

**UNIVERSITY OF NORTHERN COLORADO**  
**APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION**  
**APCE 695-700**  
**CRN 24562**  
**SEMINAR: CONTEMPORARY ISSUES IN COUPLES AND FAMILY**  
**THERAPY**  
**Denver Lowry Campus**  
**Feb. 17-19, March 3-5**

**Professor:** Dr. Lia Softas-Nall, Professor Emerita

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**Instructor qualifications:** Dr. Softas is a graduate of the Ball State PhD program in Counseling Psychology. She has taught as a professor for 30 years at UNC. Her areas of specialization include systemic thinking in counseling, and couples and family therapy. She has numerous publications on diversity and couples/families, and many other topics related to counseling/clinical practice. Dr. Softas is a Licensed Psychologist and a Clinical Fellow of the American Association Marriage and Family Therapy (AAMFT). Dr. Softas has been on the editorial board of *The Family Journal: Counseling and Psychotherapy for Couples and Families* and a member of the International Association of Marriage and Family Counseling (IAMFC) for 28 years.

**Credit hours:** 3 semester hours

**PREREQUISITES:** APCE 665, APCE majors only or by permission.

**CREDIT HOURS:** 3 semester hours.

**COURSE DESCRIPTION:** Study of interventions utilized within the major approaches to couple and marital therapy. Covers current issues and research in family therapy.

**ACADEMIC INTEGRITY:** You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

**DISABILITY RESOURCES:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

**EQUITY AND INCLUSION STATEMENT:** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance)

**FOOD INSECURITY AND BASIC NEEDS:** Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at [sos@unco.edu](mailto:sos@unco.edu) or via phone at 970-351-2796.

**TITLE IX:** The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware all UNC faculty and most staff members are "responsible employees," which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftin. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are voluntary. If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or [www.unco.edu/asap](http://www.unco.edu/asap)
- UNC Counseling Center: 970-351-2496 or [www.unco.edu/counseling](http://www.unco.edu/counseling)
- UNC Psychological Services: 970-351-1645 or [www.unco.edu/cebs/psych\\_clinic](http://www.unco.edu/cebs/psych_clinic)

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct) or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

**ACADEMIC CONDUCT:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.

**PROFESSIONAL CONDUCT:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

**ELECTRONIC DEVICES:** All cell phones, tablets, or other devices are to be turned off during class time. Text messaging is not allowed during class. If a student has a particular need they are expected to notify the instructor prior to the beginning of class so that accommodations can be made. Appropriate use of laptops is expected. Checking on emails or materials not directly related to the class will result in a letter drop for the final grade.

**PROFESSIONALISM:** is expected during this course: Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, I expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This encompasses confidentiality and respect in your presentations, respect for colleagues, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness and other appropriate activities. In addition, please note that feedback, both giving and receiving are imperative to your professional development. Feedback is an investment in yourself and your colleagues. As such, you will be responsible for delivering face to face and written thoughtful, meaningful feedback to your peers including your name on it, you will also be responsible for remaining open to receiving feedback. Please maintain professionalism and respect throughout this process.

### **University Regulations Absence Policy**

3-2-109(2) Absence Policy. Regular attendance in all classes is assumed. Each instructor determines the relationship between class attendance, the objectives of the class and the student's grade. The instructor is responsible for informing students of attendance policies and the effect of attendance on their grade. The student is responsible for knowing the policy of each course in which he or she enrolls. Only the instructor can

approve a student request to be absent from class. The student is responsible for requesting such approval when absence is unavoidable. Students involved in University-sponsored activities, including intercollegiate athletics, may need to be excused from a class, lab, or studio meeting. In all instances it is the student's responsibility to present a written request for permission for the absence from the instructor. The student must also discuss how the absence will affect his/her ability to meet the course requirements. Students should do this as early in the semester as possible. While instructors should seek to the greatest extent possible, consistent with course requirements, to make reasonable accommodations for a student University of Northern Colorado Student Affairs 6 University Regulations involved in University-sponsored activities, students should recognize that not every course can accommodate absences and neither the absence (nor the notification of an absence) relieves them from meeting the course requirements. In recognition of the diversity of the student body, the University provides that a student may request an excused absence from class for participation in religious observances. In all such instances, it is the student's responsibility to request, in writing, that the instructor permit the absence. The student must also discuss how the absence will affect the student's ability to meet the course requirements. A student should make any such requests before the course drop deadline for the semester. Attendance during the first two class sessions is required. The instructor has the option to drop a student from class if he or she does not attend the first two hours during which the class meets, in order to allow other students to enroll.

