

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

Course Number:	SW 393R3	Instructor's Name:	Cynthia Franklin, Ph.D., LMSW-ACP, LMFT
Unique Number:	64695	Office Number:	SWB 3.130F
Semester:	Fall 2004	Phone/E-mail:	471-0533 (UT) Mobile 413-1946 CFranklin@mail.utexas.edu
Meeting Time/Place and Room:	Wednesdays, 2:30-5:30, Rm. 2.112	Office Hours:	Wednesday 10:30-11:30 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., structural 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 diverse families live;
3. Demonstrate understanding of similarities and differences among theories and critically assess their theoretical perspectives, value bases, and the role of gender in family dynamics;
4. Demonstrate understanding of similarities and differences among theories and their theoretical perspectives, value bases, and gender critiques;
5. 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;
6. Integrate and demonstrate application of procedures, techniques, and methods of different family intervention models;

7. Understand and integrate research information on effectiveness of evidence- based family interventions for problems frequently seen in practice such as: chemical dependency, child maltreatment, and severe mental disorders;
8. Understand and integrate research information of effectiveness of empirically based practice for different interventions on problems frequently seen in practice such as: chemical dependency, child maltreatment, and severe mental disorders;
9. Demonstrate skill in applying 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;
10. 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;
11. 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.

III. Teaching Methods

This class provides opportunities for both theory and skill development. Family practice models will be presented through a combination of lectures, web-based instruction, 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.

Corcoran, J. (2002). *Evidence-based social work practice with families, 2nd edition: A lifespan approach*. New York: Springer. (Strongly encouraged but not mandatory)

McGoldrick, M. , Giordano, J. & Pearce, J.K. (1996) *Ethnicity and family therapy*. New York: Guilford Press

Purchase textbooks at your favorite store or internet location.

Required Online Readings:

All Readings on BlackBoard.

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 three major assignments.

1. **Group Demonstration of Techniques from the practice Approach (20% 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) Structural—Minuchin & Aponte, Multisystemic-I suggest using the treatment manual from Patricia Chamberlin or Multisystemic Therapy or Minuchin. 2) MRI-Brief Therapy—Use the treatment manual from Jose Szaponki or Scott Sells Parenting with Love and Limits program 3) Behavioral Marital—Jacobson and Stuart—Use the treatment manual from Integrative Couples Therapy or John Gottman's marital therapy. 4) Narrative,, Post-modern and Social Construction—Use the treatment approaches of Michael White The instructor will demonstrate solution-focused and less the students want to do this one. 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 and paper on Family Therapy Model (**40% 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 evidenced-based 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 and processes
 - c) Operationalize and specify techniques utilized
 - III. Research and evidenced-based 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. Offer a critique of the research that exists.

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.

Rules of Conduct for Submitting the Paper as a Group Project

Because this is a large paper the class is permitted to divide into groups (4-5) and to submit one paper for that group. However, if a student chooses she/he may complete their own individual paper. If you do choose to work as a group you must submit a written summary of who did what sections of the paper and verify in this summary that each person contributed equally to the completion of the paper. If the instructor determines from that summary that an individual student did not contribute enough to the paper, that individual's grade may be marked down. Violations in the work ethic and equal contribution to the paper will not be tolerated for any reason. A student who works in a group who does not contribute equally may be asked to complete their own individual paper. You should immediately let the instructor know of any problems that occur with equal participation and that individual will automatically be disqualified from working with a group on the assignment.

Level of Effort Expected for Family 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, seminal researchers, and to journal articles. You should concentrate on more recent literature. FOLLOW THE ABOVE OUTLINE.

FAMILY PRACTICE MODEL PAPER DUE THE LAST DAY OF CLASS

3. ANALYSIS OF VIDEOS FROM MASTER THERAPISTS (40% of your grade for five videos)

View the Videos of the master therapists for each practice model:

- 1) Solution-focused demonstrated by Insoo Kim Berg
- 2) Structural Family therapy demonstrated by Aponte
- 3) Strategic/Structural demonstrated by Scott Sells
- 4) Behavioral Marital Therapy demonstrated by Jacobson
- 5) Narrative, Post-modern and Social Construction demonstrated by Michael White

There is one video for each practice model (except Solution-focused which has two videos) that serve as an opportunity to see a follow-up session with a client. You are only required, however, to analyze “Over the Hump II for Solution-Focused.”

