

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

<b>Course Number:</b>	SW 390 R15	<b>Instructor's Name:</b>	Cynthia Franklin, PhD, LMSW-ACP, LMFT
<b>Unique Number:</b>	55755	<b>Office Number:</b>	SWB 3.130C
<b>Semester:</b>	Fall '94	<b>Office Phone:</b>	471-0533
<b>Meeting Time/Place:</b>	Wednesdays 9:00-12:00 SWB 2.122	<b>Office Hours:</b>	Mondays 4-5 pm, Wednesdays 12-1 pm, and by appointment

**THEORIES AND METHODS OF FAMILY INTERVENTION**

I. Standardized Course Description

This course is designed as a seminar for student's in the Children and Family concentration or for students desiring 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 (e.g., family preservation and psychoeducation) with a focus on intervention skills and techniques.

II. Standardized Course Objectives

By the end of the semester the student should be able to:

1. Compare various approaches to working with the family as a system, including understanding the impact of the ecological and social environments in which families live.
2. Enhance understanding of similarities and differences in theories and methods of several family interventions, including culture, ethnic diversity, and gender critiques of various models.
3. Integrate procedures and techniques of each family intervention model into the students own style of intervention.
4. Understand and integrate research information on effectiveness of different family interventions on problems frequently seen in practice such as chemical dependency, child maltreatment, and severe mental disorders such as schizophrenia.
5. Increase awareness of and sensitivity to families of different cultures, backgrounds, races, and lifestyles, including understanding adaptations in family intervention methods needed for use with culturally diverse families.
6. Become familiar with family assessment models and procedures including risk assessment and standardized assessment instruments.
7. Identify, operationalize, and develop priorities to address specific family problems.
8. Increase understanding of the importance of empirically-based practice.

III. Teaching Methods

This class provides opportunities for both theory and skill development. Family practice models will be presented through a combination of lectures, demonstrations of the practice interventions in each model, and discussions about skills.

IV. Required and Recommended Texts and Materials

Required

Becvar, D.S. & Becvar, R.J. (1993). *Family therapy: A systemic integration* (2nd ed.). Boston: Allyn & Bacon.

Brock, G.W. & Barnard, C.P. (1992). *Procedures in marriage and family therapy* (2nd Ed.). Boston: Allyn & Bacon.

Grotevant, H.D. & Carlson, C.I. (1989). *Family assessment: A guide to methods and measures*. New York: The Guilford Press.

Whittaker, J.K., Kinney, J., Tracy, E.M., & Booth, C. (1990). *Reaching high risk families: Intensive family preservation in human services*. New York: Aldine de Gruyter.

Recommended

Berg, I.K. (1994). *Family based services: A solution focused approach*. New York: Norton.

V. Course Requirements

The grade for the course will be based on the student's ability to demonstrate knowledge and skills in family assessment and intervention techniques. Class attendance, participation, and promptness in completing assignments will be included in the grade.

The Final Course Grade will be calculated as follows:

Group Demonstration of Intervention  
Literature Review of Intervention  
Skills Building Project

25%  
35%  
40%

Grading System:

90 - 100 = A  
80 - 89 = B  
70 - 79 = C  
60 - 69 = D  
Below 60 = F

***Group Demonstration of Techniques from Treatment Approach***

The class will divide into groups for preparation and presentation of experiential techniques from a treatment approach. The treatments to be selected from are: 1) Brief Systemic Models: MRI & Solution Focused, 2) Behavioral/Functional, 3) Psycho- Educational, 4) Structural, 5) Strategic/Milan, 6) Psychodynamic/family of origin approaches, and 7) Family Preservation,. Students will be assigned to groups. Each group will be responsible for demonstrating the treatment techniques for their approach to the class. The group's purpose is to model the specific intervention techniques. Be creative in your presentation. You may ask for audience participation or make use of audio-visual equipment. The use of an outline or handouts explaining or demonstrating the techniques is encouraged..

The presentation is expected to last approximately one hour and consist of an experiential modeling of the treatment techniques and skills for the approach.

As the group progresses in it's work on developing the presentation, at least one planning session must be held with the instructor. The group is responsible for scheduling this meeting. I suggest the group meet with me early in the development process, rather than late.