If you believe that you must miss a class, please talk to the faculty instructor before you are absent. An absence that has not been discussed with the instructor before or after class may result in an unsatisfactory final grade. You are responsible for any notes and/or activities that you miss and will be required to prepare a presentation for the class in a topic assigned by instructors. If attendance might be a problem, please discuss your situation with the faculty instructor before the problem occurs. This is important since group discussion is a major element of this course.

**Late Paper Policy:** Students who turn in late papers will lose 10% points for every 24 hours the assignment is late (e.g. a paper that would have merited an "90" will received a "80", if submitted within 24 hours after the due date). Any paper submitted after the due date and time, will receive a ten-point deduction. Students may request an extension for a paper/assignment during the course of the semester, for emergencies only. An extension of a paper/assignment will only be granted at the discretion of Dr. Softas.

**MISCELLANEOUS:** The instructor may make changes to the syllabus as the course proceeds. If this is necessary, these changes will be announced in class or via email. The instructor responds to emails during the week, typically not during weekends. PowerPoint presentations & lecture materials used in class by the professor are for instructional purposes only and will not be released to the students for personal use.

**COURSE OBJECTIVES:**

1. To understand the major intervention strategies in couples and family therapy.
2. To understand related issues in couples and family therapy (i.e. ethical considerations, spouse abuse, divorce mediation, etc.)

3. To explore current literature and research to develop in-depth understanding of timely topics related to the practice of couple and family counseling.
4. To review the family life cycle (i.e., becoming a couple, becoming parents, transformation during adolescence).
5. To become familiar with evidence based interventions in family therapy and specific models.
6. Incorporate gender, ethnicity, socioeconomic level, multiculturalism to the above objectives.
7. To practice thinking beyond the binary (e.g. replacing “either/or” with “both/and”) when conceptualizing couple/family dynamics.

**KNOWLEDGE AND SKILL OUTCOMES:** Upon successful completion of this course students will:

1. Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals (CACREP MCFC.2. a) (Met through lecture, class discussion, review of relevant literature, class research presentation)
2. Know the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling (CACREP MCFC.2. n.) (Met through required readings, review of relevant research and in class discussions and presentations)
3. Understand family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns (CACREP MCFC. 1.d., MCFC.2. m., MFC.2. f., MCFC.2.i., MCFC.2.j., MCFC.2.k.) (Met through required readings, review of relevant literature, in-class discussions, research presentations and individual topic paper assignment)
4. Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems (CACREP MCFC.1.c., MCFC.3.c.) (Met through required readings, review of relevant literature, integration of literature into class presentations, an individual topic paper, and in-class technique presentation informed by research)
5. Know relevant legal and ethical considerations for couples and family work and strategies for interfacing with the legal system relevant to marriage, couple and family counseling, as well as practice standards relevant to ethical, legal, state and national policy considerations (MCFC. 2.e., 2.o., 2.p.) (Met through required readings, review of relevant research, in-class discussions, in-class presentations and projects)
6. Know principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psycho-educational and personality assessments (CACREP MCFC.2.c. 2.d., 3.a.) (Met through required readings, review of relevant research, in-class discussions and research topic presentations)

7. Know evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling (CACREP MCFC.3.c.) (Met through required readings, review of relevant literature, in-class discussions, research topic presentations and in-class technique presentations)

*Research is heavily infused into the content and activities of this course. Students will find and review relevant literature and integrate findings into an in-class presentation. Contemporary peer reviewed research is reviewed to inform class content, discussions and presentations. Students will utilize research to inform conceptualization of client populations, presenting issues, multicultural concerns etc. and disseminate it to the class in the form of presentations and in-class discussions.*

