

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

<b>Course Number:</b>	SW 393R3	<b>Instructor's Name:</b>	Cynthia Franklin, Ph.D., LMSW-ACP, LMFT
<b>Unique Number:</b>	61205	<b>Office Number:</b>	SWB 3.130C
<b>Semester:</b>	Fall 2000	<b>Office Phone:</b>	471-0533 (UT) CFranklin@mail.utexas.edu
<b>Meeting Time/Place:</b>	Monday 11:30- 2:30 SSW 2.112	<b>Office Hours:</b>	Mon. 3-4 or by appointment

**THEORIES AND METHODS OF FAMILY INTERVENTION**

I. Standardized Course Description

This course is designed as a seminar for students in the clinical concentration or for students desiring a basic understanding in models and methods of family intervention. The content will include 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. Safety Policy

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 also notify instructors regarding any safety concerns.

V. Required Texts

Franklin, C., & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.

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

Recommended Texts

Corcoran, J. (2000). *Evidence-Based Social Work Practice with Families: A Lifespan Approach*. New York: Springer.

VI. Course Requirements

The grade for the course will be based on the student's ability to demonstrate knowledge and methods from the major models of family therapy, and effective interventions for solving family problems. Class attendance, participation, and promptness in completing assignments will be considered when assigning the grade. There are two major assignments.

1. Group Demonstration of Techniques from Treatment Approach (15% 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 Marital/Functional.. 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 Family Therapy Model (35% of your grade). Each group representing the differing approaches 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.

Because this is a large paper the class is permitted to divide into groups and to submit one paper for that group. However, if a student chooses she/he may complete their own individual paper. **You are expected to go beyond the chapters in the family text. Do not cite other overview texts or chapters. DO NOT RELY ON THE FRANKLIN AND JORDAN TEXT. Go directly to the writings of the progenitors of the models and those trained by them, and to journal articles. You should concentrate on more recent literature. FOLLOW THE ABOVE OUTLINE.**

**FAMILY PRACTICE MODEL PAPER DUE WEEK FOLLOWING  
GROUP DEMONSTRATION. REFER TO SYLLABUS DATES.**

## 2. Intervention Manual for Problem Area (50% of your grade):

### **Intervention Manual for Problem Area**

Students will select a problem area that impacts couples or families (e.g., battering, adolescent depression, sexual dysfunction, suicide, kinship care, etc.) Using the “state of the art” family treatment literature and research on effective interventions for this problem area, students will develop a treatment manual that can guide their practice. A treatment guide or manual is a document that describes to a practitioner how to deliver an intervention. Treatment manuals are specific tools that one can consult in conducting clinical sessions with the client. A treatment manual should provide specific, behaviorally defined steps to follow in working with a client who has a particular problem. For example, how does the practitioner conduct the sessions with the client and what does the practitioner do and say in the sessions.

Students should look to the empirical/evidenced based literature to discover the most effective family treatments and to find guides for how to deliver these treatments. Students are encouraged to also seek out advice and help from community experts who are knowledgeable about how to intervene with a problem. If possible you may also observe a well researched, intervention being delivered in a community agency. When available you may draw from pre-existing treatment manuals.

### **IF YOU WISH YOU MAY CHOOSE A PARTNER TO HELP YOU WITH THE INTERVENTION MANUAL**

#### **Suggestions for Background Work Needed to Develop the Intervention Manual**

1. Obtain the empirical, research literature reviewing what are the most effective family interventions for working with your problem area. You can discover this easily by reading reviews of the empirical literature, meta-analysis and other critical analysis of family practices for solving the problem. Choose an intervention based on this analysis.
2. Search out available treatment manuals, case studies or other guides that provide specific details on how to deliver the family intervention in a clinical setting.
3. Outline stages or steps to follow in order to help the client.
4. Develop a detailed description for how to conduct one or more sessions of the intervention. Include both the processes or stages of the session as well as the major goals and techniques for the sessions.
5. When appropriate consult experts in this area who may guide you to pre-existing treatment manuals or clarify details of an intervention.

