

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

Course Number:	SW 390 R15	Instructor's Name:	Cynthia Franklin, Ph.D., LMSW-ACP, LMFT
Unique Number:	58330	Office Number:	SWB 3.130C
Semester:	Fall 1997	Office Phone:	471-0533 (UT) 260-2985 (H) CFranklin@mail.utexas.edu
Meeting Time/Place:	Thurs. 1 to 4 SWB 2.118	Office Hours:	Thursday 4-5 p.m., or by appointment

THEORIES AND METHODS OF FAMILY INTERVENTION

- I. Standardized Course Description
This course is designed as a seminar for students in the Children and Family Services 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 theoretical approaches to working with the family as a system, including understanding the impact of the ecological and social environments in which families live.
 2. Demonstrate understanding of similarities and differences among theories and their theoretical perspectives, value bases, and gender critiques.
 3. Integrate and demonstrate application of procedures, techniques, and methods of differing family intervention models.
 4. Understand and integrate research information on effectiveness of empirically-based practice for different family interventions on problems frequently seen in practice such as: chemical dependency, child maltreatment, and severe mental disorders.
 5. Demonstrate skill in applying knowledge concerning multi-level policies and their impact on interventions with families of diverse culture, socioeconomic background, race, sexual orientation, and ability.
- 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 Texts

Becvar, D. S., & Becvar, R. J. (1993). *Family therapy: A systemic integration* (3rd ed.). Boston: Allyn & Bacon.

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

Sawin, K. J., Harrigan, M., & Wood, P. (1994). *Measures of family functioning for research and practice*. New York: Springer.

Recommended

McGoldrick, M. et al. (Eds). (1996). *Ethnicity and family therapy*, 2nd edition. New York: Guilford.

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. There are three major assignments.

1. Group Demonstration of Techniques from Treatment Approach (25% of your grade). 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) Narrative and Social Construction, 2) Structural, 3) MRI / Strategic / Milan, 4) Behavioral/Functional, 5) Psycho- Educational, and 6) Family Preservation. The instructor will demonstrate solution-focused. 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 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.

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

2. Literature Review on Intervention (35% of your grade). Each skills group will be expected to develop a 20 to 25 page literature review on the approach in which they are modeling the techniques. The literature review should concentrate on three main areas: theoretical basis of the model, assessment procedures and treatment techniques used in the model and, research and

empirical support for the model. A suggested outline for the literature review is given below.

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

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 and correct final copy. Typos, grammar, etc. will be considered in the grade.
 5. Adhere to APA Style.
3. Skills Building Project: Select one:
1. Conduct and write up a family assessment with accompanying intervention plan (approximately 8 to 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. **Note:** If you do complete this assignment, you must plan ahead and read the materials from the assessment text ahead of schedule so that you will be prepared to use the measurement instruments as required.
 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 those 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 to 10 pages, double-spaced, typed text is required. 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 to 12 pages.
 4. Develop a set of intervention techniques for working with ethnic-minority families. Choose an ethnic-minority family group such as Mexican-American, African-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 to 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 an 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 psychodynamic 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 to 10 pages, double-spaced, and typed. This does not include the brief history and transcript, which should be handed in also, but may be single-spaced.
 6. You may create your own skills building assignment with approval of the instructor. The assignment must be equally challenging as the ones listed here and must be preapproved by the instructor.

ALL PAPERS SHOULD BE TYPED AND DOUBLE-SPACED AND FOLLOW THE APA (4TH ED.) FORMAT.

Course Grades

The final course grade will be calculated as follows:		Grading scale:
Group Demonstration of Intervention	25%	90 - 100 = A
Literature Review of Intervention	35%	80 - 89 = B
Skills Building Project	40%	70 - 79 = C
		60 - 69 = D
		Below 60 = F

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

Aug. 28 Course Overview and Introduction

Sept. 4 The New Epistemology; History and Antecedents of Family Therapy Models

Required

Becvar & Becvar, Chapters 1, 2, 3, 4, & 15

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

Cheal, D. (1993). Unity and difference in postmodern families. *Journal of Family Issues* 14 (1), 5-19.

Sexton, T.L. (1994). Systemic thinking in a linear world: Issues in the application of interactional counseling. *Journal of Counseling and Development*, 72, 249-258.

Walsh, F. & Scheinkman, M. (1989). (Fe)male: The hidden gender dimension in models of family therapy. In M. McGoldrick, C.M. Anderson, & F. Walsh (Eds.) *Women in families: A framework for family therapy* (pp. 16-41). New York: W.W. Norton & Company, Inc.

Recommended

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.

Ho, K. (1987). *Family therapy with ethnic minorities*. Newbury Park, CA: Sage.

