

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

Course Number:	SW 393R3	Instructor:	M. Peterson Armour, Ph.D.
Unique Number:	66400	E-mail:	marmour@mail.utexas.edu
Semester:	Fall 2007	Phone:	471 3197
Meeting Time:	11:30-2:30	Office Room:	3.122C
Meeting Place:	2.130	Office Hours:	Thursday: 9:30-11:00 By appointment

THEORIES AND METHODS OF FAMILY INTERVENTION

1. COURSE DESCRIPTION

This course is designed to provide students with a comprehensive understanding of 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. The course is grounded in best practices and the identification, analysis, and implementation of empirically based intervention strategies. This course will focus on using multiple perspectives in the advanced application of theories, models, and skills utilized in short- and longer-term family interventions.

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. Select theories, models, and interventions and then critically evaluate and analyze these approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; and (c) the value and ethical issues, including the student's own value system;

5. Apply 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;
7. Implement and evaluate the effectiveness of family interventions.

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 and Museums, click University Libraries, under Quick Links, click Access Electronic Reserves, click Student Access to Electronic Reserves Course Pages, click Course Reserve Pages by Instructor, find Marilyn Armour on the drop-down menu under Instructor, click on my name, click on this course for 2007. 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.

Formatting: Papers must be printed on white paper in black ink. Papers must be stapled. Each page must be numbered at the bottom. You must use 1.25” margins all around. Papers should be double spaced in Times New Roman or Times 12-point font. Failure to properly format your paper will result in a penalty of up to 10 points off your grade for a paper. Spelling and grammar errors will also result in a reduction of your grade. Do not rely on software to correct all your errors, as it will not catch them all.

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 a code instead of your name on the paper. For the code, put the last letter of your first name, the day of your birth (01-31), the first letter of our mother's maiden name, and the first letter of the city where you were born. 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 this part 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 or parts of the model and 2) use of this model with specific populations.
- vi. Bibliography of references cited in your paper.
- vii. Single page summaries of sources read on the model (from pages 13-19) and cited in paper. Do NOT include assigned reading for the entire class.

Students are expected to use citations from the literature on the model that is assigned for the whole class and at the end of the syllabus (pages 13-19) for parts

ii and iii. Students are expected to use citations from the literature they find themselves for part v (assessment). Include a bibliography of the sources you cited. No more than three references may be web sites. Include at least five 1-page summaries of the non web-based sources you used after the bibliography. The paper is double-spaced and should adhere to APA style, 5th edition (citations, references, headings, etc.). 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 9/27.
- ii. Papers on the Narrative family model will be due on 12/11.

150 points maximum

3. In-class exams.

There will be four in-class exams and one take-home exam. Each exam will focus on a different family therapy model. Each in-class exam will consist of 5 questions. Students will receive credit (5 pts per question) for 4 correct answers. Exams will be true/false, multiple choice or short answer. Exams will focus on the assigned class readings.

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>
TOTAL	300 points

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 20, 2007
 Extra Class: November 4th, 2007

VII. CLASS POLICIES

1. As students enter the UT School of Social Work, they are simultaneously entering a profession that has a set of ethical responsibilities and values that all social workers must follow. Students are held to the NASW ethical mandates and UT SSW Standards for Social Work Education as outlined in the Student Handbook.
2. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. 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 contact the professor and negotiate another due date at least 24 hours PRIOR to the regularly scheduled date. Students are responsible for the material in the assigned readings whether or not the material is covered in class.
3. Students are permitted one excused absence. A student is considered absent if they arrive more than 15 minutes late to class, leave early or are do not come to class without medical documentation. Any other absences will result in a reduction by one letter grade. 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.
2. Students are expected to complete all assignments regardless of whether or not they earn an assigned grade. Students who do not complete all assignments will receive an incomplete at the end of the semester.
3. Students may not use laptop computers or other electronic equipment, e.g. cell phone, text messaging, in class. 'Ear buds' are also not allowed. Communication devices will be turned or placed in 'silent' mode while in class.
4. 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.

