

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 393R3	Instructor:	M. Peterson Armour, Ph.D.
Unique Number:	64690	E-mail:	marmour@mail.utexas.edu
Semester:	Fall 2004	Phone:	471 3197
Meeting Time:	2:30-5:30	Office Room:	3.122C
Meeting Place:	2.116	Office Hours:	Monday: 1:00-2:30

THEORIES AND METHODS OF FAMILY INTERVENTION

1. COURSE DESCRIPTION

This course is designed as a seminar to provide students with a basic understanding in models and methods of family intervention. The content will include methods for assessment of families and an overview of several different models of family intervention with a focus on intervention skills and techniques.

II. COURSE OBJECTIVES

By the end of the semester, students will be able to:

1. Compare various theoretical approaches to working with the family as a system, including understanding the impact of the ecological and social environments in which diverse families live.
2. Demonstrate understanding of similarities and differences among theories and critically assess their theoretical perspectives, value bases, and the role of gender in family dynamics.
3. Integrate and demonstrate the differential application of procedures, techniques, and methods of family intervention models that reflect best practices for problem areas or helping diverse client groups.
4. Understand and integrate research information on effectiveness of evidence-based family interventions for problems frequently seen in practice such as: chemical dependency, child maltreatment, and severe mental disorders.
5. Demonstrate skill in applying knowledge of the impact of policy and social justice issues to interventions with families of diverse cultures, socioeconomic backgrounds, race/ethnicity, sexual orientation, family structure, national origin, ability, or other manifestation of diversity.

6. Demonstrate skill in using family therapy theory to assess family dysfunction in the context of the larger community and target systems within and outside the family for change.

III. TEACHING METHODS AND CLASS ORGANIZATION

This class provides opportunities for both theory and skill development. Six family practice models will be presented through a combination of lectures, videos, small group exercises, demonstrations of the practice interventions, and class discussions. Lectures will focus on the tenets and significant concepts of each model. Reading assignments, videos, small group exercises and demonstrations of the practice interventions will focus on application of the model to life cycle events, e.g. adolescence and elderly as well as to diverse populations, e.g. same sex relationships and Mexican American families. Each student is expected to contribute from his or her life experiences, readings, classroom and field experiences.

IV. REQUIRED TEXTS

Nichols, M. & Schwartz, R.C. (2002). Essentials of Family Therapy. Boston: Allyn & Bacon. Format: Paper, 432 pp ISBN: 0-205-31683-2 \$49.00

Lawson, D.M. & F.F. Prevatt. Casebook in Family Therapy. Belmont, CA: Brooks/Cole ISBN 0-534-34415-1 \$37.00

Readings are available in the LRC. They are listed under “Armour” by title of the article. Readings are also available on electronic reserves. To access them, go to <http://www.utexas.edu/>. Click Libraries, click Library Services-Reserves, click Electronic Reserve, click Marilyn Armour on the drop-down menu under Instructor. The password for the class will be given at the first class. Check the Electronic Reserves frequently for important information about the class.

V. COURSE REQUIREMENTS

The grade for this course will be based on the student’s ability to demonstrate knowledge of and apply methods from the major models of family therapy. The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the semester. All papers should be typed and double-spaced and follow the APA format.

1. Family of Origin Paper (15-20 pages):

- a) Each student will choose a nodal point in his/her family of origin and construct a three-generational genogram that depicts the family relationships at that point in time using the techniques outlined in

McGoldrick (see class schedule weeks 2 &3). The genogram should reflect in its notation the issues or dominant pattern(s) discussed in the interview (described below).

