

**UNIVERSITY OF NORTHERN COLORADO  
APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION  
APCE 695-701  
CRN 24456**

**SEMINAR: CONTEMPORARY ISSUES IN COUPLES AND FAMILY  
THERAPY**

**Denver Lowry Campus**

**March 29-31, April 12-14 2024**

**Fri 4-10pm; Sat 8am-5pm; Sun 8am-4pm**

**Professor:** Dr. Lia Softas-Nall, Professor Emerita Applied Psychology and Counselor Education

**Contact information:** [basilia.softas-nall@unco.edu](mailto:basilia.softas-nall@unco.edu) when you email please use your bear account.

**Instructor qualifications:** Dr. Softas is a graduate of the Ball State PhD program in Counseling Psychology. She has taught as a professor for 32 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.

**ADA and Title IX Syllabus Statements**

**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 students' inclusion or to accurate assessments of students' achievement (e.g., inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s). Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. The DRC facilitates the interactive process that establishes reasonable 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). **Make sure to remind Dr. Softas of any accommodations.**

**Title IX:** The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's Office of Institutional Equity and Compliance (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone – students can contact the Assault Survivors Advocacy Program (ASAP) at 970-351-1490 to seek confidential guidance and support.

### **Confidential Campus Resources**

#### **Assault Survivors Advocacy Program (ASAP)**

Office Located: 2nd Floor of Cassidy Hall

Office Phone: 970-351-1490

Web: [unco.edu/asap](http://unco.edu/asap)

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: [advocacy@unco.edu](mailto:advocacy@unco.edu)

#### **UNC Counseling Center**

Office Located: 2nd Floor of Cassidy Hall

Office Phone: 970-351-2496

Web: [unco.edu/counseling-center](http://unco.edu/counseling-center)

Hours: M-F, 8am-12pm, 1pm-5pm

## **Psychological Services**

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment

Email: [ppsy.clinic@unco.edu](mailto:ppsy.clinic@unco.edu)

\*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who have experienced sexual or interpersonal violence, who are concerned about someone who has, who would like to learn more about sexual or interpersonal violence, or who wish to report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

### **Additional Syllabus Statements**

**Academic Integrity:** Students 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 Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

**Attendance:** Students are expected to attend all classes. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

In this class, all absences need to be approved prior to class whenever reasonably possible. Being consistently late for class, or late returning to class, may result in an unexcused absence. Each unexcused absence may result in a 1-letter grade deduction for the course.

**Career Services:** Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career. For more information on student resources, or to schedule an appointment, visit the website: [www.unco.edu/career/students](http://www.unco.edu/career/students) or for student events, visit: [www.unco.edu/career/events](http://www.unco.edu/career/events).

**Office:** University Center 1st Floor

**Hours:** M-F, 8am-5pm

**Appointments:** Virtual and In-Person

**Drop-Ins:** Visit our website for up-to-date information  
It's never too early to talk about career!

**COVID-19:** The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

**Equity and Inclusion:** The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. 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, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

**Asian Pacific American Student Services (Cultural Center)**  
924 20th St  
Greeley, CO 80639  
(970) 351-1909  
AsianPacificAmerican.StudentServices@unco.edu

**Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)**  
1410 20th St  
Greeley, CO 80639  
(970) 351-2424  
ChavezCenter@unco.edu

**Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership Development**

1915 10th Ave  
Greeley, CO 80639  
970-351-1492  
cwge@unco.edu

**Center for Gender and Sexuality (Resource Center)**

2215 10th Ave., Campus Box 42  
Greeley, CO 80631  
970-353-0191  
gsrc@unco.edu

**Marcus Garvey Cultural Center (Cultural Center)**

928 20th St., Campus Box 41  
Greeley, CO 80639  
(970) 351-2351  
MGCC@unco.edu

**Native American Services (Cultural Center)**

924 20th St  
Greeley, CO 80639  
(970) 351-1909  
AsianPacificAmerican.StudentServices@unco.edu

**Veteran's Services (Resource Center)**

1815 8th Ave  
Greeley, CO 80631  
970-351-1403  
LaChaune.DuHart-Wood@unco.edu

**Food Insecurity:** Knowing that food insecurity is experienced at higher rates among college students, 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.

**Land Acknowledgment:** The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

**Writing Center:** Strong writers seek feedback. The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together! Schedule your in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>.

**Name in Use/Pronoun in Use/Name Change:** Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>.

**Electronic Devices:** All cell phones and pagers are to be turned off during class time. No text messaging during class. If a student has a particular need (is on-call for work or has children at home) they are expected to notify the instructor prior to the beginning of class so that accommodations can be made. Due to numerous student complaints, any student found misusing their computer will be asked to shut it down. Also, because taking pictures of PowerPoints is distracting to other students and possibly the instructor, please take notes rather than pictures.

**Taping of the class is not permitted.** Not following any of these instructions may result in a significant drop of participation points.

**Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program. Students are reviewed for every class, see handbook.

**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. PowerPoint presentations & lecture materials used in class by the professor are for instructional purposes only and may 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 considerations in marriage, couple, and family counseling.	Students will possess the competencies necessary to demonstrate appropriate practice management considerations for 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)

**CLASS FORMAT:** For the first weekend, the instructor will lecture/discuss current topics working with couples and families and include experiential activities. Students will present on a research article with implications for CFT Counseling.

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 three major journals to be considered are *The Family Journal: Counseling and Therapy for Couples and Families (IAMFC)*, *Family Process*, 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. **200pts-(100 per weekend)** -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. Active participation means demonstrating that you are committed to your learning and growth.
2. **150pts**-Article presentation **1<sup>st</sup> weekend**. Professor will send a list of CFT articles prior to the start of class. Trainees will present in PowerPoint format review of a CFT topic, conceptualization, methods, findings, and implications for counseling. More criteria will be posted on CANVAS prior to class and via email.
3. **300pt-(150 per weekend)** –At the end of each weekend students will respond to 4-5 reflection questions pertaining to the material presented each weekend. The purpose of the reflection is to summarize and integrate personal meaning and growth related to CFT.

4. **350pts**-Successful presentation of selected topic (second weekend): Selection of topic and articles will be determined in discussions with instructor. Choose a topic that is meaningful to you now and for your future career related to CFT.

Below are the requirements:

- articles are contemporary and from major journals, see above in Readings
- preferably within last 5 years even though for classic work can be different
- readings are from a systemic/relational perspective
- readings are in couples and family therapy
- presentation is clear, creative, and time efficient
- short essay questions or a case vignette pertaining to the material will be distributed to class for small group discussion, and emailed to the instructor in advance
- a power point presentation and handouts
- a paper summarizing the notes and presentation with references
- more criteria will be discussed in class and posted on CANVAS

A 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. The presentation and 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.

**Summary of assignments and points**

<b>Assignments</b>	<b>Points</b>
Attendance & Participation 1 <sup>st</sup> weekend	100 pts
Article Presentation	150pts PowerPoint presentation Hard Copy of ppt for class and instructor
1 <sup>st</sup> weekend reflection	150pts
Attendance and Participation 2 <sup>nd</sup> weekend	100pts
Selected Topic	350pts PowerPoint presentation Hard Copy of ppt for class and instructor Group Activity Paper

2 <sup>nd</sup> weekend reflection	150pts
	Total 1000

**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%

**Recommended readings referred to or presented 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>
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