CACREP Standard	Student Learning Outcomes Assessment
MCFC.2. a. Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.	Students will possess the competencies necessary to identify roles and settings of marriage, couple and family counselors.
MCFC.2. n. Know the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.	Students will be able to demonstrate professional identity by understanding professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.
MCFC. 1.d., MCFC.2.m., MFC.2.f., MCFC.2.i., MCFC.2.j., MCFC.2.k. Understand family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.	Students will be able to conceptualize families based on theories, family life cycle and family issues impacting the couple and family system.
MCFC.1.c., MCFC.3.c. Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.	Students will be able to demonstrate techniques and interventions to effectively work with couples and families.
MCFC. 2.p. Understand the effects of local, state, and national policies, specifically as it effects record keeping, third party reimbursement, and other practice and management	Students will possess the competencies necessary to demonstrate appropriate practice management considerations for

considerations in marriage, couple, and family counseling.	effective ethical decisions congruent with local laws and credentialing standards.
MCFC.2.c. 2.d., 3.a. Know principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psycho-educational and personality assessments.	Students will possess the competencies necessary to articulate and effectively work with other professionals for a comprehensive, integrated and intersectional lens on facilitating client treatment.
MCFC. 2.o., 3e. Know relevant legal and ethical considerations for couples and family work and strategies for interfacing with the legal system relevant to marriage, couple and family counseling.	Students will demonstrate understanding of practice considerations unique to working with couples and families.
MCFC.2. m., MCFC. 2.j. Know the impact of unemployment, under-employment, and changes in socioeconomic standing, cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration	Students will be able to conceptualize various family cultures through understanding unique social, cultural and economic impact influencing family functioning.
MCFC.3.c. Know evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.	Students will possess the competencies necessary to facilitate treatment, case management and diagnosis of clients using up-to date evidence-based strategies.

**COURSE CONTENT:**

**Some of the contents below covered during this course.**

1. Multiracial and Multilingual Families
2. Children whose parents suffer from of addictions
3. Online Infidelity
4. Counseling Stepfamilies
5. Abuse/Domestic Violence
6. Children and Divorce
7. Families Living with HIV-AIDS and other major illnesses
8. Extramarital Affairs
9. Aging Families in Later Life (Grief and Loss)
10. Gay, Lesbian, Bisexual, Trans\* Couples
11. Gender Issues
12. Multicultural Issues (i.e., The Latino Family Life Cycle, Migration, Families
13. Living in Poverty)

14. Divorce, Divorce Cycle
15. Becoming an adult, becoming a couple, becoming parents, etc.
16. Therapy process and outcome research/Evidence based interventions
17. Premarital Counseling or recent findings in couples therapy.
18. Licensing LMFT, and requirements in Colorado
19. Legal and Ethical Issues (AAMFT & IAMFC)
20. Sexuality Counseling
21. Sexuality and Disability
22. Sexuality and Religion in Couples Counseling

**CLASS FORMAT:** For the first weekend the instructor will lecture/discuss current topics working with couples and families and include experiential activities. The second weekend will be a seminar format in which students will have conducted literature reviews under the mentorship of the instructor on topics of their interest related to CFT and present to the class.

The American Heritage Dictionary defines Seminar as “Small group of students in a college or graduate school engaged in original research or intensive study under the guidance of a professor”. Students can choose to meet individually with the instructor to review materials for their topic in class or online.

**READINGS:** The two major journals to be considered are: *The Family Journal: Counseling and Therapy for Couples and Families (IAMFC)* and *The Journal of Marital and Family Therapy (AAMFT)*. Students are expected to read the materials critically, complete questions on materials to be presented before coming to class and be prepared to share their understanding of the usefulness of the readings in class. See list of readings at the end of the syllabus.

**EVALUATION:** Letter grade based on the following:

1. **10%** -Attendance and participation at all seminar days. Any unexcused absence will result in the loss of one letter of the total grade. After one missed class session grade will drop by a letter grade. Points are deducted for showing up late for class. E-mail instructor if there is an emergency. In case of emergency and missing of a class, it is your responsibility to have a classmate update you on what transpired.
2. **30%**-Successful presentation of selected topic (second weekend): Selection of topic and articles will be determined with instructor early in the semester. Below are the requirements:
  - a) articles are contemporary, preferably within last 5 years even though for classic work can be different, b) readings are from a systems perspective, c) readings are in couples and family therapy, d) presentation is clear, creative and time efficient, d) short essay questions pertaining to the material will be distributed to class, and emailed to instructors a week in advance. e) use **a case vignette** to showcase the specific issue presented for discussion, f) a power point presentation is **required** to provide a short overview.