- b) Choose an issue from this nodal point in time as a “presenting problem” and conduct an hour-long Bowen-type interview on paper with yourself as an adult. The interview will resemble a script from a play:

Therapist: *How was the relationship with your sister during this time*

Student: *Well, my sister was the oldest and favorite of my mother. We fought a lot because she was always trying to be my boss.*

Therapist: *So there was kind of a triangle between you, your sister, and your mother around who was in charge. Triangulation occurs when the anxiety in an emotional system gets so high that one or both parties in a twosome will triangle in someone or something to reduce the anxiety and return the system to equilibrium. What used to happen right before these fights with your sister? And who intervened when you two would fight?*

The interview should reflect a collaborative effort between you and yourself (as the therapist) to analyze your family using Bowen concepts. The interview should include therapy assignments based on 1) the dynamics of your family system, 2) the need for additional information, and 3) taking “I” positions to facilitate differentiation of self in your family of origin.

- c) Detail the impact of this assignment on your self awareness. What did you learn about yourself from the interview, i.e. What areas do you need to monitor so that your early family experience does not get in the way of what your client families need? What experiences and insights did you have that could be useful to understanding client families. *Be reflective!*

This assignment is sometimes difficult to complete. Issues may arise that cause thoughtfulness or pain or questioning. Please remember that all families have problems. This is central to our human condition. The goal of this assignment is to give you insight into your own family dynamics and emotional system so you can better use and monitor your family experience in your clinical practice. Please use the last 4 digits of your social security number instead of your name on the face sheet of the paper. Also, please give yourself a pseudonym on your genogram and in the interview.

50 points maximum

2. **Role Play and Family Therapy Model Paper (18-20 pages):**

Each student will choose a family therapy model and conduct an interview with a role play family during class. Role plays will incorporate different family structures with attention to marital status, class, color, religiousness/spirituality,

sexual orientation and other manifestations of diversity. The student is expected to “try out” the concepts associated with the particular model of intervention. The student will write a paper about the experience that addresses the following topics:

- a) Description and analysis of the family relative to 1) life cycle stage, 2) family beliefs, organization, and communication, 3) social context, i.e. race/ethnicity, class, and gender, and 4) problem/stressor. You will need to use the materials presented in Week 1 to do this part of the assignment.
- b) Application of the family therapy model relative to 1) tenets and constructs of the model and 2) assessment of the family relative to the problem and 3) interventions made during the session. Include the rationale for using each intervention and assess its impact on the family or family member with supporting documentation.
- c) The therapist’s experience relative to 1) the impact of the family and family members on the therapist during the interview, and 2) the delineation of similarities between the therapist’s family and the role play family as well as significant differences.
- d) Assessment of the model relative to 1) research and empirical support for the clinical effectiveness of this model and 2) use of this model with specific populations.
- e) Include citations to relevant literature in this assignment. Include a bibliography of sources used for this assignment (roleplay and paper). In addition, attach an annotated bibliography of the readings you did for this assignment (roleplay and paper) even if you did not cite them in the paper. Annotated means a brief paragraph that summarizes the content of the reading. The paper should adhere to APA style, 5th edition. Sections (a) and (b) and (d) should be written in the third person.

This paper is due the week after the role play.

150 points maximum

3. In-class final exam.

Students will be given three hypothetical family vignettes at the second class. Two family models (A & B) will be assigned to each vignette (total of 6 models). Students will be asked to analyze each vignette and describe possible interventions based on the concepts associated with models A & B. The instructor will choose one of the vignettes for the final exam.

Example: Analyze this vignette using a Solution focused model and an Existential model. Include possible interventions from each model in your description.

100 points maximum

VI. COURSE GRADING CRITERIA

Family of Origin Paper	50 points
Role play & Family Therapy Paper	150 points
<u>Final Examination</u>	<u>100 points</u>
TOTAL	300 points

GRADING SCALE

A total of 300 points may be earned for the above assignments. Grades will be assigned as follows.

300-270 points	=	A
269-240 points	=	B
239-210 points	=	C
209-180 points	=	D
179 and below	=	F

Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B average.