5. Social work practitioners are assertive and function as team members. Therefore, constructive 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. Students are also expected to provide the feedback in time for the instructor to make changes that will benefit them. If students have concerns about the instructor, the course, or the classroom environment, students are expected to communicate their concerns directly and constructively to the instructor first.
6. Students are expected to behave professionally in the classroom and to treat the instructor, their peers, and guests with respect. A student who behaves unprofessionally or disrespectfully will receive, verbally and in writing, a Level 1 review. The instructor will also take whatever action she deems necessary to advance the learning environment of that class period. The continuation of unprofessional or disrespectful behavior may result in permanent suspension from the class and/or a grade of F for the class. Some examples of unprofessional and disrespectful behavior include talking over others, whispering to others when the instructor or other students are speaking, or making derogatory gestures or comments. Some examples of overt acts include sneers, rolling of the eyes, excluding class members from team classroom tasks, etc.
7. 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.
9. 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.
10. Special Accommodations 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.
11. 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.
12. 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.
13. 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.

The instructor may send e-mail to members of the class (as a group) about assignments or to answer questions. If e-mail is sent to you and other class members, your name and e-mail address could 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?

All students must complete the required readings. In addition, 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 (pages 18-19).

Course Schedule

<i>INTRODUCTION</i>		
Date	Description	Text/Readings
August 30	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?”
<i>BOWEN FAMILY SYSTEMS MODEL</i>		
September 6	Bowen Family Systems Model Lecture: Video: “Constructing the Multigenerational Family Genogram	Required: 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 13	Role Play: Young Adult & Differentiation Theory Integration Process Group	
<i>STRATEGIC & SOLUTION FOCUSED MODELS</i>		
September 20	Bowen Exam Strategic & Solution-Focused Models Lecture <i>Class Family of Origin Papers Due</i>	Required: 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 27	Video: “Over the Hump” <i>Bowen Papers Due</i>	
October 4	Role Play: Coupling Theory Integration Group	

<i>STRUCTURAL FAMILY THERAPY</i>		
October 11	Strategic & Solution Focused Exam Structural Family Therapy Lecture	Required: 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" Almeida "Families as Subsystems"
October 18	Video: "Tres Madres" <i>Strategic/ Solution Focused Papers Due</i>	
October 25	Role Play: Young children Theory Integration Group	
<i>EXISTENTIAL FAMILY THERAPY</i>		
November 1	Structural Family Therapy Exam Existential Family Therapy: Lecture <i>Structural Family Therapy Papers Due</i>	Required: 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 4	Video: "Satir Therapy"	
November 8	Role Play: Adolescence Theory Integration Group	
<i>NARRATIVE FAMILY THERAPY</i>		
November 15	Existential Family Therapy Exam Narrative Family Therapy: Lecture <i>Existential Family Therapy Papers Due</i>	Required: 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 29	Video (African American family)	
December 6	Role Play: Later Stages (Aging) Theory Integration Group	
December 12	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.
- Almeida, R. (2007). Families as Subsystems. In R. Almeida, K. Doplan-Del Vecchio & L. Parker, *Transformative Family Therapy: Just Families in a Just Society*, pp. 76-95. Boston, MA: Pearson.
- 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. Luster mann, & 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

Guerin, P. (1976). *Family Therapy: Theory and Practice*. New York: Gardner Press. [RC 488.5 F35](#) 3 copies

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.