For your convenience the videos have been posted on Blackboard. If you do not have a fast Internet connection you may check out a Video and watch it in the LRC or use the computers in the Computer LAB to watch the videos.

I do not mind if you watch the videos together. But, you may only work as an individual or in pairs when completing the video project. To assure learning and individual processing of the cases only one partner may participate in writing-up the assignment with you. If you work as a dyad, the self-reflexive parts of the video analysis form must be submitted as separate parts.

Video Assignment

Answer the questions and reflections on the video analysis form and turn in the answers by the due dates. The analysis of the master therapists style, technique and your analysis and personal reflections on the therapist’s work with clients is a major part of your grade (40%) Failure to turn in the video analysis by the due dates will result in a five point penalty for each day that the assignment comes in late. All Answers must be typed and follow the sequence of questions on the video analysis form below. For example, sequentially, list the questions and their numbers followed by the answer to the questions. You may submit the answers in electronic form on the day it is due or before that due date to cfranklin@mail.utexas.edu Put in your message line video form and name of the practice model to assure proper credit.

Video Analysis Due Dates:

October 27, Solution-focused, Structural, and Strategic

November 17, Behavioral Couples and Narrative/postmodern

Video Analysis Form (The form is posted on Blackboard)

Name of Video and Practice Model _____

Your Name _____

Questions

- 1) All family therapies in the systemic and cognitive-behavioral traditions seek to restructure meanings and beliefs of clients and also work to alter client interactions or use directed behavior change methods. Some models use change in meanings more than directed behavior change but all family therapies use these methods to different extents.
 - A) In what ways does the therapist in the video move to shift the meanings and beliefs of the clients. Cite two or more examples. Be specific and paraphrase relevant dialogue from the video to illustrate your examples.
 - B) In what ways does the therapist seek to restructure client interactions or direct the client to change their behavior? Cite two or more examples. Be specific and paraphrase relevant dialogue from the video to illustrate your examples.
 - C) How effective was the therapist's interventions into the meanings and directed behavior change? Were you convinced that these methods were working?
 - D) From your knowledge of the readings about this model what other strategies not used in the video might have worked with this client. Cite one example in detail.
- 2) Systemic family therapists work to stabilize, normalize, and create acceptance in clients as methods of solving the concerns of clients. Cite one or more examples in detail where you witnessed this strategy.
- 3) Family therapist work to stop, change or transform interpersonal and systemic patterns in a individual, couple or family system.
 - A) Specifically name and describe at least one of the dyadic, triadic, and/or systems patterns, including a discussion of themes focused on and the interventions used.
 - B) Do you think the interventions to change the patterns were successful? Yes or No and describe your reasoning for coming to this conclusion.
- 4) From your knowledge of the readings about this model, in the Franklin & Jordan text and class lectures, name and describe four or more family therapy techniques used by the therapist that is also described in the readings. Be specific and cite examples from the video.
- 5) It is important for family therapists to match personal style, language, and therapeutic techniques to families based on their race, ethnicity and personal belief systems.
 - A) From the McGoldrick readings how do you think race and ethnicity may have been impacting the rapport and success of the interventions with the client on the

- video? Do you think the therapist was aware of the race and ethnicity of the client and made acknowledged this area enough in their work with the clients?
- B) Cite two or more examples of how the therapist matched therapeutic interventions and style to the culture, ethnicity and belief systems of the client. If the therapist did not match interventions to the client's culture, ethnicity and belief systems, give two or more examples of ways in which the therapist could have done so in the session.
- 6) Family therapists believe in taking the larger systems and ecology of families into consideration during their work with clients.
- A) Cite two or more examples from the video on how the therapist may have taken the larger ecology into consideration during their conversation and interventions with the client?
- B) What other areas might the therapist considered?
- 7) All therapists develop a certain style of interaction in which they use their personalities and their personal interactions to work toward the goals of change.
- A) In general, what did you think of the therapist's style in the video? Did you feel personally attracted to this therapist's style?. Why or why not?
- B) Do you think this family therapy model and techniques could be used with a different style of interaction? Explain your viewpoint.
- 8) It is important for family therapists to be self-aware, and self-reflexive. Each therapist must learn to self-monitor their own affect, values, beliefs and viewpoints so that these personal reactions do not interfere with their work with diverse clients. Clients can create varying degrees of personal reactions, emotions or identifications in therapists.
- A) What type of personal reactions did the clients or the therapist in the video create in you?
- B) How is it that you reacted to the video situation in this way. Be self-reflexive and specific in your examples.
- 9) (To be answered on the final video analysis form only) What therapeutic style do you prefer and how might your style compliment the family therapy model under practice. Be specific in your answer.