IMPORTANT DATES

First Class: August 30, 2004

Family of Origin Paper Due: September 27

Final Exam: November 29, 2004

VI. CLASS POLICIES

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Class attendance and participation is expected, as is handing in assignments on time. Role will be taken each class period and students are expected to attend the full class. If a student leaves class early, the absence will be treated as unexcused. Students are also expected to complete assigned readings prior to each class. Except in case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must see the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date.
2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g. medical documentation) may receive one course grade lower than their final grade when points are totaled. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance/participation.
3. Social work practitioners assume responsibility for themselves. Therefore, it is expected that the work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office.
4. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Students are encouraged to provide feedback during office hours and by appointment if they desire.
5. Confidentiality. Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.
6. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
7. Special Accomodations for Students with a Disability. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.
8. At times, the instructor may ask students for a copy of their papers to use as a sample paper for students in future classes. If asked, students have the right to decline

without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.

9. This class may use Electronic Reserves and Eudora for exchanging e-mail, engaging in class discussions and chats and exchanging files. Also, the instructor may send e-mail to members of the class (as a group) about assignments or to answer questions. If a web site is used, your name will appear on an electric class roster. If e-mail is sent to you and other class members, your name and e-mail address will be known by other class members.
10. Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to the policies and practice related to agency and/or community safety. Student should also notify instructors regarding any safety concerns.

This class may use a Web site for exchanging e-mail, engaging in class discussions and chats and exchanging files. Also, the instructor may send e-mail to members of the class (as a group) about assignments or to answer questions. If a web site is used, your name will appear on an electric class roster. If e-mail is sent to you and other class members, your name and e-mail address will be known by other class members.

Please fill in the following information and return it to the instructor.

Name: _____

Telephone: _____ (Only known to instructor)

E-mail Address: _____ (May be known to other class Members)

- The instructor has my permission to use my e-mail address when sending out information to students beside myself.
- The instructor does not have my permission to use my e-mail address when sending out information to students beside myself.

1. What is your clinical experience with families (parents and children)

2. What do you hope to gain from this class?

3. What is your main concern about working with families?

4. What can the instructor do to help you achieve your goals?

5. What can you do to help yourself achieve your goals?

Course Schedule

Date	Description	Text/Readings
Aug 30	<p>Overview & Introduction</p> <p>Class Organization</p> <p>Family Assessment</p>	<p>Franklin & Jordan: "Rapid Assessment in Family Practice"</p> <p>McGoldrick: "History , Genogram, & the Family Life Cycle"</p> <p>Falicov: "The Latino Family Life Cycle"</p> <p>Johnson & Colucci: "Lesbians, Gay Men & the Family Life Cycle"</p> <p>Lerner: "Interactions Between the Therapist's and Client's Life Cycle Stages"</p> <p>Struening,: "What are Families For?"</p>
Sept. 13	<p>Intergenerational Theory Lecture: Bowen Family Systems Theory</p> <p>Video</p>	<p>Required: Nichols & Schwartz: pp. 76-97 Falicov: "The Cultural Meaning of Family Triangles" McGoldrick & Carter: "Advances in Coaching" Moore Hines: "Intergenerational Relationships Across Cultures" McGoldrick: Genograms</p>
Sept. 20	<p>Role Play: Young Adult & Differentiation Theory Integration Group</p>	
Sept. 27	<p>Strategic & Solution-Focused Therapy: Lecture</p> <p>Video (Child Protection Blended Family)</p> <p>Family of Origin Papers Due</p>	<p>Required: Nichols & Schwartz: pp. 97-120, 221-234 Lawson & Prevatt: pp. 210-259 Haley: Techniques of Directive Therapy pp. 41-65. Haley: Resistance to Change pp. 188-191 Berg: "Working with Asian American Clients" Rossiter: "The Professional is Political"</p>
Oct. 4	<p>Role Play: Coupling Theory Integration Group</p> <p>Bowen Papers Due</p>	
Oct. 11	<p>Structural Family Therapy Lecture</p> <p>Video (Harry Aponte & a Mexican American family)</p> <p>Strategic/ Solution Focused Papers</p>	<p>Required: Nichols & Schwartz: pp. 120-139 Lawson & Prevatt: pp. 111-146 Minuchin: "The Framework" pp.11-31 Minuchin: "Therapeutic Implications of a Structural Approach" Walters: "Single Parent, Female Headed Households" Goldner: "Gender & Generation"</p>
Oct. 18	<p>Role Play: Young children Theory Integration Group</p>	