Lerner, H. G. (1993). *The Dance of Deception: Pretending and Truth-Telling in Women's Lives*. New York [HQ 1206 L445 1993](#)

Papero, D.V. (1990). *Bowen Family Systems Theory*. New York: Allyn & Bacon. [RC 488.5 P35 1990](#)

Kerr, M.E. (1988). *Family Evaluation: An Approach Based on Bowen Theory*. New York: Norton. [RC 488.5 K48 1988](#) –3 copies

Bowen, M. (1978). *Family Therapy in Clinical Practice*. New York: J. Aronson. [RC 488.5 B67](#) 3 copies

Titelman, P. (Ed.) (1998). *Clinical Applications of Bowen Family Systems Theory*. New York: Haworth Press. [RC 488.5 C583 1998](#)

Hall, M.C. (1981). *The Bowen family theory and its uses*. New York: J. Aronson. [HQ 728 H344](#)

Titelman, P. (Ed.) (2003). *Emotional Cutoff: Bowen Family Systems Theory Perspectives*. New York: Haworth Press. [RC 488.5 E47 2003](#)

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 [RC 495 H34](#) 2 copies (1973), [RC 495 H34](#) 1986 1 copy (1986).

Haley, J. (1963). *Strategies of Psychotherapy*. New York: Grune & Stratton. [615.851 H137S](#) 4 copies.

Macdonald, A.J. (2007). *Solution Focused Therapy: Theory, Research & Practice*. British Isles: Sage. [RC 489 S65 M33 2007](#)

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.

De Shazer, S. (2007). *More Than Miracles: The State of the Art of Solution-Focused Brief Therapy*. New York: Haworth Press. [LB 1027.5 S4862 2005](#)

Dolan, Y. (1991). Resolving Sexual Abuse: Solution-Focused Therapy and Ericksonian Hypnosis for Adult Survivors. New York: Norton. [RC 569.5 A28 D65 1991](#)

O'Hanlon, W. H. (1999). *Evolving Possibilities: Selected Papers of Bill O'Hanlon*. Philadelphia, PA. [RC 480 O366 1999](#)

O'Hanlon, W.H. (1999). *Solution-oriented Therapy for Chronic and Severe Mental Illness*. New York. [RC 480.53 R69 2003](#)

O'Hanlon, W. H. (1989). *In Search of Solutions : A New Direction in Psychotherapy*. New York [RC 489 P68 O33 1989](#) 2 copies

O'Hanlon, W. H. (1987). *Taproots : Underlying Principles of Milton Erickson's Therapy and Hypnosis*. New York. [RC 495 O35 1987](#)

O'Hanlon, W. H. (1993). *A Brief Guide to Brief Therapy*. New York [RC 480.55 C33 1993](#)

O'Hanlon, W. H. (1998). *Even From a Broken Web : Brief, Respectful Solution-Oriented Therapy for Sexual Abuse and Trauma*. New York. [RC 560 S44 O59 1998](#)

Berg, I. K. (1994). *Family Based Services : A Solution-Focused Approach*. New York : W.W. Norton. [HV 699 B47 1994](#)

DeShazer, S. (1988). *Clues: Investigating Solutions in Brief Therapy*. New York: Norton [RC 480.55 D38 1988](#) 2 copies.

DeShazer, S. (1985). *Keys to Solutions in Brief Therapy*. New York: Norton [RC 480.55 D4 1985](#)

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. [RC 489 S65 B47 2001](#)

Berg, I.K. (2000). *Building Solutions in Child Protective Services*. New York: Norton. [HV 741 B47 2000](#)

Kim, J. S (2006). Examining the Effectiveness of Solution-Focused Brief Therapy: A meta-analysis using random effects modeling. PH.D, Dissertation at UT. Available electronically
<http://catalog.lib.utexas.edu/search?/Xsolution+focused&searchscope=25&SORT=D/Xsolution+focused&searchscope=25&SORT=D&SUBKEY=solution%20focused/1%2C66%2C66%2CC/1856&FF=Xsolution+focused&searchscope=25&SORT=D&3%2C3%2C%2C1%2C0>

Lee, M.Y. (2003). *Solution-Focused Treatment of Domestic Violence Offenders: Accountability for Change*. New York : Oxford University Press, 2003 Available electronically--

Nelson, T.S. (2005). *Education and Training in Solution-Focused Brief Therapy*. New York: Haworth Press. [RC 489 S65 E36 2005](#)

