

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

Course Number:	SW 393R3	Instructor:	M. Peterson Armour, Ph.D.
Unique Number:	a: 66105 b: 66125	E-mail:	marmour@mail.utexas.edu
Semester:	Fall 2006	Phone:	471 3197
Meeting Time:	a: 11:30-2:30 b: 5:30-8:30	Office Room:	3.122C
Meeting Place:	2.118	Office Hours:	Thursday: 9:00-11:00 2:30-5:30 By appointment

**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. Five 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. (2007). *Essentials of Family Therapy*. Third edition. Boston: Allyn & Bacon. Format: Paper, 376 pp ISBN: 0-205-49615-6

Lawson, D.M. & Prevatt, F.F. (Eds.) (1999). *Casebook in Family Therapy*. Belmont, CA: Brooks/Cole ISBN 0-534-34415-1

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 issue that occurred in their family of origin in the past. Each student will construct a three-generational genogram that depicts the family relationships **at the time the issue occurred** 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) Use the issue as a “presenting problem” and conduct an hour-long Bowen-type interview on paper with yourself as an adult in present time. 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. It should include the therapist’s explanation of the Bowen concepts and how the concepts are working in your family (see example above about **triangulation** which is a Bowen concept). The interview should include therapy assignments. The assignments can be to 1) observe the dynamics of your family system, 2) gather additional information about your family, and/or 3) interact with family members by taking “I” positions to facilitate the 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, telephone number or address 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 (15-20 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:

- i. 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 readings and lecture from Week 1 to do part A of the assignment.
- ii. Tenets and constructs of the family therapy model.
- iii. Assessment of the role play family using the tenets and constructs of the model.
- iv. Description of the interventions associated with the family therapy model that you used during the session. Include the rationale for using each intervention and assess its impact on the family or family member with supporting documentation.
- v. 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.

Use citations to relevant literature in this assignment. Include a bibliography that includes the sources you cited and the sources you read for this assignment at the end of your paper. Star the sources you cited in your paper. Annotate the sources for 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, 5<sup>th</sup> edition. The paper should be written in the third person, i.e. use the term ‘the therapist’ or ‘the practitioner’ rather than ‘I’.

This paper is due the week after the role play with the following exceptions.

- i. Papers on the Bowen family model will be due on 9/28.
- ii. Papers on the Strategic family model will be due on 10/12
- iii. Papers on the Narrative family model will be due on 12/14

**150 points maximum**

**3. In-class exams.**

There will be four 45-minute in-class exams and one take-home exam. Each exam will focus on a different family therapy model. Students will be given a fact situation and asked to answer three questions. The first question will be about the tenets of the model. The other two questions will ask the student to do written exercises that apply theory about the model to the fact situation.

**20 points per exam = 100 points maximum**

**VI. COURSE GRADING CRITERIA**

Family of Origin Paper	50 points
Role play & Family Therapy Paper	150 points
<u>Family Therapy Model Exams (5)</u>	<u>100 points</u>
<b>TOTAL</b>	<b>300 points</b>

**GRADING SCALE**

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

300-282 points	=	A
281-270 points	=	A-
269-261 points	=	B +
260-252 points	=	B
251-240 points	=	B-
239-231 points	=	C+
230-222 points	=	C
221-210 points	=	C-
209-201 points	=	D+
200-192 points	=	D
191-180 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**

Bowen Family of Origin Paper Due: September 21, 2006  
Extra Class: October 8, 2006

## **VII. 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 or is more than ½ hour late, 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.

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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)

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

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

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

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

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All students must complete the required readings. Students are expected to read and become familiar with the literature listed in the bibliography under their 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.