October 25	<p>Psychoeducational/ Family Preservation Lecture</p> <p>Video (MST with low-income families)</p> <p>Structural Papers</p>	<p>Required: Simon et al: "The Family & Schizophrenia" Weinstein et al: "Caring for the Severely Asthmatic Child and Family" Boyd-Franklin: "A Framework for Home-Based Family Treatment", pp. 37-58 Boyd-Franklin: "A Multisystems Case Example", 163-181. Henggeler et al: "Clinical Foundations of MST" Henggeler et al: "Multisystemic Therapy"</p>
November 1	<p>Existential Family Therapy: Lecture</p> <p>Video (African American family)</p> <p>Psychoeducational/ Family Preservation Papers</p>	<p>Required: Nichols & Schwartz: pp. 139-157 Lawson & Prevatt: pp. 169-188 Roberto: "Symbolic Experiential Family Therapy" Andreas: "The True Genius of Virginia Satir" Luepnitz: "The Limitations of Humanism I"</p>
November 8	<p>Role Play: Adolescence Theory Integration Group</p>	
November 15	<p>Narrative Family Therapy: Lecture</p> <p>Video (African American family)</p> <p>Existential Papers</p>	<p>Required: Nichols & Schwartz: pp. 234-248 Lawson & Prevatt: pp. 257-310 Weingarten: "A Narrative Approach to Understanding the Illness of a Mother & Daughter" Waldegrave: "Just Therapy" Minuchin: "Where is the Family in Narrative Therapy?" Anderson, "Collaborative Language Systems"</p>
November 22	<p>Role Play: Later Stages (Aging) Theory Integration Group</p>	
November 29	<p>Final Exam</p>	
December 6	<p>Narrative Papers</p>	

All students must complete the required readings. Students are expected to read and become familiar with the literature listed in the bibliography under the chosen Family Therapy Model. For example, a student who is doing a role play and paper on Narrative Family Therapy would be expected to be familiar with the literature under Narrative Family Therapy.

Reading Packet:

Franklin, C. & Jordan, C. (1999). Rapid Assessment in Family Practice. In C. Franklin and C. Jordan (Eds.), *Family practice: Brief Systems Methods for Social Work*. Pacific Grove: Brooks/Cole.

McGoldrick, M. (1999). History, Genograms, and the Family Life Cycle: Freud in Context. In B.Carter & M. McGoldrick (Eds.), *The Expanded Family Life Cycle: Individual, Family & Social Perspectives*, Boston: Allyn & Bacon.

Falicov, C. J. (1999). The Latino Family Life Cycle. In B.Carter & M. McGoldrick (Eds.), *The Expanded Family Life Cycle: Individual, Family & Social Perspectives*, Boston: Allyn & Bacon.

Johnson, T.W. & Coucci, P. (1999). Lesbians, Gay Men, and the Family Life Cycle. In B.Carter & M. McGoldrick (Eds.), *The Expanded Family Life Cycle: Individual, Family & Social Perspectives*, Boston: Allyn & Bacon.

Lerner, S. (1999). Interactions Between the Therapist's and Client's Life Cycle Stages. In B.Carter & M. McGoldrick (Eds.), *The Expanded Family Life Cycle: Individual, Family & Social Perspectives*, Boston: Allyn & Bacon.

Struening, K. (2002). What are families for? An argument for diversity in family forms, In *New family values: Liberty, equality, diversity*, pp. 65-97. Lanham, MD: Rowman & Littlefield.

Falicov, C.J. (1998). The cultural meaning of family triangles. In M. McGoldrick (Ed.), *Re-Visioning Family Therapy: Race, Culture and Gender in Clinical Practice* (pp. 37-49). New York: Guilford.

