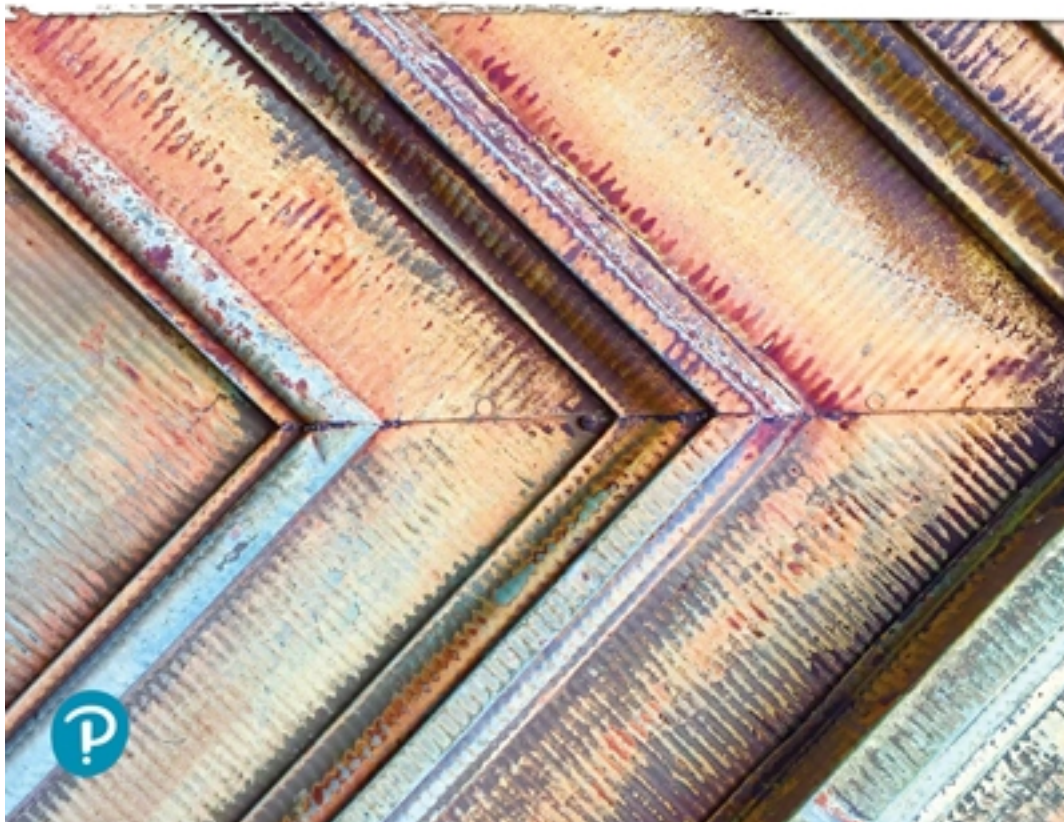
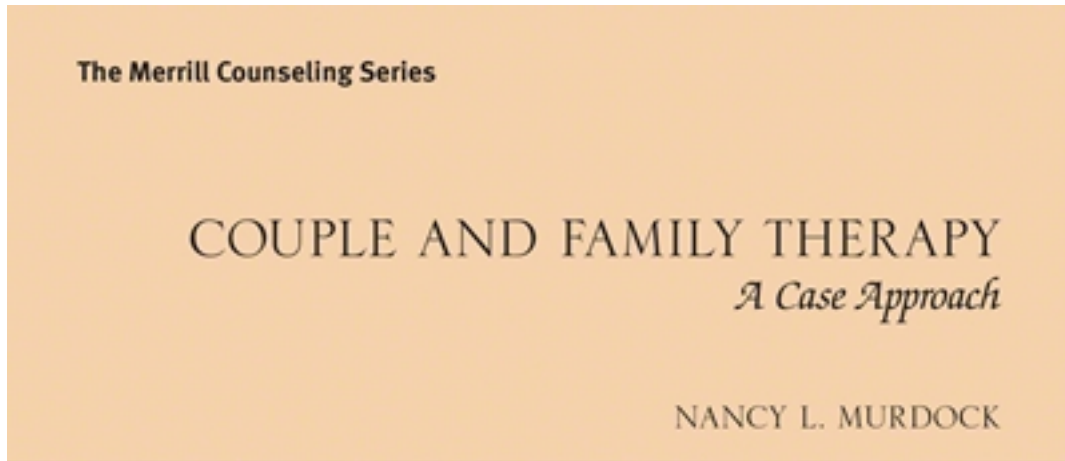