Sept. 11 Current Family Therapy Models: Solution-Focused Brief Therapy

Required

Berg book: "A solution-focused approach"

Franklin, C., Corcoran, J., Streeter, C. L., & Nowicki, J. (1997). Using client self-anchored scales to measure outcomes in solution-focused therapy. *Journal of Systemic Therapies*, 16(3), 246-265.

O'Hanlon, W.H. & Weiner-Davis, M. (1989). The evolution of psychotherapy: From explanations and problems to solutions. In W.H. O'Hanlon & M. Weiner-Davis *In search of solutions* (pp. 10-25). Needham Heights, MA: Allyn & Bacon.

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.

Sept. 18 Current Family Therapy Models: Applications of Solution-Focused Therapy with Children

Required

Finish Berg book: "A solution-focused approach"

Sept. 25 Current Family Therapy Models: Narrative and Social Constructionism

Required

Becvar & Becvar, Chapter 13

Atwood, J.D. & Ruiz, J. (1993). Social constructionist therapy with the elderly. *Journal of family psychotherapy*, 4 (1), 1-32.

Dean, R. G. (1993). Constructivism: An approach to clinical practice. *Smith College Studies in Social Work*, 63 (2), 127-146.

Franklin, C. (1995). Expanding the vision of the social constructionist debates: Creating relevance for practitioners. *Families in Society*, 76 (7), 395-407.

Franklin, C. & Nurius, P. (1996) Constructivist therapy: New directions in social work practice. *Families in Society*, 77(6), 323-325.

Hare-Mustin, R.T. (1994). Discourses in the mirrored room: A postmodern analysis of therapy. *Family Process*, 33 (March), 19-35.

Hoffman, L. (1991). A reflexive stance for family therapy. *Journal of Strategic and Systemic Therapies*, 10 (3 & 4), 4-17.

Madigan, S.P. (1992). The application of Michel Foucault's philosophy in the problem externalizing discourse of Michael White. *Journal of Family Therapy*, 14 , 265-279.

Neimeyer, R. A. (1993). An appraisal of constructivist psychotherapies. *Journal of Consulting and Clinical Psychology*, 61 (2), 221-234.

Pardeck, J.T., Murphy, J.W., & Choi, J.M. (1994). Some implications of postmodernism for social work practice. *Social Work*, 39 (4), 343-346.

Pozatek, E. (1994). The problem of certainty: Clinical social work in the postmodern era. *Social Work*, 39 (4), 396-404.

Real, T. (1990). The therapeutic use of self in constructionist/systemic therapy. *Family Process*, 29 , 255-272.

Saleebey, D. (1994). Culture, theory, and narrative: The intersection of meanings in practice. *Social Work*, 39 (4), 351-361.

Speed, B. (1991). Reality exists O.K.? An argument against constructivism and social constructionism. *Family Therapy*, 13 , 395-409.

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. - CH. 1, 2, & 3

Oct. 2 Library Day!

Oct. 9 Family Models: Structural

Required

Becvar & Becvar, Ch. 8

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.

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.

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.

Laird, J. (1991). Enactments of power through ritual. In T.J. Goodrich (Ed.) *Women and power: Perspectives for family therapy* (pp. 123-147). New York: W.W. Norton.

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.

Oct. 16 Family Models: Strategic/Milan

Required

Becvar & Becvar, Ch. 10

Slonim-Nevo, V. & Vosler, N.R. (1991). The use of single-system design with systemic brief problem-solving therapy. *Families in Society*, 72 (1), 38-44.

Recommended

Roth, S. & Murphy, B. C. (1986). Therapeutic work with lesbian clients: A systemic therapy view. In J. C. Hansen & M. Ault-Riché *Women and family therapy* (pp.78-89). Rockville, MD: Aspen.

Ho, K. (1987). *Family therapy with ethnic minorities*. Newbury Park, CA: Sage.

Oct. 23 Family Intervention: Behavioral/Functional

Required

Becvar & Becvar, Chapter 11

McGoldrick, M., Garcia-Preto, N., Hines, P. M., & Lee, E. (1989). Ethnicity and women. In M. McGoldrick, C.M. Anderson, & F. Walsh (Eds.) *Women in families: A framework for family therapy* (pp. 169-199). New York: W.W. Norton & Company, Inc.

Recommended

Jacobson, N. S. & Addis, M. E. (1993). Research on couples and couples therapy: What do we know? Where are we going? *Journal of Consulting and Clinical Psychology*, 61 (1), 85-93.

Ridley, C.R., Mendoza, D.W., Kanitz, B.E., Angermeier, L. & Zenk, R. (1994). Cultural sensitivity in multicultural counseling: A perceptual schema model. *Journal of Counseling Psychology*, 41 (2), 125-136.

- Shadish, W.R. (1993). Effects of family and marital psychotherapies: A meta-analysis. *Journal of Consulting and Clinical Psychology, 61* (6), 992-1002.
- Thyer, B.A. (1989). *Behaviorial family therapy*. Springfield, Il: Charles C. Thomas.

