

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

Course Number:	SW 393R3	Instructor:	M. Peterson Armour, Ph.D.
Unique Number:	63875	E-mail:	marmour@mail.utexas.edu
Semester:	Fall 2008	Phone:	471 3197
Meeting Time:	11:30-2:30	Office Room:	3.122C
Meeting Place:	2.122	Office Hours:	Monday: 3:30-5:30 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. (2008). *Essentials of Family Therapy*. Fourth edition. Boston: Allyn & Bacon. Format: Print ISBN-13: 978-0-205-59216-6

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 Blackboard under “Course Documents”.

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

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 exactly 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 an 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? 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. I expect you to do a detailed self-evaluation here and not just summarize broadly. *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 its emotional system so you can both use and monitor your family experience in your clinical practice.

Use a code instead of your name on the paper. For the code, put the last letter of your first name, the date of your birth (01-31), the first letter of your 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. The genogram will be graded for neatness and clarity. Do NOT use regular grey pencil.

50 points maximum

2. Role Play and Family Therapy Model Paper (18-20 pages excluding the five 1-page summaries):

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) (a) family beliefs, (b) organization, and (c) 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 4-part description and analysis.
- ii. Tenets and constructs of the family therapy model. THIS PART OF THE ASSIGNMENT CAN BE DONE AHEAD
- 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 a) research and empirical support for the clinical effectiveness of this model or parts of the model and b) use of this model with specific populations. THIS PART OF THE ASSIGNMENT CAN BE DONE AHEAD
- vi. Bibliography of references cited in your paper.
- vii. Single page summaries of sources read on the model (from pages 15-21) and cited in paper. Do NOT include the assigned reading

for the entire class. THIS PART OF THE ASSIGNMENT CAN BE DONE AHEAD.

Students are expected to read the appropriate chapter on the family life cycle stage listed in the class readings for each family therapy model on pages 11-12 under “*Experts only:*” Students are expected to include the material from the chapter in their analysis of the family life cycle stage for part i. The appropriate chapter is available in the LRC and on Blackboard under the weeks assigned to each family therapy model.

Students are expected to include citations/references from the literature on the model that is assigned for the whole class as well as citations/references from the literature listed at the end of the syllabus (pages 15-21) for parts ii and iii.

Literature on the assessment of the model is NOT included in the literature that is assigned for the whole class or in the literature listed at the end of the syllabus. Students are expected to use citations from literature they find themselves for part v (assessment related to research and empirical support and use of the model with specific populations). Include in the references all the sources you cited in part v.

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’.

If a student receives a C (113-116 points) or less on the role play paper, the student will have one week to redo the paper. The student’s final grade on the paper will be an average of the grades earned on the original and redone papers. No student will receive higher than a B as the final grade.

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 10/05/09
- ii. Papers on the Narrative family model will be due on 12/7/09 by 5:00 p.m. Papers can be left under my door at 3.122C or with Student Services. Send an email to me if the paper is left at Student Services so I can arrange to pick it up. If you want the paper returned, include a self addressed stamped envelope with your paper. Be sure there is adequate postage on the envelope. Otherwise you will need to wait and pick up the paper Spring semester.

150 points maximum

3. In-class exams.

There will be four in-class exams and one final take-home exam. Each exam will focus on a different family therapy model. Each in-class exam will consist of 4 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. Be sure you know the material well.

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: October 5, 2009

Bowen Role Play Paper due: October 5th

Strategic/Solution Focused Role Paper due: October 19th

Structural Role Play Paper due: November 7th

Extra Class: November 8, 2009

Existential/Experiential Role Play Paper due: November 16th

Narrative Role Play Paper due: December 7th

Final Exam due: TBD

VII. CLASS POLICIES

UT Policies

- 1. The University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
- 2. UT Professional Conduct in Class** The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Classroom Policy on Professional Conduct in Class: 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 covert acts include sneers, rolling of the eyes, excluding class members from team classroom tasks, etc.