A critical goal of this class is to prepare students to evaluate publications and research and to prepare trainees to become consumers of research in the practice of



CFT. You will need to distribute via e-mail appropriate readings for selected topics a week in advance. Readings must be a combination of research and conceptual approaches. Two or three readings are to be distributed to the class. It is mandatory that you review and evaluate with class participation the articles and especially the research conducted on your topic. A major goal of this class is to prepare students to evaluate publications and research and to prepare trainees to become consumers of research in the practice of CFT. See guidelines and benefits to conducting searches towards the end of the syllabus. **Rubric for this assignment will be distributed before presentations begin.**

3. **5%** - 1 to 2-page outline of your presentation in hard copy turned in to instructors and copies for peers the day of presentation.  
The outline needs to summarize the major points of your presentation and questions and/or issues for class discussion. Make sure to include the references of your sources in APA style. Outline of presentation and references need to be emailed to the instructors one week in advance. Feedback forms for your peers need to be provided in class, filled out and turned in to instructor on the day of the presentation. A hard copy of the ppts in font 12' are required for the instructor.
4. **25%** - Each student presenting on a topic will turn in a paper on the chosen topic with references. Page number is 10-12, not including title page and references.  
The paper needs to include an intro to the topic, an integration of at least 5 references, a strong section on implications for practice and a conclusion/closure statement. Paper needs to reflect an understanding of the topic in depth and show an advanced level of integrating the literature. Students may visit the social science librarian and the writing center for guidance and suggestions. Paper ought to be double-spaced, 12-point font and 1" margins. Title page needs to include name, instructor's name, class name and number, date, and title. Accurate spelling, syntax and grammar is expected.  
*This is a scholarly paper, not a self-reflection one.* Due Friday at 4 of second weekend. If papers are late points will be subtracted. Grading will be based on thoroughness, significance, accuracy, relatedness to course content and expectations, adherence of paper requirements and style. Rubrics for the paper will be distributed in class. Post your paper in Canvas by the due date and also email to professor. **Rubric for this assignment will be distributed.**
5. **30%** Actively participate during the first weekend on case studies and experiential group activities. Write a reflection at the end of the weekend. More instructions will be given when the class first meets.

**GRADING SCALE:**

A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
F	Below 60%

<b>Assignments</b>	<b>Percentage</b>
Attendance & Participation	10%
Presentation of Selected Topics	30%
Outline of Presentation (handout)	5%
Paper on Selected Topics	25%
Active participation in group experiential activities on the first weekend and write a reflection on the last day	30%
	Total 100%

### Recommended readings referred to in class

- Motter, B. & **Softas-Nall, L.** (2020). Experiences of Transgender Couples Navigating One Partner's Transition: Love is Gender Blind. *The Family Journal: Counseling and Psychotherapy for Couples and Families*.  
<https://doi.org/10.1177%2F1066480720978537>
- Gall, R. T., **Softas-Nall, L.**, & Eberle, K. M. (2019). All Families Are Special: Experiences of lesbian-parented families. *The Family Journal: Counseling and Psychotherapy for Couples and Families*, 27(1), 58-66.  
<https://doi.org/10.1177/1066480718807409>
- Tien, N.G., **Softas-Nall, L.**, & Barritt, J. (2017). Intercultural/Multilingual couples: Implications for Counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 25(2), 156-163.  
<https://doi.org/10.1177/1066480717697680>
- Bean, H., **Softas-Nall, L.**, Eberle, K., & Paul, J. (2016). Can we talk about stay-at home moms? Empirical findings and implications for counseling. *The Family Journal: Counseling and Therapy for Couples and Families*, 1(24), 23-30.  
<https://doi.org/10.1177/1066480715615631>
- Softas-Nall, L.**, Cardona, B., & Barritt, J. (2015). Challenges and diversity issues working with multilingual and bilingual couples and families: Implications for counseling. *The Family Journal: Counseling and Therapy for Couples and Families*. <https://doi.org/10.1177/1066480714548402>
- Softas-Nall, L.**, & Hanna, F. (2012). Counseling & psychotherapy with difficult clients/family members: An interview with Fred Hanna. *The Family Journal: Counseling and Therapy for Couples and Families*, 20, 1-5.  
<https://doi.org/10.1177/1066480712456830>
- Woodson, C., **Softas-Nall, L.**, & Johnson, B. (2012). Family Chaos and Readiness to Change Problematic Alcohol Use. *Journal of Human Social Sciences*, 12(2), 19-28. ISSN 2249-460X  
<https://socialscienceresearch.org/index.php/GJHSS/article/view/275>
- Bean, H., **Softas-Nall, L.**, & Mahoney, M. (2011). Reflections on Mandated Reporting and Challenges in the Therapeutic Relationship: A Case Study with Systemic Implications. *The Family Journal: Counseling and Therapy for Couples and Families*, 19(3), 286-290. <https://doi.org/10.1177/1066480711407444>