Moore, P.M., Garcia-Preto, N., McGoldrick, M., Almeida, R., & Weltman, S. (1992). Intergenerational Relationships Across Cultures. *Families in Society* 73(): 323-338.

McGoldrick, M. & Carter, B. (2001). Advances in coaching: Family therapy with one person. *Journal of Marital and Family Therapy* 27(3): 281-301.

Haley, J. (1963). *Strategies of Psychotherapy*. New York: Grune & Stratton: pp. 41-65; 182-191.

Berg, I. K. & Miller, S.D., (1992). Working with Asian American Clients: One Person at a Time. *Families in Society*, (73)6: 356-363.

Rossiter, A. (2000). The Professional is Political: An Interpretation of the Problem of the Past in Solution-Focused Therapy. *American Journal of Orthopsychiatry* 70(2): 150-161

Minuchin, S. (1974). Therapeutic Implications of a Structural Approach. In S. Minuchin, *Families and Family Therapy* (pp. 89-109). Cambridge: Harvard University Press.

Minuchin, P., Colapinto, J. & Minuchin, S. (1998). The framework: A systems orientation and a family-centered approach. In P.Minuchin, J. Colapinto, & S. Minuchin, *Working With Families of the Poor*. New York: Guilford Press.

- Walters, M. (1988). Single Parent, Female-headed Households. In M. Walters, B. Carter, P. Papp, & O. Silverstein. *The Invisible Web: Gender Patterns in Family Relationships* (pp. 229-314). New York: Guilford.
- Goldner, V. (1988). Generation and Gender: Normative and Covert Hierarchies. *Family Process*, 27(1):17-31.
- Simon, C., McNeil, J.S., Franklin, C., & Cooperman, A. (1991). The family and schizophrenia: Toward a psychoeducational approach. *Families in Society* 72(6): 323-324.
- Weinstein, A.G., Chenkin, C. & Faust, D. Caring for the Severely Asthmatic Child and Family: II, A Family-focused, Inpatient, Psychoeducational Approach. *Families, Systems, & Health* 15(2): 175-183.
- Boyd-Franklin, N. & Bry, B.H. (2000). A Framework for Home Based Family Therapy. In N. Boyd-Franklin & B.H. Bry, *Reaching Out in Family Therapy: Home Based, Community, and School Interventions* (pp. 37-58). New York: Guilford.
- Boyd-Franklin, N. & Bry, B.H. (2000). A Multisystems Case Example. In N. Boyd-Franklin & B.H. Bry, *Reaching Out in Family Therapy: Home Based, Community, and School Interventions* (pp. 163-181). New York: Guilford.
- Henggeler, S.W., Pickrel, S.G., Schoenwald, S.K., Brondino, M.J., Rowland, M.D. & Cunningham, P.B. (1996). *Clinical Foundations of MST In Multisystemic Treatment of Antisocial Behavior in Children and Adolescents* (pp. 21-61). New York: Guilford.
- Henggeler, S.W., Cunningham, P.B., Pickrel, S.G., Schoenwald, S.K. & Brondino, M.J. (1996). Multisystemic therapy: An effective violence prevention approach for serious juvenile offenders. *Journal of Adolescence* 19: 47-61.
- Roberto, L.G. (1991). Symbolic Experiential Family Therapy. In A.S. Gurman & D.P. Kniskern (Eds.). *Handbook of Family Therapy (Vol. 2)*. New York: Brunner/Mazel.
- Andreas, S. (1989). The True Genius of Virginia Satir. *Family Therapy Networker* 13(1).
- Luepnitz, D. (1988). Virginia Satir: The Limitations of Humanism I. In D. Luepnitz, *The Family Interpreted: Feminist theory in clinical practice*. New York: Basic Books.
- Weingarten, K. & Worthen, M.E.W. (1997). A Narrative Approach to Understanding the Illness of a Mother and Daughter. *Families, Systems, and Health* 15(1): 41-55.
- Waldgrave, C. (1990). Just therapy. *Dulwich Centre Newsletter* 1(50): 10-20.
- Minuchin, S. (1998). Where is the family in narrative therapy? *Journal of Marital and Family Therapy* 24(4), 387-404.
- Anderson, H. (1995). Collaborative Language Systems: Toward a Postmodern Therapy. In R.H. Mikesell, D. Lustermaan, & S.H. McDaniel (Eds.), *Integrating Family Therapy: Handbook of Family Psychology and Systems Theory* (pp. 27-45), Washington, D.C.: American Psychological Association.