Test Bank for Couple and Family Therapy 1st Edition by Murdock

[CLICK HERE TO ACCESS COMPLETE Test Bank](#)



Test Bank

Test Bank

D. Robert Casares, Jr., Wake Forest University

Couples and Family Therapy: A Case Approach

1st Edition

Nancy L. Murdock

University of Missouri–Kansas City



This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students Except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Content Producer: Deepali Malhotra

Supplement Project Manager: Gowri Duraiswamy, SPi Global

Copyright © 2022 by Pearson Education, Inc. or its affiliates, 221 River Street, Hoboken, NJ 07030. All Rights Reserved. Manufactured in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights and Permissions department, please visit www.pearsoned.com/permissions/.

PEARSON and ALWAYS LEARNING are exclusive trademarks owned by Pearson Education, Inc. or its affiliates, in the United States, and/or other countries.

Unless otherwise indicated herein, any third-party trademarks, logos, or icons that may appear in this work are the property of their respective owners, and any references to third-party trademarks, logos, icons, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

ISBN-10: 0-13-278027-5

ISBN-13: 978-0-13-278027-8



Table of Contents

CHAPTER ONE: TEST BANK	1
CHAPTER TWO: TEST BANK	4
CHAPTER THREE: TEST BANK	9
CHAPTER FOUR: TEST BANK	14
CHAPTER FIVE: TEST BANK	19
CHAPTER SIX: TEST BANK	23
CHAPTER SEVEN: TEST BANK	28
CHAPTER EIGHT: TEST BANK	32
CHAPTER NINE: TEST BANK	37
CHAPTER TEN: TEST BANK	42
CHAPTER ELEVEN: TEST BANK	47
ANSWER KEY	50

TEST ITEMS

Short-Answer Questions

1. Why is it important for therapists to operate from a particular theoretical approach? Explain.
2. Briefly explain the author's purpose for writing this book.
3. Define the term *identified patient* and briefly explain how this concept relates to the practice of couple and family therapy.

Multiple-Choice Questions

1. Theories offer therapists a roadmap for how to help clients get from the presenting problem to the:
 - a. desired goal
 - b. fastest fix
 - c. easiest outcome
 - d. all of the above
2. Most observers locate the distant beginnings of family therapy in the:
 - a. 1920s
 - b. 1930s and 1940s
 - c. 1940s and 1950s
 - d. 1960s
3. In the 1940s and 1950s, the primary leaders of the family therapy movement came from each of the following backgrounds except:
 - a. social workers
 - b. psychologists
 - c. psychiatrists
 - d. pediatricians
4. Systems theory was developed by:
 - a. Nathan Ackerman
 - b. Gregory Bateson
 - c. Ludwig von Bertalanffy
 - d. Murry Bowen

5. Each of the following individuals were members with the Palo Alto Group except:
 - a. Jay Haley
 - b. Murry Bowen
 - c. John Weakland
 - d. Virginia Satir
6. Gregory Bateson was largely responsible for contributing each of the following concepts to couples family therapy except:
 - a. systems thinking
 - b. cybernetics
 - c. feedback
 - d. social constructionism
7. The best way to approach helping individuals, from a family systems perspective, is to view them as:
 - a. distinct from a particular system
 - b. part of a larger system
 - c. unique individuals
 - d. a and c
8. A form of communication in which contradictory messages are given to a family member who is unable to protest or escape the situation is described by the theory of the:
 - a. double bind
 - b. double speak
 - c. circular causality
 - d. relational paradox
9. Since a system is an interlocking chain of events, the causes of a given behavior or problem are irrelevant. The term used by systems theorists to describe this view of interaction is:
 - a. double bind
 - b. causal relationship
 - c. circular causality
 - d. cybernetics

