J. Strauman, P. R. Costanzo, N. P. Jones, A. Noll McLean, K. A. Merrill.
Contributions of social psychology to clinical psychology: Three views of a
research frontier. In W. Kruglanski & E. T. Higgins (Eds.), *Social psychology:
Handbook of basic principles* (850-868). New York: Guilford Press.

Week 15 (Four Hour Class): STUDENT PRESENTATIONS