Bibliography

Students should read and become familiar with the literature associated with the Family Therapy Model of choice. The books that contain book chapters, [e.g. Carter, E.A. & McGoldrick, M. O. (1976). *Family therapy with one person and the family therapist's own family*. In P. J. Guerin (Ed.), *Family Therapy: Theory and Practice*. New York: Gardner Press] are on reserve at the Perry-Casteñada Library. Journal articles can be retrieved from the journals directly. Some of the journals are in the LRC and some are at PCL.

Bowen Family Systems Model

Carter, E.A. & McGoldrick, M. O. (1976). Family therapy with one person and the family therapist's own family. In P. J. Guerin (Ed.), *Family Therapy: Theory and Practice*. New York: Gardner Press.

Larson, R.W. & Gilman, S. (1999). Transmission of emotions in the daily interactions of single-mother families. *Journal of Marriage and the Family* 61: 21-37

Brown, J. (1999). Bowen Family Systems Theory and Practice: Illustration and Critique. The Australian and New Zealand Journal of Family Therapy 20(2): 94-103.

McGill, D. W. (1992). The Cultural Story in Multicultural Family Therapy. *Families in Society* 73(6):339-349.

Bowen, M. (1990). *Bowen Family Systems Theory*. Boston, Mass.

Lerner, H. G. (1993). *The Dance of Deception: Pretending and Truth-Telling in Women's Lives*. New York

Strategic/ Solution-Focused Therapy

Haley, J. (1973). Strategic Therapy. In J. Haley, *Uncommon Therapy: The Psychiatric Techniques of Milton Erickson* (pp. 9-17). New York: W.W. Norton

Haley, J. (1963). *Strategies of Psychotherapy*. New York: Grune & Stratton.

De Shazer, S. (1984). The Death of Resistance. *Family Process*, 23: 11-21.

De Shazer, S. & Berg, I.K. (1997). 'What Works?' Remarks on Research Aspects of Solution-Focused Brief Therapy. *Journal of Family Therapy* 19(2):121-124..

O'Hanlon, W. H. (1999). *Evolving Possibilities: Selected Papers of Bill O'Hanlon*. Philadelphia, PA

O'Hanlon, W.H. (1999). *Solution-oriented Therapy for Chronic and Severe Mental Illness.* New York

O'Hanlon, W. H. (1989). *In Search of Solutions : A New Direction in Psychotherapy.* New York

O'Hanlon, W. H. (1987). *Taproots : Underlying Principles of Milton Erickson's Therapy and Hypnosis.* New York .

O'Hanlon, W. H. (1993). *A Brief Guide to Brief Therapy.* New York

O'Hanlon, W. H. (1998). *Even From a Broken Web : Brief, Respectful Solution-Oriented Therapy for Sexual Abuse and Trauma.* New York.

Berg, I. K. (1994). *Family Based Services : A Solution-Focused Approach.* New York : W.W. Norton

Berg, I. K. , & Miller, S. D. (1992). *Working with the Problem Drinker: A Solution Focused Approach,* New York: W.W. Norton

DeShazer, S. (1988). *Clues: Investigating Solutions in Brief Therapy.* New York: Norton

DeShazer, S. (1985). *Keys to Solutions in Brief Therapy.* New York: Norton

Dielman, M. B. & Franklin, C, (1998). Brief Solution-Focused Therapy with Parents and Adolescents with ADHD. *Social Work in Education* 20(4) 261-268.