I will assume, that all members of each group are sharing the burden of the work equitably. If this is not the case, please notify me. All group members will be assigned the same grade for their presentation and so it should reflect equal responsibility on all members parts.

### ***Literature Review on Intervention***

Each skills group will be expected to develop a 20 - 25 page literature review on the approach in which they are modeling the techniques. The literature review should concentrate on three main areas: 1) Theoretical basis of the model, 2) Assessment procedures and treatment techniques used in the model and, 3) Research and empirical support for the model. A suggested outline for the literature review is given below.

- |      |  |             |
|------|--|-------------|
| I.   | Theoretical basis of the model<br>a) Theory<br>b) Key Constructs<br>c) Major Assumptions   | 4 - 6 pages |
| II.  | Procedures and techniques used in the model<br>a) Operationalize and specify assessment methods<br>b) Operationalize and specify behavior change procedures<br>c) Operationalize and specify techniques utilized   | 6 - 8 pages |
| III. | Research and Empirical support for the model<br>a) Research supporting theory and constructs of model.<br>Be specific and quote studies<br>b) Research supporting clinical effectiveness of the model. What research is available to support the efficacy of the model with families? What specific populations is the model most effective with? When should the model be applied to be most effective? Be specific, review and summarize studies of research effectiveness | 6 - 8 pages |

#### Considerations in writing your literature review

1. The literature review is to be a formal professional paper.
2. Write in the third person, avoid using I or we.
3. Rewrite a few times before considering your paper finished.
4. Proofread an correct final copy. Typos, grammar, etc., will be considered.
5. Adhere to APA Style.

### ***Skills Building Project: Select one***

#### **Options**

1. Conduct and write-up a family assessment with accompanying intervention plan (approximately 8 - 10 pages) based on one of your cases or a volunteer family. Students will be expected to formulate a multi-dimensional assessment of the family situation incorporating knowledge and skills gained from assigned readings and class lectures. The assessment should include copies of scored standardized assessment instruments as well as other assessment techniques. Submit also an audio or videotape of the assessment interview for extra credit.

2. Lead a skills training program for parents or families for at least 6 one and half to two hour sessions. Students may lead an Adlerian based program such as Systematic Training for Effective Parenting (STEP) or Training in Marital Enrichment (TIME) or a psychoeducational or behavioral skills training like is used with preservation and major mental disorders.. Students may also lead a parent training program based on cognitive behavioral theories such as WINNING or Gottman's communication training program. Students will master the content in these therapeutic programs and recruit at least three

participants who will attend the program. Summaries of the program sessions including the time, participants and review of the content and interaction of the program will be submitted to the instructor. Approximately 8-10 pages, Double-spaced, typed text. Two students may team up and do this assignment together.

3. Conduct and write-up a family risk assessment. Review five risk assessment instruments including an analysis of their content, development, validity, reliability, administration and clinical utility. Obtain and administer one of these measures with a volunteer family and write up the results in a report form. Include a relevant social history with the risk assessment analysis and make appropriate recommendations for family interventions. Approximately 10-12 pages.

4. Develop a set of intervention techniques for working with ethnic-minority families. Choose a ethnic-minority family group such as Mexican-American, Afro-American or Native American and develop an in-depth understanding of how to work with this cultural group. Include a culturally relevant developmental outline and a description of the basic characteristics of these families. Also include several techniques that may be used to gain rapport and to facilitate change in these families around child/adolescent presenting problems. Your understanding must expand beyond the stereotyped reviews of these individuals found in the sociological literature ( although you should become familiar with such typologies of characteristics) and expand to the real world of working with these clients. You need to talk with at least one service provider who works with this population and try to arrange to make behavioral observations of the group both in therapy sessions and in the community. You must submit a written paper with your developmental outline and techniques, approximately, 10-12 pages, Double-spaced, and typed. The paper must include references for where you gained this information (include both scholarly and community based references) and documentation that you did contact at least one service provider who works with these families.