Oct. 30 Family Intervention: Psychoeducational

Required

- Dinkmeyer, D., Sr., & Dinkmeyer, D., Jr. (1991). Adlerian family therapy. In A. Horne & L. Passmore (Eds.) *Family counseling and therapy* (pp. 383-402). Itasca, Il: Peacock.
- 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.
- 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.
- 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.
- Miller, R., Goldman, E., & Bor, R. (1994). Application of a family systems approach to working with people affected by HIV disease-two case studies. *Journal of Family Therapy, 16* (3), 295-312.
- Prest, L.A. & Keller, J.F. (1993). Spirituality and family therapy: Spiritual beliefs, myths, and metaphors. *Journal of Marital and Family Therapy, 19* (2), 137-148.
- Richardson, C.A., Gilleard, C.J., Lieberman, S., & Peeler, R. (1994). Working with older adults. *Journal of Family Therapy, 16* (3), 225-240.
- Simon, C., McNeil, J.S., Franklin, C., & Cooperman, A. (1991). The family and schizophrenia: Toward a psychoeducational approach. *Families in Society, 72* (6), 323-334.
- Stander, V., Piercy, F.P., MacKinnon, D., & Helmeke, K. (1994). Spirituality, religion and family therapy: Competing or complementary worlds? *The American Journal of Family Therapy, 22* (1), 27-41.
- Verwaaijen, A.A.G. & Van Acker, J.C.A. (1993). Family treatment for adolescents at risk of placement I: Theory and treatment process. *Family Therapy, 20* (2), 73-102.
- Verwaaijen, A.A.G. & Van Acker, J.C.A. (1993). Family treatment for adolescents at risk of placement II: Treatment process and outcome. *Family Therapy, 20* (2), 103-132.

Nov. 6 Family Intervention: Family Preservation

Required

- Berry, M. (1991). The assessment of imminence of risk of placement: Lessons from a family preservation program. *Children & Youth Services Review, 13*, 239-256.
- Berry, M. (1992). An evaluation of family preservation services: Fitting agency services to family needs. *Social Work, 37* (4), 314-321.
- Tracy, E.M. & McDonnell, J.R. (1991). Home based work with families: The environmental context of family intervention. *Journal of Independent Social Work, 5* (3/4), 93-108.
- Woods, L.J. (1988). Home-based family therapy. *Social Work, 33* (3), 211-214.

Recommended

- Franklin, C. & Streeter, C. (1992). Social support and psychoeducational interventions with middle class dropout youth. *Child and Adolescent Social Work Journal, 9*, 131-151.
- 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.

Itzkowitz, A. (1989). Children in placement: A place for family therapy. In L. Combrinck-Graham (Ed.) *Children in family contexts: Perspectives on treatment* (pp. 391-412). New York: The Guilford Press.

Mansheim, P. A. (1989). The family in the legal system: The family turned against itself. In L. Combrinck-Graham (Ed.) *Children in family contexts: Perspectives on treatment* (pp. 369-390). New York: The Guilford Press.

McDonald, T. & Marks, J. (1991). A review of risk factors assessed in child protective services. *Social Service Review*, 65 (1), 112-132.

Streeter, C.L. & Franklin, C. (1992). Defining and measuring social support: Guidelines for social work practitioners. *Research on Social Work Practice*, 2 (1), 81-98.

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.

Nov. 13 Family Assessment: A Framework and Techniques for Assessment, Behavioral Observations and Self-Report Measures

Required

Begin Sawin, Harrigan, & Wood book.

McPhatter, A. R. (1991). Assessment revisited: Comprehensive approach to understanding family dynamics. *Families in Society*, 72 (1), 11-22.

Olson, D. H. (1996). Clinical assessment and treatment interventions using the family circumplex model. In F. W. Kaslow (Ed.) *Handbook of relational diagnosis and dysfunctional family patterns* (pp. 59-80). New York: John Wiley & Sons, Inc.

Pacquín, G.W. & Bushon, R.J. (1991). Family treatment assessment for novices. *Families in Society*, 72 (6), 353-359.

Recommended

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 of America.

Taynor, J., Nelson, R.U., Daughtery, K. (1990). The Family Integration Scale: Assessing treatment outcome. *Families in Society*, 71 (4), 202-210.

Nov. 20 Family Assessment: Techniques for Assessment, Self-Report Measures

Required

Finish Sawin, Harrigan, & Wood book.

Dec. 4 Class Wrap-up! Class evaluation

SKILLS PROJECT DUE!!!!

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.
- Falicov, C. J. (1982). Mexican families. In M. McGoldrick, J. K. Pearce, & J. Giordano, (Eds.), *Ethnicity & family therapy* (pp. 134-163). New York: Guilford Press.
- 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 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