Course Grades

The final course grade will be calculated as follows:

	20%	90–100=A
Group Demonstration of Intervention	40%	80–89=B
Paper for Family Practice Model	40%	70–79=C
Analysis of Videos		60–69=D
		Below 60=F
Group Demonstration of Intervention	Due Date	See Date on syllabus for topic
Family Practice Paper	Due Date	Last Day of Class
Video Analysis	Due Date	October 27 and November 17

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.

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

VIII. Course Schedule

August 25: Course Overview and Introduction

Sept. 1: The New Epistemology; History and Current Trends in Family Therapy Models

Required

Franklin & Jordan, Chapter 1, 14

McGoldrick, Chapters 1-3

Anderson, H. & Goolishian, H. (1988). Human systems as linguistic systems.

Preliminary and evolving ideas about the implications for clinical theory. Family Process, 27, 157-163.

- 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.
- Doherty, W. J. & Beaton, J. M. (2000). Family therapists, community, and civil renewal. Family Process, 39(2), 149-162.
- Haddock, S.A., Zimmerman, T.S. & MacPhee, D. (2000). The Power equity guide: Attending to gender in Family therapy. Journal of Marital and Family Therapy, 26(1), 153-170.
- Hoffman, L. (1990). Constructing realities: The art of lenses. Family Process, 29, 1-12.
- Lebow, J. (1997). The integrative revolution in couple and family therapy. Family Process, 36, 1-17.
- Laszloffy, T.A. (2000). Uncommon Strategies for a common problem: Addressing racism in family therapy. Family Process, 39(1), 35-50.
- Miller, S. D. & Duncan, B.L. (2000). Paradigm lost: From model-driven to client-directed, outcome-informed clinical work. Journal of Systemic Therapies, 19(1), 20-34.
- Pinsof, W. M. & Wynne, L. (2000). Toward progress research: Closing the gap between family therapy practice and research. Journal of Marital and Family Therapy, 26, 1-8.
- Schwartz, R.C. & Johnson, S.M. (2000). Does couple and family therapy have emotional intelligence. Family Process, 29-33.
- 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.

Sept. 8: Family Therapy Models: Solution-Focused Brief Therapy

Required

Franklin & Jordan Chapter 5

McGoldrick, Chapters, 16, 19, 20, and read the chapter(s) that best reflects your family ethnicity

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

Franklin, C., Biever, J. L., Moore, K. C., Clemons, D. & Scamardo, M. (2001) Effectiveness of solution-focused therapy with children in a school setting. Research on Social Work Practice 11(4), 411-434.

Fraser, J. S. (1995) Process, problems, and solutions in brief therapy. The Journal of Marital and Family Therapy, 21(3), 239-256.

Gingerich, W. J. & Eisengart, S. (2000). Solution-focused brief therapy: A review of outcome research. Family Process, 39(4), 477-498.

Hodge, D. R. (2000). Spiritual ecomaps: A new diagrammatic tool for assessing marital and family spirituality. The Journal of Marital and Family Therapy, 26, 217-228.

- 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, M. (1997). A study of solution-focused brief family therapy. Outcomes and issues. The American Journal of Family Therapy, 25, 3-17.
- Miller, G. & de Shazer, S. (2000). Emotions in solution-focused therapy. A re-examination. Family Process, 39(1), 5-23
- Piercy, F.P., Lipchick, E. & Kiser, D.(2000). Commentary: Emotions in solution-focused therapy, Family Process, 39(1), 25-28.
- Selekman, M. (1999). The solution-oriented parenting group revisited. Journal of Systemic Therapies, 18(1), 5-23.

September 15: Family Models: Structural and Multisystemic

Required

Franklin & Jordan Chapter 2

McGoldrick, Chapters 10-12 & 41

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.

Henggeler, S. W. (1999). Multisystemic therapy: An overview of clinical procedures, outcomes, and policy implications. Child Psychology and Psychiatry Review, 4, 2-10.