Berg, I. K. (2001). *Tales of Solutions : A Collection of Hope-Inspiring Stories.* New York.

Structural Family Therapy

Minuchin,S. (1974). *Families and Family Therapy.* Cambridge: Harvard University Press.

Minuchin. S. (1967). *Families of the Slums; An Exploration of Their Structure and Treatment .* New York,:Basic Books.

Minuchin, P., Colapinto, J. & Minuchin, S. (1998). *Working with Families of the Poor* New York: Guilford Press.

Minuchin, S. & Fishman, H.C. (1981). *Family Therapy Techniques.* Cambridge, MA: Harvard University Press.

Minuchin, S., Rosman, B.I., & Baker, I., (1978). *Psychosomatic Families: Anorexia Nervosa in Context.* Cambridge, MA: Harvard University Press.

Szapocznik, J., Rio, A., Murray, E., Cogen, R., Scopetta, M., Rivas-Vazquez, A., Hervis, O., Posada, V., and Kurtines, W. (1989). Structural Family Versus Psychodynamic Child Therapy for Problematic Hispanic Boys. *Journal of Consulting and Clinical Psychology* 57: 571-578.

Abelsohn, D. & Saayman, G.S. (1991). Adolescent Adjustment to Parental Divorce: An Investigation from the Perspective of Basic Dimensions of Structural Family Therapy Theory. *Family Process* 30(2):177-191

Psychoeducational/ Family Preservation

Anderson, Carol M., (1986). *Schizophrenia and the Family : A Practitioner's Guide to Psychoeducation and Management*. New York: Guilford .

Henggeler, S.W., Melton, G.B., Brondino, M.J., Scherer, D.G., & Hanley, J.H. (1997). Multisystemic Therapy with Violent and Chronic Juvenile Offenders and Their Families: The Role of Treatment Fidelity in Successful Dissemination. *Journal of Consulting and Clinical Psychology* 65: 821-833.

Henggeler, S.W., Schoenwald, S. K. & Pickrel, S.G. (1995). Multisystemic Therapy: Bridging the Gap Between University and Community-Based Treatment. *Journal of Consulting and Clinical Psychology* 63: 709-717.

Cunningham, P. B. & Henggeler, S. W. (1999). Engaging Multiproblem Families in Treatment: Lessons Learned throughout the Development of Multisystemic Therapy. *Family Process* 38(3): 265-286.

O'Reilly, D. & Dillenburger, K. (2000). The Development of a High-Intensity Parent Training Program for the Treatment of Moderate to Severe Child Conduct Problems *Research on Social Work Practice* 10(6): 759-786.

Existential Family Therapy

Simon, R. (1989). Reaching out to life: An interview with Virginia Satir. *The Family Therapy Networker* 13(1): 36-43.

Whitaker, C.A. & Keith, D.V. (1981). Symbolic-Experiential Family Therapy. In A. Gurman & D.P. Kniskern (Eds.) *Handbook of Family Therapy*. New York: Brunner/Mazel.

Satir, V. & Baldwin, M. (1983). *Satir Step by Step: A Guide to Creating Change in Families*. Palo Alto: Science and Behavior Books.

Satir, V. (1983). *Conjoint Family Therapy*. (3rd ed.) . Palo Alto: Science and Behavior Books.

Satir, V. (1972). *Peoplemaking*. Palo Alto: Science and Behavior Books.

Napier, A.Y. & Whitaker, C. (1978). *The Family Crucible*. New York: Harper & Row.

Whitaker, C.A. & Keith, D.V. (1981). *Dancing with the Family: A Symbolic Experiential Approach*. New York: Brunner Mazel.

Papp, P. (1976). Family Choreography. In P. J. Guerin (Ed.), *Family Therapy: Theory & Practice*. New York: Gardner Press.

Narrative Family Therapy

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