#### **Outline for Intervention Manual Paper**

- I. *Mini Problem Review.* In one or two pages summarize the importance of the problem area. Include references.
- II. *Research Support for Intervention.* In one or two pages summarize the empirical research supporting the use of your intervention. If there are few or little studies say so, and describe the intervention as being in a process of development or experimental stage. Include references.

III. *Present Your Intervention Manual* (12-15 PAGES)

- a. If applicable include detailed overview of stages of the intervention
- b. Include detailed descriptions of how sessions are conducted.
- c. Include examples of forms, exercises, and other aids used to facilitate change.  
Include sources on all forms typed on the forms.

IV. Include one or more case examples from literature to illustrate steps and processes of the intervention. This can be included as an appendix.

**INTERVENTION MANUAL PAPER DUE DECEMBER 4.**

Course Grades

The final course grade will be calculated as follows:

Group Demonstration of Intervention	15%
Paper for Family Practice Model	35%
Intervention Manual	50%

Grading scale:

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

VII. 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.

## VIII. Course Schedule

### Sept. 11      **Course Overview and Introduction**

### Sept. 18      **The New Epistemology; History and Antecedents of Family Therapy Models**

#### Required

Franklin & Jordan, Chapter 1, 14

Becvar & Becvar, Chapters 1 & 2

Ault-Riché, M. (1986). A feminist critique of five schools of family therapy. In M. Ault-Riché (Ed.), *Women and family therapy* (pp. 1-15). Rockville, MD: Aspen Systems

Freedman, J., & Combs, G. (1996). Shifting paradigms: From systems to stories. In J. Freedman & G. Combs (Eds.), *Narrative therapy: The social construction of preferred realities* (pp. 1-18). New York: Norton.

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.

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.

Spronck, W. E. E. C., & Compennolle, T. H. L. (1997). Systems theory and family therapy: From a critique on systems theory to a theory on systems change. *Contemporary Family Therapy*, 19(2), 147-176.

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.

### Sept. 25      **Current Family Therapy Models: Solution-Focused Brief Therapy**

#### Required

Franklin & Jordan Chapter 5

Dermer, S, Hemesath, C, & Russel, (1998). Feminist critique of solution-focused therapy. *The American Journal of Family therapy*, 10, 297-304.

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.

Fraser, J.S. Process, Problems, and solutions in brief therapy. *The Journal of Marital and Family Therapy*, 21 (3), 239-256.

Johnson, L.N. Nelson, T.S., & Allgood, S.M. (1998). Noticing pretreatment change and therapy outcome: An initial study. *American Journal of Family Therapy*, 26 2, 159-168.

Lee, (1997). A study of solution-focused brief family therapy. Outcomes and issues. *The American Journal of Family Therapy*, 25, 3-17.

Littrell, J.M., Malia, J.A, Vanderwood, M. ( 1995). Single session brief counseling in a high school. *Journal of Counseling and development*, 73 (4) 451-458.

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.

**Oct. 2            More Practice and Examples of Solution-Focused Therapy.  
Finish Above Readings**

**Oct. 9            Current Family Therapy Models: Narrative and Social Constructionism  
GROUP DEMONSTRATION OF MODEL**

Required

Franklin & Jordan, Chapter 6, 11

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

Atwood, J. D., & Donheiser, G. (1997). Me and my shadow: Therapy with sexually abused preadolescents. *Contemporary Family Therapy*, 19(2), 195-208.

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

Franklin & Jordan, Chapter 9

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.

Freedman, J., & Combs, G (1996). Opening space for new stories. In J. Freedman & G. Combs (Eds.), *Narrative therapy: The social construction of preferred realities* (pp. 42-76). New York: Norton.

Freedman, J., & Combs, G (1996). Story Development. In J. Freedman & G. Combs (Eds.), *Narrative therapy: The social construction of preferred realities* (pp. 77-112). New York: Norton.

Freedman, J., & Combs, G (1996). Questions. In J. Freedman & G. Combs (Eds.), *Narrative therapy: The social construction of preferred realities* (pp. 113-143). New York: Norton.