Henggeler, S. W. et al. (1999). Homebased multisystemic therapy as an alternative to the hospitalization of youths in psychiatric crisis: Clinical outcomes. Journal of the American Academy of Child and Adolescent Psychiatry, 38, 1331-1339.

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.

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

Szapocznik, J. & Williams, R.A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. *Clinical Child and Family Psychology Review*, 3 (2), 117-134. Add this reading

September 22: GROUP DEMONSTRATION OF MODEL : STRUCTURAL AND MULTISYSTEMIC

More Practice and Examples of Structural Family Therapy.

Finish Above Readings

September 29: Family Models: Brief MRI and Strategic

Required

Franklin & Jordan, Chapters, 3, 10

McGoldrick, Chapter 4, 5 & 28

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

October 6: GROUP DEMONSTRATION OF MODEL FOR BRIEF, MRI AND STRATEGIC

More practice with Strategic and MRI Therapy.

Finish Above Readings

October 15: : Behavioral/Intergrative Couples Therapy

Required

Franklin & Jordan, Chapters 4, 7, & 12

McGoldrick, Chapters 13-15

Butler, M.H., Gardner, BC & Bird, BS (1998). Not just a time-out: Dynamics of prayer for religious couples in conflict situations. Family Process, 37(4), 451-478.

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.

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 Readings on Psychoeducational

Franklin & Jordan, Chapter 7

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.

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.

October 20: On-line—Video Analysis Day!!

October 27 GROUP DEMONSTRATION OF MODEL ON BEHAVIORAL MARITAL

Finish Readings Above

Discussion of learning from the video analysis

*******VIDEO ANALYSIS OF SOLUTION-FOCUSED, STRUCTURAL AND STRATEGIC MODELS DUE*******

November 3: GROUP DEMONSTRATION OF MODEL ON BEHAVIORAL MARITAL

Finish Readings Above

Discussion of learning from the video analysis

November 10: Family Therapy Models: Narrative, Postmodern and Social Constructionism

Required

Franklin & Jordan, Chapter 6, 11

McGoldrick, Chapters 29 & 31

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

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.

Gergen, K. J. (1998). Commentary: The place of material in a constructed world. Family Process, 37, 415-419.

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

- Lannamann J. W. (1998). Social construction and materiality: The limits of indeterminacy in therapeutic settings. Family Process, 37, 393-413.
- Lannamann J. W. (1998). Rejoinder: The place of material in a constructed world. Family Process, 37, 421-424.
- 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.
- Moules, N.J. (2000). Postmodernism and the sacred: Reclaiming connection in our greater-than-human worlds. The Journal of Marital and Family Therapy, 26(2), 229-240.
- 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.
- Ryan, D. & Carr, A. (2001). A study of the differential effects of Tomm's questioning styles on therapeutic alliance. Family Process, 40, 67-77.
- Smith, T. Sells, S.P. & Clevenger, T. (1994). Ethnographic content analysis of couple and therapists perceptions in a reflecting team setting. The Journal of Marital and Family Therapy, 20, 267-286.

November 17: GROUP DEMONSTRATION OF MODEL ON NARRATIVE, POST-MODERN APPROACHES

Discussion of learning from Video analysis

*******VIDEO ANALYSIS OF BEHAVIORAL COUPLES AND NARRATIVE, POST MODERN APPROACHES DUE*******

November 24: Library Day! Happy Thanksgiving!!!

December 1: Class Evaluation and Wrap-up!!!

*******FAMILY PRACTICE PAPERS DUE*******

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

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

Guilford Press
72 Spring Street, New York 10012

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

The Psychotherapy Networker (Formerly, The Family Therapy Networker)(published bi-monthly)

A magazine for mental health professionals

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

Practice Guidelines Available on-line

www.aamft.org/

www.psychguides.com

The American Academy of Child and Adolescent Psychiatry Practice Guidelines. Available on line with subscription to the journal “Journal of Child and Adolescent Psychiatry”

www.AACAP.org

The Journal of Clinical Psychiatry Practice Guidelines: Available on-line with subscription to the journal.

www.psychiatrist.com

The American Psychological Association publishes Practice Guidelines and Guidelines for interpreting the Plethora of Guidelines that exist.

www.apa.org