10. Each of the following theories emerged during the “golden age of family therapy” except:
- a. strategic
 - b. structural
 - c. experiential
 - d. social constructivist
11. Couple and family therapy traditionally views problems as _____ people.
- a. between
 - b. within
 - c. outside
 - d. a and b
12. Family systems theorists are more interested in:
- a. content over process
 - b. problems over process
 - c. process over content
 - d. process over problems
13. The constructivist movement influenced which of the following theories?
- a. narrative
 - b. solution-focused
 - c. Bowenian
 - d. a and b
14. Homeostasis refers to the idea that systems:
- a. are constantly changing
 - b. tend to self-regulate
 - c. are rigid and incapable of change
 - d. prevent information flowing in or out
15. Each of the following are important criteria for choosing a theory except:
- a. research support
 - b. fits your assumptions about the world
 - c. can be easily combined with other theories
 - d. fits your style of relating to others

Instructor's Manual

D. Robert Casares, Jr., Wake Forest University

Couples and Family Therapy: A Case Approach

1st Edition

Nancy L. Murdock

University of Missouri–Kansas City



This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students Except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Content Producer: Deepali Malhotra

Supplement Project Manager: Gowri Duraiswamy, SPi Global

Copyright © 2022 by Pearson Education, Inc. or its affiliates, 221 River Street, Hoboken, NJ 07030. All Rights Reserved. Manufactured in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights and Permissions department, please visit www.pearsoned.com/permissions/.

PEARSON and ALWAYS LEARNING are exclusive trademarks owned by Pearson Education, Inc. or its affiliates, in the United States, and/or other countries.

Unless otherwise indicated herein, any third-party trademarks, logos, or icons that may appear in this work are the property of their respective owners, and any references to third-party trademarks, logos, icons, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

ISBN-10: 0-13-278027-5

ISBN-13: 978-0-13-278027-8



Table of Contents

CHAPTER ONE: INTRODUCTION	1
CHAPTER TWO: STRATEGIC FAMILY THERAPY	3
CHAPTER THREE: STRUCTURAL FAMILY THERAPY	6
CHAPTER FOUR: EXPERIENTIAL FAMILY THERAPY	9
CHAPTER FIVE: BOWEN FAMILY SYSTEMS THEORY	13
CHAPTER SIX: COGNITIVE BEHAVIOR THERAPY	17
CHAPTER SEVEN: SOLUTION-FOCUSED THERAPY	21
CHAPTER EIGHT: NARRATIVE THERAPY	25
CHAPTER NINE: EMOTION-FOCUSED THERAPY	28
CHAPTER TEN: THE GOTTMAN APPROACH	31
CHAPTER ELEVEN: CONCLUSION	34

CHAPTER ONE: INTRODUCTION

CHAPTER OUTLINE

What is family?

“The family is a social system that supports survival and welfare of its members.”

However, what constitutes a family is varied, complicated, and expansive

Counselors should approach couples and family counseling with respectful curiosity and an awareness of personal biases

What is couple and family therapy? Why do I use the term *couple*?

In couple and family counseling, the relationship—rather than an individual—is the client

A Brief History

Family therapy began in the 1940s and 1950s

British anthropologist Gregory Bateson introduced systems thinking and cybernetics to the profession of CFT

The Palo Alto Group eventually established the Mental Research Institute, which explored and advanced early theory in CFT

Notable early CFT figures included Jay Haley, Don Jackson, John Weakland, John Fry, Virginia Satir, Murray Bowen, and Salvador Minuchin

1970–1985: Strategic, Structural, Bowen, and Experiential theories were developed

1980s and 1990s: Increased emphasis on social constructivism and cultural diversity

Basic Systemic Constructs

The family is a system

The family is interconnected—each part affects other parts of the system

Systems therapists are more interested in the *process* (how things happen in a family) than the *content* (the what) of the happenings

There are too many theories!

Review major theories before selecting one

It is valuable to learn about and practice a single theory during early efforts to become a CFT

Key considerations for selecting a theory: research support and how a particular theory fits with your assumptions about world and style of relating to others

Research

Research indicates that CFT approaches produce desired client change

Types of research: outcome research and theory testing research

Choosing a Theory

Avoid trying to be integrative early in your career

The Theories I Chose

The CFT approaches presented represent traditional, postmodern/constructivist, and couples-focused theories

Conclusion—A Word About My Case-Based Approach

Each chapter starts with a case

After each construct, principle, or technique associated with a theory is introduced, it is applied to the chapter's case