Pichot, T. (2003). *Solution-Focused Brief Therapy: Its Effective Use in Agency Settings*. New York: Haworth Press. [RC 489 S65 P53 2003](#)

O'Connell, B. & Palmer, S. (2003). *Handbook of Solution-Focused Therapy*. Thousand Oaks: Sage. [RC 489 S65 H365 2003](#)

Lipchik, E. (2002). *Beyond Technique in Solution-Focused Therapy: Working with Emotions and the Therapeutic Relationship*. New York: Guilford Press. [RC 489 S65 L565 2002](#)

Selekman, M.D (1997). *Solution-Focused Therapy with Children: Harnessing Family Strengths for Systemic Change*. New York: Guilford Press. [RJ 505 S64 S45 1997](#)
2 copies

Structural Family Therapy

Minuchin,S. (1974). *Families and Family Therapy*. Cambridge: Harvard University Press. [RC 488.5 M55](#) 3 copies

Minuchin, S. (2007). *Assessing Families and Couples: From Symptom to System*. Boston: Pearson Allyn & Bacon. [RC 488.5 M54 2007](#)

Minuchin. S. (1967). *Families of the Slums; An Exploration of Their Structure and Treatment* . New York,;Basic Books. [RC 488.5 F3](#) 2 copies

Minuchin, P., Colapinto, J. & Minuchin, S. (2007). *Working With Families of the Poor*. New York: Guilford Press. [HV 697 M55 2007](#)

Minuchin, S. & Fishman, H.C. (1981). *Family Therapy Techniques*. Cambridge, MA: Harvard University Press. [RC 488.5 M56](#) 2 copies

Minuchin, S. (1986). *Family Kaleidoscope*. Cambridge, MA: Harvard University Press. [RC 488.5 M557 1984](#)

Minuchin, S. (2006). *Mastering Family Therapy: Journeys of Growth and Transformation*. Hoboken, NJ: J. Wiley. [RC 488 M56 2006](#)

Minuchin, S., Rosman, B.I., & Baker, I., (1978). *Psychosomatic Families: Anorexia Nervosa in Context*. Cambridge, MA: Harvard University Press. [RC 552 A5 M56](#)

Fishman, C.H. & Rosman, B. (1986). *Evolving Models for Family Change: A Volume in Honor of Salvatore Minuchin*. New York: Guilford. [RC 488.5 E96 1986](#)

Umbarger, C. (1983). *Structural Family Therapy*. New York: Grune & Stratton. [RC 488.5 U49 1983](#)

Greenan, D.E. & Tunnell, G. (2003). *Couple Therapy With Gay Men*. New York: Guilford. [RC 558 G745 2003](#)

Fishman, C. (2004). *Enduring Change in Eating Disorders: Interventions with Long Term Results*. Available electronically.

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,

Walsh, J.E. (2003). *Does Structural Family Therapy Really Change the Family? An Examination of Process Variables*. Available electronically.

Existential Family Therapy (also called Experiential, Humanistic, & Emotion-Focused)

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. [RC 488.5 H33](#)

Satir, V. & Baldwin, M. (1983). *Satir Step by Step: A Guide to Creating Change in Families*. Palo Alto: Science and Behavior Books. [RC 488.5 S245 1983](#)

Satir, V. (1983). *Conjoint Family Therapy*. (3rd ed.) . Palo Alto: Science and Behavior Books. (1964) [RC 488 S2 1983](#) 2 copies (1967) [RC 488.5 S2 1967](#)

Satir, V. (1972). *Peoplemaking*. Palo Alto: Science and Behavior Books. [HQ 734 S266](#) 3 copies.

Satir, V. (1976). *Helping Families to Change*. New York: J. Aronson. [RC 488.5 S23](#) 2 copies.