5. Analyze a intervention transcript from a client in your practice or an observation from another social worker's practice. This must be a current and on-going client from field or another practice setting. Include a brief family history and presenting problem with the transcript. The intervention transcript should include word for word, actual dialogue from a session and reflect both what the family is saying and doing and what the social worker is saying and doing. However, this does not have to be a clinical case. Analyze and summarize the family dynamics going on in the session and the family intervention strategies. Case analysis should make use of structural and psycho-dynamic theories and should demonstrate that the student has a good understanding of the theory and techniques from these two approaches. A genogram structural diagram or standardized measures may be included. Analysis section should be 8-10 pages, Double-spaced, and typed. This does not include the brief history and transcript which should be handed in additionally but may be single-spaced.

6. You may create your own skills building assignment with approval of the instructor. The assignment however, must be as equally challenging as the ones listed here and must be pre-approved by the instructor.

**ALL PAPERS SHOULD BE TYPED, DOUBLE SPACED AND FOLLOWING THE APA (4TH ED.) FORMAT.**

VI. Class Policies

No late assignments will be accepted, except in extreme emergencies and then only with permission of the instructor. All late assignments will be assessed point penalties at a rate of 5 points a day. If you are in an emergency situation contact your instructor and receive a new due date. Academic dishonesty will be dealt with in accordance with the policies of the University.

VII. Course Schedule

Date	Description	Text / Readings
Aug. 31	Course Overview and Introduction	Course Syllabus
Sept. 7	The New Epistemology History and Antecedents of Family Therapy Models	<p>Required: Becvar &amp; Becvar, Ch. 1            "Two different world views" Ch. 2            "The historical perspective" Ch. 3            "The paradigmatic shift of systems theory" Ch. 4            "Therapeutic intervention and strategies" Chap. 15            "Pathologies of epistemology, cybernetics of cybernetics, and family therapy"</p> <p>LRC: Ault-Richie "A feminist critique of five schools of family therapy"</p> <p>Cheal "Unity and difference in postmodern families"</p> <p>Sexton "Systemic thinking in a linear world: Issues in the application of interactional counseling"</p> <p>Walsh &amp; Scheinkman "(Fe)male: The hidden gender dimension in models of family therapy"</p> <p>Recommended:</p> <p>LRC: Hare-Mustin "The problem of gender in family therapy theory"</p> <p><i>Ho Family therapy with ethnic minorities</i></p>
Sept. 14	Brief Systemic Family Models: MRI and Solution-Focused	<p>Required:</p> <p>LRC: Segal, L. "Brief family therapy"</p> <p>O'Hanlon &amp; Weiner-Davis "The evolution of psychotherapy: From explanations and problems to solutions"</p> <p>O'Hanlon &amp; Weiner-Davis "Challenging assumptions: Furnishing premises for solution-oriented therapy"</p>



Sept. 21 Brief Systemic Family Models: Solution-Focused and Narrative

Required:

Text: Becvar & Becvar- Ch.13  
"Evolving therapeutic models"

LRC: Atwood & Ruiz "Social constructionist therapy with the elderly"

Dean "Constructivism: An approach to clinical practice"

Hare-Mustin "Discourses in the mirrored room: A postmodern analysis of therapy"

Hoffman "A reflexive stance for family therapy"

Madigan "The application of Michel Foucault's philosophy in the problem externalizing discourse of Michael White"

Neimeyer "An appraisal of constructivist psychotherapies"

Pardeck et al "Some implications of postmodernism for social work practice"

Pozatek "The problem of certainty: Clinical social work in the postmodern era"

Real "The therapeutic use of self in constructionist/ Systemic therapy"

Saleeby "Culture, theory, and narrative: the intersection of meanings in practice"

Speed "Reality exists O.K.? An argument against constructivism and social constructionism."

White "Negative explanation, restraint, and double description: A template for family therapy"

White & Epston-Ch. 1 "Story, knowledge, and power" Ch.2 "Externalizing of the problem" Ch.3 "A storied therapy"

Recommended:

LRC: Berg *Family based services: A solution focused approach*

Sept.28      Family Intervention: Behavioral/Functional Family Approaches

Required:

Text: Becvar & Becvar -Ch. 11  
"Behavioral approaches"

Brock & Barnard - Ch. 4  
"Therapy process procedures" ,  
Ch. 5 "Case management  
procedures" & Ch. 9  
"Implications for research"

LRC:McGoldrick et al "Ethnicity  
and women"

Recommended:

LRC: Jacobson & Addis "Research  
on couples and couple therapy:  
What do we know? Where are we  
going?"