### Course Schedule

<b>INTRODUCTION</b>		
<b>Date</b>	<b>Description</b>	<b>Text/Readings</b>
August 31	Overview & Introduction Class Organization Family Assessment	Franklin & Jordan: “Rapid Assessment in Family Practice” McGoldrick: “History , Genogram, & the Family Life Cycle” Falicov: “The Latino Family Life Cycle” Johnson & Colucci: “Lesbians, Gay Men & the Family Life Cycle” Lerner: “Interactions Between the Therapist’s and Client’s Life Cycle Stages” Struening,: “What are Families For?”
<b>BOWEN FAMILY SYSTEMS MODEL</b>		
September 7	<b>Bowen Family Systems Model</b> Lecture:  Video: “Constructing the Multigenerational Family Genogram	<b>Required:</b> Nichols & Schwartz: pp. 81-101 Falicov: “The Cultural Meaning of Family Triangles” McGoldrick & Carter: “Advances in Coaching” Moore Hines: “Intergenerational Relationships Across Cultures” McGoldrick: Genograms
September 14	Role Play: Young Adult & Differentiation  Theory Integration Process Group	
<b>STRATEGIC &amp; SOLUTION FOCUSED MODELS</b>		
September 21	Bowen Exam  <b>Strategic &amp; Solution-Focused Models</b> Lecture  <i>Class Family of Origin Papers Due</i>	<b>Required:</b> Nichols & Schwartz: pp. 102-125, 212-232, 248-262 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”
September 28	Video: “Over the Hump” <i>Bowen Papers Due</i>	
October 5	Role Play: Coupling  Theory Integration Group	

<b><i>STRUCTURAL FAMILY THERAPY</i></b>		
October 8	Strategic & Solution Focused Exam  <b>Structural Family Therapy</b> Lecture	<b>Required:</b> Nichols & Schwartz: pp. 126-146 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"
October 12	Video: "Tres Madres"  <i>Strategic/ Solution Focused Papers Due</i>	
October 19	Role Play: Young children  Theory Integration Group	
<b><i>EXISTENTIAL FAMILY THERAPY</i></b>		
October 26	Structural Family Therapy Exam  <b>Existential Family Therapy:</b> Lecture <i>Structural Family Therapy Papers Due</i>	<b>Required:</b> Nichols & Schwartz: pp. 147-166 Lawson & Prevatt: pp. 169-188 Roberto: "Symbolic Experiential Family Therapy" Andreas: "The True Genius of Virginia Satir" Luepnitz: "The Limitations of Humanism I"
November 2	Video: "Satir Therapy"	
November 9	Role Play: Adolescence  Theory Integration Group	
<b><i>NARRATIVE FAMILY THERAPY</i></b>		
November 16	Existential Family Therapy Exam  <b>Narrative Family Therapy:</b> Lecture <i>Existential Family Therapy Papers Due</i>	<b>Required:</b> Nichols & Schwartz: pp. 263-277 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"
November 30	Video (African American family)	
December 7	Role Play: Later Stages (Aging)  Theory Integration Group	
December 14	Narrative Family Therapy Exam due <i>Narrative Family Therapy Papers due</i>	

## 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.
- 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.

### Directions for Books:

Books are on reserve at the Perry- Casteñada Library.

### Directions for Book Chapters:

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.

### Directions for Journal Articles:

Journal articles can be retrieved from the journals directly. Some of the journals are in the LRC and some are at PCL. Some of the journals articles are available on the web.

## **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

### **Existential Family Therapy**

Simon, R. (1989). Reaching out to life: An interview with Virginia Satir. *The Family Therapy Networker* 13(1): 36-43. (this article is on reserve in the LRC)

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*. (3<sup>rd</sup> 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**

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*. Washington, D.C.: American Psychological Association.

Weingarten, K. (1998). The Small and the Ordinary: The Daily Practice of a Postmodern Narrative Therapy. *Family Process* 37 (1):3-15

Weingarten, K. (1991). The discourses of intimacy: Adding a social constructionist and feminist view. *Family Process* 30: 285-305.

Luepnitz, D. (1992). Nothing in Common but Their First Names: The Case of Foucault and White. *Journal of Family Therapy* 14: 281-284.

Dickerson, V.C. & Zimmerman, J. (1992). Families with Adolescents: Escaping Problem Lifestyles. *Family Process* 31: 341-353.

Freedman, J. & Combs, G. (1996). *Narrative Therapy: The Social Construction of Preferred Realities*. New York: Norton.

White, M. (1995). *Re-authoring Lives: Interviews and Essays*. Adelaide, Australia: Dulwich Centre Publications.

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