Bandler, R, Grinder, J & Satir, V. (1976). *Changing With Families: A Book About Further Education for Being Human*. Palo Alto, CA: Science & Behavioral Books. [RC 488.5 C5](#) V.1

Napier, A.Y. & Whitaker, C. (1978). *The Family Crucible*. New York: Harper & Row. [RC 488.5 N36 1978](#) 2 copies

Keith, D.V & Prosky, P.S. (2003). *Family Therapy as an Alternative to Medication. An Appraisal of Pharmland*. New York: Brunner Routledge. [RC 488.5 F33424 2003](#)

Greenberg, L., Watson, J.C. & Lietaer, G. (Eds.) (1998). *Handbook of Experiential Psychotherapy*. New York: Guilford Press. [RC 489 E96 H36 1998](#)

Whitaker, C.A. (2004). *Dancing with the Family: A Symbolic Experiential Approach*. London: Brunner Routledge Available electronically.

Papp, P. (1976). Family Choreography. In P. J. Guerin (Ed.), *Family Therapy: Theory & Practice*. New York: Gardner Press. [RC 488.5 F35](#) 3 copies

Watson, J. (2007). *Case Studies in Emotion Focused Treatment of Depression: A Comparison of Good and Poor Outcome*. Washington D.C; American Psychological Association. [RC 537 W288 2007](#)

Greenberg, L. (2005). *Emotion-Focused Treatment for Depression*. Washington D.C; American Psychological Association. [RC 537 G723 2005](#)

Greenberg, L (1987) *Emotion in Psychotherapy: Affect, Cognition and the Process of Change*. New York: Guilford Press. [RC 480.5 G69 1987](#)

Greenberg, L. (1988). *Emotionally Focused Therapy for Couples*. New York: Guilford Press. [RC 488.5 G7 1988](#)

Johnson, S. M. & Greenberg, L. (Eds.) (1994). *The Heart of the Matter: Perspectives of Emotion in Marital Therapy*. New York: Brunner Mazel. [RC 488.5 H42 1994](#)

Greenberg, L. & Pinsof W. (1986). *The Psychotherapeutic Process: A Research Handbook*. New York: Guilford Press. [RC 480.5 P744 1986](#)

Cain, D.J. & Seeman, J. (2001). *Humanistic Psychotherapies: Handbook of Research and Practice*. Washington, D.C.: American Psychological Association. [RC 480.5 H83 2002](#)

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. [RC 488.5 I497 1995](#) 2 copies

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. [RC 489 S74 F74 1996](#)

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

White, M (2007). *Maps of Narrative Practice*. New York: W.W. Norton. [RC 489 S74 W45 2007](#)

Abels, P. (2001). *Understanding Narrative Therapy: A Guidebook for the Social Worker*. New York: Springer. [HV 41 A254 2001](#)

Angus, L.E. & McCleud, J. (2004). *The Handbook of Narrative and Psychotherapy: Practice, Theory and Research*. Thousand Oaks: Sage. [RC 489 S74 H36 2004](#)

Maisel, R., Epston, M. & Borden, A. (2004). *Biting the Hand that Starves You: Inspiring Resistance to Anorexia/Bulemia*. New York: W. W. Norton. [RC 552 E18 M325 2004](#)

White, M. & Epston, D. (1990). *Narrative Means to Therapeutic Ends*. New York: Norton. [RC 489 W75 W47 1990](#)

Freeman, J., Epston, D.& Lobivitz, D. (1997). *Playful Approaches to Serious Problems: Narrative Therapy With Children and Their Families*. New York: Norton. [RJ 505 S75 F74 1997](#)

Anderson, H. (2007). *Collaborative Therapy: Relationships and Conversations that Make a Difference*. New York: Routledge. [RC 480 C576 2007](#) and available electronically

White, M. & Epston, D. (1990). *If Problems Talked: Adventures in Narrative History*. New York: Guilford Press.

Roth, S.A. and Epston, D. (1996). Developing externalizing conversations: An introductory Exercise. *Journal of Systemic Therapies* 15: 5-12. (This article is on reserve in the LRC)

Anderson, H. (1997). *Conversation, Language, and Possibilities*. New York: Basic Books