Ridley et al "Cultural sensitivity  
in multicultural counseling: A  
perceptual schema model"

Shadish et al "Effects of family  
and marital psychotherapies: A  
meta-analysis"

Thyer *Behavioral family therapy*

Oct. 5      Family Intervention: Psychoeducational

Required:

Text: Brock & Barnard - Ch. 3  
"Teaching" & Ch.8 "Adjunctive  
procedures"

LRC: Dinkmeyer & Dinkmeyer  
"Adlerian family therapy"

Greene et al "A family therapy  
model for working with persons  
with AIDS"

Imber-Black "Women's  
relationships with larger systems"

Johnson "Biologically based  
deficit in the identified patient:  
Indications for psychoeducational  
strategies"

Miller et al "Application of a  
family systems approach to  
working with people affected by  
HIV disease - two case studies"

Prest & Keller "Spirituality and  
family therapy: Spiritual beliefs,  
myths, and metaphors"

Richardson et al "Working with  
older adults"

Simon et al "The family and  
schizophrenic: Toward a  
psychoeducational approach"

Stander et al "Spirituality,  
religion and family therapy:  
Competing or complimentary  
worlds?"

Verwaaijen & Van Acker "Family  
treatment for adolescents at risk  
of placement I: Theory and  
treatment process"

Verwaaijen & Van Acker "Family  
treatment for adolescents at risk  
of placement II: Treatment  
process and outcome"

Oct. 12	Family Intervention: Structural Family Approaches	<p>Required:</p> <p>Text: Becvar &amp; Becvar-Ch. 8 "The structural approach"</p> <p>LRC: Doherty "Can male therapists empower women in therapy?"</p> <p>Goodrich "Women, power, and family therapy: What's wrong with this picture?"</p> <p>Hare-Mustin "Sex, lies, and headaches: The problem is power."</p> <p>Laird "Enactments of power through ritual"</p> <p>Webb-Watson "The sociology of power"</p>
Oct. 19	Catch up week	Finish all readings from before
Oct. 26	Family Intervention: Strategic/Milan Family Approaches	<p>Required:</p> <p>Text: Becvar &amp; Becvar -Ch. 10 "Strategic approaches"</p> <p>Slonim-Nevo &amp; Vosler "The use of single system design with systemic brief problem-solving therapy"</p> <p>Recommended:</p> <p>LRC: Ho <i>Family therapy with ethnic minorities</i></p> <p>Roth &amp; Murphy "Therapeutic work with lesbian clients: A systemic view"</p>

Nov. 2      Family Intervention: Family of  
                 Origin/Psychodynamic Approaches

Required:

Text: Becvar & Becvar-Ch. 6  
      "Psychodynamic approaches"

LRC: Haber " "Response-ability:  
      Therapist's 'I' and role"

      Knudson-Martin "The female  
      voice: Applications to Bowen's  
      family systems theory"

Recommended:

LRC: Kuehl "Child and family  
      therapy: A collaborative  
      approach"



Nov. 9 Family Intervention: Family Preservation Approaches

Required:

Text: Brock & Barnard-Ch 7 "In-home therapy procedures"

Whittaker et al Ch. 5 "Theories guiding home-based intensive family preservation." Ch. 3 "The homebuilders model."

LRC: Berry, M. "The assessment of risk of placement: Lessons from a family preservation program."

Berry, M. "An evaluation of family preservation services: Fitting agency services to family needs."

Tracy, E. M. & McDonell, J. R. "Home based work with families: The environmental context of family intervention."

Woods, L. J. "Home-based family therapy."

Recommended:

LRC: Berg *Family based services: A solution-focused approach*

Combrinck-Graham, ch. 17 "The family in the legal system: The family turned against itself" Ch. 18 "Children in placement: A place for family therapy"

Franklin, C., & Streeter, C. L. "Social support and psychoeducational interventions with middle class dropout youth."