- Petrogiannis, K., & **Softas-Nall, L.** (2010). The Family of Origin Scale in Greece. *International Journal of Psychological Studies*, 2(1), 3-11.  
<https://doi.org/10.5539/ijps.v2n1p3>
- Cardona, B., & **Softas-Nall, L.** (2010). Family Therapy with Latino families: An interview with Patricia Arredondo. *The Family Journal: Counseling and Therapy for Couples and Families*, 18(1), 73-77.  
<https://doi.org/10.1177/1066480709356543>
- Softas-Nall, B.** (2008). Family Therapy. In Leong, F.T., Altmaier, E.M., & Johnson, B. (Eds). *Encyclopedia of Counseling: Volume 1*. Sage: Thousand Oaks, CA. 1, 203-207.
- Softas-Nall, B.**, Beadle, M. Newell, J., & Helm, H. (2008). Attitudes of family therapists on the disclosure of extramarital affairs. *The Family Journal: Counseling and Therapy for Couples and Families*. 16, (4), 328-337.  
<https://doi.org/10.1177/1066480708323203>
- Softas-Nall, B.**, & Sukhodolsky, D.H. (2006). Family in the United States: Social context, structure, and roles. In Georgas, J. et al. (Eds.), *Families Across Cultures*. Cambridge University Press: Cambridge. Book received **award** by APA's Division in International Psychology.  
<http://dx.doi.org/10.1017/CBO9780511489822.039>
- Williamson, J., **Softas-Nall, B.**, & Miller, J. (2003). Grandmothers raising grandchildren: An exploration of their experiences and emotions. *The Family Journal: Counseling and Therapy for Couples and Families*, 11(1), 23-32.  
<https://doi.org/10.1177/1066480702238468>
- Baldo, T., & **Softas-Nall, B.** (2002). There's no place like home: Redefining commitment. *The Family Journal: Counseling and Therapy for Couples and Families*, 10(2), 210-212. <https://doi.org/10.1177/1066480702102013>
- Softas-Nall, B.**, Baldo T., & Williams, S. (2001). Family-of-origin, personality characteristics, and counselor trainees' effectiveness. *Psychological Reports*, 88(3), 854-856. <https://doi.org/10.2466/pr0.2001.88.3.854>
- Softas-Nall, B.**, & Baldo, T. (2001). The unexpected cotherapist. *The Family Journal: Counseling and Therapy for Couples and Families*, 9(2), 191-192.  
<https://doi.org/10.1177/1066480701092016>
- Softas-Nall, B.**, & Baldo, T. (2000). Dialogues within a Greek family: Multicultural stories of a couple revisited. *The Family Journal: Counseling and Therapy for Couples and Families*, 8(4), 396-398. <https://doi.org/10.1177/1066480700084012>

- Softas-Nall, B.,** Baldo, T., & Tiedemann, T. (1999). Gender based solution-focused genogram case: He and she across the generations. *The Family Journal: Counseling and Therapy for Couples and Families*, 7(2), 177-180. <https://doi.org/10.1177/1066480799072013>
- Baldo, T., & **Softas-Nall, B.** (1998). Family sculpting in supervision of family therapy. *The Family Journal: Counseling and Therapy for Couples and Families*, 6(3), 231-234. <https://doi.org/10.1177/1066480798063012>
- Softas-Nall, B.,** & Francis, P. (1998). A solution-focused approach to a family with a suicidal member. *The Family Journal: Counseling and Therapy for Couples and Families*, 6(3), 227-230. <https://doi.org/10.1177/1066480798061014>
- Softas-Nall, B.,** & Francis P. (1998). A solution-focused approach to suicide assessment and intervention with families. *The Family Journal: Counseling and Therapy for Couples and Families*, 6(1), 64-66. <https://doi.org/10.1177/1066480798061014>
- Softas-Nall, B.,** Baldo, T., & Jackson, S. (1997). Facilitating the transition from individual sessions to systemic family sessions: Issues of supervision and training. *The Family Journal: Counseling and Therapy for Couples and Families*, 5, 257-262. <https://doi.org/10.1177/1066480797053014>
- Softas-Nall, B.,** Baldo, T., & Williams, S. (1997). Counselor trainee perceptions of Hispanic, Black and White teenage expectant mothers and fathers. *Journal for Multicultural Counseling and Development*, 25(4), 234-243. <https://doi.org/10.1002/j.2161-1912.1997.tb00345.x>