- 3. UT Policy on Scholastic Dishonesty.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).
- 4. Documented Disability Statement**
Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the

semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit [http://www.utexas.edu/diversity/ddce/ssd/.Special Accomodations for Students with a Disability](http://www.utexas.edu/diversity/ddce/ssd/.SpecialAccomodationsforStudentswithaDisability).

5. Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

6. Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

7. 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 policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

8. Behavior Concerns Advice Line (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

9. Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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 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.
4. Students are expected to complete all assignments regardless of whether or not they earn an assigned grade. Students who do not complete all assignments fully will receive an incomplete at the end of the semester.
5. 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. Violation of this policy will result in the student
6. 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.
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.
8. 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.

9. 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.

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)

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 20-21).

Course Schedule

INTRODUCTION		
Date	Description	Text/Readings
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?"
BOWEN FAMILY SYSTEMS MODEL		
September 14	Bowen Family Systems Model Lecture: Video: "Constructing the Multigenerational Family Genogram"	Required: Nichols & Schwartz: pp. 85-107 Falicov: "The Cultural Meaning of Family Triangles" McGoldrick & Carter: "Advances in Coaching" Moore Hines: "Intergenerational Relationships Across Cultures" McGoldrick: Genograms
September 21	Role Play: Young Adult & Differentiation Theory Integration Process Group	<i>Experts only: "Becoming an Adult: Leaving Home & Staying Connected."</i>
STRATEGIC & SOLUTION FOCUSED MODELS		
September 28	Bowen Exam Strategic & Solution-Focused Models Lecture <u><i>Class Family of Origin Papers Due</i></u>	Required: Nichols & Schwartz: pp. 108-133, 261-283 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"
October 5	Video: "Over the Hump" <u><i>Bowen Papers Due</i></u>	<i>Experts only: "Becoming a Couple."</i>
October 12	Role Play: Coupling Theory Integration Group	

<i>STRUCTURAL FAMILY THERAPY</i>		
October 19	Strategic & Solution Focused Exam Structural Family Therapy Lecture <u><i>Strategic/ Solution Focused Papers Due</i></u> Video: “Tres Madres”	Required: Nichols & Schwartz: pp. 134-154, 225-231 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” <i>Experts only: “Becoming Parents: The Family with Young Children.”</i>
October 26	Role Play: Young children Theory Integration Group	
<i>EXISTENTIAL FAMILY THERAPY</i>		
November 2	Structural Family Therapy Exam Existential Family Therapy: Lecture <u><i>Structural Family Therapy Papers Due</i></u>	Required: Nichols & Schwartz: pp. 155-175 Lawson & Prevatt: pp. 169-188 Roberto: “Symbolic Experiential Family Therapy” Andreas: “The True Genius of Virginia Satir” Luepnitz: “The Limitations of Humanism I” <i>Experts only: “Transformation of the Family During Adolescence.”</i>
November 8	Video: “Satir Therapy”	
November 9	Role Play: Adolescence Theory Integration Group	
<i>NARRATIVE FAMILY THERAPY</i>		
November 16	Existential Family Therapy Exam Narrative Family Therapy: Lecture <u><i>Existential Family Therapy Papers Due</i></u>	Required: Nichols & Schwartz: pp. 284-301, 231=232 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” <i>Experts only: “Families in Later Life: Challenges & Opportunities.”</i>
November 23	Video (African American family)	
November 30	Role Play: Later Stages (Aging) Theory Integration Group	
December 5 December 7	Narrative Family Therapy Exam due <u><i>Narrative Family Therapy Papers due</i></u>	

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. Lustermann, & 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. Students must also read the appropriate chapter on the family life cycle stage listed in the class readings for each family therapy model on pages 11-12 under “*Experts:*”

Directions for Books:

Books are at the Perry-Casteñada Library on a 24-hour reserve.

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*] at Perry-Casteñada Library on a 24-hour reserve.

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 journal articles are available on the web.

Bowen Family Systems Model

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