Imber-Black "Women's relationships with larger systems"

McDonald, T., & Marks, J. "A review of risk factors assessed in child protective services."

Streeter, C. L., & Franklin, C. "Defining and measuring social support: Guidelines for social work practitioners."

Walters-Ch. 7 "Single-parent, female-headed households"

- Nov. 16      Family Assessment: A Framework and Techniques  
for Assessment. Behavioral Observation and  
Self-Report Measures
- Required:
- Text: Grotevant & Carlson-Ch. 1  
"Family assessment: Past,  
present, and future" Ch.2  
"Introduction to observational  
methods in family assessment"  
Ch.3 Family interaction coding  
schemes" Ch. 4 "Rating scales of  
family functioning" Ch. 5  
"Introduction to self-report  
measures in family assessment"  
Ch. 6 "Self-report measures of  
whole-family functioning" Ch. 7  
"Self-report measures of family  
stress and coping" Ch. 8 "Self-  
report measures of parent-child  
relationships"
- LRC: McPhatter, A.R. "Assessment  
revisited: Comprehensive  
approach to understanding family  
dynamics."
- Pacquin, G.W. & Bushon, R.J.  
"Family assessment treatment for  
novices."
- Recommended:
- LRC: Franklin et al "A computerized  
assessment model for brief, crisis-  
oriented youth services."
- Taynor et al "The Family  
Intervention Scale: Assessing  
treatment outcome"
- Nov. 23      Family Assessment: Techniques for Assessment.  
Self-Report Measures
- Required:
- Text: Grotevant & Carlson- Sec. IV  
"Abstracts of interaction coding  
schemes", Sec. V " Abstracts of  
rating scales", & Sec. VI  
"Abstracts of self-report  
questionnaires: Whole-family  
functioning"
- Nov. 30      Family Assessment: Writing An Assessment Report
- Required:
- Text: Grotevant & Carlson- Sec. VII  
"Abstracts of self-report  
questionnaires: Family stress and  
coping" & Sec. VIII "Abstracts of  
self-report questionnaires: Parent-  
child relationships"

Dec. 7    Wrap Up!!

Class Evaluation

**SKILLS PROJECT DUE!!!!**

VIII. Bibliography (see also recommended readings on culture, diversity and gender issues at end of syllabus)

- Atwood, J.D. & Ruiz, J. (1993). Social constructionist therapy with the elderly. *Journal of family psychotherapy*, 4 (1), 1-32.
- Ault-Riché, M. (1986). A feminist critique of five schools of family therapy. In J. C. Hansen & M. Ault-Riché *Women and family therapy* (pp.1-15). Rockville, MD: Aspen
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- Berg, I.K. (1994). *Family based services: A solution-focused approach*. New York: Norton.
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- Cheal, D. (1993). Unity and difference in postmodern families. *Journal of Family Issues* 14 (1), 5-19.
- Combrinck-Graham, L. (1989). *Children in family contexts: Perspectives on treatment*. New York: Guilford.
- Dean, R. G. (1993). Constructivism: An approach to clinical practice. *Smith College Studies in Social Work*, 63 (2), 127-146.
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- Doherty, W.J. (1991). Can male therapists empower women in therapy? In T.J. Goodrich (Ed.) *Women and power: Perspectives for family therapy* (pp. 151-165). New York: W.W. Norton.
- Franklin, C., Nowicki, J., Trapp, J., Schwab, A. J., & Petersen, J. (1993). A computerized assessment model for brief, crisis oriented youth services. In J. B. Rauch (Ed.) *Assessment: A sourcebook for social work practice* (pp. 323-342). Milwaukee: Family Service America.
- Franklin, C. & Streeter, C. (1992). Social support and psychoeducational interventions with middle class dropout youth. *Child and Adolescent Social Work Journal*, 9, 131-151.
- Goodrich, T.J. (1991). Women, power, and family therapy: What's wrong with this picture? In T.J. Goodrich (Ed.) *Women and power: Perspectives for family therapy* (pp. 3-35). New York: W.W. Norton.
- Greene, R.R., Kropf, N.P., & MacNair, N. (1994). A family therapy model for working with persons with AIDS. *Journal of Family Psychotherapy*, 5 (1), 1-20.
- Grotevant, H.D. & Carlson, C.I. (1989). *Family assessment: A guide to methods and measures*. New York: The Guilford Press.