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.

Monk, G. (1997). How narrative therapy works. In G. Monk, J. Winslade, K. Crocket, & D. Epston (Eds.), *Narrative therapy in practice: The archeology of hope*. San Francisco: Josey-Bass.

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.

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.

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.

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.

Recommended

White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: W. W. Norton. Chapters 1, 2, and 3.

**Oct. 16**      **More Practice and Examples of Narrative Therapy.**  
**Finish Above Readings**  
**Narrative Group paper Due**

**Oct. 23**      **Family Models: Structural**  
**GROUP DEMONSTRATION OF MODEL**

Required

Franklin & Jordan Chapter 2

Chamberlain, P., & Rosicky, J. G. (1995). The effectiveness of family therapy in the treatment of adolescents with conduct disorders. *Journal of Marital and Family Therapy*, 21(4), 441-459.

Doherty, W. J. (1991). Can male therapists empower women in therapy? In T. J. Goodrich (Ed.) *Women and power: Perspectives for family therapy*. 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.

Santisteban, D.A., Coatsworth, J.D., Perez-Vidal, A., Mitrani, V., Jean-Gilles, M. & Szapocznik, J. (1997). Brief Structural/Strategic family therapy with African-American and Hispanic high risk youth. *Journal of Community Psychology*, 25 5 453-471.

Simon, G.M. (1995). A revisionist rendering of structural family therapy. *Journal of Marital and Family Therapy*, 21, 1, 17-26.

Szapocznik, J., et.al. (1989). Structural family versus psychodynamic child therapy for problematic hispanic boys. *Journal of Consulting and Clinical Psychology*, 57, 571-578.

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. 30**      **More Practice and Examples of Structural Family Therapy.**  
**Finish Above Readings**  
**Structural Paper Due**

**Nov. 6**      **Library Day!!!**

**Nov. 13**      **Family Models: Strategic/Milan**  
**GROUP DEMONSTRATION OF MODEL**

Required

Franklin & Jordan, Chapters, 3, 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.

Richeport-Haley, (1998). Ethnicity in family therapy: A comparison of brief strategic therapy and culture focused therapy. *26* 1, 77-90.

**Nov. 20**      **More Practice and Examples of Strategic/Milan Therapy.**  
**Finish Above Readings**  
**Strategic Milan Paper Due**

**Nov. 27**      **Family Intervention: Behavioral Marital/Functional**  
**GROUP DEMONSTRATION OF MODEL**

Required

Franklin & Jordan, 4, 12

Estrada, A. U., & Pinsof, W. M. (1995). The effectiveness of family therapies for selected behavioral disorders in childhood. *Journal of Marital and Family Therapy*, *21*(4), 403-440.

Jacobson, N. S., & Christensen, A. (1997). From change to acceptance. In *Integrative couple therapy* (pp. 1-21). Norton: New York.

Jacobson, N. S., & Christensen, A. (1997). Overview of Integrative couple therapy. In *Integrative couple therapy* (pp. 86-102). Norton: New York.

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.

Prince, S. E., & Jacobson, N. S. (1995). A review and evaluation of marital and family therapies for affective disorders. *Journal of Marital and Family Therapy*, *21*(4), 377-401.

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.

Shadish, W. R. (1993). Effects of family and marital psychotherapies: A meta-analysis. *Journal of Consulting and Clinical Psychology*, *61* (6), 992-1002.

Recommended

Franklin & Jordan, Chapter 7

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.

Goldstein, M. J., & Miklowitz, D. J. (1995). The effectiveness of psychoeducational family therapy in the treatment of schizophrenic disorders. *Journal of Marital and Family Therapy*, *21*(4), 361-376.

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.

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.

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.

**Dec. 4 Class Evaluation!!!**  
**More Practice and Examples of Behavioral Marital/Functional Therapy.**  
**Finish Above Readings**  
**Behavioral Marital and Functional Paper Due**

**INTERVENTION MANUALS 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.

## **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, FL 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