- Haber, R. (1994). Response-ability: Therapists 'I' and role. *Journal of Family Therapy*, 16 (3), 269-284.
- Hare-Mustin, R.T. (1989). The problem of gender in family therapy theory. In M. McGoldrick, C.M. Anderson, & F. Walsh (Eds.) *Women in families: A framework for family therapy* (pp. 61-77). New York: W.W. Norton & Company, Inc.
- Hare-Mustin, R.T. (1991). Sex, lies, and headaches: The problem is power. In T.J. Goodrich (Ed.) *Women and power: Perspectives for family therapy* (pp. 63-85). New York: W.W. Norton.
- Hare-Mustin, R.T. (1994). Discourses in the mirrored room: A postmodern analysis of therapy. *Family Process*, 33 (March), 19-35.
- Ho, K. (1987). *Family therapy with ethnic minorities*. Newbury Park, CA: Sage.
- Hoffman, L. (1991). A reflexive stance for family therapy. *Journal of Strategic and Systemic Therapies*, 10 (3 & 4), 4-17.
- Imber-Black, E. (1989). Women's relationships with larger systems. In M. McGoldrick, C.M. Anderson, & F. Walsh (Eds.) *Women in families: A framework for family therapy* (pp. 335-353). New York: W.W. Norton & Company, Inc.
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- Johnson, H.C. (1987). Biologically based deficit in the identified patient: Indications for psychoeducational strategies. *Journal of Marital and Family Therapy*, 13 (4), 337-348.
- Knudson-Martin, C. (1994). The female voice: Applications to Bowen's family systems theory. *Journal of Marital and Family Therapy*, 20 (1), 35-46.
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- McDonald, T. & Marks, J. (1991). A review of risk factors assessed in child protective services. *Social Service Review*, 65 (1), 112-132.
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- O'Hanlon, W.H. & Weiner-Davis, M. (1989). Challenging assumptions: Furnishing premises for solution-orientated therapy. In W.H. O'Hanlon & M. Weiner-Davis *In search of solutions* (pp. 26-50). Needham Heights, MA: Allyn & Bacon.
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- Pozatek, E. (1994). The problem of certainty: Clinical social work in the postmodern era. *Social Work*, 39 (4), 396-404.
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- Richardson, C.A., Gilleard, C.J., Lieberman, S., & Peeler, R. (1994). Working with older adults. *Journal of Family Therapy*, 16 (3), 225-240.
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- 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. 289-332). New York: Guilford.
- Webb-Watson, L. (1991). The sociology of power. In T.J. Goodrich (Ed.) *Women and power: Perspectives for family therapy* (pp. 48-60). New York: W.W. Norton.
- White, M. (1986). Negative explanation, restraint, and double description: A template for family therapy. *Family Process*, 25 (2), 169-184.
- White, M. & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: W.W. Norton.
- Whittaker, J.K., Kinney, J., Tracy, E.M., & Booth, C. (1990). *Reaching high risk families: Intensive family preservation in human services*. New York: Aldine de Gruyter.
- Woods, L.J. (1988). Home-based family therapy. *Social Work*, 33 (3), 211-214.

Recommended Supplemental Readings on Culture, Diversity, and Gender Issues in Family Therapy

(students are expected to become acquainted with the ethnic-diversity and feminist critiques of family practice models)

- Aguilar, M., DiNitto, D. M. , Franklin, C. & Lopez-Pilkington, B. (1991). Mexican-American families: A psychoeducational approach to chemical dependency and codependency treatment. *Child & Adolescent Social Work Journal*, 8 (4), 309-326.
- Attneave, C. (1982) American Indians and Alaskan Native families: Emigrants in their own homeland. In M. McGoldrick, J. K. Pearce, & J. Giordano, (Eds.), *Ethnicity & family therapy* (pp. 55-83). New York: Guilford Press.
- Freeman, E. M. (1990). The Black family's lifecycle: Operationalizing a strengths perspective. In S. M. Logan, E. M. Freeman, & R. G. McRoy (Eds.), *Social work practice with black families* (pp. 55-72). New York: Longman.
- Freeman, E. M., (1990). Theoretical perspectives for practice with black families. In S. M. Logan, E. M. Freeman, & R. G. McRoy, *Social work practice with black families* (pp. 38-52). New York: Longman Inc.
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- Ho, K. (1987). *Family therapy with ethnic minorities*. Newbury Park, CA: Sage.
- LaFromboise, T. D., & Low, K. G. ( 1989). American Indian children and adolescents. In J. T. Gibbs, L. N. Huang and Associates (Eds.), *Children of color*, (pp. 114-147). San Francisco: Jossey-Bass.
- Linblad-Goldberg, M. (1989). Successful minority single parent families. In L. Combrinck-Graham, *Children in family contexts*. New York: Guilford.
- McRoy, R. G. (1990). A historical overview of black families. In S. M. Logan, E. M., Freeman, & R. G. McRoy (Eds.), *Social work practice with black families* (pp. 3-17). New York: Longman.
- Ramirez, O., (1989). Mexican-American children and adolescents. In J. T. Gibbs, L. N. Huang and Associates (Eds.), *Children of color* (pp. 224-250). San Francisco: Jossey-Bass.
- Spiegel, J. (1982) An ecological model of ethnic families. In M. McGoldrick, J. K. Pearce, & J. Giordano, (Eds.), *Ethnicity & family therapy* (pp. 134-163). New York: Guilford.
- Sue, S. (1988). Psychotherapeutic services for ethnic minorities. *American Psychologist*, 43 (4), 301-307.
- Sue, S., & Zane, N. (1987). The role of culture and cultural techniques in psychotherapy. *American Psychologist*, 42 (1), 37-45.
- Webb-Watson, L. (1989). Ethnicity: An epistemology of child rearing. In L. Combrinck-Graham, *Children in family contexts*. New York: Guilford.

### **Journals and Publications in Family Therapy**

Family Coordinator (until 1979) and then became  
Family Relations (published quarterly)

National Council on Family Relations  
1219 University Avenue, S.E.  
Minneapolis, MN 55414

Families in Society: (formerly Social Casework Journal)

Family Service of America  
11700 West Lake Park Drive  
Milwaukee, WI 53224

Family Process (published quarterly)

The Nathan W. Ackerman Family Institute  
149 East 78th Street  
New York, NY 10021

The Family Therapy Networker (published bi-monthly)  
A magazine for mental health professionals

Family Therapy Networker  
7703 13th Street, N.W.  
Washington, DC 20012

Focus on Chemically Dependent Families (published 6 times per year)

1721 Blount Road  
Suite #1  
Pompano Beach, Florida 33069

Journal of Family Counseling (until 1977) then  
International Journal of Family Counseling (published quarterly)

Transaction, Inc.  
Rutgers University  
New Brunswick, NJ 08903

Journal of Family Issues (published quarterly)

Sage Publications, Inc.  
275 South Beverly Drive  
Beverly Hills, CA 90212

Journal of Family Psychotherapy (published bi-monthly)

The Haworth Press, Inc.  
10 Alice Street  
Binghamton, NY 13904-1580

Journal of Family Social Work

Haworth Press  
Florida State University  
School of Social Work  
Tallahassee, FL

Journal of Marriage and the Family (published quarterly)

National Council on Family Relations  
1219 University Avenue, S.E.  
Minneapolis, MN 55414

Journal of Marriage and Family Counseling (until 1978) then Journal of Marital and Family Therapy (published quarterly)

AAMFT Journal Business Office  
1717 K Street N.W.  
Washington, DC 20006

Journal of Strategic and Systemic Therapy  
New York, Guilford Press

Topics in Family Psychology and Counseling

Aspen Publishers, Inc.  
200 Orchard Ridge Dr.  
Gaithersburg, MD 20878

Journal of Family Therapy  
Institute of Social and Applied Psychology  
University of Kent at Canterbury  
Kent, CT2 7CZ  
United Kingdom